

2022 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2022 SUNY RFP Guidance Handbook available at <https://www.newyorkcharters.org/resource-center/applicants/> when completing this form.

Proposed School Information			
Proposed Charter School Name:	BRICK Buffalo Academy Charter School (BBACS)		
Education Corporation Name:			
Incorporating by Reference (Yes or No):	No	Ed. Corp Status:	New Ed Corp
Opening Date (Month & Year):	August 2023	School District of Location (or NYC CSD):	Buffalo Public Schools

Proposed Grades and Enrollment			Proposed Affiliations (if applicable)	
Charter Year	Grades	Enrollment	Charter Management Organization ("CMO"):	BRICK Education Network
Year 1	K-1	162	CMO Contact Info (Name, Phone):	Antwan Barlow, [REDACTED]
Year 2	K-2	243	Partner Organization:	N/A
Year 3	K-3	324	Partner Contact Info (Name, Phone):	N/A
Year 4	K-4	405		
Year 5	K-5	486		

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Yolanda Wood				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input checked="" type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:	[REDACTED]				
Phone Number (direct line):	[REDACTED]	Secondary Phone Number:		Email Address:	[REDACTED]

Secondary Applicant Name (if applicable):	Antwan Barlow				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input checked="" type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):	BRICK Education Network				
Applicant Mailing Address:	[REDACTED]				
Phone Number (direct line):	[REDACTED]	Secondary Phone Number:		Email Address:	[REDACTED]

Media/Public Contact Information (required)

Name:	Tish Johnson	Phone #:	(862) 579-9288	Email:	tjohnson@brickeducation.org
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Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

At BRICK Buffalo Academy Charter School ("BBACS"), we will graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We use a holistic approach to ensure that students from East Buffalo neighborhoods have the knowledge, skills and support needed to be college, career and life-ready upon graduation. Our school provides a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. In partnership with our families, we empower our students to draw strength from their identity and become leaders in their communities.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element. BBACS will work to achieve its mission by focusing on cultivating the three key design elements described below:

BRICK's rigorous and culturally responsive instructional program. BBACS will offer a proven instructional program that maintains high expectations while celebrating student identity and providing the differentiated instruction necessary to ensure student success. BBACS will also offer a longer school day (7:30 a.m. to 4 p.m.) and an extended school year (191 days).

BRICK's Ubuntu cultural program. BBACS will offer a proven cultural program that creates a warm, belonging-based school environment by focusing on culturally sustaining practices, social-emotional development, trauma-informed practices, and positive identity development. BBACS will also emphasize the recruitment of a diverse staff and the use of restorative practices, rather than exclusionary discipline.

BRICK's ecosystem approach to whole child development. BBACS will offer a proven approach to providing families with the comprehensive wraparound supports they need to thrive. BBACS will become a hub for a rich ecosystem of community partnerships that support families, including in the critical areas of early childhood education, workforce development, affordable housing and health care.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

BBACS will provide an academic program that is designed to help students become college, career and life ready – so that they can draw strength from their identity and become leaders in their community. BBACS plans to fulfill this commitment by partnering with the BRICK Education Network ("BRICK") to offer a rigorous and culturally responsive academic program. The BRICK model is an ideal fit for East Buffalo because it has already proven successful in a community with similar demographics. At the same time, the BBACS team also recognizes that it will need to continually find ways to adjust this program to ensure it meets the unique, contextual needs of their students and families.

BRICK's rigorous and culturally responsive instructional program is based on the premise that all students can achieve at the highest levels when provided with appropriate academic support. BRICK schools offer a curriculum that is rooted in high-quality materials that have been independently validated and/or have been shown to produce high levels of achievement in SUNY sponsored schools serving a similar population of students. For example, BBACS will offer a curriculum that includes resources from Achievement First Navigator mathematics, Lucy Calkins' Writing Workshop, FOSS (Full Option Science System) and Amplify Science, Core Knowledge History and Geography, Reading Mastery, and STEP literacy.

BBACS also recognizes that many of its students may benefit from additional support to achieve grade level mastery. As a result, the school will offer an extended school day (from 7:30 a.m. to 4 p.m.) and an extended school year (191 days). In addition, students will receive additional instructional time in the core content areas to ensure all students are on grade level by third grade. For example, Kindergarteners will receive 3 hours of literacy instruction and 80 minutes of math each day. This schedule will allow for students to receive daily differentiated instruction, including targeted, small-group instruction in guided reading, phonics, and math.

BBACS also prioritizes the holistic development of children. As a result, the school will also offer a comprehensive social and emotional learning program. This program includes explicit instruction in the Positive Action curriculum, a research-based program designed to support students to build proficiency in developmentally appropriate social and emotional skills. In addition, the BBACS team will continue to collaborate with families and community leaders to supplement this program with additional content to invest students in the school values and to provide authentic opportunities for students to learn about their identity and their community while practicing social and emotional skills with their classmates and building strong classroom culture. BBACS also plans to provide a comprehensive arts program, including instruction in visual art, music, dance and theater. The BBACS program aligns to a community need for more high-performing schools and a community desire for a well-rounded education. BBACS' commitment to providing families with additional wraparound supports, including in the critical areas of early childhood education, workforce development, health care, and affordable housing, will help families thrive and encourage a revitalization of East Buffalo.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least four board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement (**maximum of 200 words each**) that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

The lead applicant for BBACS is Yolanda Wood. Ms. Wood is a Buffalo city resident and university administrator, and she will serve as the Education Corporation/ charter school's board chair. She is currently the Deputy Title IX Coordinator at Niagara University. Ms. Wood joined Niagara University from D'Youville College, where she served as Chief Diversity Officer overseeing the college's commitment to equity, diversity, and inclusion. Ms. Wood brings significant experience in postsecondary education administration and project management to BBACS' board. An active volunteer within the Buffalo community, Ms. Wood is a member of Alpha Kappa Alpha Sorority, Professional Sisters Working Together, and the Young Miss Buffalo Pageant board. Ms. Wood is a graduate of Medaille College, where she received a Master of Science in Mental Health Counseling, and the University at Buffalo, where she received a Bachelor of Arts degree in Sociology. Ms. Wood is currently pursuing a doctoral degree in Educational Leadership from D'Youville College.

Dr. Takesha Leonard (the proposed Vice Chair and chair of the personnel committee) currently serves as the East Side Medical Director at Jericho Road Community Health Center. In her role, she helps lead the center's efforts to provide high-quality health care services to the East Buffalo community to address the significant health disparities impacting East Side residents. She served on the New York State COVID task force and ran the first free no-barrier COVID testing site in the city of Buffalo. She is also starting the center's first summer enrichment program for high school students on the East Side of Buffalo who are interested in medicine. Recently, she has also gained experience supporting the rising immigrant population in the city since her team helped to directly resettle more than 200 Afghan refugees this year. Dr. Leonard is a board certified Family Nurse Practitioner. She holds a Doctorate of Education in Health Policy and Administration and Master of Science from D'Youville College. She earned her bachelor's degree at the University at Buffalo.

Adam M. Desmond (the proposed Treasurer and chair of the Audit and Finance Committee) is Regional Market Leader for the Buffalo Market at Tompkins Bank of Castile. Mr. Desmond is responsible for expanding the Bank's commercial presence in Erie and Niagara counties. He has more than 16 years of finance and banking experience, including time at KeyBank/First Niagara Bank. His experiences include corporate and industrial lending, commercial real estate lending, and small business banking. He reports directly to John McKenna, the President and CEO of Tompkins Bank of Castile. Mr. Desmond earned a bachelor's degree in Finance from the University of Buffalo in 2005 and a M.B.A. from Canisius College in 2011. Mr. Desmond resides in Grand Island with his wife, Carin, and their two children. He is active in his children's activities and in the community. He is also on the board of directors for Susan G. Komen Upstate NY and was formerly the Vice-Chair of the Board of Directors for Literacy New York Buffalo-Niagara, Inc. He also recently graduated from the Leadership Buffalo program in 2020.

Dr. Ramone Alexander (the proposed chair of the Academic Committee) is currently Director of Inclusivity and Community Building at Nichols School. In this role, he has led the school's efforts to engage in professional learning related to diversity, equity and inclusion and has implemented new programs to support all students, including students of color, to have a positive experience at Nichols. At Nichols, he has experience teaching Algebra to middle school students and a Service and Social Justice class to high school students. Prior to joining Nichols, Dr. Alexander served as a principal investigator in the Graduate School of Education at the University at Buffalo. In that role, he administered Liberty Partnerships, an academic and social support program for middle and high school students situated in the University at Buffalo's Office for University Preparatory Programs. A lifelong Buffalonian, Dr. Alexander graduated from Columbia University with a BA in Psychology. He earned his Doctorate of Medicine from the University at Buffalo School of Medicine. Dr. Alexander currently lives in the city of Buffalo with his daughter Asia.

Chris Porpiglia (the proposed Secretary and chair of the Development committee) currently serves as Vice President and Senior Client Consultant at Manning and Napier Advisors. He is a Certified Financial Planner professional, representing Manning & Napier Advisors in Western New York. As a native of WNY, Mr. Porpiglia is a proud supporter of community causes and volunteers his time through Junior Achievement and Habitat for Humanity, and the American Diabetes Foundation. He is a 2020 graduate of the Leadership Buffalo program and enjoys spending free time with his wife and two sons. He earned his bachelor's degree from the

Lead Applicant Digital Signature

Valid Digital Signature:

Yolanda Wood

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

NOTE: The Institute only accepts valid digital signatures. Please do NOT submit typed signatures or scanned copies of written signatures. Please contact the Institute directly if you have questions about how to submit a digital signature.

SCHOOL NAME: Achieve Community Charter School					
	2017-18	2018-19	2019-20	2020-21	2021-22
Enrollment[1]					
Total Enrollment	62	219	303	378	464
Number of Students with Disabilities	5	12	11	37	45
Number of English language learners	0	0	0	0	16
Number of Economically Disadvantaged Students	58	166	134*	187*	436
Retention[2]					
Total Number of Students Eligible to Return from Previous Year[3]	N/A	62	219	306	378
Total Number of Eligible Students Who Returned from Previous Year	N/A	50	173	283	355
Number of Students with Disabilities Eligible to Return from Previous Year[4]	N/A	5	12	11	37
Number of Students with Disabilities Who Returned from Previous Year	N/A	5	12	9	30
Number of English language learners Eligible to Return from Previous Year[5]	N/A	N/A	N/A	N/A	N/A
Number of English language learners Who Returned from Previous Year	N/A	N/A	N/A	N/A	N/A
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	N/A	58	166	134	187
Number of Economically Disadvantaged Students Who Returned from Previous Year	N/A	45	133	119	176
Average Daily Attendance Rate	95.77	98.51	92%	97%	94%
Discipline					
Number of In-School Suspensions (Occurrences)	0	0	26	0	13
Number of Out of School Suspensions (Occurrences)	0	0	14	0	9
Number of In-School Suspensions (unique students)	0	0	5	0	7
Number of Out of School Suspensions (unique students)	0	0	5	0	6

01+034SCHOOL STATISTICAL OVERVIEW

Number of Expulsions	0	0	0	0	0
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[1] All enrollment data should reflect *BEDS day information*.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[4] All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[5] Any student identified as an English language learner at any point of enrollment in the school should be included in this count regardless of current English language proficiency status.

R-01AC – Community Need and Proposed School Impact

a. Community Description and Need

Provide a narrative analysis of the community and target population for the school including:

- A description of the community from which the proposed school intends to draw students.
- Community demographics including available information and/or changes related to the COVID-19 pandemic.

Buffalo, the anchor of the Western New York region, is currently home to an estimated 255,284 residents¹ and has a long history as an accessible hub for our nation’s newest immigrants². More than 80 different home languages are spoken within the Buffalo Public Schools, with the most common being Spanish, Arabic, Karen, Somali, Burmese, Swahili, Bengali, and Nepali³. This diverse city is in the midst of an economic “renaissance” with the revival of downtown Buffalo and a surge in millennial families moving back to the city⁴. However, despite the city’s cultural diversity and economic progress, extreme inequities exist that cause individuals from different geographic areas, racial groups and ethnicities to experience the city very differently. Table 1a.1 below provides a snapshot of Buffalo’s population by racial/ethnic group according to the most recent Census.

Table 1a.1 – Buffalo, NY Population by Race and Hispanic Origin

Identified Racial/Hispanic Origin	Percentage of Population
White alone	47.1%
Black/African American	36.5%
American-Indian	0.5%
Asian	5.9%
Two or More Races	4.0%
Hispanic/Latinx	12.3%

Byron Brown, the city’s current Mayor, has expressed his desire for the city’s resurgence to positively impact all of the city’s residents: “As economic growth and opportunity continues in Buffalo, it’s important that all residents and business owners benefit from the city’s rising prosperity.⁵” However, approximately 1 in 3 Buffalo city residents live in poverty⁶. In 2019 Buffalo also reported the 4th highest youth poverty rate of all major metropolitan cities in the nation – with close to half (47.2%) of its young people living in poverty⁷. At the same time, the city’s poverty rate for White residents was only 9.3%

¹ <https://www.census.gov/quickfacts/fact/table/buffalocitynewyork,US/PST045219>

² https://www.buffalospree.com/wny_life/a-timeline-of-immigration-in-buffalo/article_795a38a9-e1a8-50b8-9b11-07fed42368f6.html

³ https://buffalonews.com/news/local/buffalo-schools-try-to-keep-pace-with-kids-speaking-83-languages/article_922aca94-599d-55e8-950c-25ffad2e00a3.html

⁴ <https://news.wbfo.org/post/study-finds-buffalo-succeeding-attracting-millennials>

⁵ <https://www.buffalony.gov/517/Economic-Development>

⁶ <https://www.census.gov/quickfacts/fact/table/buffalocitynewyork,US/PST045219>

⁷ <https://www.bizjournals.com/buffalo/news/2019/01/15/buffalo-posts-the-nations-fourth-worst-poverty.html>

compared to 32.3% for Black residents⁸. In fact, some 64% of people of color live in areas of concentrated poverty in Buffalo compared to 14% of White residents.⁹ The median household income in Buffalo hovers at \$37,354 compared to the \$62,843 national average¹⁰. The city also has the highest violent crime rate of any city in New York State - with a rate of 1,042 crimes per 100,000 residents¹¹.

The East Side of Buffalo, where BRICK Buffalo Academy Charter School proposes to open, is an area of particular need. Encompassing zip codes 14212, 14211, and 14215, the East Side reports even greater inequities when compared to the other major districts of the city (shown in Figure 1a.2). Schiller Park, which is 82% Black, is a densely populated neighborhood on the East Side. The neighborhood's median income is roughly 20% lower than the city's median income at \$27,234.¹² Almost 3 out of 4 children in Schiller Park and the East Side live in poverty¹³ and 83% of children live in households receiving public assistance, SNAP benefits, or SSI.¹⁴ Levels of college completion on the East Side also lag behind the city average with 6.2% of residents holding a bachelor's degree compared to 25.8% citywide¹⁵.

The BBACS team has consulted with renowned scholar Dr. Henry-Louis Taylor Jr. to learn more about the experience of residents on the East Side of Buffalo. Dr. Taylor, a faculty member at the University at Buffalo who serves as the Director of the Center for Urban Studies, a professor of urban and regional planning, and an associate director of the Community Health Equity Research Institute, helped provide additional information regarding the historical and present day challenges facing the city's minority and marginalized residents. His feedback has also helped to inform our school's key design elements and program offerings that are described later in this application.

Taylor's original 1990 study, referred to as the Black Buffalo Project, was co-sponsored by the Buffalo Urban League and the Buffalo Common Council, and identified numerous core problems facing Buffalo's Black community.¹⁶ Thirty one years later, Taylor and his colleagues again analyzed statistical census data, city planning documents, policies and State of the City addresses going back several mayors to determine if African Americans have made progress over the past three decades in a follow up study entitled *The Harder We Run: The State of Black Buffalo in 1990 and the Present*.¹⁷



⁸ https://ppgbuffalo.org/files/documents/poverty_low_wage_work_income_inequality/truth_commission_report_poverty_in_buffalo_causes_impacts_solution.pdf

⁹ *ibid*

¹⁰ <https://www.census.gov/quickfacts/fact/table/buffalocitynewyork,US/PST045219>

¹¹ <https://ucr.fbi.gov/crime-in-the-u.s/2018/crime-in-the-u.s.-2018/tables/table-8/table-8-state-cuts/new-york.xls>

¹² <https://www.deptofnumbers.com/income/new-york/>

¹³ <https://www.census.gov/quickfacts/fact/table/buffalocitynewyork,US/PST045219>

¹⁴ <https://www.unitedstateszipcodes.org/14211/>

¹⁵ <https://www.census.gov/quickfacts/buffalocitynewyork>

¹⁶ <http://www.buffalo.edu/ubnow/stories/2021/10/taylor-report-black-community.html>

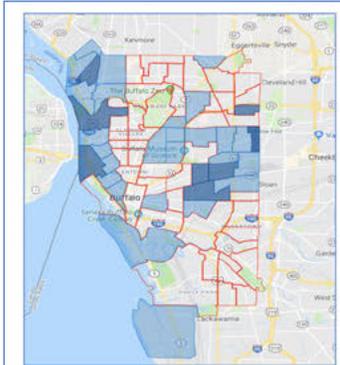
¹⁷ <https://right2thecity.files.wordpress.com/2021/10/taylorhl-the-harder-we-run.pdf>

“When we took a look at Black Buffalo 31 years ago, we felt the community was on a downward trend; we were increasingly locked in the economic basement,” Taylor says in the report.¹⁸ “When we looked at these trend lines some 31 years later, we see no reversal,” he adds. “We see that with some of the critical metrics — the poverty rate, household income, homeownership, employment — not only is there no progress, there’s no change. When we say there’s literally no change, we’re saying that in a lot of ways the situation is more entrenched, more solidified. And that implies that breaking the downward cycle is going to be even more difficult and complex than it was before.”¹⁹

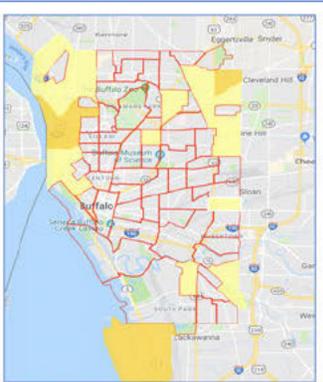
The study found that progress in other parts of the city, funded through significant investment in urban revitalization, has not made its way to the predominantly Black communities in East Buffalo. East side residents continue to struggle with inadequate, substandard housing and predatory land banking practices exacerbated by racial segregation and gentrification. In addition, limited educational attainment keeps many residents stuck in the low-wage labor force or unemployed. According to the study, “The interplay between education and labor market dynamics drives chronic joblessness in Black Buffalo.”²⁰

Taylor’s study ultimately determined that the “...top problem facing African Americans is their poor health” and that the stressors of financial insecurity and neighborhood conditions directly correlate to undesirable health outcomes in the Black community.²¹ For example, excessive pollution and lack of green spaces in East Side neighborhoods contribute to chronic respiratory ailments in many residents. These situations are further exacerbated by limited timely access to healthcare and inconsistent quality of those services for families living in poverty. The graphics below are taken from U.S. Census data and help to underscore Dr. Taylor’s analysis by showing that the East Side of Buffalo has high rates of poverty and significant numbers of school-aged children.

Census Maps of Buffalo, New York



This map represents census tracts in Buffalo, NY. Nearly 31 percent of the population in Buffalo lives below the poverty level. The shaded census tracts represent the following poverty levels:
 Dark Blue > 49% below poverty level
 Light Blue > 35% below poverty level



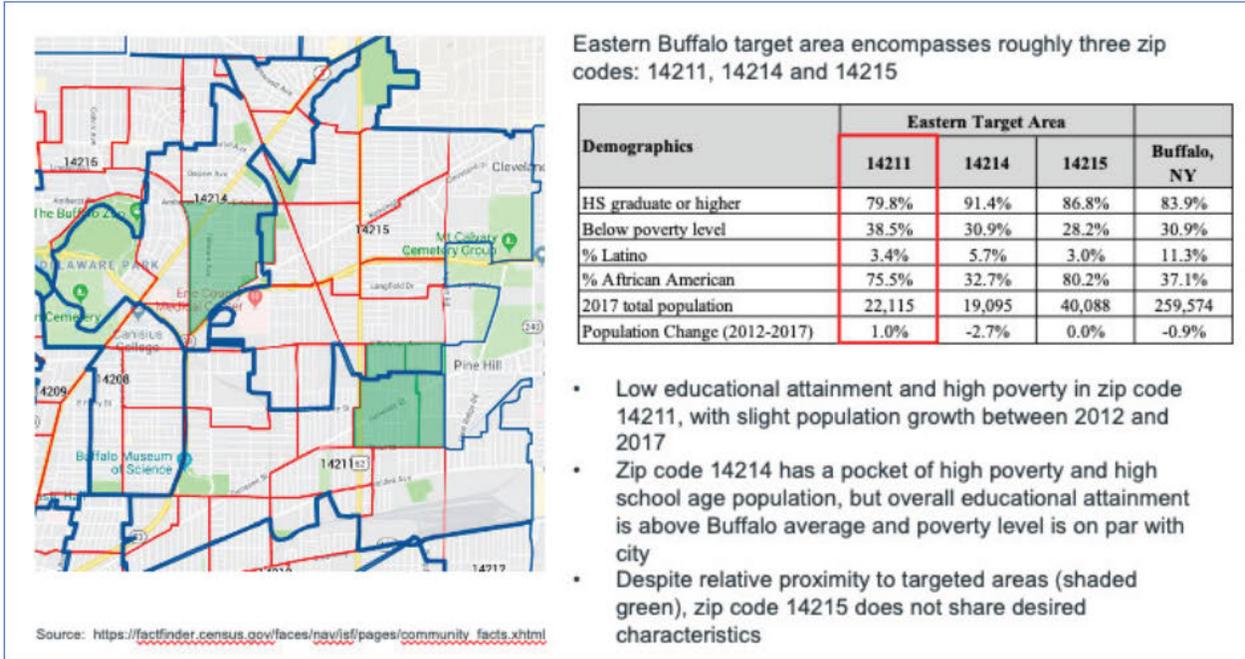
Approximately 60,000 children under age 14 live in the highlighted areas. The distribution by census tract is as follows:
 Orange > 1,400 children
 Yellow > 1,000 children
 Blank < 1,000 children

¹⁸ <http://www.buffalo.edu/ubnow/stories/2021/10/taylor-report-black-community.html>

¹⁹ *ibid.*

²⁰ *ibid.*

²¹ Center for Urban Studies (2000). *The Health Status of the Near East Black Community: A Study of the Wellness and Neighborhood Conditions*, Buffalo, N.Y. xxiii



The Buffalo Public Schools

“Buffalo’s public schools are just as segregated now as they were in 1972, before federal desegregation orders. Buffalo-Niagara is a well-educated area. In fact, educational attainment in the region tends to be higher than the national average. But within the region, disparities are unusually sharp. An adult in the City of Buffalo is almost twice as likely as an adult in the metro area to lack a high school diploma.”²²

In the State of New York, the Buffalo Public School District (“BPS”) is the largest district outside New York City.²³ It currently serves over 33,000 K-12 students in 60 schools²⁴. As of 2019, there were 17 charter schools serving over 9,100 students in Buffalo, equal to more than 21 percent of the student population. An additional 3,300 students attend non-public, mostly faith-based, schools. In the Buffalo school system, over 21 percent of students are English Language Learners, speaking more than 80 different languages in their homes.

In 2015, the Buffalo Board of Education appointed a new superintendent, Dr. Kriner Cash, who is nationally recognized for his work in urban education. Under Dr. Cash’s leadership, the district has implemented a number of new initiatives to improve the quality of education, including the Turnaround Schools Leadership Institute, New Innovative High Schools, and Community Schools throughout the district. The district has also seen slight improvement in academic gains between 2015 and 2019, as measured by the ELA and Math NY State assessments²⁵.

While recent academic progress in Buffalo is encouraging, Buffalo schools continue to underperform relative to other schools in New York. According to the 2019 New York state assessments, BPS reported 24.7 percent proficiency in ELA compared to the state average of 45.4 percent. Similarly, in

²² https://ppgbuffalo.org/files/documents/education/public_education_in_buffalo_and_the_region_buffalo_brief_may_2018.pdf

²³ <http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html>

²⁴ Buffalo Public Schools at Glance 2018-19

²⁵ <https://www.buffaloschools.org/>, Major District Accomplishments

math, Buffalo schools averaged 20.9 percent proficiency compared to the state average of 45.6 percent²⁶. That year, the BPS high school graduation rate was 65% while the New York state average high school graduation rate was 83%²⁷. Each year, *Buffalo Business First* publishes academic rankings of the 96 school districts in the Buffalo-Niagara Falls area, rating the school districts in areas of English, mathematics, science and social studies. **BPS ranked 95th out of 96 school districts.**²⁸ Unfortunately, statistically significant achievement gaps also exist between sub-groups within BPS, further illustrating how some parts of the city’s population are even more undeserved than the overall district data indicates. For example, in the 2018-2019 school year, 48% of White 3rd graders scored at a Level 3 or higher on the New York State math assessment compared to 18% of African-American 3rd graders. Similarly, on the state ELA assessment 46% of White 3rd graders scored a Level 3 or above compared to 25% of African-American 3rd graders. Collectively, these data points help to illustrate the need for additional high quality educational options for BPS students, especially for its African American students.

The Partnership for Public Good found that three-fourths of the variation in achievement scores among schools in the Buffalo-Niagara region could be “explained by their percentage of students with low-incomes²⁹”. Students at majority low-income schools have achieved lower scores when compared on average to their more affluent peers. While the Buffalo-Niagara metro region writ large – inclusive of the more affluent suburbs of Buffalo – reports higher rates of high school completion and attainment of advanced degrees than the national average– there are notable disparities in the educational outcomes along lines of income. BPS, with enrollment of 31,050 students³⁰, reports that 83% of its students are classified as “economically disadvantaged”³¹. In fact, BPS students are “twice as likely to live in poverty than students in the [suburbs of Buffalo]”³². Educational outcomes across the metro region are also closely correlated to income with BPS reporting lower graduation rates and achievement scores than the more affluent districts of Williamsville, East Aurora, and Orchard Park³³. As a result, students in communities like East Buffalo, who are born with fewer resources, face the prospect of attending schools that have not yet proven capable of helping them to perform at the highest levels.

Given the current academic performance of Buffalo schools, the community would greatly benefit from additional high quality education options, particularly those designed to serve the African American students in the parts of the district that experience the highest rates of poverty. Fortunately, BBACS proposes to serve this particular community and plans to leverage a proven national model that has already seen success supporting a population of students with similar demographic characteristics in Newark, New Jersey. The BBACS team believes that BRICK’s track record of supporting students to make significant academic growth coupled with its approach to mitigating the effects of poverty are ideally suited to founding a school that directly serves the needs of the East side of Buffalo. For more information about BRICK’s track record, please see **BPA S02a—Current and Planned Schools** and **BPA S02b—School Demographics**.

- *A description of the specific population of students the proposed school intends to serve.*
- *The applicant’s rationale for selecting the community.*
- *Performance of local schools in meeting the community’s needs.*

²⁶ <http://www.nysed.gov/common/nysed/files/programs/information-reporting-services/2019-3-8-test-results-presentation.pdf>

²⁷ <https://data.nysed.gov/enrollment.php?year=2019&instid=800000052968>

²⁸ <https://www.bizjournals.com/buffalo/news/2019/10/03/upbuf.html>

²⁹ https://ppgbuffalo.org/files/documents/education/public_education_in_buffalo_and_the_region_buffalo_brief_may_2018.pdf

³⁰ <https://data.nysed.gov/enrollment.php?year=2019&instid=800000052968>

³¹ *ibid.*

³² https://ppgbuffalo.org/files/documents/education/public_education_in_buffalo_and_the_region_buffalo_brief_may_2018.pdf

³³ *ibid.*

- How the proposed school would provide a needed alternative for the community.

School Quality in East Buffalo

BBACS seeks to serve the community of East Buffalo in particular based on our analysis of local achievement data and student demographics as well as our interactions with families and community organizations. We believe that the East Buffalo community in particular is in need of additional high quality schools that can provide the wraparound services necessary to support families and inspire high levels of student achievement.

A recent analysis of school performance in East Buffalo helps to further illustrate the need for additional high quality schools on the East Side. Table 1.a2 shows the recent NY state test scores of several open enrollment schools in close proximity to the target area where BBACS proposes to open.

Table 1a.2 – NY State Test Results of East Side Schools

School Name	Map Code	Zip Code	Type	Grades Served	Proficient in ELA (%)	Proficient in Math (%)
KING CENTER CHARTER SCHOOL	A	14211	Charter	K-8	34%	34%
HARVEY AUSTIN SCHOOL #97	B	14211	District	PK-8	15%	10%
BUILD COMMUNITY SCHOOL	C	14211	District	PK-8	N/A	N/A
PS 59 DR CHARLES DREW SCIENCE MAGNET	D	14211	District	PK-8	14%	11%
MARTIN LUTHER KING JR #48	E	14211	District	PK-1	N/A	N/A
STANLEY MAKOWSKI EARLY CHILDHOOD CTR	F	14208	District	PK-4	26%	15%
COMMUNITY SCHOOL #53	G	14208	District	PK-8	12%	8%
PS 74 HAMLIN PARK CLAUDE AND OUIDA	H	14208	District	PK-8	20%	19%
DR LYDIAT WRIGHT SCH OF EXCELLENCE	I	14214	District	PK-8	16%	9%
MATH SCIENCE TECH PREP SCHOOL-SENECA	J	14215	District	5-12	14%	6%

Collectively, these scores help to illustrate that the traditional public schools on the city’s East Side lag the performance of other BPS schools and are far below New York state averages. Further analysis of the demographics of schools in the proposed location of the school show that these schools also serve a unique population of BPS students—including a higher than average percentage of African American students, economically disadvantaged students, and students with disabilities. Table 1a.3 provides specific demographic data for these schools.

Table 1a.3 – East Buffalo School Demographics³⁴

Charter School	Map Code	Zip Code	Grades Served	Enrollment	% African American	% Hispanic	% Econ Disadv	% Students with Disabilities	% English Language Learners
KING CENTER CHARTER SCHOOL	A	14211	K-8	427	90%	1%	94%	11%	3%
District School									
HARVEY AUSTIN SCHOOL #97	B	14211	PK-8	570	79%	9%	94%	20%	4%
BUILD COMMUNITY SCHOOL	C	14211	PK-8	386	81%	6%	94%	26%	6%
PS 59 DR CHARLES DREW SCI MAGNET	D	14211	PK-8	719	61%	11%	93%	30%	14%
MARTIN LUTHER KING JR #48	E	14211	PK-1	344	41%	27%	96%	18%	28%
STANLEY MAKOWSKI EARLY CHLDHDD CTR	F	14208	PK-4	730	65%	10%	90%	30%	13%
COMMUNITY SCHOOL #53	G	14208	PK-8	462	75%	9%	95%	27%	10%
PS 74 HAMLIN PARK CLAUDE AND OUIDA	H	14208	PK-8	445	77%	8%	96%	21%	7%
DR LYDIAT WRIGHT SCH OF EXCELLENCE	I	14214	PK-8	646	83%	9%	91%	25%	3%
MATH SCIENCE TECH PREP SCHOOL-SENECA	J	14215	5-12	730	71%	11%	90%	25%	12%

The data from these schools helps to show that there is a great need for additional high-quality schools on the East Side of Buffalo that are capable of supporting this unique population of students to achieve at

³⁴ <http://www.p12.nysed.gov/irs/statistics/enroll-n-staff/home.html> <https://www.kccs.org/our-history.html>

high levels. In addition, this data further substantiates what we have learned from families and community members during our community outreach. The families on the East Side, and the social service agencies that support them, are invested in the creation of additional high-quality elementary school options in their neighborhood. Our team has conducted ongoing outreach with Buffalo stakeholders since 2019 and that outreach has shown us that there is a unique opportunity to replicate a proven national model that meets the stated desires of local residents.

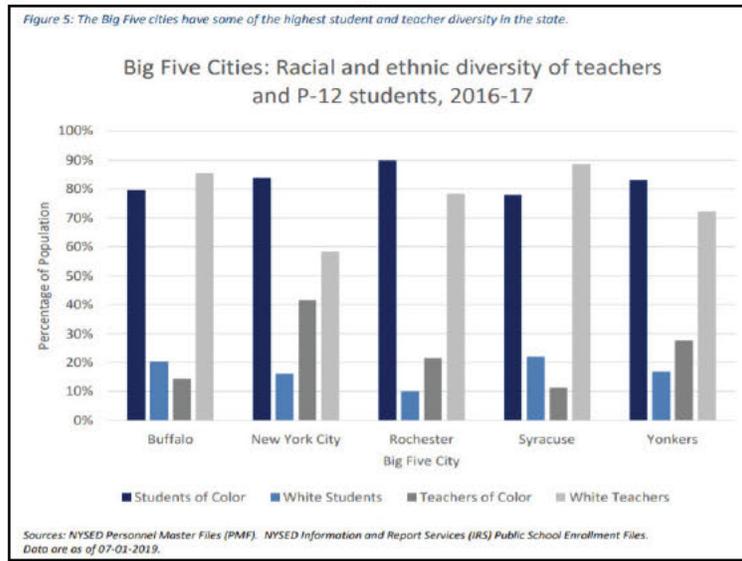
In addition, our team believes that the BRICK model is a strong fit for the East Buffalo community because of the similarities in demographics between East Buffalo and Newark. Many community statistics, including the unemployment and education attainment rates, are very similar to those of our sister school located in Newark's South Ward. BRICK has also served a similar demographic of students, supporting the turnaround of district schools that had 6.3 times the average number of Black or African American students as the state as a whole and 2.4 times the average number of economically disadvantaged students. BRICK was asked to support these schools due, in part, to their low academic achievement, which lagged the local traditional public schools. However, during BRICK's support, these schools made dramatic progress, posting student growth percentiles that were near the top of the district; #2 and #18 of 59 in ELA and #6 and #17 in math in 2017. For more information, please see **Business Plan—Section III: Prior Academic Performance.**

Leader and teacher diversity

Another notable characteristic of our target district that BBACS is uniquely qualified to redress is that few BPS schools employ adequate numbers of leaders and teachers that reflect the diversity of the student populations they serve. While the New York State Education Department's 2019 Educator Diversity Report states that "...a diverse educator workforce is associated with wide-ranging educational benefits for all students—particularly students of color—and for the school environments in which they are employed,"³⁵ teachers of color are underrepresented statewide. In addition, many areas in and around Upstate, Central, and Western New York have experienced declines in their teacher of color population over the last ten years. Looking at the report's analysis of Buffalo specifically, the graph below, Graph 1a.5, illustrates the wide disparity between the city's minority student population at 80% and its proportion of teachers of color at approximately 14%, making the BPS teaching staff one of the least diverse of the state's large urban centers.

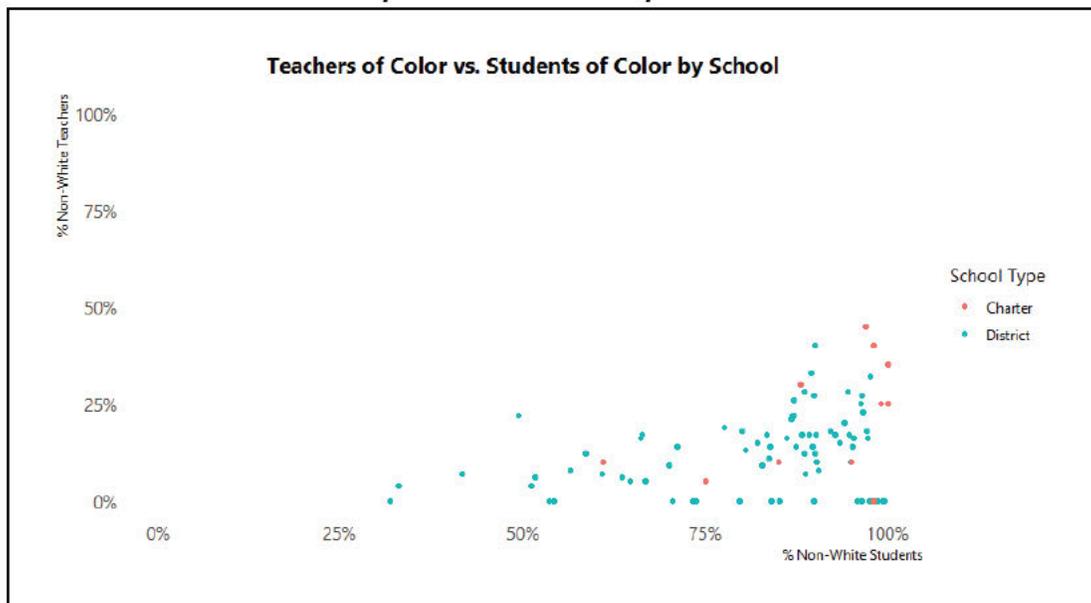
³⁵<http://www.nysed.gov/common/nysed/files/programs/educator-quality/educator-diversity-report-december-2019.pdf>

Graph 1a.5 – Diversity of Teachers in NY state’s Big Five Cities



BPS is not the only district in the area that has struggled to employ a diverse faculty; many area charter schools also have this challenge. As a result of the regional consensus behind the need to employ more diverse teachers and leaders, the Cullen Foundation conducted an analysis of local schools to better understand the extent to which staff and student demographics aligned. Their analysis is presented below in Figure 1a.6. As the scatter plot below suggests, most local schools serve a student population that includes a majority of non-white students. However, Cullen did not identify any schools that had a faculty that was a majority of people of color. This data stands in stark contrast to the data from BRICK’s fresh start charter school, the Achieve Community Charter School, where currently 46 of 56 staff (82%) are black or brown.

Figure 1a.6 – Cullen Foundation Analysis of School Diversity



This is a critical issue as David Figlio, Dean of the Northwestern University School of Education and Social Policy wrote about in *The Importance of a Diverse Teaching Force*, a report published by the Brookings Institution: “This estimated effect is not just statistically significant, but also highly educationally relevant.”³⁶ Teachers of color can be role models who inspire students of color; teachers of color may be able to better link cultural contexts to learning in ways that could benefit racial and ethnic minority students; and teachers of color have been shown to have higher expectations of students of color.³⁷ In fact, in a 2015 working paper by Gershenson, Papageorge and Stephen B. Holt, the authors found causal evidence that teachers’ expectations for student attainment are systematically biased. They found specifically that non-Black teachers have significantly lower educational expectations for Black students than do Black teachers.³⁸ As Constance Lindsay powerfully writes, “Given the evidence of positive effects on students of having at least one teacher who shares their race or ethnicity, state boards of education, other state policymakers, and school leaders need to recognize teachers’ race and ethnicity as markers of teacher quality. Whether purposefully or not, education systems have long defined teacher quality based on what is best for White students. Asserting that diversity is a dimension of quality can disrupt practices that privilege one group of students over another and can level the playing field for teachers and students of color, who stand to benefit most from a diverse teaching force. By explicitly equating diversity with quality, state policymakers can affirm the unique benefits of racially diverse teachers and implicitly elevate diversity as an objective onto itself.”³⁹

Addressing Exclusionary Discipline

The Buffalo Public Schools also has one of the highest rates of student suspensions in the state of New York—a rate higher than other major cities like Rochester, Syracuse and Yonkers. In fact, a 2016-2017 report found that nearly 14 percent of students in Buffalo had received at least one suspension. Once again, there are also notable differences in the ways that different community members experience discipline in BPS. This same report found that BPS was twice as likely to suspend minority students as White students.⁴⁰ Table 1a.7⁴¹ shows the high levels of suspensions in Buffalo and the disproportionate impact on Black students in particular:

Figure 1a.7 – Suspension Rates in Buffalo

³⁶ Figlio, David. “The Importance of a Diverse Teaching Force.” Brookings Institution. November 16, 2017.

³⁷ Lindsay, C., Blom, E., Tilsley, A., “Diversifying the Classroom: Examining the Teacher Pipeline.” Urban Institute. October, 2017.

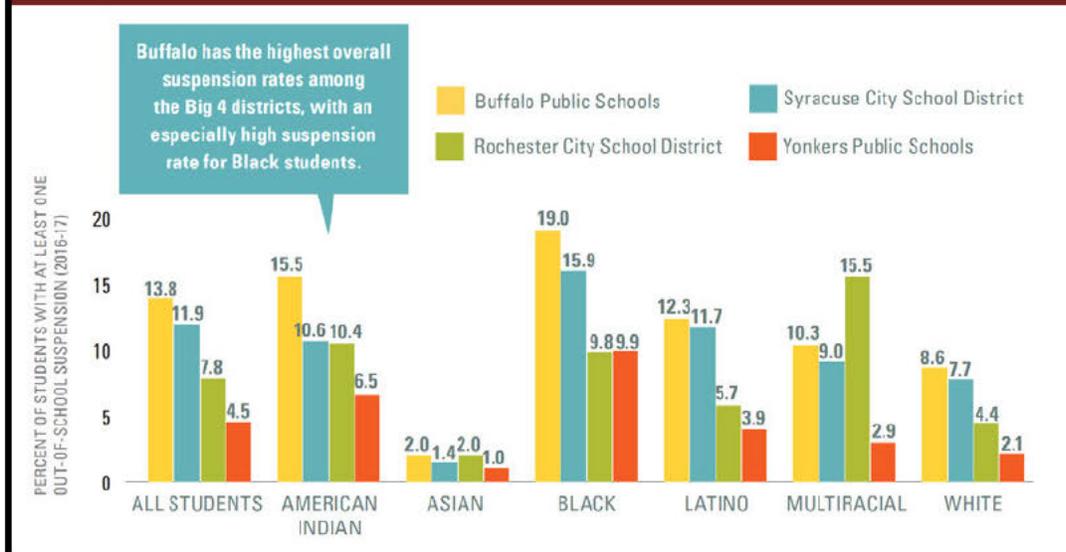
³⁸ Gershenson, S., Holt, S., and Papageorge, N. 2015. “Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations.” Upjohn Institute Working Paper 15-231. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research. <https://doi.org/10.17848/wp15-231>

³⁹ Lindsay, C., “Teacher Diversity and Student Success.” National Association of State Boards of Education. September, 2021.

⁴⁰ https://buffalonews.com/news/local/education/report-black-students-in-buffalo-twice-as-likely-to-be-suspended-as-white-classmates/article_ccaa99aa-fbbc-5584-88d1-4232e2ae3a7e.html#:~:text=Buffalo%20had%20the%20highest%20overall,received%20at%20least%20one%20suspension

⁴¹ Source: New York State Education Department. Unpublished 2016-17 data. N-sizes are less than 100 students for the following groups; American Indian and Multiracial students in Rochester and American Indian students in Yonkers. All other groups include more than 200 students. Analysis conducted by The Education Trust—New York.

Figure 6: Percent of students with at least one out-of-school suspension in the Big 4 school districts



These high suspension numbers stand in stark contrast to BBACS’s commitment to building a restorative and trauma-informed approach to behavior management that minimizes suspension. BBACS proposes using a similar approach to building school culture that has proven effective at BRICK’s fresh start charter school in Newark, the Achieve Community Charter School. While 19% of Black students in BPSs were suspended from school during the 2016-2017 school year, Achieve’s suspension rate has never been above 1.67%.⁴² Please see Table 1a.8 below, which outlines the extremely low rates of student suspension, often zero, at Achieve:

Table 1a.8 – Suspension Rates at BRICK

Discipline at Achieve	2017-18	2018-19	2019-20	2020-21
Total Number of In-School Suspensions	0	0	5	0
Number of Students Receiving In-School Suspension	0	0	5	0
Total Number of Out of School Suspensions	0	0	26	0
Number of Students Receiving Out of School Suspension	0	0	14	0
Number of Expulsions	0	0	0	0

⁴²https://buffalonews.com/news/local/education/report-black-students-in-buffalo-twice-as-likely-to-be-suspended-as-white-classmates/article_ccaa99aa-fbbc-5584-88d1-4232e2ae3a7e.html#:~:text=Buffalo%20had%20the%20highest%20overall,received%20at%20least%20one%20suspension

A Needed Alternative

BBACS believes that **the BRICK Education Network model will provide Buffalo families with a high-quality, unique school option that does not currently exist on the East Side.** School performance data shows that many of the district's most underserved students can be found in East Buffalo, where students are more likely to be African American and more likely to experience the impact of poverty. In addition, data demonstrates that these students also do not yet have access to schools where the faculty reflects the student demographics they serve. Students attending BPS, especially African American students, are also more likely to be subject to exclusionary discipline practices, like out of school suspension. Fortunately, BBACS will be able to partner with BRICK to provide Buffalo families with a very different alternative—an educational model that prioritizes building a diverse faculty; provides culturally responsive instruction; focuses on restorative practices; and empowers all families with the wraparound supports they need to thrive.

We also believe that our school will be uniquely positioned to make a positive impact on East Buffalo because our team has a track record of effectively supporting a similar demographic of students to achieve at the highest levels. This track record can be found in strong data points across a wide variety of programmatic areas. For example, in terms of academic growth, BRICK's turnaround schools demonstrated some of the highest levels of growth in their district—#2 and #18 of 59 in ELA and #6 and #17 in math. In addition, Achieve was classified as an “Exceeds Standard” school based on its 2018-2019 state assessment results. That year, Achieve had the second highest student growth percentages in math in the entire state of New Jersey (out of more than 1700 schools). In terms of talent recruitment, 82% of Achieve's staff are people of color—a percentage that far exceeds any of the schools in the Cullen analysis. In addition, BRICK has created a school with incredibly strong school culture without the use of suspensions. As a result, our team is excited about the prospect of bringing the BRICK model to Buffalo because it directly meets the needs of the community—and we believe our team's historical experience implementing the model will ensure the founding of a strong school for the families of East Buffalo.

- *A detailed discussion of the impact of the COVID-19 pandemic on the target community, which may include an analysis of indicators of learning loss (eg., assessment scores, absenteeism rates, enrollment rates, etc...)*

The Impact of COVID-19

It is important to note that the education outcomes and poverty data outlined above were captured before the novel coronavirus (“COVID-19”) shuttered businesses and schools in early 2020. While the depth of impact of the COVID-19 pandemic on the city of Buffalo may not be fully understood for many years, early indicators point to a widening of already persistent economic disparities with devastating impact on both the financial security and health outcomes of the city's most vulnerable residents⁴³. The New York Times estimates that the city of Buffalo is projected to experience at least a 20% decline in revenue as result of the COVID-19 pandemic – numbers that have caused some Buffalo economic and political leaders to make comparisons to the 2008 recession⁴⁴. The closing of businesses and layoffs within the manufacturing sector have already led to skyrocketing unemployment rates across the city with Black residents experiencing the highest levels of unemployment⁴⁵. As seen across the nation,

⁴³ <https://www.wsj.com/articles/black-workers-in-buffalo-face-bigger-share-of-coronavirus-impact-11597570201>

⁴⁴ <https://www.wkbw.com/rebound/is-buffalo-heading-for-a-severe-recession-due-to-covid-19>

⁴⁵ https://www.wsj.com/articles/coronavirus-obliterated-best-african-american-job-market-on-record-11591714755?mod=article_inline

Black residents in Buffalo also experience the worst health outcomes as a result of the COVID-19 pandemic. During the summer of 2020 on the East Side, per capita COVID case rates were 88% higher than the rest of Erie County⁴⁶. When hospitalizations peaked in the Buffalo-Niagara region in April 2020, Black residents made up 21% of COVID-19 related fatalities while comprising only 14% of the regions population⁴⁷. These devastating health and economic outcomes have put even more Buffalo families at-risk. Child poverty levels are expected to rise drastically with reliance on public aid and community resources increasing sharply. In fact, food pantries in the area have already reported increases of 200-300% in the number of area residents who need support⁴⁸.

The COVID-19 pandemic also illuminated the digital divide in the city. It is estimated that before the pandemic more than 60% of low-income Buffalo families had no internet access at home. In addition, for those with reliable access to the internet were often faced with internet speeds ranked among the slowest in the nation⁴⁹. At the onset of the pandemic, BPS estimated that less than 1 in 4 students lived in a home with either a computer or broadband internet services⁵⁰. Such limited access to reliable internet services raises an important equity issue, especially given the significant length of time that the district has offered only remote, virtual learning since the start of the pandemic.

In addition, there are important differences between how BPS and BRICK navigated the transitions to remote instruction. Those differences are perhaps best illustrated by the virtual schedules offered to students during the prolonged closures due to COVID 19. According to the BPS “100% Remote Learning Plan” from the 2020-2021 school year, BPS students engaged with a mix of synchronous and asynchronous instruction during remote learning⁵¹. Individual school administrators also had autonomy to create daily student schedules. For context, Figure 1a.9 provides an overview of a sample K-6 remote learning schedule at a BPS elementary school.

Figure 1a.9 – Sample K-6 Remote Learning Schedule⁵²

K-6 REMOTE SCHEDULE	
<p>Kindergarten</p> <p>7:55-8:30 - Planning</p> <p>8:30-11:30 - Synchronous Instruction:</p> <ul style="list-style-type: none"> • 8:30 - 9:00 - ELA • 9:00 - 9:30 - RTI Period • 9:30 - 9:50 - ELA (Homeroom) • 9:50 - 11:00 - Math • 11:00 - 11:30 - Science/Social Studies <p>11:30- 12:00 - Students are in Encore class while teachers hold Virtual Office hours which should include academic and technological parent support and parent contact.</p> <p>12:00-12:30 -Lunch</p> <p>12:30-3:10 -Asynchronous Instruction must include - small group instruction, individual instruction and/or one-to-one conferencing with students.</p>	<p>1st Grade</p> <p>7:55-8:30 - Planning</p> <p>8:30-11:30 - Synchronous Instruction</p> <ul style="list-style-type: none"> • 8:30 - 9:00 RTI Period • 9:00 - 9:50 - ELA (Homeroom) • 9:50 - 11:00 - Math • 11:00 - 11:30 - Science/Social Studies <p>11:30- 12:00 - Students are in Encore class while teachers hold Virtual Office hours which should include academic and technological parent support and parent contact.</p> <p>12:00 - 12:30 -Lunch</p> <p>12:20-3:10 - Asynchronous Instruction must include - small group instruction, individual instruction and/or one-to-one conferencing with students.</p>

⁴⁶ https://buffalonews.com/news/local/covid-19-lays-bare-health-disparities-in-black-community/article_1d8bf579-2167-53fb-8b86-16a9ef4d6a28.html

⁴⁷ <https://www.wgrz.com/article/news/health/coronavirus/covid-19-health-disparity-gap-for-blacks-in-erie-county-closes/71-2701d7aa-5419-47b0-a912-93f0c342c878>

⁴⁸ <https://www.wkbw.com/news/beats/researchers-say-nearly-one-third-of-buffalo-niagara-residents-live-in-or-near-poverty>

⁴⁹ <https://news.wbfo.org/post/buffalo-public-schools-grapple-city-s-digital-divide-it-s-just-big-equity-issue>

⁵⁰ <https://www.govtech.com/network/Online-Learning-Amid-Pandemic-Sheds-Light-on-Digital-Divide.html>

⁵¹ <https://www.buffaloschools.org/cms/lib/NY01913551/Centricity/Domain/9804/DRAFT%20100%20reopening%20plan%209.10.20.pdf>

⁵² <https://www.buffaloschools.org/site/default.aspx?PageType=3&DomainID=3837&ModuleInstanceID=110125&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=217651&PageID=46564>

This suggested daily schedule provided for 3 hours of synchronous instruction daily in Kindergarten and 1st grade. During this time, students received approximately one hour of synchronous instruction in math and one hour of synchronous instruction in ELA each day. This volume of instruction lags significantly behind the minutes provided during traditional in-person instruction at best practice schools with proven track records of achievement⁵³. By contrast, BRICK offered a very different virtual academic schedule. At Achieve, BRICK was able to provide students with a schedule that was very similar to the regular academic schedule. Students received 125 minutes of literacy instruction and 95 minutes of mathematics instruction each day. During virtual learning, BRICK students were also able to continue to receive planned, differentiated small group instruction in both literacy and mathematics each day. Achieve also conducted daily morning meetings and provided social emotional instruction with students to ensure that all students received SEL support during the pandemic.

Currently, there is no public data available regarding the remote attendance rate for individual BPS schools; however, the district reported that daily attendance hovered around 85% on average⁵⁴. This lower rate of class attendance, when coupled with access to fewer instructional minutes with a teacher, has likely led to a widening of the achievement gaps that already exist between BPS students and their suburban peers. The impact of this transition was also shared by families during our community outreach efforts. Families described significant challenges with the 100% remote learning model – ranging from lack of access to technology to inconsistent attendance by their student to technical difficulties with virtual instruction that minimized instructional time. Some BPS teachers have also described similar challenges citing inconsistent attendance and students that have never been able to log on⁵⁵. By contrast, BRICK ensured that it's virtual program was run very differently. BRICK ensured that all students were able to have access to a chromebook to complete their work at home and assisted families with ensuring access to high quality Internet. BRICK also worked to establish remote learning centers where families could access childcare and ensure their students received support with their virtual classwork.⁵⁶⁵⁷ As a result, Achieve reported a much higher average daily attendance rate during the pandemic—92% for the 2019-2020 school year and 97% for 2020-2021. In addition, BRICK staff members praised the network's response to the pandemic. In fact, on the organizational health survey conducted by VIA evaluation in 2021, 97% of staff indicated that they thought their administrators were effective in their response to the COVID 19 pandemic. BRICK also showed its commitment to providing comprehensive supports to families during this challenging time—including by developing rental assistance and cash assistance programs; providing touchless food delivery service; and conducting coat and toy drives during the pandemic to support their families.

b. Programmatic Impact of BBACS

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- *A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area;*
- *Information demonstrating a thorough analysis of existing educational options for the community and target population that takes into account disruptions caused by the COVID-19 pandemic;*
- *Analysis of how the proposed school's enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools; and,*

⁵³ https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf

⁵⁴ <https://news.wbfo.org/post/buffalo-public-schools-plans-phased-return-classrooms-starting-feb-1>

⁵⁵ <https://www.investigativepost.org/2020/08/09/buffalo-schools-struggled-with-distance-learning/>

⁵⁶ <https://newark.chalkbeat.org/2020/8/20/21378257/newark-remote-learning-pods-child-care>

⁵⁷ <https://newjersey.news12.com/learning-centers-established-in-newark-for-parents-balancing-professional-life-helping-educate-their-children-42536311>

- Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.

Please see below for a list of all public, charter and private schools in Buffalo that serve elementary and middle school grade students.

Buffalo Area District, Charter, Private Elementary and Middle Schools 2018-19		
School Name	Type	Grade Span
Bennett Park Montessori School	BCSD	PK, K-8
Bilingual Center	BCSD	PK, K-8
Buffalo Elem Sch Of Technology	BCSD	PK, K-8
Build Academy	BCSD	PK, K-8
Community School #53 At #4	BCSD	PK, K-8
D'youville-porter Campus	BCSD	PK, K-8
Discovery School	BCSD	PK, K-8
Dr A Pantoja Comm Sch Excellence -#77	BCSD	PK, K-8
Dr Lydia T Wright School Of Excellence	BCSD	PK, K-8
Frank A Sedita School #30	BCSD	PK, K-8
Grabiarz-campus School #79	BCSD	PK, K-8
Harriet Ross Tubman Academy	BCSD	PK, K-8
Harvey Austin School #97	BCSD	PK, K-8
Herman Badillo Community School	BCSD	PK, K-8
Highgate Heights	BCSD	PK, K-8
Lorraine Elementary School	BCSD	PK, K-8
Lovejoy Discovery School #43	BCSD	PK, K-8
Marva J Daniel Futures Prep School	BCSD	PK, K-8
Native American Magnet	BCSD	PK, K-8

Ps 27 Hillery Park Academy	BCSD	PK, K-8
Ps 59 Dr Charles Drew Sci Magnet	BCSD	PK, K-8
Ps 69 Houghton Academy	BCSD	PK, K-8
Ps 74 Hamlin Park Elementary School	BCSD	PK, K-8
Ps 81	BCSD	PK, K-8
Southside Elementary School	BCSD	PK, K-8
Waterfront School	BCSD	PK, K-8
West Hertel Elementary School	BCSD	PK, K-8
International School	BCSD	PK, K-6
Dr George Blackman Ecc	BCSD	PK, K-4
Frederick Olmsted #64 At #78	BCSD	PK, K-4
Ps 17	BCSD	PK, K-4
Ps 61 At 171	BCSD	PK, K-4
Ps 65 Roosevelt Academy At 71	BCSD	PK, K-4
Ps 82	BCSD	PK, K-4
Stanley Makowski Early Chldhd Ctr	BCSD	PK, K-4
Ps 84 Health Care Center For Children	BCSD	K-12
Alternative High School At 44	BCSD	7-12
Lafayette High School	BCSD	7-12
Lafayette International School	BCSD	7-12
Newcomer Academy At Lafayette	BCSD	7-12
Ps 42 Occupational Training Ctr	BCSD	7-12
Ps 66 North Park Academy	BCSD	5-8
Buffalo Academy-vis & Perl Arts	BCSD	5-12
City Honors Sch-f Masten Pk	BCSD	5-12

Frederick Olmsted #156	BCSD	5-12
Inter Prep Sch-grover Cleveland #187	BCSD	5-12
Math Science Tech Prep School-seneca	BCSD	5-12
Persistence Preparatory Academy Charter School	Charter	K-1
Buffalo Collegiate Charter School	Charter	4-5
Buffalo United Charter School	Charter	K-8
Elmwood Village Charter School	Charter	K-8
Enterprise Charter School	Charter	K-8
Reach Academy Charter School	Charter	K-8
South Buffalo Charter School	Charter	K-8
Westminster Community Charter School	Charter	K-8
King Center Charter School	Charter	K-6
Aloma D. Johnson Fruit Belt Community Charter School	Charter	K-5
Charter School of Inquiry	Charter	K-4
West Buffalo Charter School	Charter	K-4
Charter School for Applied Technology	Charter	K-12
Tapestry Charter School	Charter	K-12
Health Sciences Charter School	Charter	9-12
Western New York Maritime Charter School	Charter	9-12
Buffalo Academy of Science Charter School	Charter	K, 7-12
Ambrose Catholic Academy	Private	K-8
Catholic Academy of West Buffalo	Private	PK, K-8
Darul-Uloom Al Madania Institute of Higher Islamic Education	Private	K-11
Elmwood-Franklin School	Private	PK, K-8

Nardin Academy	Private	K-12
Nardin Academy Montessori	Private	PK, K-3
Nativity Miguel Middle School	Private	5-8
Nichols School	Private	5-12
Notre Dame Academy	Private	PK, K-8
Our Lady of Black Rock	Private	PK, K-8
St. Joseph University School	Private	PK, K-8
St. Mark's Elementary School	Private	K-8
Trinity Catholic Academy	Private	PK, K-8
Universal School	Private	PK, K-8

The program of BBACS fills a need of demonstrated demand; however, the programmatic impact on existing public and nonpublic schools in the geographic area will be relatively small given the small size of the school serving only 81 students per grade. By contrast, BPS serves over 33,000 students in 60 schools:

- 10 Elementary (PK-6)
- 28 Elementary-Middle (PK-8)
- 6 Middle-High (5-12)
- 13 High Schools (9-12)
- 3 Alternative/Specialized

Currently, there are 21 Charter Schools in Buffalo with over 9,500 students attending these schools.⁵⁸ By most recent reports, there are currently over 3,900 students on waiting lists for local charter schools. As a result, we do not anticipate a significant impact on the charter sector given the high waitlist numbers available and the demand for charters.

There are also an additional 3,300 K-8 students who attend non-public schools. However, of the 14 private schools in the city with an elementary or middle school division, only four of them are not religiously affiliated. Between the cost of attending these schools and the religious affiliation component, we anticipate negligible impact on these schools.

c. Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- *Enrollment expectations;*
- *Per Pupil Allocation assumptions using the most recent charter school per pupil aid, contact our office for these figures;*

⁵⁸<https://www.buffaloschools.org/domain/36#:~:text=Buffalo%20area%20charter%20schools%3A, Buffalo%20students%20attending%20these%20schools.>

- Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least ten students).

According to the most recent BPS enrollment data, there are 14,204 students enrolled in BPS across grades K-5⁵⁹. In alignment with the best practice of high-performing charter schools, BBACS will adopt a slow growth model, proposing to open in Fall 2023 with grades K-1 and adding a grade each year thereafter over the course of the charter term. In Year 5 of our charter term, we propose to enroll 486 students across grades K-5. This represents just 3.4% of BPS enrollment in the same grade band; a negligible impact on the finances of the local school district.

5-YEAR FISCAL IMPACT REPORT							
Largest Enrollment District: BUFFALO CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for BUFFALO CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2023-24)	156	13,441	2,096,808	-	2,096,808	1,021,000,000	0.205%
Year 2 (2024-25)	234	13,575	3,176,665	-	3,176,665	1,021,000,000	0.311%
Year 3 (2025-26)	312	13,711	4,277,909	-	4,277,909	1,021,000,000	0.419%
Year 4 (2026-27)	390	13,848	5,400,860	-	5,400,860	1,021,000,000	0.529%
Year 5 (2027-28)	468	13,987	6,545,842	-	6,545,842	1,021,000,000	0.641%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=97&dataid=226617&FileName=2021.05.05%202021-22%20Budget%20Update.pdf				
OTHER NOTES:							

⁵⁹ <https://data.nysed.gov/enrollment.php?year=2019&instid=800000052968>

R-02ab—Addressing Need

a. Mission

Provide the mission statement for the proposed charter school.

At BBACS, we will graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We use a holistic approach to ensure that students from East Buffalo neighborhoods have the knowledge, skills and support needed to be college, career and life-ready upon graduation. Our school provides a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. **In partnership with our families, we empower our students to draw strength from their identity and become leaders in their communities.**

b. Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs that support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. The response should also address how the key design elements address the specific needs identified in Request 1. If the key design elements for the proposed school differ from those submitted to the Institute as part of the most recent application, or application for renewal, of an education corporation or one of its schools, please describe why any element changed.

BRICK Buffalo Academy Charter School is committed to creating a diverse, equitable, and inclusive academic environment that (1) acknowledges, is informed by, and values individuality and the unique cultures and backgrounds of every student and (2) offers all students full, equitable access to its educational program. BBACS's key design elements are grounded in the four principles of a culturally responsive education as articulated by the New York State Education Department in its Culturally Responsive-Sustaining Education Framework: (1) creating a welcoming and affirming environment; (2) fostering high expectations and rigorous instruction; (3) identifying inclusive curriculum and assessment; and (4) engaging in ongoing professional learning and support. As such, our key design elements, in alignment with our school's mission, will support all students in achieving positive academic and personal outcomes by imparting the knowledge, skills and social emotional competencies necessary to succeed as contributing members of our global society.

The BRICK Education Network team has adapted and adopted the following key design elements after 13 years of serving underprivileged student populations in New Jersey, which are similar in many ways to the demographic we seek to serve on the East Side of Buffalo. During that time, the BRICK team has meticulously refined its model and key design elements based on the successful practices that have led to significant student growth in BRICK's turnaround schools in Newark and its first startup charter school, the Achieve Community Charter School. In fact, in terms of student growth percentiles, BRICK's turnaround schools demonstrated some of the highest levels of growth in the district—#2 and #18 of 59 in ELA and #6 and #17 in math. Significantly, these results represented the first time that South Ward schools had ranked this high. In addition, Achieve was classified as an "Exceeds Standard" school based on its 2018-2019 state assessment results. During that year, Achieve had the second highest student growth percentages in math in the entire state of New Jersey (out of more than 1700 schools). In addition, Achieve's students placed in the top 15% of all schools for student growth in English Language Arts.

BBACS has worked over the last year to embed the principles of culturally responsive education (as referenced above) and broad community input into our current key design elements, which have been edited for clarity since our last proposal submission to the Institute.

BBACS will achieve our collective mission by implementing the following three key design elements:

1. **BRICK’s rigorous and culturally responsive instructional program.** BBACS will offer a proven instructional program that maintains high expectations for all students as they grapple with rigorous work aligned to New York state standards. However, BBACS will also respond to the needs of the East Buffalo community by ensuring that students have access to instruction that celebrates and builds upon their culture to provide students with the additional academic support they need to be successful. As a result, BBACS will offer strategic, differentiated instruction each day as well as a longer school day (7:30 a.m. to 4 p.m.) and an extended school year (191 days) to meet student needs.

At BBACS, instructional leaders and teachers will have the same **high academic and behavioral expectations** for all students, regardless of the student’s race, gender, ethnic background, English proficiency, socioeconomic status or disability, and will clearly communicate these high expectations both explicitly and implicitly to each and every student. At BBACS, everyone involved in the student’s school life will consistently message that students are expected to and can attain high standards in all they do and that they will receive the support needed to do so. This will enable “students to develop a healthy self-concept...[provide] the structure for intrinsic motivation and fosters an environment in which the student can be successful.”¹

The **BRICK curriculum has a proven track record of success in transforming academic outcomes** and will be further supplemented to ensure alignment with the rigorous NY State curriculum standards. Our curriculum will both meet students where they are and prepare them for college and the careers of the future through a combination of rigorous content, strategic assessments, and differentiated support structures to ensure all students can learn at the highest levels. Importantly, our research-based curriculum has supported strong student outcomes in populations with similar educational and socio-economic demographics to the students we will serve at BBACS. In addition, at BBACS, curriculum is not viewed solely as an essential tool for student learning and growth, but also as a means by which students understand the world and locate themselves in it.² Curricular materials used in schools play an important role in affirming students’ identities and their intrinsic value as individuals. Each one of our children is unique and their culture is a significant part of their identity. **We view cultural differences as assets and believe that in order to empower children to capitalize on the assets of their uniqueness and individualism, our curriculum must include representations of who they are.** Ensuring our curriculum is culturally relevant and responsive is paramount at BBACS. In our work creating curriculum maps for each grade and across content areas in preparation for the opening of the school, and in the ongoing curriculum review and revision process once the school is opened, we will examine our curriculum not just for alignment with the Next Generation Learning Standards (“NGLS”) but also from an intersectional and critical, culturally responsive lens to ensure that it is inclusive of culturally relevant themes, learning experiences, and materials. Using tools such as the Culturally Responsive Curriculum Scorecard created by NYU’s Education Justice Research and Organizing Collaborative, we will be able to objectively assess the cultural responsiveness of our curriculum and continuously refine it based on those findings.

In order for our students to be able to rise to meet the level of academic expectations we set for them, BBACS embraces a **student-centered, data-driven approach to instruction** that meaningfully engages students in their own learning and builds the metacognitive awareness and skills to take

¹ Communications of High Expectations-Teaching Diverse Learners, Brown University: <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/communications-high-expectations>

² Peoples, Leah Q. “Introducing the Culturally Responsive Curriculum Scorecard: A Tool to Evaluate Curriculum.” Metropolitan Center for Research on Equity and the Transformation of Schools, New York University Steinhardt School of Education. 2019.

ownership of their own progress, growth and achievement. Our teachers will use assessment data to differentiate instruction by identifying student needs and then using those needs to tailor whole group instruction and to inform small group composition. BBACS's comprehensive assessment program includes a variety of tools (both formative and summative), including nationally normed assessments and daily teacher observations of students' performances, to support instructional differentiation. Collaborative work, turn and talks, and classroom wide discussions are also crucial components of the BRICK model. These structures allow teachers to engage students in central questions that prompt metacognition. Questions like "Why?", "How do you know", "How did you do/find/discover" all require students to reflect upon what they engaged in, what they learned, and how they might apply it to other situations. Importantly, this is aligned with the NGLS by ensuring that students are not merely recipients of information, but develop the skills to analyze, synthesize and apply information in a variety of environments, contexts and experiences and across all disciplines. Ultimately, our goal is to support all of our students to become independent learners who are empowered by their identities and driven by purpose.

The BBACS team, as well as a wealth of empirical data, recognizes that increased instructional time produces stronger academic performance outcomes, especially for the disadvantaged students that we intend to serve.³ **Therefore, our school will have a longer school day (7:30 am-4:00 pm) and year (191 days); this means our students will receive more than 10% more instruction than their peers at traditional Buffalo public schools.** This additional time on task will leverage the strengths of BRICK Buffalo's rigorous instructional model by providing more time in the day for all learners to take advantage of the enhanced opportunities to meet and exceed grade level standards.

2. BRICK's Ubuntu cultural program. BBACS will offer a proven cultural program that is rooted in the African humanistic philosophy of Ubuntu, which prioritizes interdependence among community members. BBACS's cultural program creates a warm, belonging-based school environment by focusing on culturally sustaining practices, social-emotional development, trauma-informed practices, and positive identity development. BBACS will also work to support its cultural program by emphasizing the recruitment and retention of a diverse staff that reflects the community served. BBACS is also committed to the use of restorative practices, rather than the use of exclusionary discipline.

BRICK schools are warm, nurturing, reflective learning environments where students are both embraced for who they are and engage daily with rigorous content aimed at unlocking their full potential. To be successful in preparing our students to be future leaders, it is not enough to provide them with academic knowledge and skills. We must also provide **comprehensive social emotional learning programming** to build their social emotional competencies, which the Collaborative for Academic, Social and Emotional Learning (CASEL) defines as: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. As a result, BBACS will provide daily SEL instruction to all students at the start of the school day. In addition, opportunities for students to learn, develop, practice and reinforce social emotional skills are woven throughout the curriculum and underpin BRICK's practices, routines and culture. Through our focus on a culturally responsive education, teachers will also learn to make academic lessons more personal and relevant to our students. These adaptations will strengthen student engagement in lessons while also building a positive sense of self in students as they see themselves and their cultures represented in their learning. In addition, our school culture systems, rituals and routines, are designed to further support SEL development by nurturing the critical skills of empathy and self awareness while also ensuring students feel safe and included in their classroom and school culture.

BBACS is also committed to building a community of **leaders and teachers that reflect the diversity of the students we will serve.** Teacher diversity clearly matters in student learning with a

³ Chan, R. "Transforming Schools through Expanded Learning Time." AdvancED, Spring 2012. <https://www.advanced.org/source/transforming-schools-through-expanded-learning-time>

growing body of studies^{4 5 6} suggesting that teacher diversity can make a difference in students' performance and their interest in school with outcomes like test scores, attendance, college matriculation and school drop-out and suspension rates being impacted by the demographic match between teachers and students. In 2015, nearly half of American children aged 5 to 17 were children of color, but almost 80% of teachers were White.⁷ A 2017 study, *The Long-Run Impacts of Same-Race Teachers*⁸ found that exposure to a black teacher during elementary school raises longitudinal educational attainment for black male students, especially among those from low-income households. This study found that a disadvantaged black male's exposure to at least one black teacher in elementary school reduced his probability of dropping out of high school by nearly 40% and raised his college aspirations along with the probability of taking a college entrance exam. As discussed in the previous response, few Buffalo schools feature a diverse teaching staff; while 66% of the district's student enrollment identify as Black or Latinx, 87% of its teachers are white.⁹ By contrast, 82% of the staff members at BRICK's fresh start charter school are people of color. Our efforts to recruit and retain teachers to fulfill this institutional commitment are paramount to our mission and commitment to promoting educational equity. We will continually refine our hiring practices to increase inclusion and yield a diverse pool of highly qualified candidates in order to build a teaching community that is reflective of the diversity of our student body.

Our **safe, secure, and orderly environment founded upon restorative approaches** will create and maintain a school community grounded in mutual respect and fairness, the core tenets of a successful democracy. Through our culturally responsive environment, an array of benefits will accrue to our community in terms of social capital, respect of self and others, cross-cultural communication, empathy, and appreciation of difference. As we promote problem solving, honesty and responsibility, we will give our students ample opportunities to reflect on their choices and consider the perspectives and experiences of others in order to make safe and appropriate decisions. This approach also minimizes the use of exclusionary discipline, which has historically disproportionately impacted minority students in urban areas and caused them to miss out on critical learning time. Our track record illustrates this commitment: during BRICK Achieve's four years of operation, school leaders suspended zero students for three of those years, which is significantly less than local district schools in Newark and is applicable experience upon which the Buffalo team will draw.

This is particularly mission-critical in light of the New York Attorney General's 2020 investigation into BPS after allegations of discrepancies over how students were disciplined based on race and ethnicity. BPS consistently reports extraordinarily high student suspension rates—even among the youngest of students. According to reporting by NPR in 2011, former state senator Antoine Thompson compiled a suspension report that found 1 of every 4 students (inclusive of students in Grades K-3) in Buffalo had received suspensions, four times the state average. Almost a decade later, the suspension rates remain alarmingly high. Again, NPR reporting in 2020 found that from September-November 2019, there were 393 long-term suspensions and 2,281 short term suspensions, including 344 total suspensions for students in pre-K through Grade 3.

⁴ Ela Joshi, Sy Doan, and Matthew G. Springer, "Student-Teacher Race Congruence: New Evidence and Insight from Tennessee," *AERA Open* 4, no. 4 (2018): 1-25, doi: 10.1177/2332858418817528. This finding means that the experimental evidence of racematch effects are not unique to the subset of low-performing schools that voluntarily participated in the Project STAR experiment in the 1980s (Alan B. Krueger, "Experimental Estimates of Education Production Functions," *Quarterly Journal of Economics* 114, no. 2 (1999): 497-532, doi: 10.1162/003355399556052). Instead, these effects exist throughout the state and continue to occur today.

⁵ Seth Gershenson, *Student-Teacher Race Match in Charter and Traditional Public Schools* (Washington, DC: Thomas B. Fordham Institute, 2019).

⁶ Anna J. Egalite, Brian Kisida, and Marcus A. Winters, "Representation in the Classroom: The Effect of Own-Race Teachers on Student Achievement," *Economics of Education Review* 45 (2015): 44-52, doi: 10.1016/j.econedurev.2015.01.007; Scott Delhommer, "High School Role Models and Minority College Achievement" (working paper, University of Texas, Austin, 2019).

⁷ Lindsay, C., Blom, E., Tilsley, A., "Diversifying the Classroom: Examining the Teacher Pipeline." Urban Institute. October, 2017.

⁸ Gershenson, S., Hart, C., Lindsay, C., and Papageorge, N. "The Long-Run Impacts of Same-Race Teachers." IZA Institute of Labor Economics discussion paper 10630, 2017.

⁹ https://buffalonews.com/news/local/education/diversity-lags-in-teaching-ranks-in-buffalo-area-schools/article_4ffe9ab4-bd81-5389-b721-b21089b34dba.html#:~:text=Two%2Dthirds%20of%20the%20students,of%20their%20teachers%20are%20white.

While the suspension data from BPS puts in glaring focus its punitive approach to discipline, BBACS's restorative practices will support the building of a trustworthy and democratic community where teachers and students work together to create and become adept at specific protocols for classroom and school-wide routines. The BBACS team knows that students thrive in an environment that embeds knowledge of self, self-control, self-assessment, and appreciation for others within their daily school responsibilities. If a student has engaged in negative conduct, BBACS teachers first focus on restorative efforts—helping the student restore his or her standing in the school community through a reconciliation process with the person or people impacted by their transgression. The goal is always for teachers and students to work collaboratively to problem-solve and repair the community, rather than using strategies like exclusionary discipline practices, which have negative long-term effects on student learning and engagement with school.

3. BRICK School Community Ecosystem. BBACS will build an ecosystem of community partnerships to provide our children and their caregivers with concrete support services via established organizations that East Buffalo residents trust and respect. BBACS understands that if a child is hungry, has uncontrolled asthma, or doesn't have a permanent place to live, then they may struggle to successfully engage in school. As a result, BBACS will become a hub for a rich ecosystem of community partnerships that will provide differentiated supports for BRICK families.

BRICK is unique among national charter management organizations because of its deep commitment to **providing families with access to high-quality wraparound services**, including in the critical areas of access to health care, early childhood education, affordable housing and workforce development. Based on our community outreach, access to such services is an urgent issue for Black families living in the city's East Side, as they experience "...higher rates of poverty, suffer from higher rates of lung cancer and infant mortality in addition to increased risks of hospitalization for heart failure and diabetes compared to the white population," according to the 2017-19 Erie County New York Community Health Assessment by the Erie County Department of Health.¹⁰ This study also found that 3 in 5 African Americans living in Buffalo die prematurely, twice the rate of whites, and that "Much of this health inequity is caused by social determinants: high unemployment, underdeveloped neighborhoods, absence of grocery stores and poor access to health care, among others."¹¹

Our partner organizations will offer free or reduced price services ranging from assisting families in obtaining a primary care physician if they do not have one to providing on-site physicals, vision screenings, and dental cleanings for students annually; connecting families with housing counseling services to access affordable housing units in Buffalo; helping families enroll their children in local early childhood education options and identifying any available funds to cover fees; providing access to GED programs for family members who did not complete high school; and addressing families' challenges with food insecurity through access to regional food pantries. These supports are just a starting point. Over the course of BBACS's initial charter term, our team will continue to learn more about our community and their needs and priorities to expand the ecosystem.

BBACS will also benefit from BRICK's deep expertise in providing these services. The BRICK Education Network has had the opportunity to lead two federal promise neighborhood initiatives in New Jersey that currently provide families with services from more than twenty five local social service agencies. As a result, BBACS will partner with BRICK to implement its Promise Navigation System in Buffalo. This innovative system will help the school provide effective case management for all of its families by allowing the school and community partners to share information about students to ensure that all students and families receive the highest quality care and the individualized supports they need to thrive.

¹⁰ Hill, David J. "New UB institute to address health disparities in Buffalo." University at Buffalo News Center (online). December 12, 2019.

¹¹ Ibid.

R-03ad – PROPOSAL HISTORY

a. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act, or, if a board chair of an existing SUNY-authorized education corporation, mark “Education Corp./Charter School.” Provide a brief biographical description for the applicant(s), including relevant background experience and education background.

The lead applicant for BBACS is **Yolanda Wood**. Ms. Wood is a Buffalo community resident and university administrator, and she will serve as the Education Corporation/ charter school’s board chair. She is currently the Deputy Title IX Coordinator at Niagara University. Ms. Wood joined Niagara University from D’Youville College, where she served as Chief Diversity Officer overseeing the college’s commitment to diversity, equity, and inclusion. She brings significant experience in postsecondary education administration and project management to the BBACS Board. An active volunteer within the Buffalo community, Ms. Wood is a member of Alpha Kappa Alpha Sorority, Professional Sisters Working Together, and the Young Miss Buffalo Pageant board. Yolanda is a graduate of Medaille College, where she received a Master of Science in Mental Health Counseling, and the University at Buffalo, where she received a Bachelor of Arts degree in Sociology. Ms. Wood is currently pursuing a doctoral degree in Educational Leadership from D’Youville College. She has also gained a deep understanding of local school options as a mother of three children—including a current student at Westminster Community Charter School and graduates of City Honors High School and Olmstead School 156.

b. Proposal History

Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors (e.g., support organizations or consultants), even if these outside advisors are not active members of the founding group.

The BBACS founding team is a diverse group of high-capacity individuals with a deep, shared commitment to the school’s mission and the Buffalo community, including the East Side of Buffalo. Team members have substantial personal and professional ties to the Buffalo-Niagara region, and welcome the opportunity to leverage their extensive experience in education, real estate, law, community partnerships, financial oversight, governance, and diversity, equity and inclusion for the betterment of the BBACS community.

The origin story for BBACS started with **Antwan Barlow**. A personal tragedy helped Mr. Barlow realize that he wanted to do more to support his community. In 2008, his cousin was murdered on the East Side of Buffalo. In response Mr. Barlow, then a college administrator, felt called to work more closely with city youth. So he started a mentoring program that partnered mentors of color directly with the young men in his neighborhood. Mr. Barlow started mentoring at the Masten Boys and Girls Club on the East Side and at the Juneteenth Festival on Fillmore

Avenue. Over time, he recognized that the young men he worked with needed more than just mentoring. These young people and their families needed comprehensive support to ensure they could graduate from college, access high paying careers, and serve as leaders in their community. They needed a new school choice option. As a result, Mr. Barlow committed himself to creating a new school for his community.

Fortunately, Mr. Barlow has the prior experience necessary to successfully launch a charter school. He developed his skills as a community leader by serving as the Director of Upward Bound at D'Youville College for 12 years. In that role, he was responsible for leading the college's pre-collegiate programs to help first-generation college students earn their college degrees. Upward Bound is one of the U.S. Department of Education's TRIO programs and supports students who could become the first in their family to attend college. Upward Bound provides students with a variety of supports, including academic tutoring, assistance with college applications and the support necessary to access financial aid. Upward Bound also provides students with enrichment activities, ongoing advising and college visits. As a result, Mr. Barlow has developed a comprehensive understanding of what it takes to get city students to and through college. "The success of Upward Bound gave me a glimpse of the effect an educational experience tailored toward the needs of the students in the city of Buffalo could do for the community," Mr. Barlow said. ***More information about Mr. Barlow's background is also included below in section c of this response.***

Meanwhile, the Cullen Foundation was also actively recruiting successful charter management organizations to expand to the Buffalo region. Cullen, an independent, private foundation in Buffalo hoped that recruiting a strong CMO with a track record of success could further its mission of creating more high quality school seats for pre-K through 12th grade students in Erie County, New York. As a result, Cullen connected with BRICK, which they believed offered a strong program aligned to the needs of the East Side community. As a result, BRICK also started considering expanding to the Buffalo region. That's when Mr. Dominique Lee, the founder and Chief Executive Officer of BRICK, and Mr. Barlow connected and realized they had an aligned vision for creating a school with a rigorous academic program, a belonging based school culture and a commitment to providing support services to students and their families.

Mr. Lee had already received national recognition for his work in Newark, New Jersey, where his network had helped to improve several low performing Newark public schools and had successfully founded a new charter school. Mr. Lee had also helped found a Promise Neighborhood in the same Newark community, raising more than \$70 million in federal grants to provide the comprehensive supports he knew were critical for his students and families. In Mr. Lee, Mr. Barlow had found another African American male who had found a way to uplift his community. "Dominique brought together the right partners and stuck to his mission," Mr. Barlow said. "I thought bringing that team to Buffalo could help the people from the East Side make a similar change in their community."

Based on their connection, the BBACS founding team was formally created in December 2019 with seed grant support from the Cullen Foundation. Mr. Barlow was officially hired by BRICK as Buffalo's Regional Director of Operations in January 2020 to lead the community outreach efforts for the school and to create partnerships with local organizations that could help provide critical wraparound services for families. In addition, BRICK network staff members

began supporting Mr. Barlow in the areas of project management, development, and the charter application process.

During Mr. Barlow's two years of community outreach, BRICK also worked to identify additional founding team members who could support his vision to launch a new school in Buffalo. Based on Antwan's past operational experience, BRICK decided to also hire a regional academic leader, Jeremy Esposito, to support a strong launch in Buffalo. Mr. Esposito has the prior charter school experience that BRICK thought could be helpful in launching a new region in a new state. In his last position, he helped found a new region of charter schools and has past experience as a charter school teacher, principal and Chief Academic Officer. Mr. Esposito joined Mr. Barlow to help support his efforts to build a strong local board and to ensure that the BRICK model was adapted to meet the unique needs of the East Buffalo community they intended to serve. ***More information about Mr. Esposito's background is also included below in section c of this response.***

c. List of Founding Team Members

Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school. Do not include proposed board members on this list (applicants will submit board member information as part of Request 14 – Governance).

Antwan Barlow, BRICK Buffalo Regional Director of Operations: Mr. Barlow is the former Director of D'Youville College's Upward Bound program and city-wide pre-collegiate initiatives. Mr. Barlow is a former grant director and Western New York lead consultant for the New York State Higher Education Services Corporation College Access initiative in Western New York. He stays active in the Buffalo community through his memberships in Leadership Buffalo, My Brother's Keeper Boys and Men of Color Coalition, and the Racial Equity Roundtable. Mr. Barlow received a Bachelor of Arts in Political Science / Pre-Law from the University at Buffalo, a Master of Urban School Teaching from Cleveland State University, and a Master of Business Administration from D'Youville College.

Jeremy Esposito, BRICK Buffalo Regional Director of Instruction/Superintendent: Mr. Esposito is a first-generation college student who was able to attend college at Northwestern University, in part, thanks to his participation in the Upward Bound program as a child. As a result, he dedicated his career to educational equity and started his career as an English teacher with Teach for America. Over time, he has served as a teacher, principal and Chief Academic Officer for the Knowledge is Power Program (KIPP) network. Mr. Esposito founded the first KIPP school in St. Louis, Missouri, and led the network's expansion from one grade level to six schools serving nearly 3,000 students. Currently, he helps train instructional leaders as an adjunct faculty member at the Relay Graduate School of Education and is also pursuing his doctorate in educational leadership as part of Columbia University's Urban Education Leadership Program.

Dominique Lee, Founder and Chief Executive Officer of the BRICK Education Network: Mr. Lee oversees the strategic direction for two divisions of the BRICK Education Network: its school

portfolio and the South Ward Promise Neighborhood, a collaborative action network of social service providers that provide essential services to support children and help end generational poverty in the South Ward of Newark, New Jersey. In collaboration with Newark Public Schools, Mr. Lee started the BRICK network as New Jersey's first nonprofit school management organization dedicated to supporting traditional public schools by providing comprehensive support services, including in the areas of instructional support, talent recruitment, human capital development, school finance, and facility maintenance. Mr. Lee graduated from the University of Michigan and received a Master of Arts from New York University. Mr. Lee was named to TheGrio's 100: History Makers in the Making list, which recognizes the next generation of African-American thought leaders. He has also been awarded the Leaders and Legends Award for Outstanding Achievement in Early Childhood Education by Programs for Parents, the Russ Berrie Making a Difference award by The Russell Berrie Foundation, and the Young Changemakers Award by the Community Foundation of New Jersey. He is also a member of the Pahara Aspen-Nextgen fellowship program.

Tish Johnson, JD, BRICK Managing Director of External Relations and Communications: Ms. Johnson brings almost 20 years of combined financial, government, legal and corporate experience to BRICK where she leads the community engagement, recruitment, communications and marketing teams. As a former legislative aide for the City of Newark Municipal Council, she was responsible for establishing community connections and relationship management; developing and implementing community programs and initiatives; and analyzing potential policy initiatives. Ms. Johnson founded The Groundwork Agency, a capacity building firm, where she consulted traditional public and charter schools, nonprofit organizations, and municipal departments to ensure they were reaching their potential to successfully impact the communities they serve. She is also a former adjunct professor at Essex County Community College. She is a current board member of the After School All Stars, the I Have A Dream Foundation-New Jersey, and Girls: Live, Love, Laugh, Inc., as well as a proud member of Delta Sigma Theta Sorority, Inc. Ms. Johnson received her BA in Economics from Spelman College and Juris Doctorate from the Georgia State University College of Law. She has also completed the 50CAN Education Advocacy Fellowship, Education Pioneers, and Leadership Newark Fellowship.

Nichelle Holder, BRICK Chief Program Officer: Ms. Holder is the Chief Program Officer for the BRICK Education Network. In her current role, she leads BRICK's South Ward Promise Neighborhood, ensuring that community residents receive the high-quality social services they need to thrive. During her tenure at SWPN, she has helped raise nearly \$70 million dollars to support her community, including by successfully earning the highly competitive federal promise neighborhood grant twice. She also supports the BRICK Education Network by helping to develop BRICK boards, lead fundraising efforts and create strategic partnerships. She began her career at The CityKids Foundation and later became a project director at Communities in Schools of Newark, an affiliate of the largest national dropout prevention organization. As a program officer of the MCJ Amelior Foundation, she managed \$10 million in annual giving. As the first Chief Service Officer for the City of Newark, she led a collaborative effort to develop a comprehensive citywide volunteer service plan. Ms. Holder holds a Bachelors of Arts in English and African-American studies from Columbia University.

Tashia Martin, BRICK Senior Director of Student Supports: Ms. Martin leads the creation and implementation of BRICK’s Ubuntu cultural program to ensure all BRICK schools have warm, belonging-based school environments. As a result, she leads the network’s efforts to implement culturally sustaining practices, its social-emotional development curriculum, trauma-informed practices, and positive identity development. Ms. Martin is a licensed social worker. She is also licensed as a restorative practices trainer from the International Institute of Restorative Practices. She is a proud member of Delta Sigma Theta Sorority, Inc. where she chairs the EMBODI Youth Program. She has also served on the Alumni Board and Racial Justice Steering Committee for Morristown-Beard School, the Student Discipline Policy Steering committee for Newark Board of Education, and the Advisory Council for Imagine, a Center for Coping with Loss. Ms. Martin holds a bachelor's degree in psychology from Temple University and a master’s degree in Social Work from Rutgers University

Shavon Harris, BRICK Managing Director of Central Operations: Ms. Harris has worked as an operations and project management leader for the City of Newark, Newark Public Schools, Believe in Newark Foundation, Newark Housing Authority, and, most recently, College Achieve Greater Asbury Park Charter School. She graduated from Delaware State University and received a Master’s in Administrative Services from Fairleigh Dickinson University.

Mindy Weidman Duchi, BRICK Chief Talent Officer: Ms. Weidman-Duchi is responsible for the network’s talent recruitment and development strategy. She leads the network’s efforts to recruit, hire, and on-board all new staff members. She has also created the network’s performance management system and oversees the network’s efforts to set employee performance goals, establish individual development plans, and conduct formal evaluations. Ms. Weidman-Duchi is a co-founder of BRICK and served as a school leader at BRICK’s first campus. She previously served as Institute Director for TNTP’s TeacherNex program in Newark, hiring and training dozens of teachers for the city. In addition, she served as a Learning Team Leader responsible for training and supporting Teach For America corps members teaching in Newark. She holds a BA from Millersville University, an MA from the University of Connecticut, and an MPA from Rutgers University.

d. Withdrawn, Rejected, or Concurrent Proposals (SUNY and/or Other Authorizers)

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:

- *The name of the proposed charter school(s) when previously submitted;*
- *The date(s) of the previous submission(s); and*
- *A detailed summary of what has changed in the proposal since its previous submission(s) and the reasons, therefore.*

- *Indicate whether the applicant and/or founding team has previously applied or is currently applying for a charter from a charter entity other than the SUNY Trustees (e.g., the Board of Regents). This includes applications to charter entities in other states. If yes, provide:*
 - *The name of the charter entity;*

- *The state where the application was submitted (if not New York);*
- *The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;*
- *The status of the application(s);*
- *If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity, or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial;*
- *If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,*
- *Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.*

NOTE: Failure to disclose previous applications by the same or a similarly constituted founding group for a substantially similar school to an authorizing entity in any state may result in the application's disqualification for review by the Institute.

This proposal is significantly different from our previous submission to the Institute. As a team, we have reflected on the 2021 application process and realize that we did not adequately demonstrate our collective or individual abilities to launch a school successfully in Buffalo, nor did we submit a strong and coherent application that appropriately responded to the questions within the Institute's Request for Proposals. As a result, we worked to get as much feedback as possible from the Institute, including by scheduling meetings directly with Institute staff members to better understand the gaps in our prior submission. Our team then also worked to speak to a variety of leaders across New York's charter sector to gain additional insights into what is required to run an effective charter school in New York state as well as the unique challenges of operating a school in Buffalo. Based on this research, we refined our approach for expanding to Buffalo, including by clarifying the roles of our senior leaders in Buffalo and how they would be able to leverage specific resources from the BRICK Education Network to ensure a strong launch in Buffalo. We also invested significant time in working closely with the proposed BBACS board to create board committees that could take leadership roles in helping to produce our updated application. Most significantly, it is worth noting that our team has changed our application to focus on launching a single K-5 charter school on the East Side of Buffalo, rather than the two schools named in last year's application.

In the space below, we have provided a summary of the most significant changes you will find in this year's proposal. For ease of reference, this summary is organized according to the feedback provided by the Institute in its letter dated April 26, 2021.

Organizational Capacity

As described previously, the most notable difference in this year's application is our decision to apply for a single charter to open BBACS on the East Side of Buffalo in 2023. The BBACS applicant team and the BRICK Education Network are both committed to creating and

operating high-quality schools. As a result, we have aligned around a commitment to slow network growth. We believe this will enable our team to fully learn all of the instructional and operational nuances of operating schools in New York state and ensure a high-quality expansion to Buffalo. In addition, BRICK has not applied to any other authorizers in New York to open schools, nor has BRICK applied to any authorizers outside of New York. Instead, BRICK is singularly focused on honoring the deep connections it has already made to prioritize launching a successful school that can help support the needs of the East Buffalo community.

The BRICK Education Network and the BBACS applicant team have also invested significant time and resources since the early 2021 submission to strengthen our founding team, our overall organizational capacity, and our local board. In particular, BRICK's addition of Mr. Esposito to the network staff will provide significant support in launching and sustaining the BRICK Buffalo region since he has prior experience founding a new region and opening new schools (as described in his biographical statement above). Both Mr. Esposito, and Mr. Barlow, will be dedicated, full-time, to supporting the needs of BBACS and will be based in Buffalo. Collectively, these two staff members have a combination of local and national expertise that has already helped strengthen all sections of our application. For example, these two staff members have been able to update the organizational charts, budgets and programming based on their knowledge of the local context and past experience with growing charter networks. One related update to our application includes prioritizing funding a partnership with City Year and the Relay Graduate School of Education to create the pipeline of future staff members necessary to ensure high-quality growth. In addition, the team has clarified how each BRICK network team will support the school in Buffalo and how the BRICK regional staff based in Buffalo will ensure those supports are high-quality. For example, Mr. Esposito plans to work directly with BRICK's network academic directors to ensure that the network curriculum is updated each year to ensure full alignment with New York's state standards. Both BBACS and BRICK believe that creating a regional office in Buffalo will ensure that the school will be able to receive significant ongoing support services from the network that are continuously informed by the evolving needs of BBACS.

BRICK has also taken time during the last year to reflect on the prior challenges with the Marion P. Thomas network of charter schools and to leverage that experience as an opportunity to strengthen how it supports its campuses. While some media coverage portrayed BRICK's relationship with Marion P. Thomas as contentious, there is also significant evidence that BRICK was providing effective support to the schools. In fact, during the time BRICK supported Marion P. Thomas, the schools suspended far fewer students and enrollment increased. In addition, students demonstrated academic progress before the pandemic and the network grew a budget surplus rather than a deficit.¹ Nonetheless, BRICK has also recognized the importance of building strong relationships with the local boards of its schools and finding ways to frequently collaborate with Board members. As a result, BRICK has spent the last year partnering with the BBACS Board to clarify what services the CMO will be able to provide to the school and how robust Board committees can provide effective direction for those services and oversight of the quality of services provided. Through this collaboration, BBACS and BRICK revised the draft Educational Services agreement that was shared last year. In addition, at a recent meeting, the BBACS board

¹ <https://newark.chalkbeat.org/2021/3/4/22312622/marion-p-thomas-brick-newark>

reviewed the current draft agreement and analyzed language from specific parts of the agreement that the board chair thought would be helpful in describing the relationship between the local board and the CMO. Each Board committee is also collaborating with BRICK Buffalo regional office staff to create a matrix that defines exactly what support will be provided by the CMO in their area of expertise—and outlining how each committee can provide oversight of those services. ***For more information on this matrix, please see R-23-b Supplemental Attachments.*** In addition, BRICK Buffalo regional staff worked with the Buffalo board to revise the draft Board dashboards that were submitted last year to ensure that the Board was prepared to provide effective governance based on an ongoing review of critical metrics (such as student enrollment, academic performance and cash flow). ***Sample dashboards are included as part of R-23b Supplemental Attachments.***

In addition, the BBACS board has also completed significant additional governance training to prepare to provide oversight of a school in Buffalo. The board received training from FBW Consulting, LLC., an external organization led by Fatima Burnham-Watkins, the Executive Director of Teach for America New Jersey. Mr. Burnham Watkins provided comprehensive training sessions to the full Board as well as individual coaching to the proposed Board Chair and proposed Vice Chair. Her sessions included training focused on ensuring that the local Board was able to review and evaluate BRICK’s history and approach to education; to understand their responsibilities to provide effective governance as Board members; and to understand how to distinguish the role of the Board and a charter management organization.

Fiscal Soundness

Over the last year, the BBACS Board and BRICK network teams have worked extensively with a financial consultancy group with charter expertise, Afton Partners, to update the school’s budget and network financial model and projections. In addition, BRICK Buffalo regional office staff have also worked closely with local charter leaders, including Anna Hall and Michael Good from the New York Charter Schools Association, to ensure that our updated budgets reflect the experiences of other charter schools in Buffalo. Based in part on the Institute’s feedback, as well as areas we’ve recognized as ripe for further development, our team has also prioritized addressing the financial areas mentioned below:

1. **Cash flow.** In anticipation of potential delays in district and/or state funding payments, the BBACS Board audit and finance committee has received additional training on monthly cash flows for charter schools. In addition, the audit and finance committee has held multiple meetings to review and offer feedback on the five year budget projections included in this application, placing specific emphasis on the cash flow across the five year budget term. In addition, representatives from this committee have also helped to support structuring our proposed facility lease so that it aligns to our cash flow needs during the charter term.
2. **Budget mitigation strategies.** The BBACS Board and BRICK Education Network also worked together to identify specific mitigation strategies that they would use to

ensure that the school was financially healthy throughout the charter term. Several significant mitigation strategies were added to the Educational Services Agreement as a result—including a joint agreement between BRICK and the board’s development committee to launch a collaborative fundraising campaign to ensure that the school was able to launch with three months of operating expenses in reserve as well as a commitment from BRICK to reduce its management fee during the first year of the school’s operation and to renegotiate the timeline for paying its management fee if needed. In addition, the updated agreement also names BRICK’s willingness to leverage its financial books to help BBACS secure a line of credit if necessary. To support effective Board governance, the updated Board dashboards submitted this year also include a metric for the days of cash on hand that will be actively monitored by the BBACS Board and BRICK regional staff, to ensure that the school continuously works to avoid challenges with cash flow and builds a cash reserve.

3. **Student enrollment.** Both the BBACS Board and the BRICK Education Network are aware that many new charter schools face challenges with student enrollment. As a result, the team has updated its plans for student recruitment, in part based on Mr. Esposito’s experience helping to support the recruitment and enrollment efforts of another charter network as it added additional schools. Our updated plan includes additional resources being added to student recruitment, including the early onboarding of a Family and Community Engagement Specialist during the pre-launch year who is focused on student recruitment. Based on conversations with the audit and finance committee, the BRICK Regional office will also report enrollment numbers weekly during the pre-launch year and during the first year of the school’s operation to ensure that this critical metric is on track. We also have updated our application to clarify that we plan to initially enroll 90 students per grade during our first year of operation. Since many local charter schools have experienced an unanticipated drop in enrollment because families who initially accept their seats do not fully enroll, we plan to proactively guard against this possibility. By admitting 90 students during our first year, and conducting home visits shortly after students are admitted, we anticipate converting a high number of admitted students into fully enrolled students. This approach—when coupled with our organizational commitment to backfilling—will ensure we maintain an enrollment that is above our conservative budget estimate of 80 students per grade.
4. **Transportation.** The BBACS Board and BRICK also realize that charters in Buffalo have faced significant challenges securing high-quality, predictable transportation services from BPS. We also realize that families who experience transportation challenges, particularly at the start of the year, may elect to unenroll their children. As a result, our team has added significant additional mitigation strategies to address likely transportation challenges with the BPS. These additional strategies are described in depth in *R19- Transportation*.

5. **Separation of funds.** The BBACS Board and BRICK have also clarified that BRICK and BBACS will maintain entirely separate funds in adherence to New York state’s requirements, which differ in this respect from New Jersey’s.
6. **Development clarity.** The BRICK network’s fundraising department has secured two Federal Promise Neighborhood Grants; one in 2017 for \$29.5 million and another in 2021 for \$30 million.² With our previous submission, we reported these grants as evidence of our fundraising capacity on Form BPA S08b, as BRICK runs a shared development department with our affiliate organization. However, these funds are not reflected on the education network’s audits because they flow to our family supports division, the South Ward Promise Neighborhood (SWPN). Our team believes these awards not only demonstrate our organization’s significant fundraising capacity but also our operating capacity as an organization since we have received this highly competitive grant twice in a row. As a result, we encourage the Institute to reach out with any questions regarding our budget materials so that we can provide any additional information that is helpful.

Community Outreach and Support, and Demand for the School

Since the last application, Mr. Barlow has continued to lead targeted outreach efforts to the East Side of Buffalo. As a result, he has now spent approximately two years informing the community where he was raised about his plans to open a new school, collecting community feedback, and updating his proposal as a result. During this last year, he has continued to hold community events and added new strategies to increase community awareness (for example, he sent certified letters to Buffalo School Board members to invite them to community forums, started sending a monthly BRICK newsletter, and even direct-mailed all families in the priority zip codes). These community outreach efforts found significant support for core parts of our model—including our emphasis on recruiting a diverse staff and avoiding exclusionary discipline. We also identified a new key ecosystem partner, the King Urban Life Center, that wants to work with us to develop a robust ecosystem around our school to support the community of East Buffalo. Over time, our outreach efforts have also taught us that we needed:

1. To invest in more staff to serve special populations;
2. To invest in a “Grow Your Own” program to ensure a diverse pipeline of teachers and leaders through a partnership between the Relay Graduate School of Education and City Year;
3. To make sure to orient our staff to the history and needs of the Buffalo community [based on working with Dr. Marcus Watson at Buffalo State and speaking with Dr. Taylor at the University at Buffalo]; and,

² SWPN is the only minority-led organization to be awarded the Promise Neighborhoods grant twice in a row. In December 2017, the U.S. Department of Education awarded SWPN (formerly known as South Ward Children’s Alliance) with a \$30 million, five-year Promise Neighborhood grant to bring partners from across the City of Newark together to serve South Ward families. Since then, SWPN has grown into a powerful, collaborative effort of more than 26 organizations working together to support families and children in the South Ward.

4. To address transportation challenges and parent desire for after school programming, in part, by providing strong before and after care options.

School Model and Academic Program

Over the last year, the BRICK regional team has also held monthly formal meetings with the BRICK network academic team to begin the process of ensuring strong alignment with NY's expectations for schools. During these meetings, academic directors received training on the NY state learning standards and state regulations for elementary schools. In addition, academic directors fully analyzed BRICK's existing program in grades K and 1 to identify specific gaps that would need to be addressed during the incubation period. Our team then met with representatives from Uncommon Schools to understand how their team has been able to build a curriculum to ensure success in both New Jersey and New York. As a result, BRICK's academic directors were able to both identify the specific changes that would be necessary to our K-1 program and to plan for strategic ways to make those changes immediately after charter approval. During these meetings, the team also reviewed NY's framework for providing a Culturally Responsive and Sustaining Education. We then worked with BRICK network culture staff to clarify how our team would ensure that our academic program would be responsive to the needs expressed by our students and families, including by working collaboratively with community stakeholders to begin to create the content for a new social studies unit for our school called "My Home is Buffalo."

In addition, our team has worked to add additional clarity in all sections of our application, including as it relates to matters of curriculum and instruction, by further clarifying the roles of each instructional leader and what specific meetings would be held to ensure high levels of performance (including by clarifying our approach to curriculum development, instructional planning and data analysis) as well as by adding additional information where needed (including comprehensive assessment calendars and course descriptions). Ultimately, we believe this year's submission better reflects our organization's capacity to successfully launch a strong school for the Buffalo community.

April 26, 2021

VIA ELECTRONIC MAIL

Yolanda Wood
[REDACTED]

Antwan Barlow
[REDACTED]

Re: Proposal to Establish BRICK Buffalo Academy Charter School – East Campus and BRICK Buffalo Academy Charter School – West Campus

Dear Ms. Wood and Mr. Barlow:

Thank you for the significant time and effort that you and your planning team devoted to the proposal to establish BRICK Buffalo Academy Charter School – East Campus (“BRICK Buffalo East”) and BRICK Buffalo Academy Charter School – West Campus (“BRICK Buffalo West”). The SUNY Charter Schools Institute (the “Institute”) recognizes that this is a challenging endeavor and commends you for the work that you and your team put into developing the proposal.

As you know, after an in-depth review by Institute staff and several external consultants, the Institute determined that the proposal was underdeveloped, preventing us from moving it forward in our review process. Further detail regarding the rationale for the Institute’s decision follows.

The Institute’s intent in providing this information is to communicate some, but not all, of its concerns generated during the review process. Ongoing experience approving, monitoring, and ultimately evaluating schools for charter renewal continues to inform our understanding of what it takes to open and run a successful charter school. This experience provides an increasingly critical lens through which we evaluate new proposals. While the school design and content of your proposal is ultimately up to you, it still must meet SUNY standards and demonstrate a strong likelihood of achieving a high level of student performance such that the school is likely to earn renewal at the expiration of the charter term.

The following list of concerns noted by the Institute staff and external reviewers is not exhaustive but captures examples of some of the most pertinent shortcomings identified during the review process. While the proposed school model presents several promising features, the proposal fell short of meeting the Institute’s rigorous standards for approval. Should you choose to submit a new application at a later time, you should not assume that modifying only the discrete elements referenced in this letter would remedy the proposal as a whole.

To Learn
To Search
To Serve

Organizational Capacity

- BRICK Education Network (the “CMO” or the “network”) will lose a contract with an existing charter school in Newark at the end of the 2020-21 school year. Loss of this contract indicates a concerning lack of capacity with regard to strategic planning and managing stakeholder relationships, which will be critical to successfully open two schools in a new geography.
 - The end of the CMO's contract in Newark combined with the applicants’ challenges in submitting accurate and coherent budget and business plan materials and responsiveness to hearing requirements indicate the applicant group has yet to develop the attention to detail and strategic capacity needed to operate the proposed schools.
 - Loss of the contract necessitates that the CMO reduce staffing from 46 to 28, which includes moving regional staff from the proposed education corporation to the CMO level. The CMO's need to reduce staff by 60%, combined with the challenges in submitting a detailed, coherent, and accurate application prior to the loss of the Newark contract, raises additional concerns about capacity to effectively oversee the startup of two schools in a new geography.
 - The CMO has not fully outlined the impact of the lost contract on its modelling in the form of a new business plan and accompanying budgets, organizational charts, and programmatic planning. Should the applicant apply in a future round, detailed development of these items in light of the changes to the overall portfolio of schools will be critical. A completely aligned application package allows internal and external reviewers to analyze how the proposed schools will operate as well as the overall functions of the CMO.
- The application lacks strategic plans for anticipating and navigating likely obstacles, such as delays in district and/or state funding, transportation challenges, and/or the potential for low enrollment, thereby indicating a lack of understanding of the unique challenges of the chosen district.
- The proposal conveys a desire for two charters in Buffalo to reinforce the growth of any individual school due to the need to scale CMO supports; however, the application does not describe sufficient plans for a second school (BRICK Buffalo West). These plans include the identification and training of a school leader, evidence of community outreach and demand in the West Campus catchment area, and an action plan sufficient to convey to the Institute the school will open in a timely manner. The lack of detail provided in the request for a second charter raises concerns regarding strategic planning capacity.

Fiscal Soundness

- The business plan (BPA S08b - Listing of Philanthropic Support) includes \$29.5 million from a USDOE Promise Neighborhood grant; however, this revenue is not traceable to audited financial statements and is not present in the application narrative as evidence of historical support. The business plan does not clearly address what happened to this funding. Clarity on all revenue streams and consistency within the business plan is essential to ensure a coherent application package.
- Materials submitted with the business plan requests suggest that the CMO and an existing charter school in Newark, Achieve Community Charter School (“Achieve”), lend operational funds to one another as needed, as do the CMO and the South Ward Children’s Alliance. It is not clear from the materials submitted if the parties appropriately record funds transfers or whether the boards of

each organization are aware of or, when appropriate, approve the transfer of funds. The use of intercompany transfer accounts undermines the CMO's financial stability and calls into question its understanding of the financial relationship between CMOs and education corporations in New York State, which necessitates the complete separation of funds.

- The responses to the Request for Amendments ("RFAs") reference a merger between Achieve and an existing high school at the beginning of the 2023-24 school year; however, the responses do not sufficiently address the status of this merger or its impact on the CMO's future capacity. It is not clear if the CMO has the capacity to continue operations in both New Jersey and New York should the merger not succeed or should either location fail to meet projected enrollment.
- The proposed budgets for both BRICK Buffalo East and BRICK Buffalo West necessitate reaching chartered enrollment in order to maintain fiscal stability, which entails a considerable level of financial and organizational risk. It is not clear from the materials submitted if the CMO has the capacity to provide backstop support in the event the schools fail to meet projected enrollment.
 - The proposal's discussion of budgetary mitigation strategies in the event of low enrollment is weak and evidences a lack of sufficient planning for the possibility of enrollment challenges in Buffalo.
- As a general matter, the business plan submitted does not sufficiently detail the financial model of the network and the money flows associated with network operations, school startup, or when the network breaks even on the Buffalo schools.

Community Outreach and Support, and Demand for the School

- The application does not sufficiently address how the founding team incorporated feedback from community input into the proposed school design.
- It is not clear from the materials submitted whether the families who indicate interest in enrolling a child at the proposed schools have a child that is age-eligible.
- While the RFA responses include some reference to participation in focus groups by families from West Buffalo, the majority of the evidence of outreach comes from East Buffalo, calling into question the level of support and demand for the proposed school in West Buffalo.

School Model and Academic Program

- The application narrative lacks detail with regard to the implementation of the chosen curricula. While the proposed academic program references existing handbooks and guidance documents included with the supplementary materials provided, the narrative provided does not adequately address the specifics of implementation in a new state with standards and circumstances that differ from the existing districts of location in New Jersey.
- The discussion of the proposed schools' assessment program lacks detail.
 - The narrative references regular meetings among instructional staff members to discuss assessment data and plan instructional adjustments; however, the narrative does not specifically identify the frequency of these meetings or who on the instructional team will participate.

- The proposal lacks a sample assessment calendar of school-wide assessments in order to determine whether the frequency of assessment administration, data analysis, and instructional adjustments is sound.
- The proposal indicates that curriculum and instruction will be culturally responsive but includes minimal detail with regard how specifically the school intends to accomplish this.
- The course descriptions provided do not include the specific content or standards addressed in each course, indicating a lack of understanding of the academic expectations in New York State.
- While the BRICK model posts learning gains above the average performance of Newark, where the CMO's existing schools are located, that performance still leaves over half of students below proficiency. The application did not provide sufficient detail regarding the CMO's plans for improving overall performance of the academic program and the supports it will implement to spur greater improvement in the two proposed Buffalo schools.

The Institute recognizes and appreciates the effort that went into the development of the proposal to establish BRICK Buffalo East and BRICK Buffalo West and we hope that this information provides you with a better understanding of SUNY's requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact me at (518) 445-4250 or maureen.foley@suny.edu.

Sincerely,



Maureen Foley
Director for New Charters

R-03f - Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

The resumes of founding team members can be found beginning on the next page.



ANTWAN BARLOW

[Redacted]

[Redacted]

[Redacted]

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Jeremy Esposito

[Redacted]

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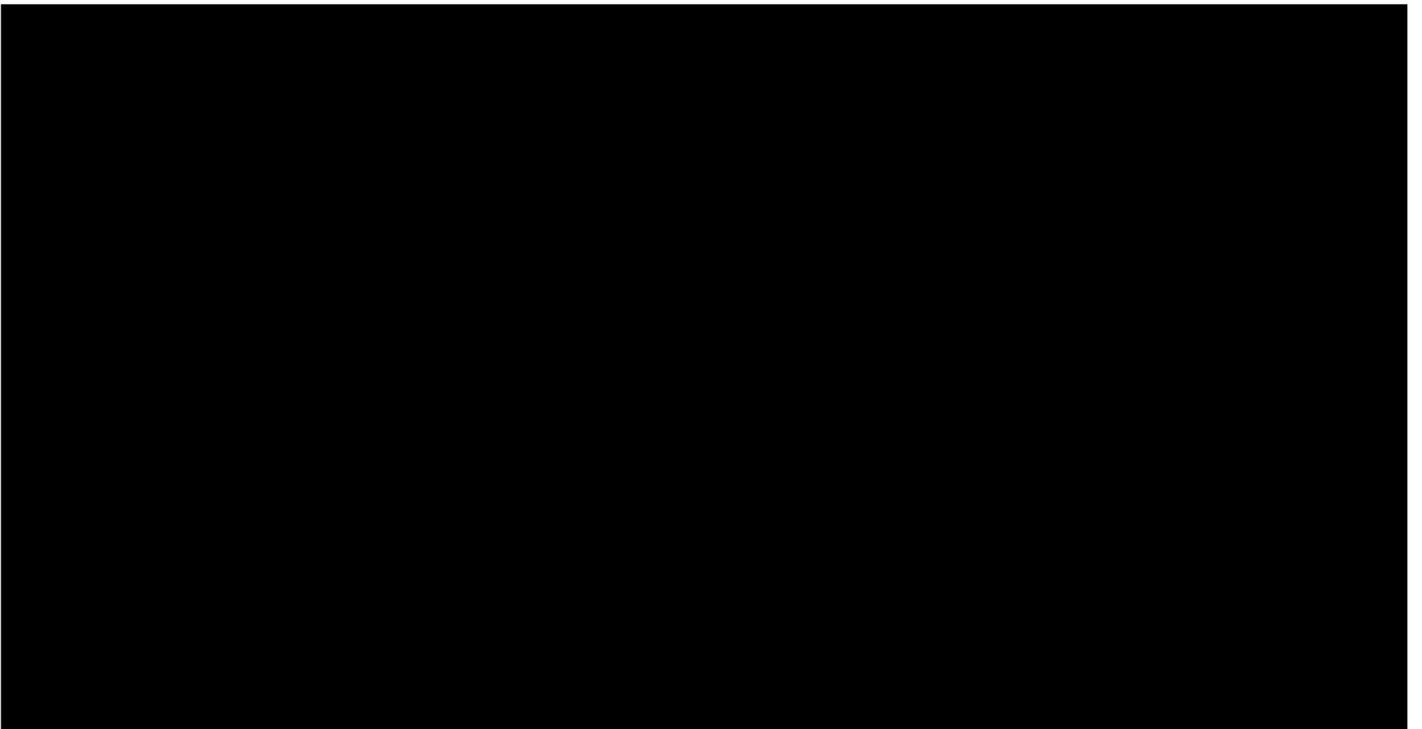
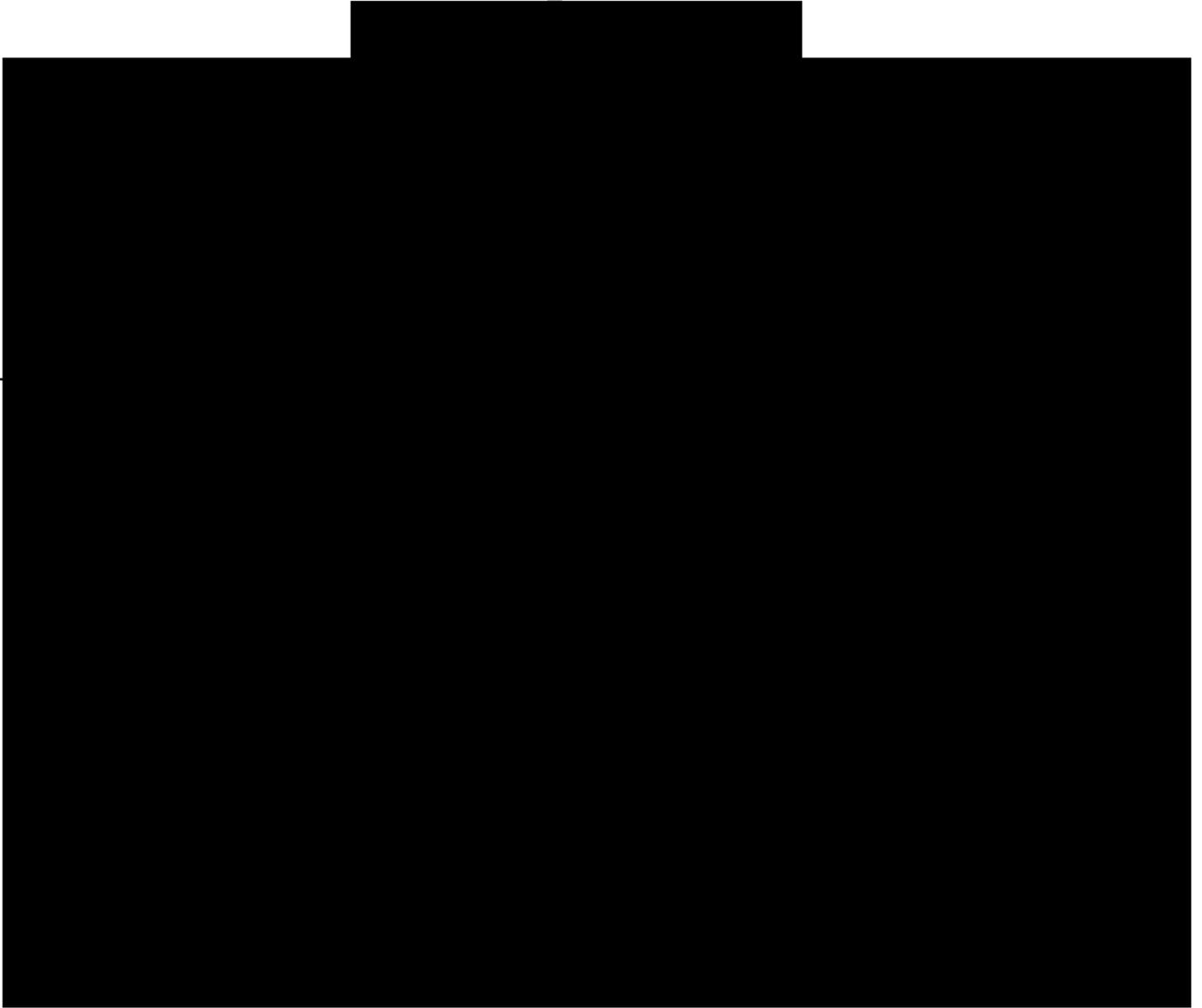
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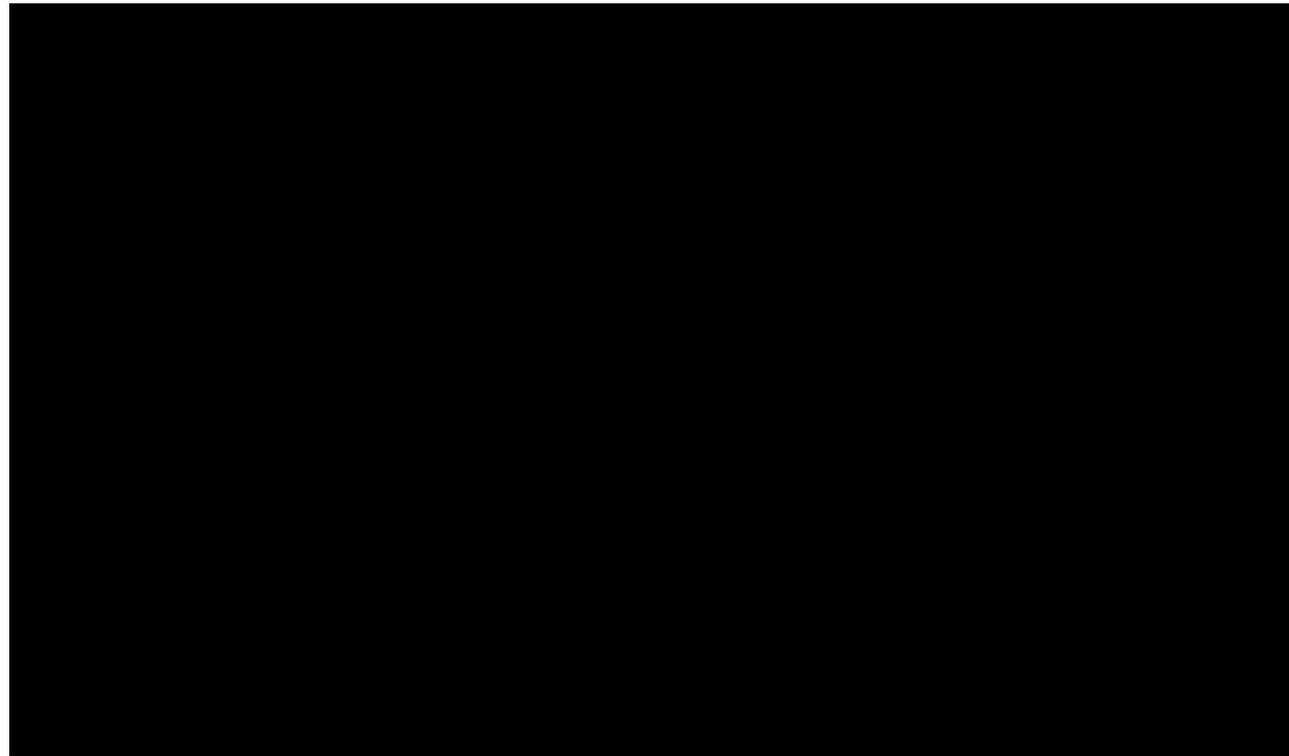
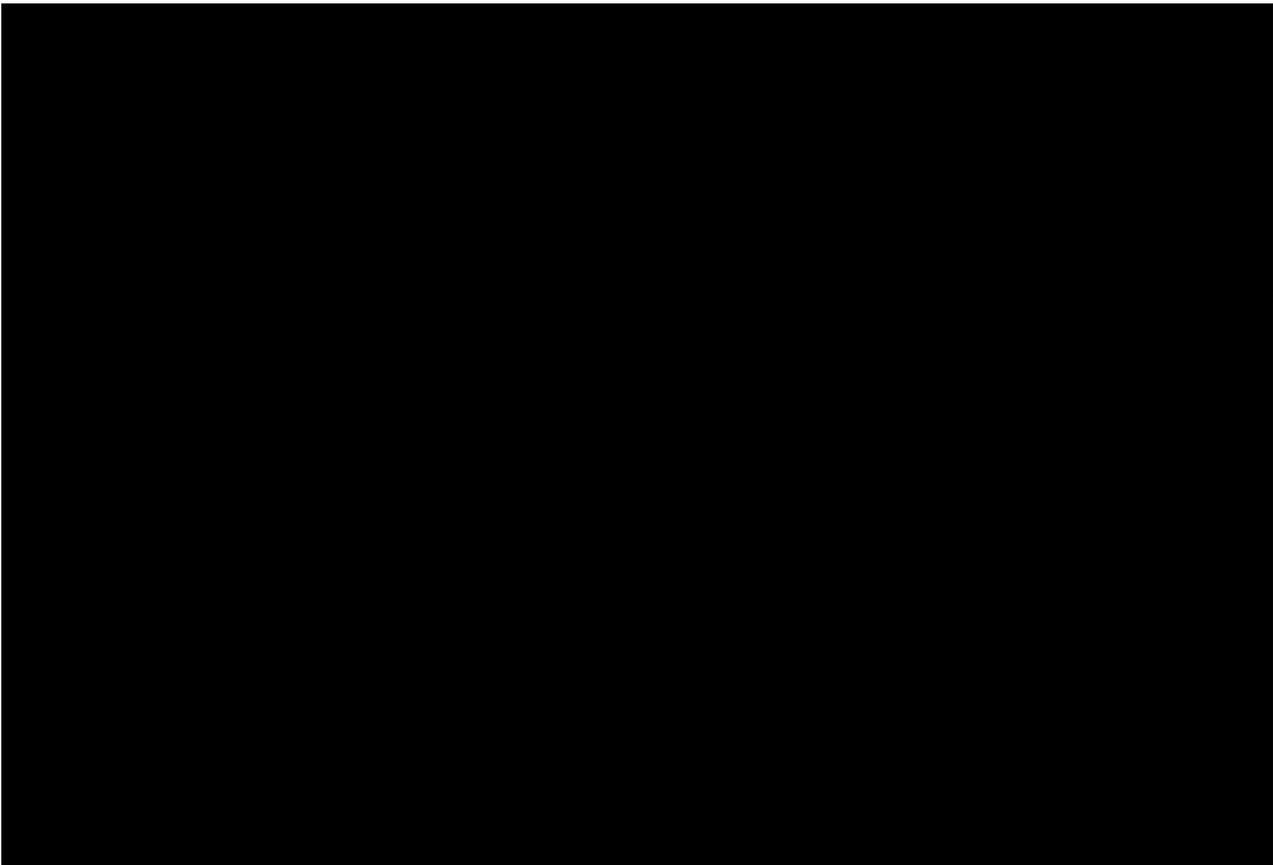
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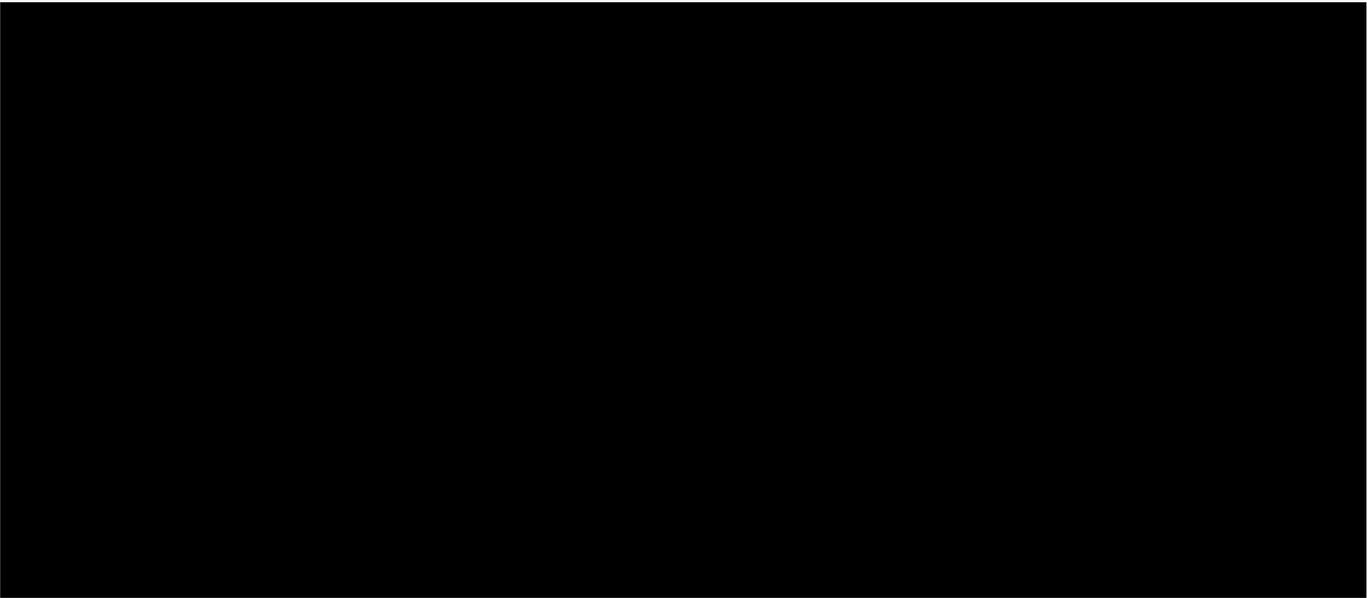
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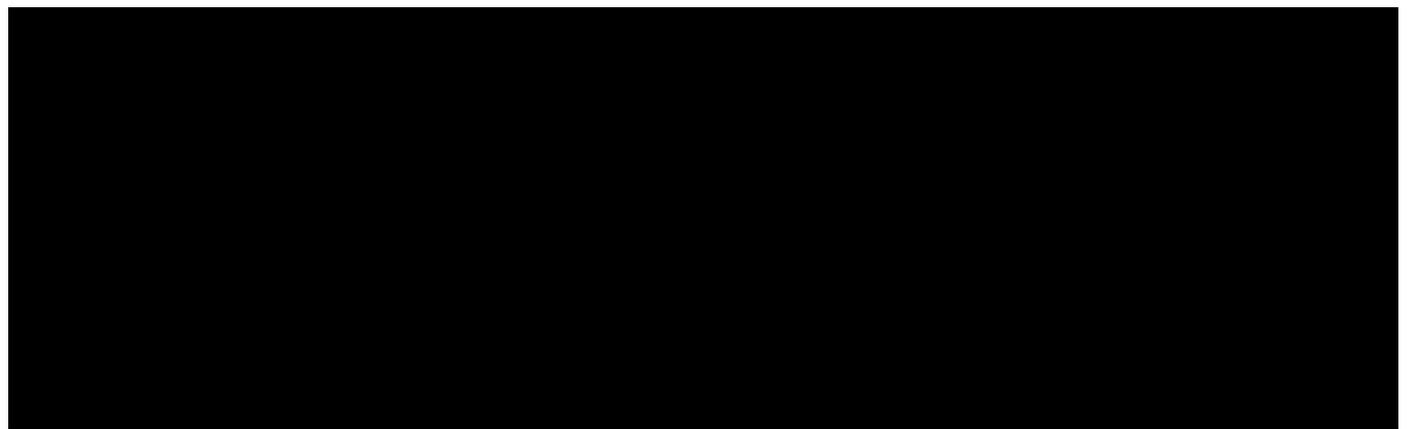
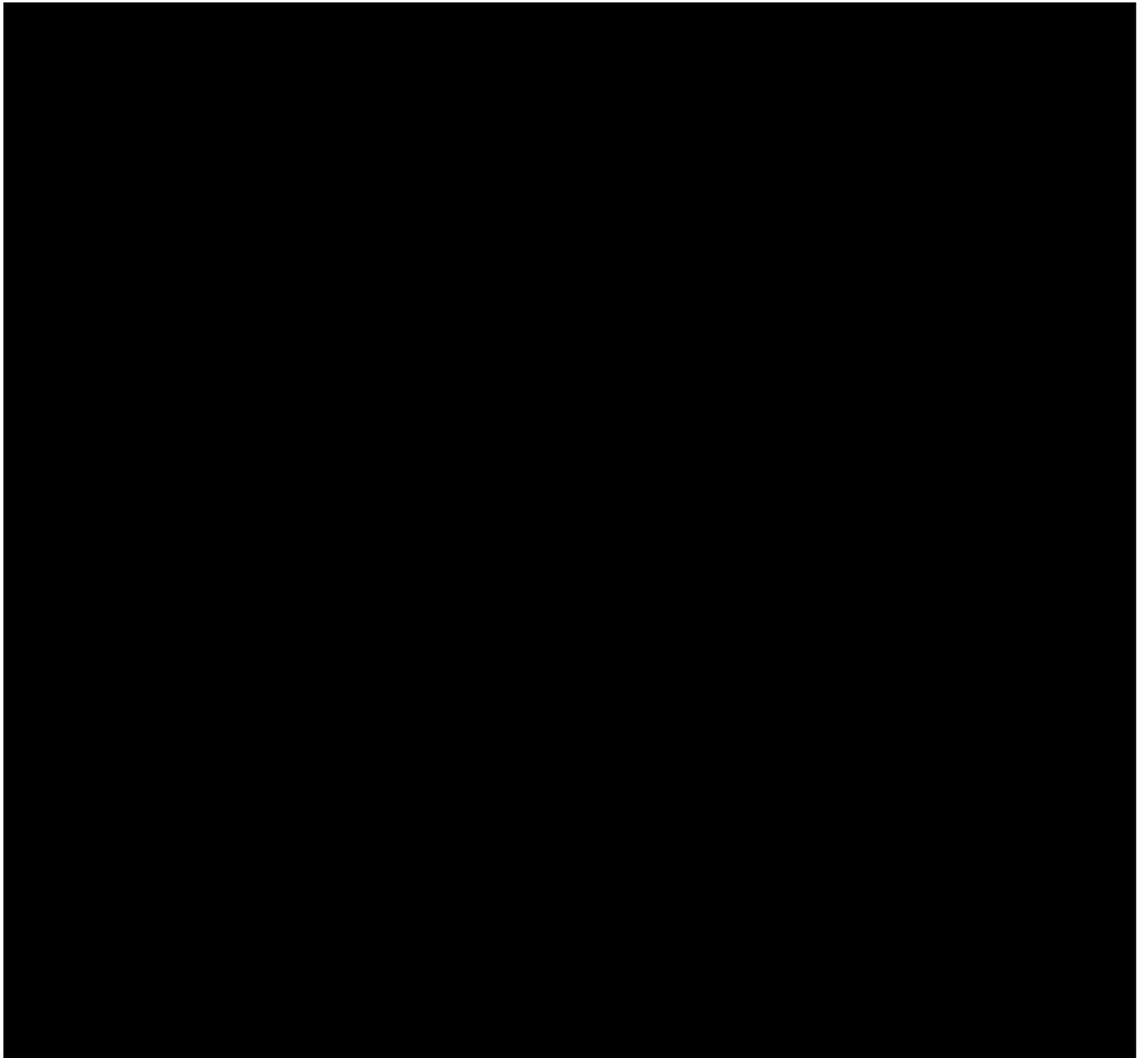
Dominique D. Lee



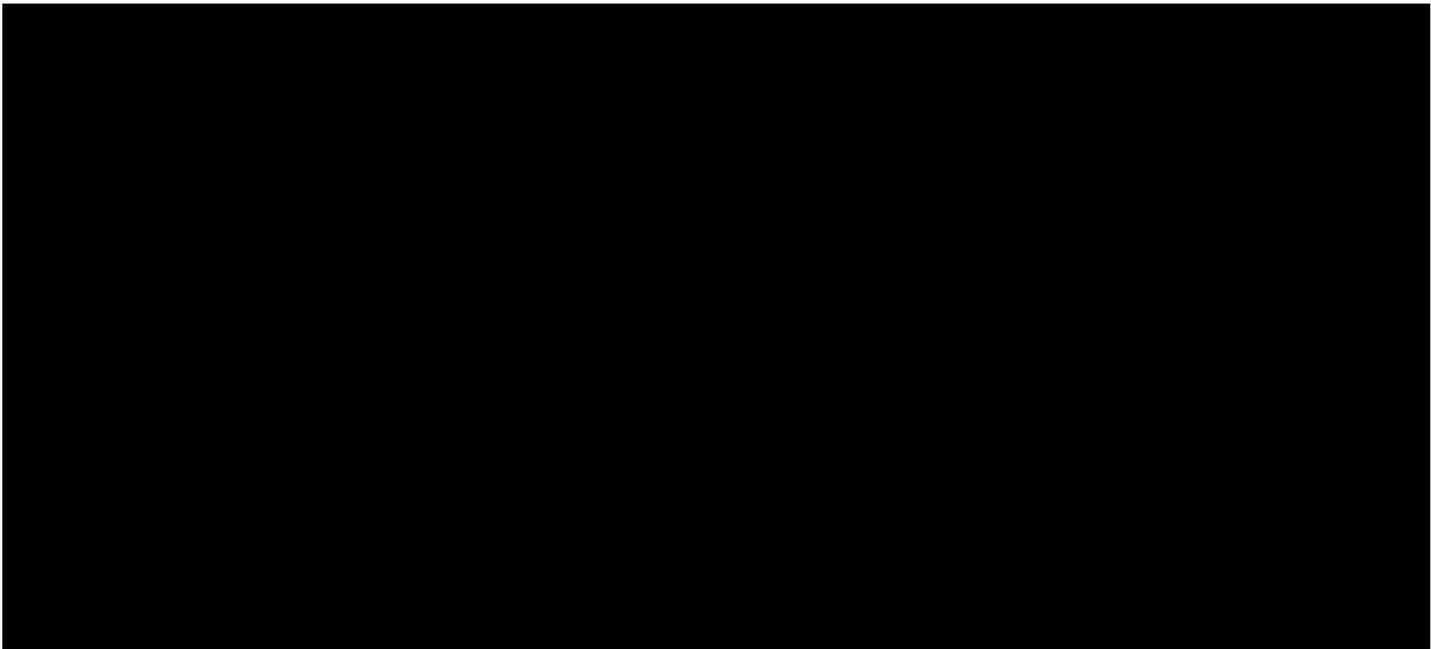
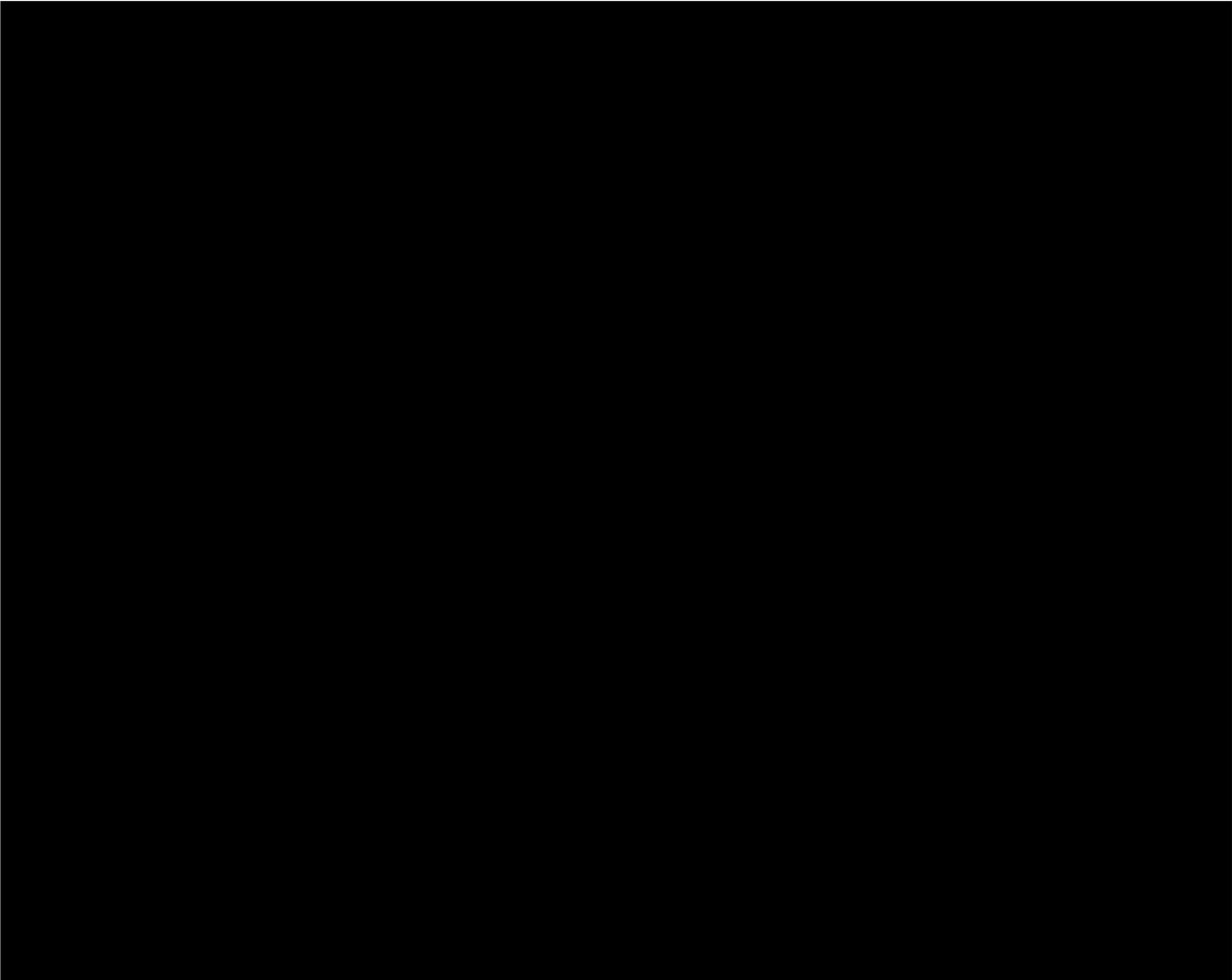


Melinda Weidman Duchi

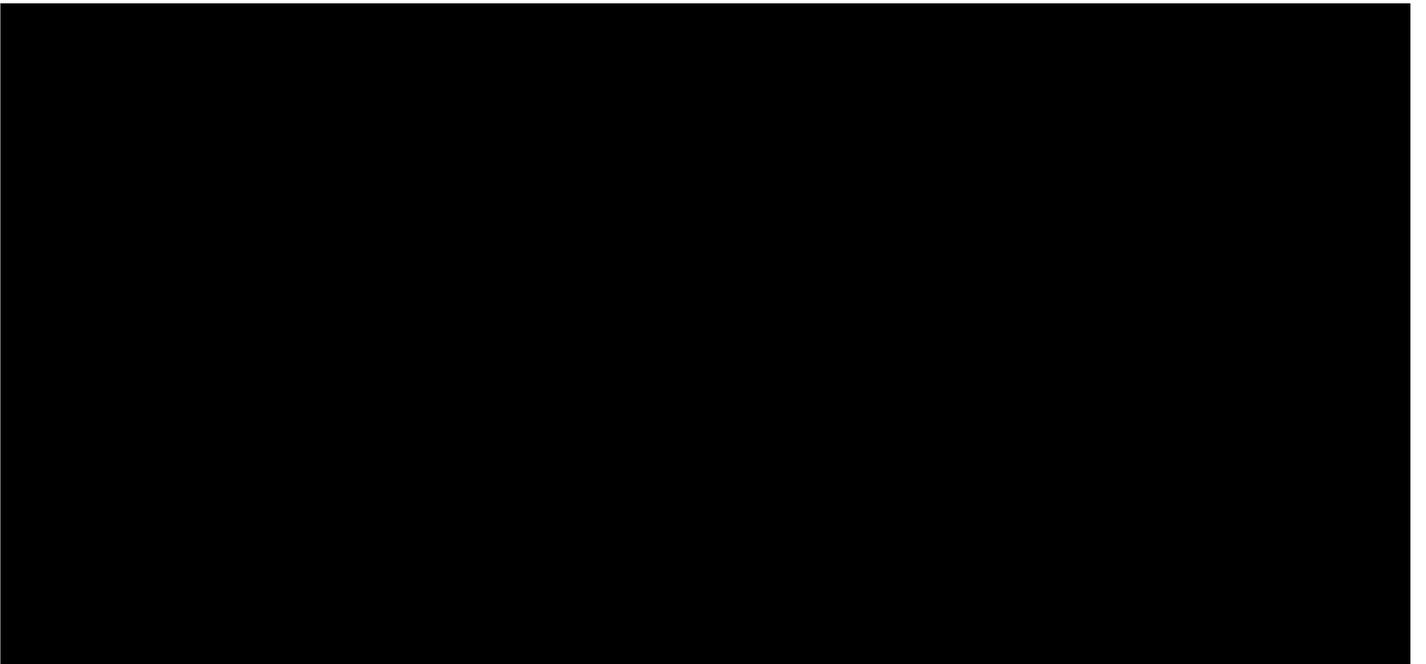
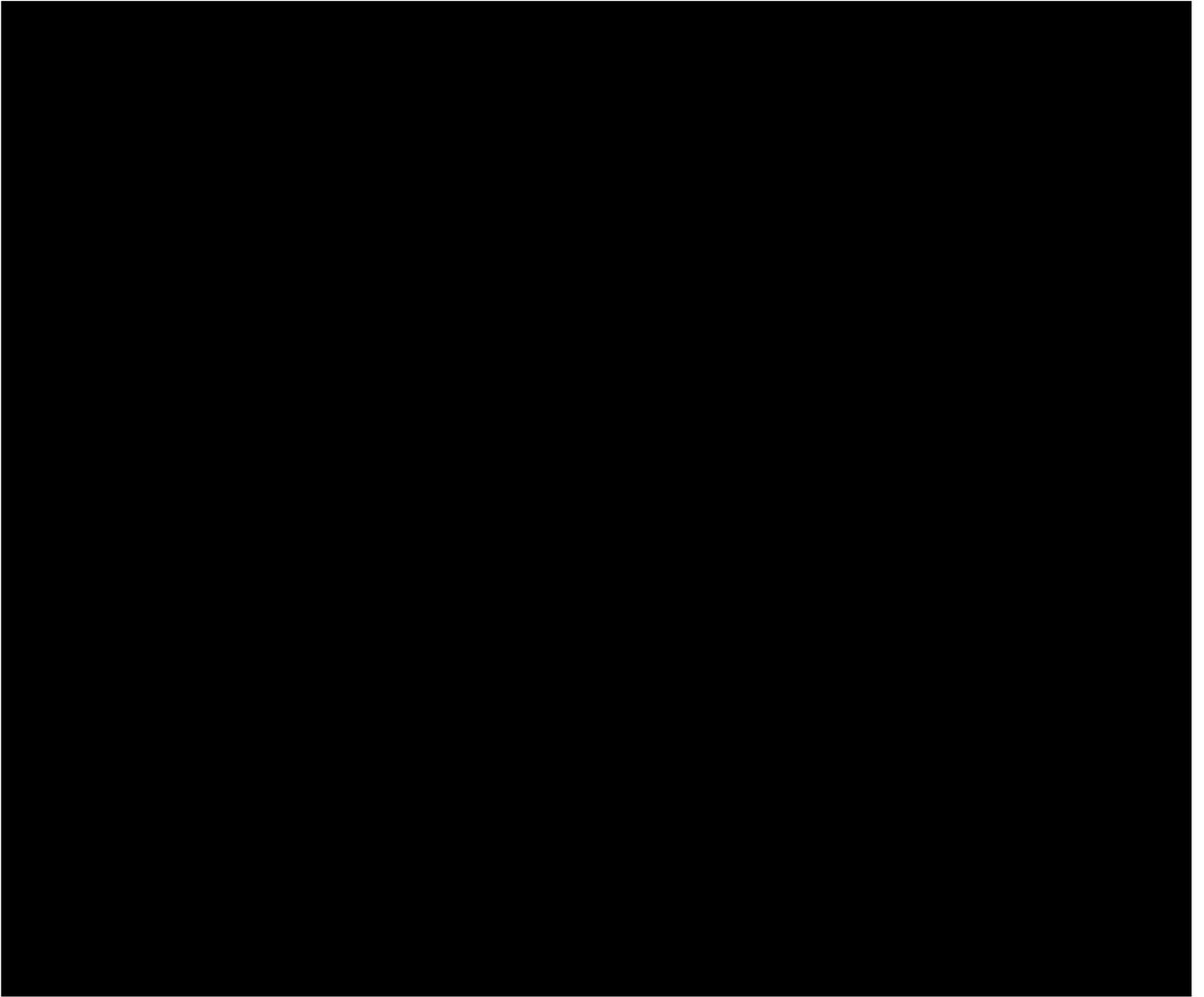




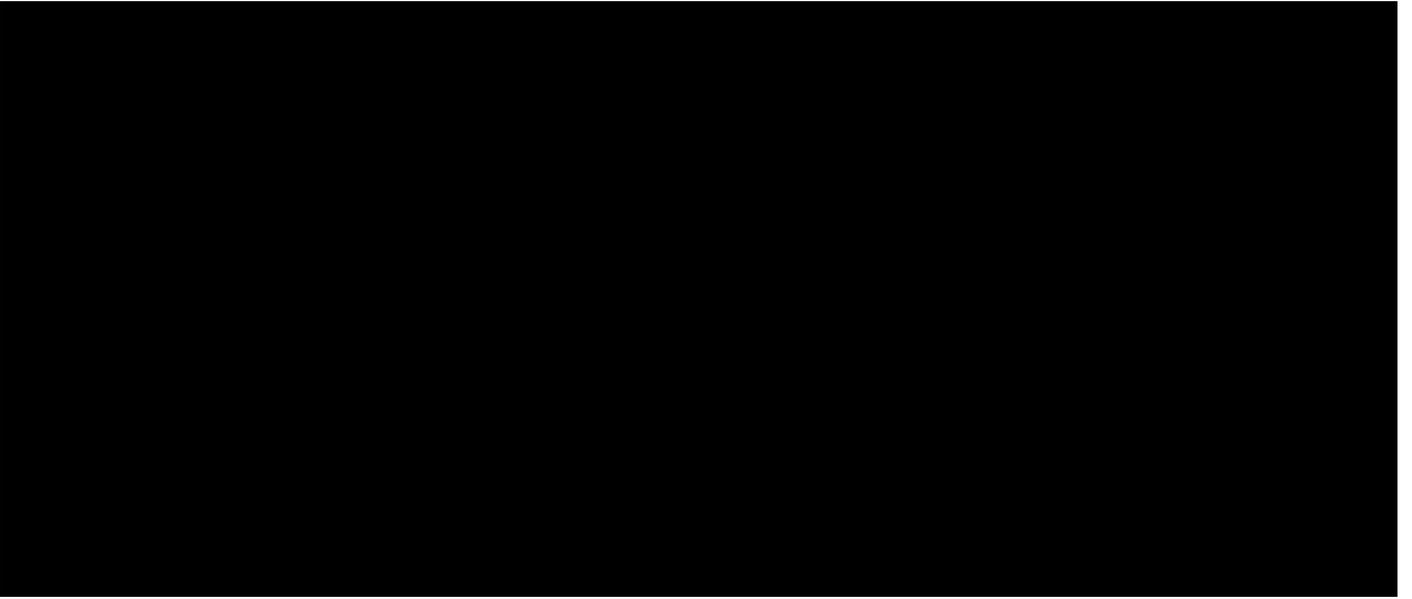
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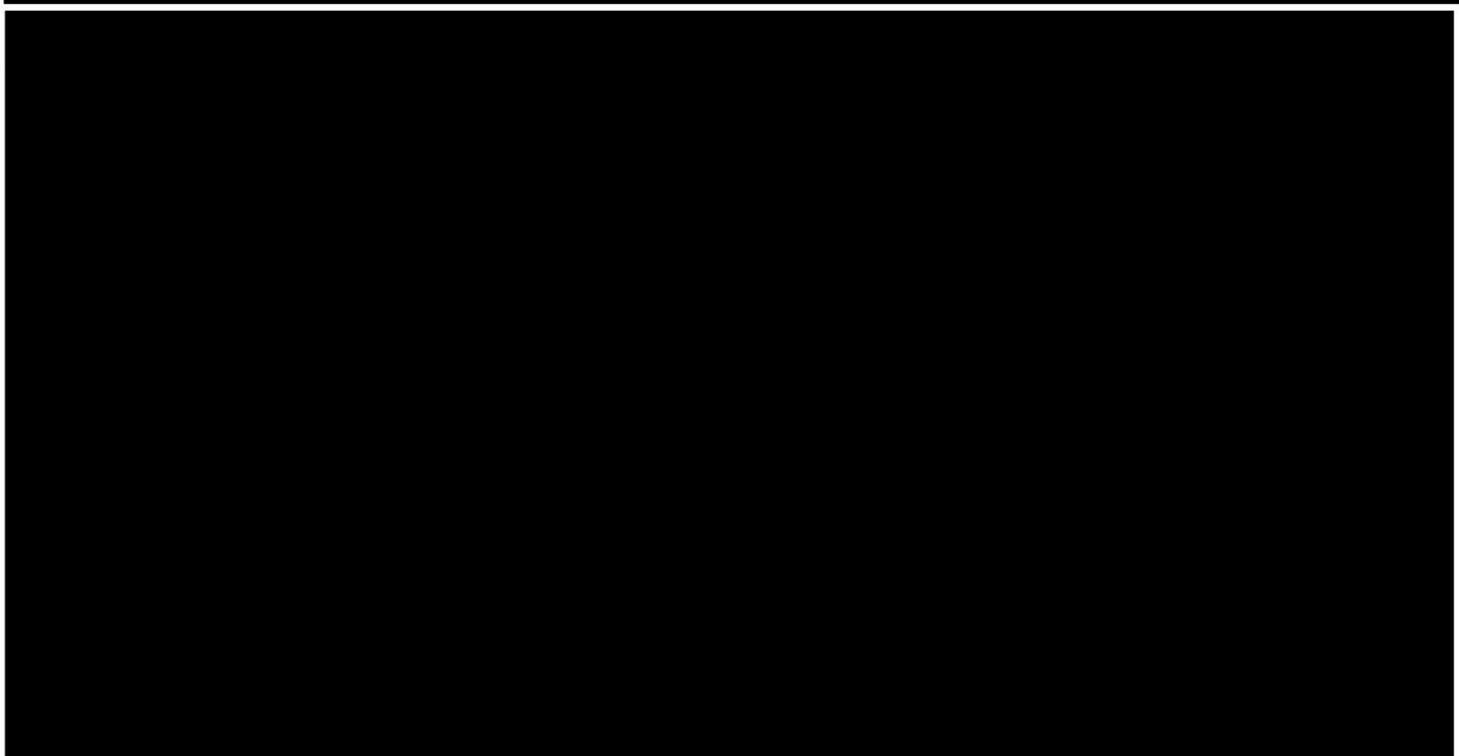
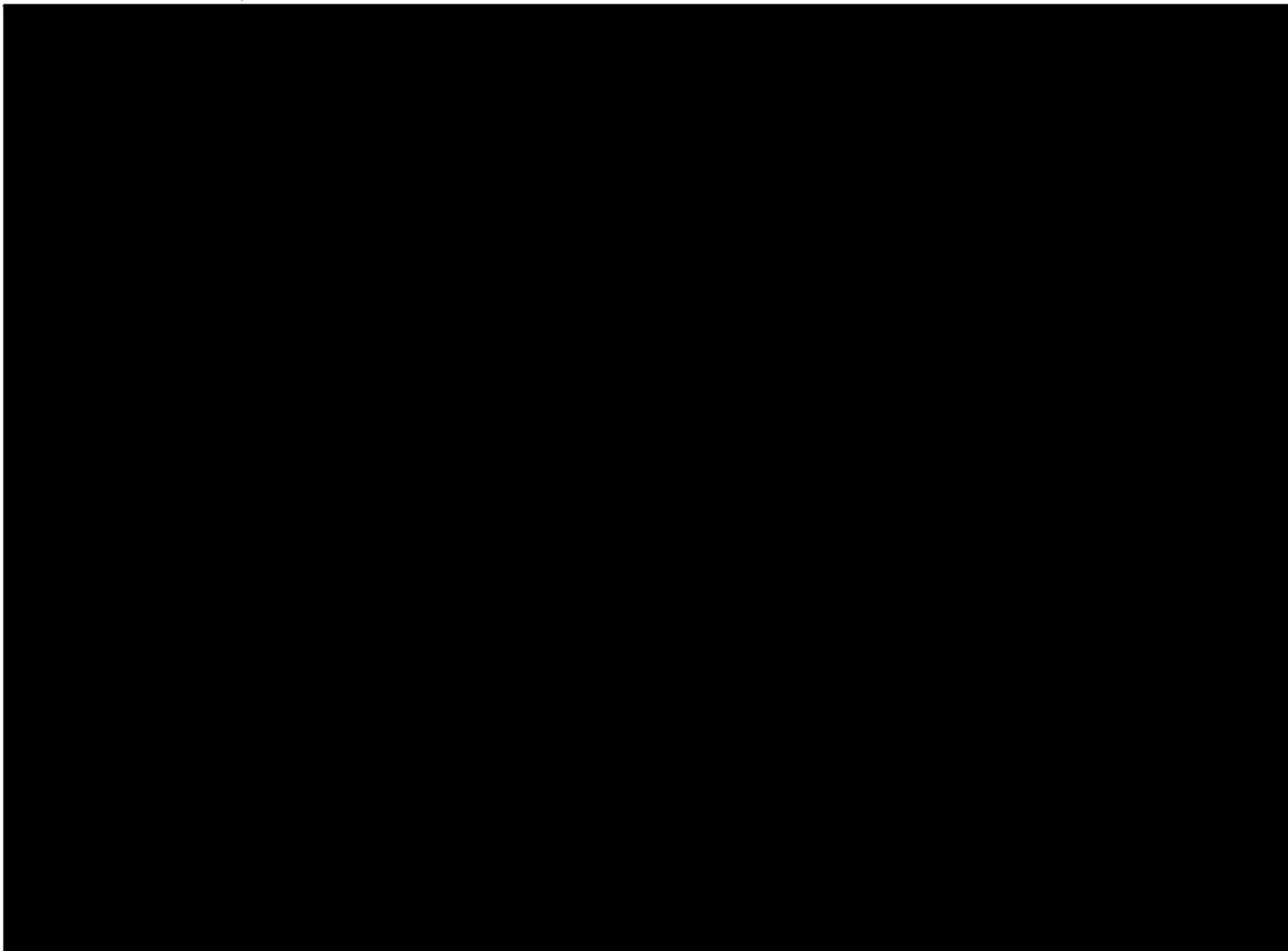
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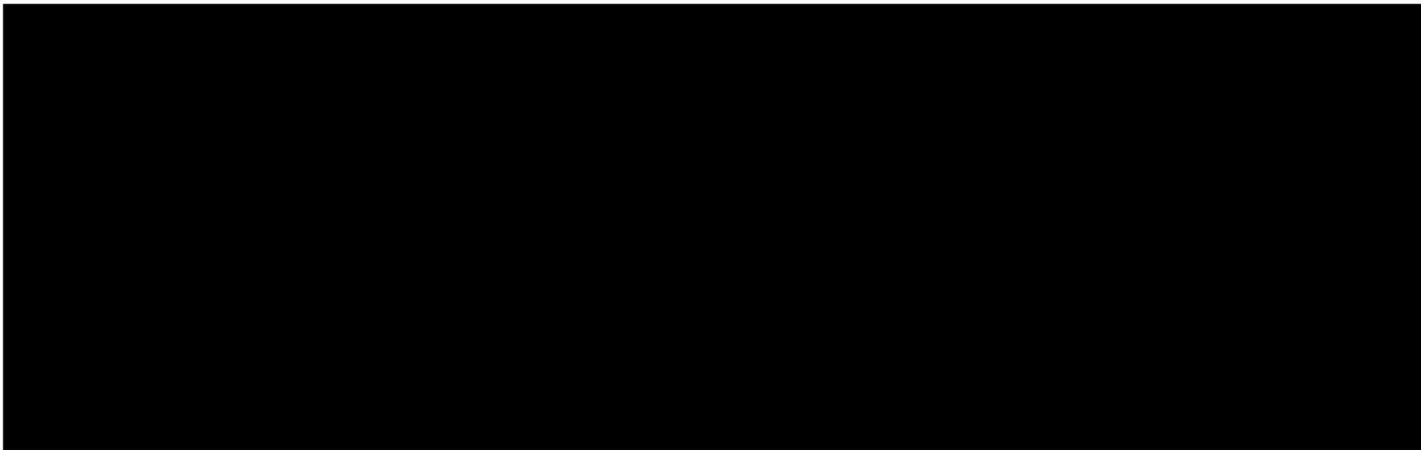
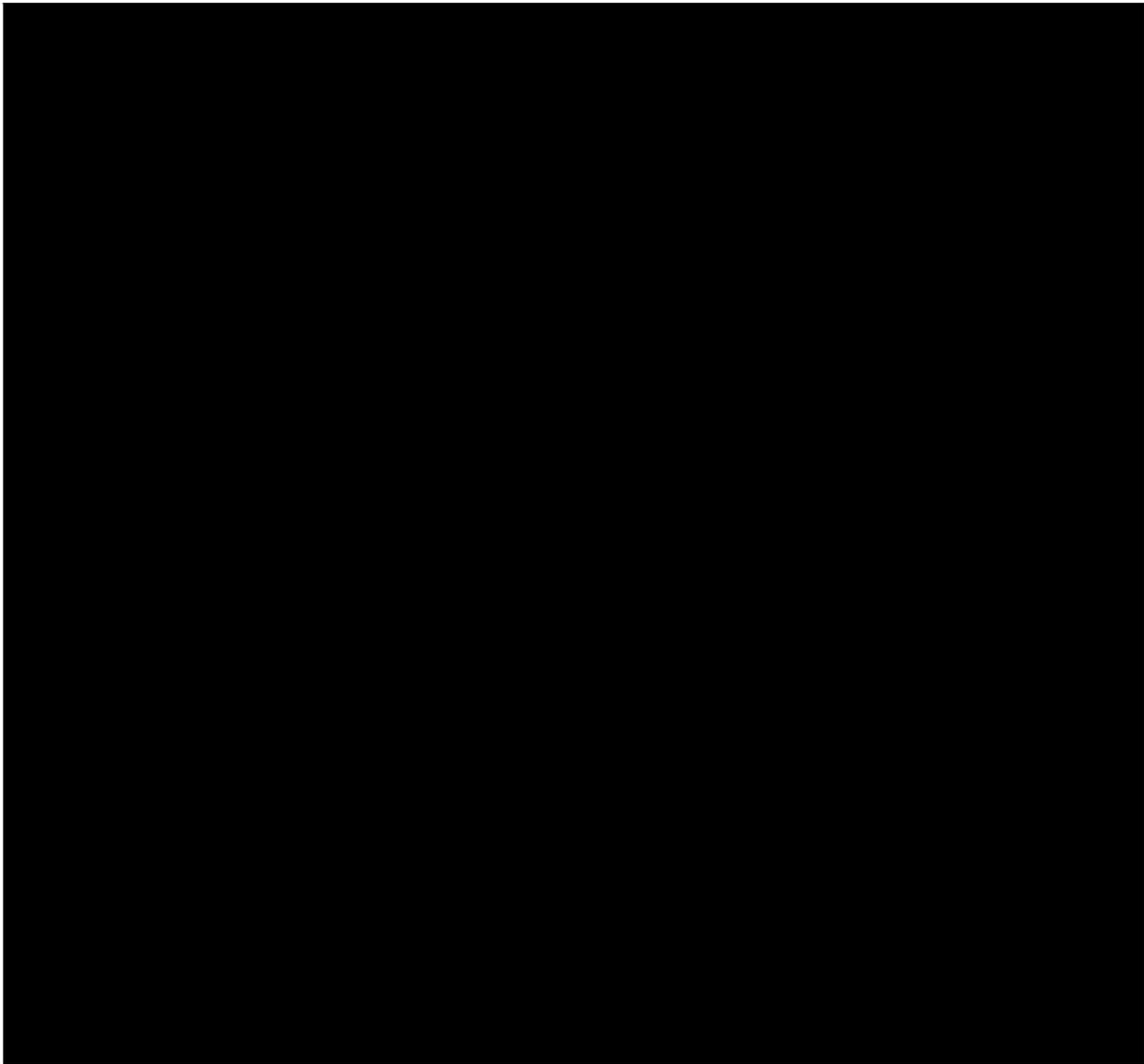


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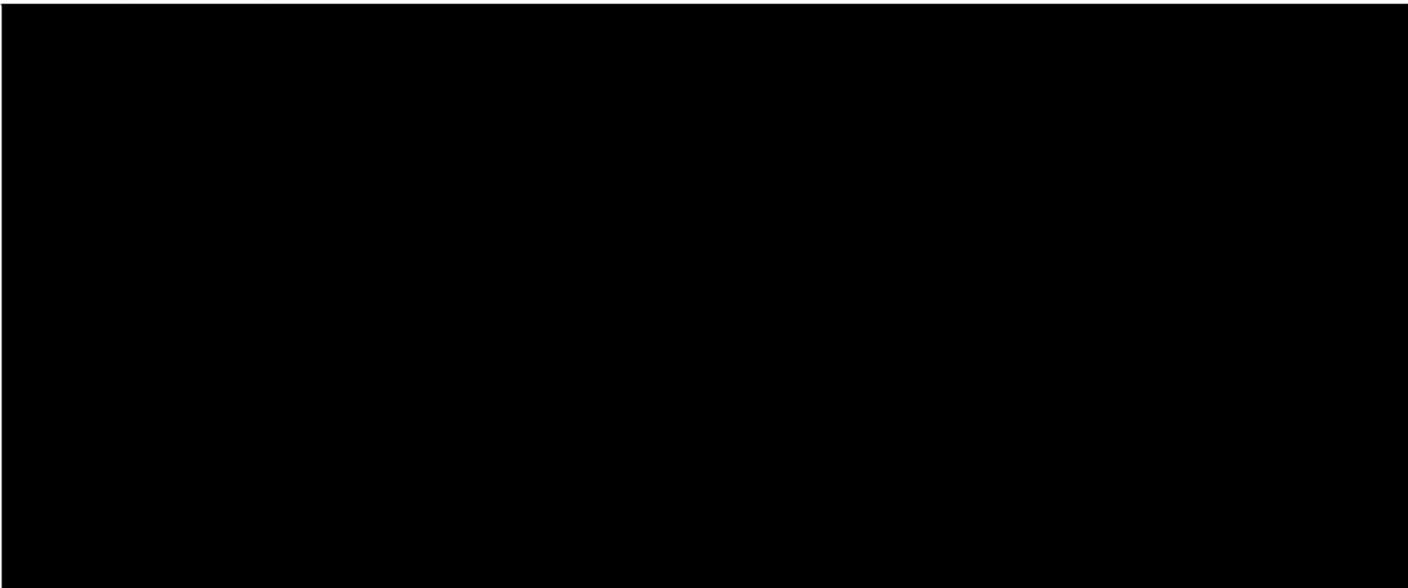


SHAVON HARRIS

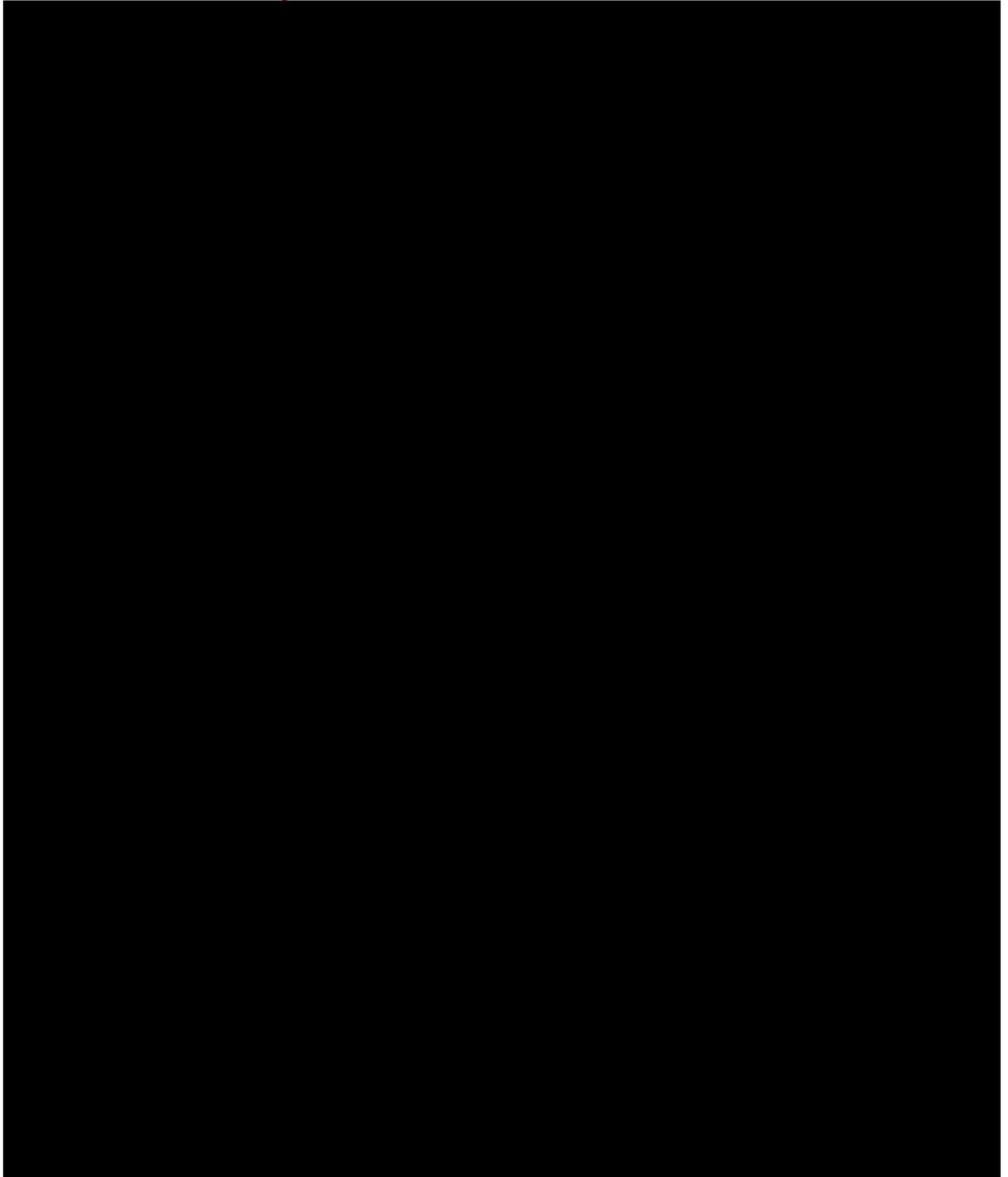


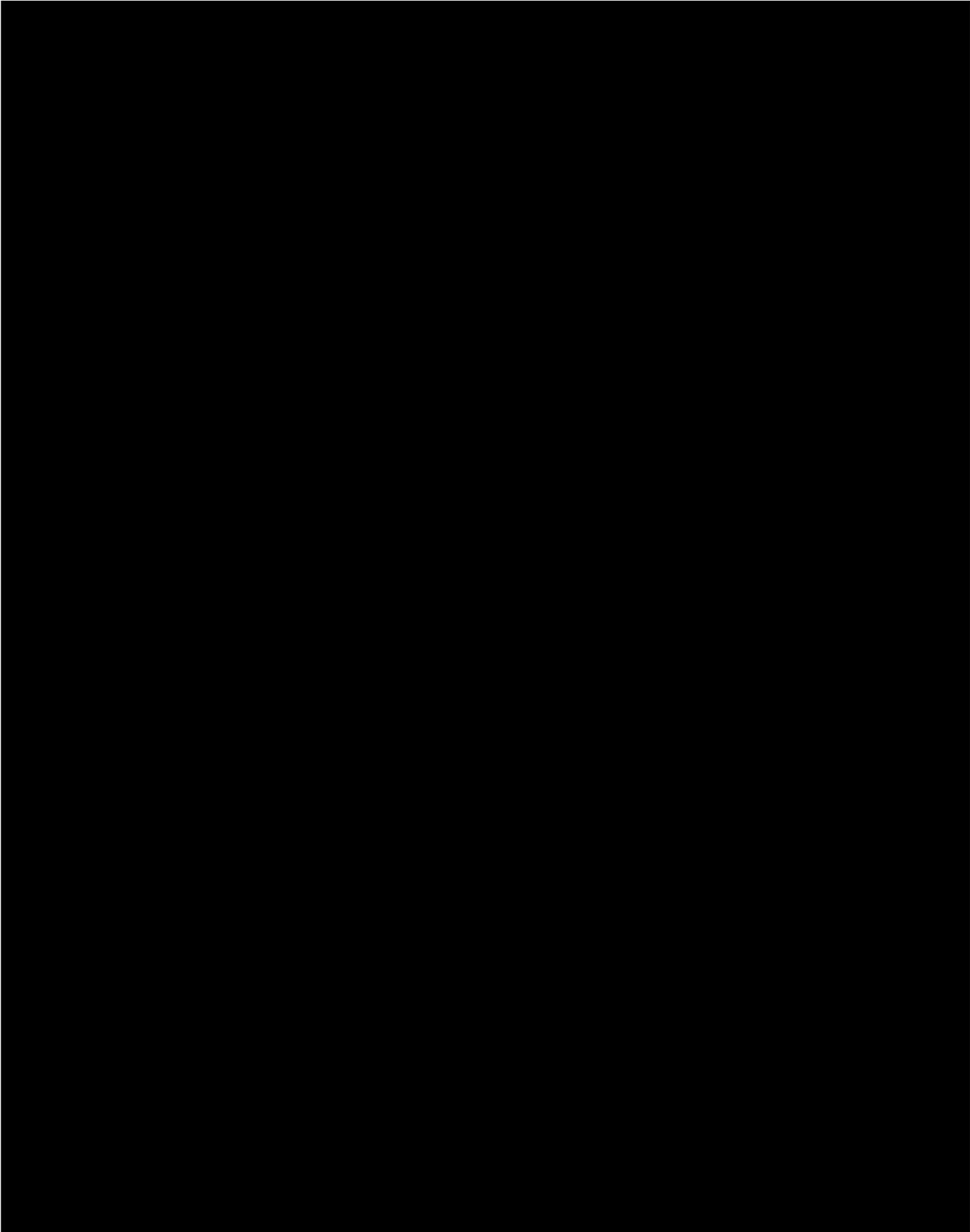


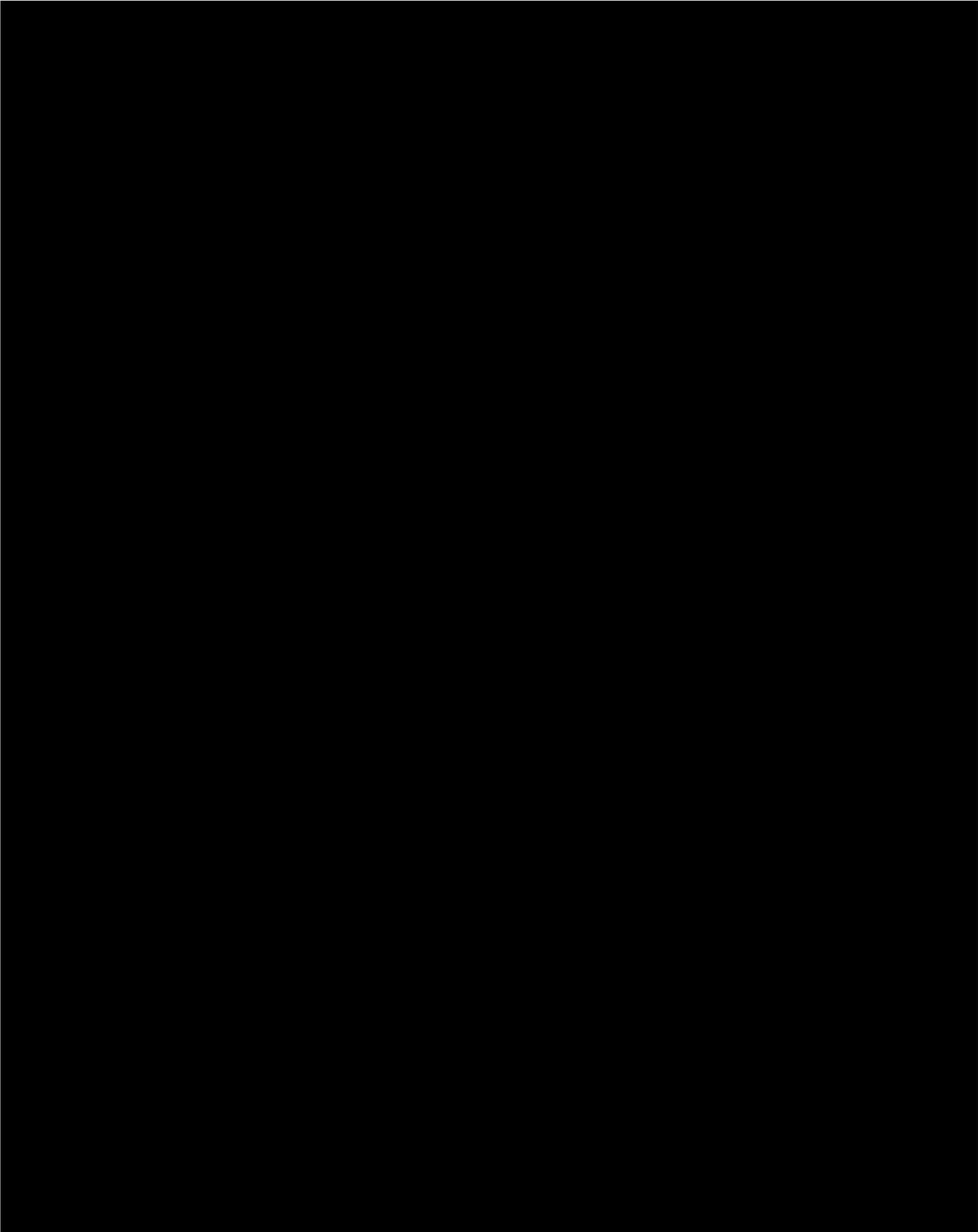
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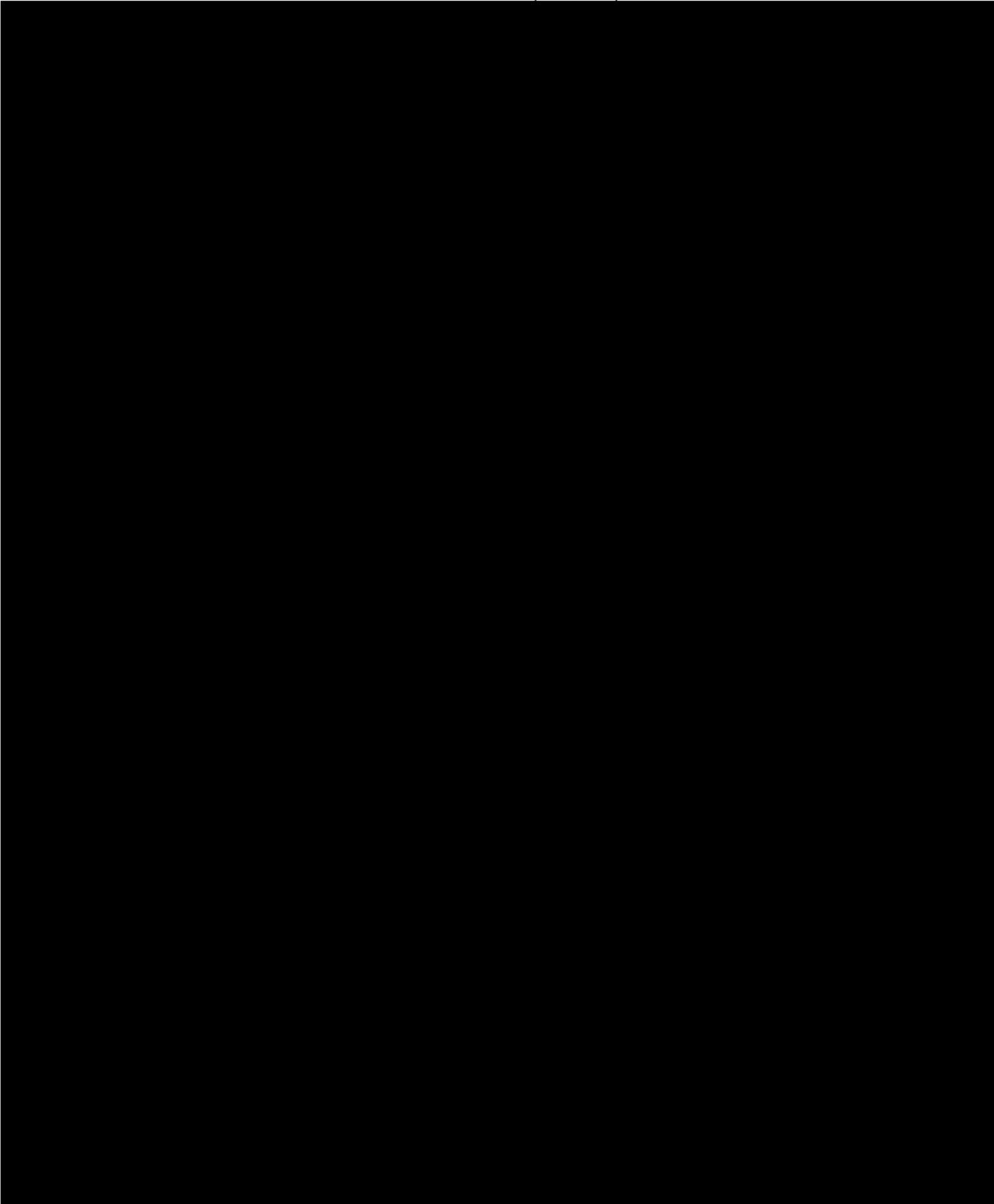
Tish Johnson, JD

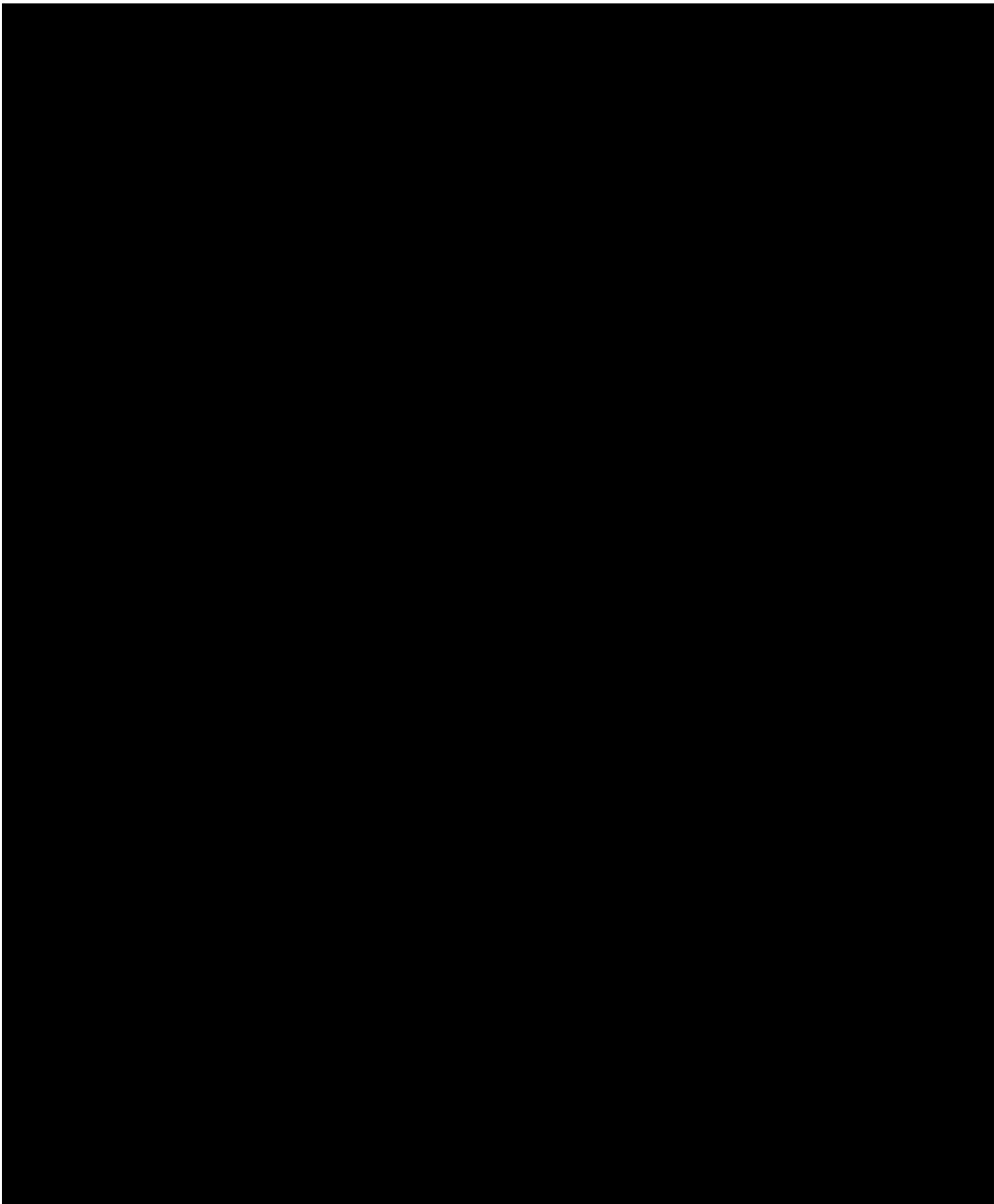






Ms. Tashia M. Martin, MSW, LSW





R-04abc – Community Outreach, Support and Demand

a. Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

- *The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;*
- *The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,*
- *The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.*

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

BBACS has engaged in a meaningful and extensive public review process designed “to solicit community input regarding the proposed charter school and to address comments received from the impacted community concerning the educational and programmatic needs of students.”¹

Antwan Barlow, BRICK Buffalo’s Regional Director of Operations, is one of the original members of the school’s applicant team. He grew up on the East Side of Buffalo and is passionate about starting a school in his community. He also has a long track record of serving his community. He started a mentoring program that partnered mentors of color directly with the young men on the East Side. He also personally mentored young people at the Masten Boys and Girls Club on the East Side and at the Juneteenth Festival on Fillmore Avenue. Mr. Barlow also served as the Director of Upward Bound at D’Youville College for 12 years. In that role, he was responsible for leading the college’s pre-collegiate programs to help first-generation college students matriculate into college. Collectively, these experiences help to illustrate his deep commitment to the East Side of Buffalo—and illustrate his deep understanding of how to provide the students in his community with the educational support and wraparound services necessary to help them become college, career and life ready. ***For more information on Mr. Barlow’s prior experiences, please see R-03f- Founding Team Resumes.***

During the last two years, Mr. Barlow has leveraged his deep personal connection to his community to conduct extensive community outreach on the East Side of Buffalo—connecting with individuals, families, businesses, nonprofit organizations and community leaders to refine his understanding of the needs of his community and to leverage that understanding to continuously revise the school design for BRICK Buffalo Academy Charter School. He has also been aided in this work by the proposed Board Chair, Yolanda Wood, and proposed Board Vice Chair, Takesha Leonard. Ms. Wood is an East Side resident whose children have attended the local schools, including traditional BPS schools and charter schools. Ms. Leonard is the Medical Director at Jericho Road and, as a result, is one of the regional experts in providing high-quality health care access to East Side residents. Collectively, these three individuals have a unique

¹ Education Law § 2852(9-a)(b)(ii).

connection to the community that has helped the BBACS Board of Trustees conduct a meaningful outreach program that has helped the entire board develop a strong understanding of the needs and aspirations of East Side residents. A summary of the extensive community outreach conducted by Mr. Barlow and the BBACS applicant team is provided below:

- **Social media.** The applicant team used social media to share information about the proposed school and to engage directly with families, including through the BRICK Network’s Website and Instagram accounts as well as through the BRICK Buffalo Facebook page. The BRICK Buffalo Facebook page has reached **1,952 people and received 307 likes** since it was launched on February 6, 2020.
- **Direct mailing.** During the fall of 2022, the applicant team also sent out a direct mailing to more than **1,800 households** with young, school-aged children in the target zip codes on the East Side of Buffalo. This mailing included information about the proposed school, its educational model, and information on how interested families could contact Mr. Barlow to learn more about the school and provide feedback.
- **Community Information Session.** Mr. Barlow has also made continual efforts to connect with community members by hosting community information sessions. In total, these information sessions have reached **1,542 attendees**. To support as many community residents to attend as possible, despite the challenges of the COVID-19 pandemic and local health restrictions, Mr. Barlow held both in-person events and virtual events. During these events, Mr. Barlow provided a presentation about the school’s design, including its mission, academic program and key design elements. Each session also included a session for public comment so that community members could ask questions about the proposed school and share their feedback.
- **Community survey.** Beginning in February of 2020, Mr. Barlow began sharing a community school choice survey to collect feedback from community members about the proposed school. To date, the applicant team has collected **327 completed surveys** from community members. Between January and March of 2020, a team of individuals canvassed the East Side of Buffalo to administer these surveys directly to neighborhood residents. Due to the COVID-19 pandemic, this same survey was then placed online so that it could remain accessible to community members.
- **Canvassing.** Mr. Barlow has also conducted ongoing community canvassing on the East Side of Buffalo for the last two years. During that time he has set up tables and distributed information at countless local community locations, including churches, businesses, social service organizations, and early childhood centers.
- **Attending community events.** Mr. Barlow has also participated in large community events to increase community awareness of the proposed school, including by attending events like the New York Charter Association’s Standup for Equity event in May 2021.

- **Connecting with the local district.** Mr. Barlow has also made continual efforts to connect with, and build a strong relationship with, the Buffalo Public Schools. For example, he has already been able to hold meetings with staff in several of its operational departments that support charter schools, including its food service department and its transportation department. In addition, he has made ongoing efforts to reach out to district leaders, including the Superintendent and the BPS Board of Trustees. These efforts have included e-mail requests for one-on-one meetings to discuss the proposed school as well as the sharing of the applicant team’s newsletter. In addition, Mr. Barlow sent certified letters to the Superintendent and all BPS Board members to encourage them to meet with him or to attend a community information session about the proposed school.
- **Connecting with community leaders.** Mr. Barlow has also made continual efforts to connect with other community leaders and has met with a significant number of the community, business, and nonprofit leaders in Buffalo. This outreach has also included elected officials.
- **Focus groups.** Mr. Barlow has also started to hold small family focus groups during the last month to review the most recent updates to the design of the proposed school. Mr. Barlow plans to leverage these meetings to share how he has integrated specific community feedback to strengthen the design of the proposed school and to encourage families to stay in touch throughout the charter application process.

As a result of these outreach efforts, the applicant team has been able to connect to a wide variety of stakeholders, including individuals from each of the following groups:

- Parents;
- Community leaders;
- Local business owners;
- Various community-based organizations and affiliated constituent groups;
- Area daycare centers;
- Community Health Centers;
- Local health care agencies;
- Elected officials or their staff;
- Faith-based representatives; and
- Several civic organizations.

Table 4.1 below synthesizes some of the general community outreach conducted by the applicant team.

Table 4.1 General Community Outreach Snapshot

Date	Location	Description	# of Attendees
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Community Information Sessions			
2-9-20	True Bethel Baptist Church-907 E Ferry St, Buffalo, NY 14211	<ul style="list-style-type: none"> ● Presentation on mission, model and school launch plan ● Open forum for community questions 	28
2-20-20	Ephesus Ministries-341 Grider Street Buffalo, NY 14215	<ul style="list-style-type: none"> ● Presentation on mission, model and school launch plan ● Open forum for community questions 	22
5-12-20	Virtual with an open link	<ul style="list-style-type: none"> ● Virtual Presentation on mission, model, and school launch plan ● Open forum for community questions 	10
5-21-20	Virtual with an open link	<ul style="list-style-type: none"> ● Virtual Presentation on mission, model, and school launch plan ● Open forum for community questions 	10
12-3-20	Virtual with an open link	<ul style="list-style-type: none"> ● Virtual Presentation on mission, model, and school launch plan ● Open forum for community questions 	55
3-25-21	Virtual with an open link/accessible through Facebook live	<ul style="list-style-type: none"> ● Virtual Presentation on mission, model, and school launch plan ● Open forum for community questions 	Views: 91
5-15-21	65 Niagara Square- Buffalo City Hall	<ul style="list-style-type: none"> ● School choice rally participation ● One on one parent conversations 	100

11-18-21	Virtual with an open link/accessible through Facebook live	<ul style="list-style-type: none"> • Virtual Presentation on mission, model, and school launch plan • Open forum for community questions 	Views: 696
1-13-22	Virtual with an open link/accessible through Facebook live	<ul style="list-style-type: none"> • Virtual Presentation on mission, model, and school launch plan • Open forum for community questions 	Views: 530
Direct Outreach to Families with School-Aged Children			
2-22-20	Johnnie B. Wiley Stadium- 1100 Jefferson Ave, Buffalo, NY 14208	<ul style="list-style-type: none"> • Parent focus group • Presentation on BRICK mission, model, and school launch plan • Open forum questions 	15
10-28-21	CAO Head Start Academy- 909 E Ferry St, Buffalo, NY 14211	Tabling / canvassing for parents with school-aged children	50+
11-4-21	CAO Early Head Start Academy-175 Oakmont Ave, Buffalo, NY 14215	Tabling / canvassing for parents with school-aged children	20+
11-8-21	CAO Early Head Start Academy -800 Sycamore St, Buffalo, NY 14212	Tabling / canvassing for parents with school-aged children	20+
11-16-21	CAO Early Head Start Academy- 909 E Ferry St, Buffalo, NY 14211	Tabling / canvassing for parents with school-aged children	50+

12-7-21	Leroy R. Coles Jr. Branch- 1187 E Delavan Ave, Buffalo, NY 14215	Tabling / canvassing for parents with school-aged children	15+
1-21-22	Virtual interviews	Scheduled a series of personalized focus groups with parents of children who lived in East Buffalo and had expressed interest in enrolling their children in the school.	Ongoing through March

The BBACS applicant team has also made efforts to meet with local elected officials to ensure that they were aware of the proposed school, understood its proposed school design, and could provide feedback based on their understanding of the unique needs of East Side residents. **Table 4.2** synthesizes some of the direct outreach efforts to elected officials.

Table 4.2 Outreach to Elected Officials

Date	Name/Organization	Elected Office	Details
Ongoing meetings since February 2020	April Baskin	Erie County Legislature Chair	<ul style="list-style-type: none"> • Ongoing in-person meetings to provide and overview of mission, model and school launch plan as well as opportunities to collaborate • Support Letter Received
Ongoing meetings since February 2020	Mitchell Nowakowski	Buffalo Common council Fillmore District	<ul style="list-style-type: none"> • Ongoing in-person meetings to provide and overview of mission, model and school launch plan as well as opportunities to collaborate • Support Letter Received
In person meeting on 2-12-20	Ulysees Wingo	Buffalo Common Council- Masten District	<ul style="list-style-type: none"> • Initial in-person meeting and ongoing email outreach • Overview of model, mission and school launch plan shared.

In person meeting on 2-12-20	Rasheed Wyatt	Buffalo Common Council- University District	<ul style="list-style-type: none"> ● Initial in-person meeting and ongoing email outreach ● Overview of model, mission and school launch plan shared.
Outreach email on 11-12-21	David Rivera	Buffalo Common Council - Niagara District	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Virtual meeting on 9-24-20:	Bryan Bollman	Buffalo Common Council Love Joy District	<ul style="list-style-type: none"> ● Ongoing email outreach ● Virtual meeting to share overview of model, mission and school launch plan.
Outreach email on 11-12-21	Darius Pridgen	Buffalo Common Council President	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 11-12-21	Joseph Golombek	Buffalo Common Council- North District	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 11-12-21	Christopher Scanlon	Buffalo Common Council- South District	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents

Outreach email on 11-12-21	Joel Feroletto	Buffalo Common Council- Delaware District	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 11-12-21	Byron Brown	Mayor- City of Buffalo	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 3-28-21, certified letter on 11-15-21	Louis Petrucci	Board of Education President- Park District	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 3-28-21, certified letter on 11-15-21	Sharon Belton-Cottman	Board of Education member - Ferry District	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 3-28-21, certified letter on 11-15-21	Kathy Evans-Brown	Board of Education member - East District	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents

Outreach email on 3-28-21, certified letter on 11-15-21	Lawrence Scott	Board of Education- Member At-Large	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 3-28-21, certified letter on 11-15-21	Ann Rivera	Board of Education- Member At-Large	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 3-28-21, certified letter on 11-15-21	Terrance Heard	Board of Education- Member At-Large	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituent
Outreach email on 3-28-21, certified letter on 11-15-21	Hope Jay	Board of Education member- North District	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 3-28-21, certified letter on 11-15-21	Jennifer Mecozzi	Board of Education member- West	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents

Outreach email on 3-28-21, certified letter on 11-15-21	Paulette Woods	Board of Education member- Central District	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Certified letter on 11-15-21	Kriner Cash	Buffalo School District- Superintendent	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 11-12-21	Crystal People-Stokes	New York State Assembly District 141	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 11-12-21	Timothy Kennedy	New York State Senate	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Phone meeting with legislative assistant on 6-11-21	Jonathan Rivera	New York State Assembly District 149	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents

Outreach email on 11-12-21	Catherine Collins	Board of Regents-8th district	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
Outreach email on 11-12-21	Howard Johnson	Erie County Legislature - District 1	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Request for meeting ● Request for official to share BBACS information and contact information with constituents
In-person meeting on 11-11-21	Dr. Henry Taylor	Advocate for the East Side of Buffalo and a Professor of Urban and Regional Planning, University at Buffalo	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Discussed his research on the experience of African Americans in Buffalo ● Discussed possible future collaborations related to the BRICK ecosystem of services
In-person meeting on 7-6-21	Sam Radford	Parent Advocate-President of District Parent Coordinating Council	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Possible future collaboration in parent outreach discussed
In-person meeting on 7-6-21	Pastor Kinzer Pointer	Pastor Agape Fellowship Baptist Church	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Possible future collaboration in BRICK ecosystem discussed
In-person meeting on 7-6-21	Bishop Michael Badger	Bishop Bethesda World Harvest Church	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Possible future collaboration in BRICK ecosystem discussed

In-person meeting on 7-6-21	Pastor William Gillison	Bishop -Mount Olive Baptist Church	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Possible future collaboration in BRICK ecosystem discussed
In-person meeting on 7-6-21	Pastor Corey Gibson	Pastor- Calvary Baptist Church	<ul style="list-style-type: none"> ● Overview of model, mission and school launch plan ● Possible future collaboration in BRICK ecosystem discussed

The BBACS applicant team has also made efforts to invest significant time in conducting outreach to community-based organizations with track records of providing meaningful supports to Buffalo residents, particularly the residents of the East Side of Buffalo. As a result, BBACS has been able to identify strong community organizations that are prepared to partner with the school to develop a robust ecosystem of services to support families. **Table 4.3** synthesizes some of the most robust partnerships that BBACS has already developed.

Table 4.3 Community Partnership Development

Community Organization	Partnership Status	Partnership Overview
Belmont Housing Resources of Western New York	Letter of Support and MOU	Belmont is prepared to assist BBACS families by providing: <ul style="list-style-type: none"> ● HUD certified housing counseling services to help families access affordable housing units in Buffalo. ● Access to apply to the Housing Choice Voucher Program which gives families access to Section 8 vouchers. ● Access to the First Time Home Buyer Program. ● Access to the Belmont Financial Education Center, which provides free assistance with credit report review, tax preparation, rental counseling, homebuyer and homeowner supports, foreclosure prevention services, and educational workshops.

<p>Catholic Charities Buffalo</p>	<p>Letter of Support regarding services</p>	<p>Catholic Charities is prepared to assist BBACS families by providing:</p> <ul style="list-style-type: none"> ● Access to GED programs for families and a direct connection to continuing education opportunities at Erie County Community College. ● In school mentoring for students ● Social-emotional learning programming for students and related support from trained social workers. ● Access to their food pantry to support students and families that have challenges with food insecurity (there is a Catholic Charities food pantry next door to the proposed BBACS school building).
<p>Jericho Road Family Health Center</p>	<p>Letter of Support and MOU</p>	<p>Jericho Road is prepared to assist BBACS families by:</p> <ul style="list-style-type: none"> ● Assisting families in obtaining a primary care physician if they do not have one. ● Providing possible on-site physicals for students once per year ● Providing on-site vision screening for students once per year ● Providing on-site dental cleanings for students twice per year ● Hosting BRICK representatives to conduct information sessions for families and staff. ● Providing access to an on-site medical fitness center for families. ● Providing refugee assistant services to students and their families. ● Providing families with additional home language and literacy services as part of a home visit program.

Journey's End Refugee Services	Letter of Support	<p>Journey's End is prepared to assist BBACS families by providing:</p> <ul style="list-style-type: none"> ● Translation of school documents as needed, including to support ongoing communicating with families in their preferred language, and to support the school's outreach and marketing efforts ● Highly trained translators to accompany BRICK staff in outreach, at recruitment events/open houses, and at major school events (such as the Back to School Barbecue and parent teacher conferences).
The Park School of Buffalo	Letter of Support and MOU (in development)	The Park School is prepared to collaborate with BBCAS to develop a strong pre-K program that could be used in both East Buffalo and Amherst and to facilitate additional collaboration between the two school communities.
King Urban Life Center	Letter of Support and MOU (in development)	The King Urban Life Center is prepared to collaborate with BBACS to create and sustain a robust ecosystem of services to support the BBACS school and the surrounding community. The King Center will also provide BRICK families with access to the Parent-Child+ program, which is a capacity building program for low-income families that is designed to support their efforts as caregivers for their children. In addition, the King Center is also prepared to collaborate in the development of after school programming for BRICK students and their families.

Outreach and Input Findings

In 2005, the Harvard Family Research Project released its findings, entitled *“Parental Involvement and Student Achievement: A Meta-Analysis”*². The primary author, William H. Jeynes, drew his analysis from 77 studies, comprising over 300,000 students. The findings were as follows:

- *“Parental involvement is associated with higher student achievement outcomes. These findings emerged consistently whether the outcome measures were grades, standardized test scores, or a variety of other measures. Moreover, the pattern holds not only for the overall student population but for minority students as well.”*

² <http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement-and-student-achievement-a-meta-analysis>

- *“The results indicate that, on average, parental involvement programs work. First, the results are substantial and support the belief that parental involvement has a significant impact across various populations. Second, not only does voluntary parental involvement have an influence, but parental programs do as well. Therefore, schools should adopt strategies to enhance parental engagement in their children's schooling. Third, teachers, principals, and school counselors should familiarize themselves with the facets of parental involvement that can help the most, so that they can guide parents on what steps they can take to become more involved.”*

In a research study released on November, 2020, two scholars, Noel E. Kelty and Tomoko Wakabayashi, utilized the definition of family engagement as a “shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and which families are committed to actively support their children’s learning and development.” Key research findings demonstrated the importance of relationships, the need for schools to provide inclusive and individualized opportunities for families and students, and, specifically for culturally and linguistically diverse populations and children with disabilities, the explicit connections among social systems and through the development of family and school partnerships that bolsters success for all students.³

As such, and as a basis of all of the extensive outreach activities and connections made thus far, BBACS’s founding team has sought community input in design decisions for the school. To date, the team has received a significant amount of input from families, community leaders, elected officials, and other community stakeholders. The feedback received was then categorized into the four key themes that are described below.

Community members want new high-quality schools on the East Side

- Most stakeholders were invested in creating a new high-quality public school option that was centrally located on the East Side of the city.
- Many families indicated that they felt that the student to teacher ratio is too high in BPS and students were not receiving the individual attention or academic support they needed.
- Many families requested smaller classrooms or having more than one teacher available in a classroom.
- Many families expressed a desire for a well-resourced school on the East Side, based on a perception that schools in their neighborhood do not have access to enough resources.

Community members want diverse teachers and leaders who care

- An overwhelming number of stakeholders wanted to see more teachers and leaders of color; while the city of Buffalo serves mostly students of color, the vast majority of teachers are white.
- Many families expressed a desire for more dedicated teachers, insisting that teachers

³ <https://journals.sagepub.com/doi/10.1177/2158244020973024>

“who care about students” are needed on the East Side.

- Families expressed a desire for their children to receive individual attention, one-on-one classroom time, or tutoring from a supportive teacher
- Families expressed a desire for increased instructional time for students

Community members want an engaging school culture that reflects student identity

- Many families and stakeholders expressed concerns with the quality of school culture in BPS, including a lack of focus on rigorous learning, high-suspension rates and low attendance
- Families wanted engaging school cultures that reflected the identities of their children and were engaging for students

Community members want a school that provides additional services

- Families expressed a desire for schools to provide additional, non-academic services for students and families, including before and after care, family programming and community activities.
- Families expressed a desire for more communication and collaboration with their child’s school.

The feedback collected by the BBACS team during its two years of community outreach showed strong support for key parts of the school’s original design plan. Community members were enthusiastic about BRICK’s historical focus on recruiting teachers and leaders of color and the fact that more than 80% of the staff at BRICK’s Newark campus are people of color. Families were also very interested in learning more about the additional wraparound services that BRICK has provided to students in Newark through the work of the South Ward Promise Neighborhood. Families were also excited to learn about the dual emphasis of BRICK’s academic model—which ensures students receive rigorous grade level instruction and also frequent small group differentiated support to meet the needs of individual students.

Feedback from community members also helped the team continue to revise the school’s proposed academic program. For example, community feedback regarding the need to create a school culture that reflected the identities of the students served led the BBACS team to partner with Dr. Marcus Watson, a professor of Africana studies at Buffalo State. Dr. Watson has helped BRICK Buffalo staff members to begin to learn more about how the school can create a culture that is truly responsive to the needs of students on the East Side. He is also prepared to support the school’s teachers to develop their capacity to recognize the cultural assets of their students and to leverage those assets to help students achieve at the highest levels. The BBACS team also ended up adding a significant number of staff positions to serve special populations of students (including students who are economically disadvantaged, students with special needs, and students who speak English as a new language) based on the consistent feedback from families that their children need more support for their individual needs. BBACS also decided to expand BRICK’s traditional emphasis on co-teaching by adding additional special education staff to ensure that there could be an integrated collaboratively taught classroom at every grade level. The BBACS team also has started to develop a robust calendar of events for both students and

their families based on their desire to participate in more school events, including solidifying a desire to have an annual Back to School Barbecue, four parent teacher conferences per year, a Back to School Night, a math night and a literacy nights.

As members of the applicant team conducted outreach, it became increasingly clear that charter schools in Buffalo were facing significant challenges with recruiting and retaining a diverse staff that reflects the backgrounds of the students served. As a result, BBACS began to pursue ways that it could create future talent pipelines to ensure the school was able to recruit strong teachers from the community, including teachers of color from the East Side of Buffalo. Over time, the BBACS team decided to develop a collaborative partnership with City Year and the Relay Graduate School of Education. Through this partnership, BBACS, Relay, and City Year, will collaborate to recruit community members to participate in City Year in Buffalo and will also offer those City Year staff members the opportunity to simultaneously pursue their teaching license through Relay NY's Teacher Residency Program. BBACS believes that this innovative partnership will help provide the individualized support that families were requesting because of City Year's emphasis on supporting individual students—and it will also leverage Relay's expertise to develop a strong pipeline of diverse teachers who are rooted in the community served and will ensure the school is able to expand successfully during the charter term.

Overall, BBACS's commitment to the East Buffalo community has started off on a strong note likely due, at least in part, to the applicant team's deep connections to the community. Stakeholder support has been strong and there is not only an excitement for, but also a yearning for, a high-quality, mission-driven, community-responsive charter school. Parents are eager for an option that meets the needs of their children and that reflects the community it is serving. Moving forward, BBACS will continue to seek stakeholder input throughout the life of the school. BBACS also looks forward to cementing community partnerships that will ensure students and families receive the additional supports they need to thrive; partnering with families to leverage their feedback to continually improve how the school and families can work together to support students; and connecting with community leaders to ensure that they can continue to support the school's capacity to serve the students of the East Side.

b. Description and Analysis of Community Support

Provide a narrative description of support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

In support of the information provided above, attached to this submission are a range of documents that collectively attest to the school's extensive community outreach efforts. These include letters of support, materials from the school's social media outlets, and a collection of other sources of support and input. BBACS has been honored and energized by the high level of interest and support that the proposed school has received from all stakeholder groups in the community.

As mentioned earlier, BBACS received **more than 40 letters of support from community leaders across the City of Buffalo**. It is significant that the school received strong written support from key local elected officials, including Erie County Legislature Chairwoman April Baskin and Councilman Mitchell Nowakowski. BBACS believes that the strong support for the school

expressed by these elected officials can help to mitigate any potential opposition the school will face. BBACS has also received support letters from many well-respected organizations with strong track records for serving families on the East Side of Buffalo—including Jericho Road, Catholic Charities, Journey’s End Refugee Services, Belmont Housing, and the King Urban Life Center. The BBACS team looks forward to working with these organizations to ensure that the students and families on the East Side of Buffalo also have an opportunity to participate in Buffalo’s renaissance.

While there has often been a contentious relationship between traditional public schools and charter schools in Buffalo, BBACS will continue to attempt to collaborate with the district to support the families on the East Side of Buffalo. As described in **R-15 - District Relations**, the BRICK Education Network has a long-history of working closely with the Newark Public Schools and providing services to support all students in their community, not just the students that attend their schools. BBACS wants to take a similar approach to its work in Buffalo and has expressed a willingness to partner with other local schools, including by sharing professional development, collaborating to deliver social services to families, or working together to build diverse teacher pipelines to support students. As a result, BBACS will continue to try to schedule meetings with Buffalo council members, school board members and district personnel and will proactively invite these individuals to community information sessions.

Overall, the BBACS applicant team has seen that the East Buffalo community supports the establishment of the new school. Not surprisingly, some groups, such as the local school board at the virtual community hearing in March 2021 voiced opposition to the establishment of the school. Their concerns were expected comments that reflected the district’s recent animosity towards charter schools; comments that are also steeped in financial myths related to charter schools. The BPS board also expressed concern that BRICK was an organization that started in another state. While BRICK did start in Newark, their track record in Newark shows their deep commitment to ensuring ongoing direct investment in the communities they serve; this commitment is clearly evident in BRICK’s efforts to raise more than \$70 million dollars to provide comprehensive social services to the families of Newark. BBACS is interested in leveraging BRICK’s experience to do that same work in Buffalo—to work collaboratively with its community partners, and BPS whenever possible, to support the families on the East Side.

c. Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school’s ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

Dr. Henry-Louis Taylor Jr., a nationally renowned scholar, recently released a new study that shed light on the Black experience in Buffalo titled *The Harder We Run: The State of Black Buffalo in 1990 and the Present*.⁴ “When we took a look at Black Buffalo 31 years ago, we felt the

⁴ <https://right2thecity.files.wordpress.com/2021/10/taylorhl-the-harder-we-run.pdf>

community was on a downward trend; we were increasingly locked in the economic basement,” Taylor says in the report.⁵ “When we looked at these trend lines some 31 years later, we see no reversal,” he adds. “We see that with some of the critical metrics — the poverty rate, household income, homeownership, employment — not only is there no progress, there’s no change. When we say there’s literally no change, we’re saying that in a lot of ways the situation is more entrenched, more solidified. And that implies that breaking the downward cycle is going to be even more difficult and complex than it was before.”⁶

Dr. Taylor’s study helped to shed light on the ways that deep inequities still persist in Buffalo. While significant investments of resources have led to revitalization in many parts of the city, that same investment has not made its way to East Buffalo. East Buffalo residents continue to struggle with inadequate, substandard housing and predatory land banking practices exacerbated by racial segregation and gentrification. Many local residents are stuck in the low-wage labor force or unemployed. African Americans in East Buffalo also face significant health challenges, including high rates of chronic respiratory ailments that are brought on by excessive pollution and a lack of green space. Schiller Park, which is 82% Black, is a densely populated neighborhood on the East Side that highlights these inequities. The neighborhood’s median income is roughly 20% lower than the city’s median income at \$27,234. Almost 3 out of 4 children in Schiller Park live in poverty and 83% of children live in households receiving public assistance, SNAP benefits, or SSI.

In addition to the extreme challenges faced by East Side residents due to poverty, residents also face a school system that has not yet demonstrated an ability to support high levels of achievement of its African American students. Each year, *Buffalo Business First* publishes academic rankings of the 96 school districts in the Buffalo-Niagara Falls area, rating the school districts in areas of English, mathematics, science and social studies. **BPS ranked 95th out of 96 school districts.**⁷ Unfortunately, statistically significant achievement gaps also exist between sub-groups within BPS, further illustrating how some parts of the city’s population are even more undeserved than the overall district data indicates. For example, in the 2018-2019 school year, 48% of White 3rd graders scored at a Level 3 or higher on the New York State math assessment compared to 18% of African-American 3rd graders. Similarly, on the state ELA assessment 46% of White 3rd graders scored a Level 3 or above compared to 25% of African-American 3rd graders. Collectively, these data points help to illustrate the need for additional high quality educational options for BPS students, especially for its African American students.

As a result of the intense poverty on the East Side and the underperformance of district schools, many families were excited to learn about the key design elements of BBACS. Families were enthusiastic about the school’s commitment to providing comprehensive wraparound supports to students and families, including in the critical areas of quality health care, early childhood education, workforce development and affordable housing. In addition, families were excited about the prospect of being able to send their children to a school that was committed to recruiting and empowering a diverse group of teachers and leaders—and providing students with the differentiated small group support they needed to thrive. As a result, **91 local families**

⁵ <http://www.buffalo.edu/ubnow/stories/2021/10/taylor-report-black-community.html>

⁶ *ibid.*

⁷ <https://www.bizjournals.com/buffalo/news/2019/10/03/upbuf.html>

have already signed petitions indicating that they would consider sending their child to BBACS. BBACS believes that this level of family engagement long before the school is open bodes well for the school's ability to meet its enrollment targets. In addition, the deep partnerships that BBACS has already forged with local community organizations will also provide the school with a unique advantage in terms of student recruitment. These partnerships will provide the BBACS team with an opportunity to meet a large proportion of local families during the incubation period. And the combination of a local board with deep ties to the community, and robust connections with well-respected local organizations, will ensure that local families view the school as a high-quality choice for their children that is deeply rooted in their community.

Evidence of Outreach

Table of Contents

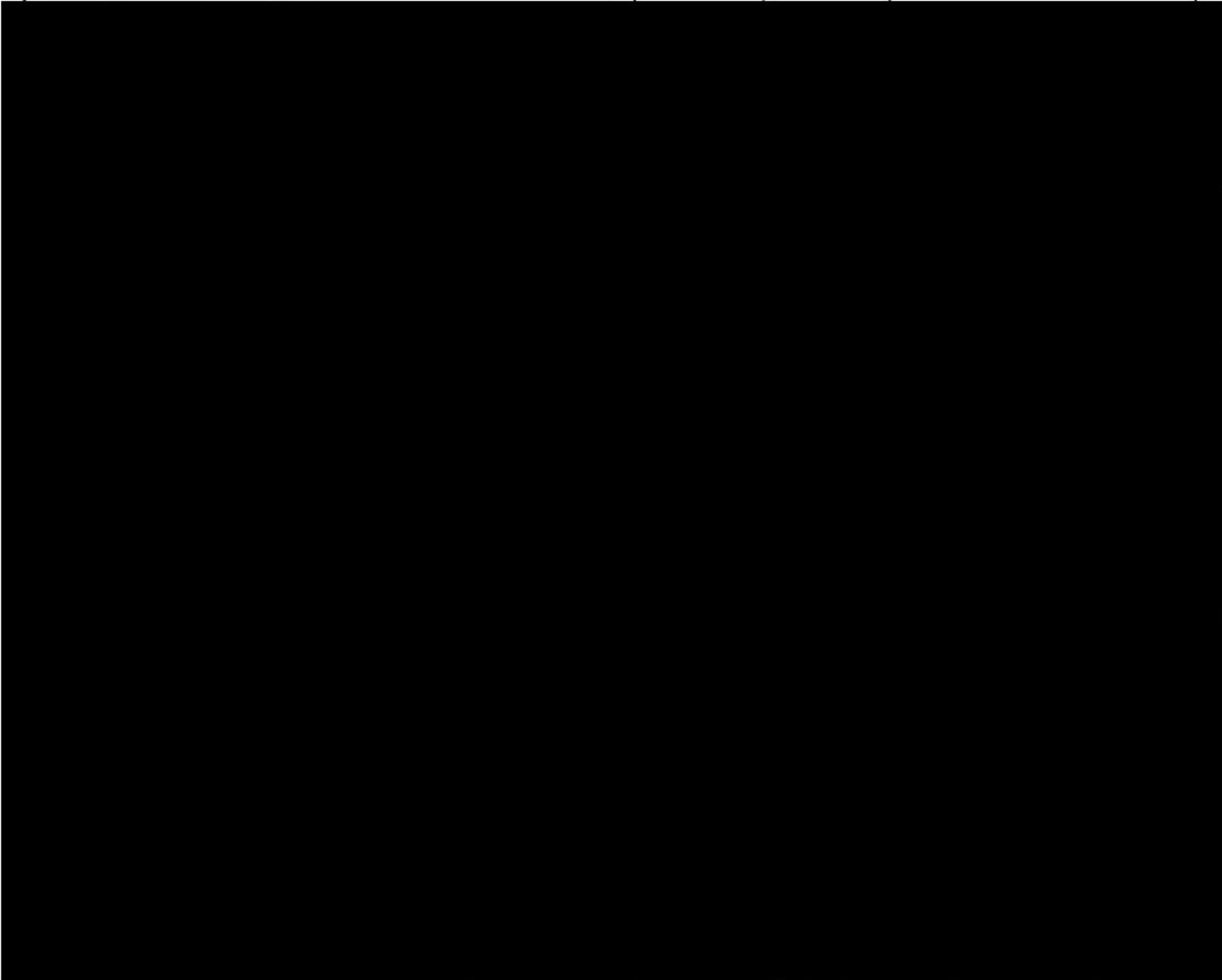
Page	Name of Item	Description
1-6	Regional Community Information Session	Attendance sheet from the kick-off community outreach session for BRICK Buffalo Academy Charter School region.
7-12	Announcement and Outreach Flyers	Flyers designed to announce the BRICK Buffalo Academy Charter School mission, model and school launch plan to the community. The flyers also included BRICK Buffalo Academy Charter School contact information for the community.
13-16	Social Media Outreach	This segment includes various screen shots from our Facebook and website informational page.
17-20	Online Survey Results	This segment includes a summary of two online surveys of city of Buffalo residents. The two survey topics were challenges facing schools today and the challenges faced by families during the pandemic.
21-42	Outreach to Buffalo School Board members	This segment includes copies of certified letters sent to members of the Buffalo School Board requesting a meeting to discuss BRICK Buffalo Academy Charter School's mission, model and school launch plan.
43-72	Outreach emails to elected officials	This segment includes copies of email notifications sent to elected officials in the Buffalo region requesting a meeting to discuss BRICK Buffalo Academy Charter School's mission, model and school launch plan.
73-189	Community Survey and Parent Petitions	Copies of paper surveys and petitions distributed throughout Buffalo, NY.



Date and Time: 2/9/20, 12pm
Location: Ephesus Ministries - Hall
Address: 341 Grider Street
Buffalo, NY 14215

BRICK Buffalo Region
Community Forum sign in Sheet

Print Name (First and Last)	Signature
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Note: A public announcement was made at this forum regarding the BRICK Education Network's intention to expand to the city of Buffalo. A question and answer segment was held.



Date and Time: 2/9/20, 12pm

Location: Ephesus Ministries - Hall

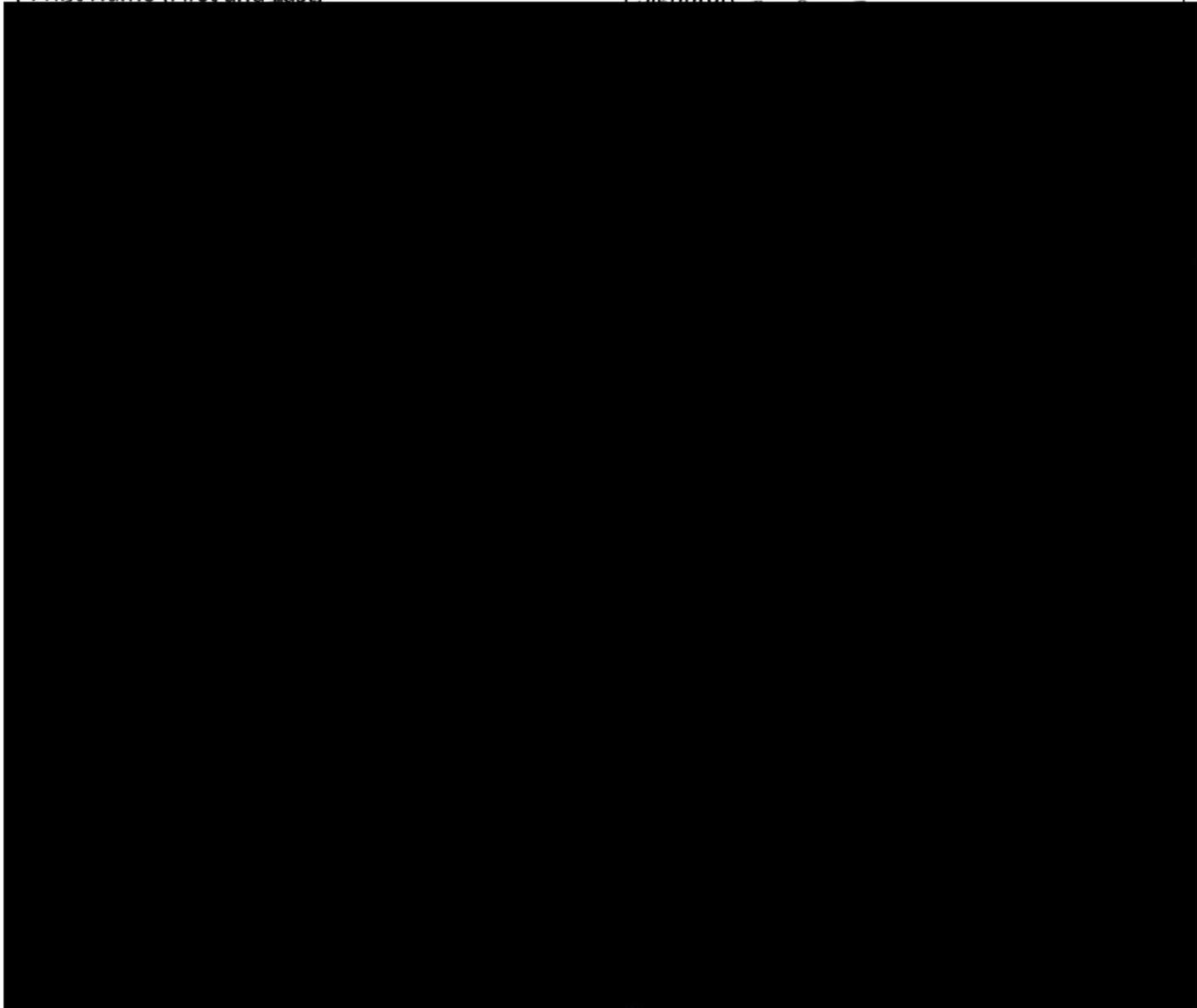
Address: 341 Grider Street

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BRICK Buffalo Region

Community Forum sign in Sheet

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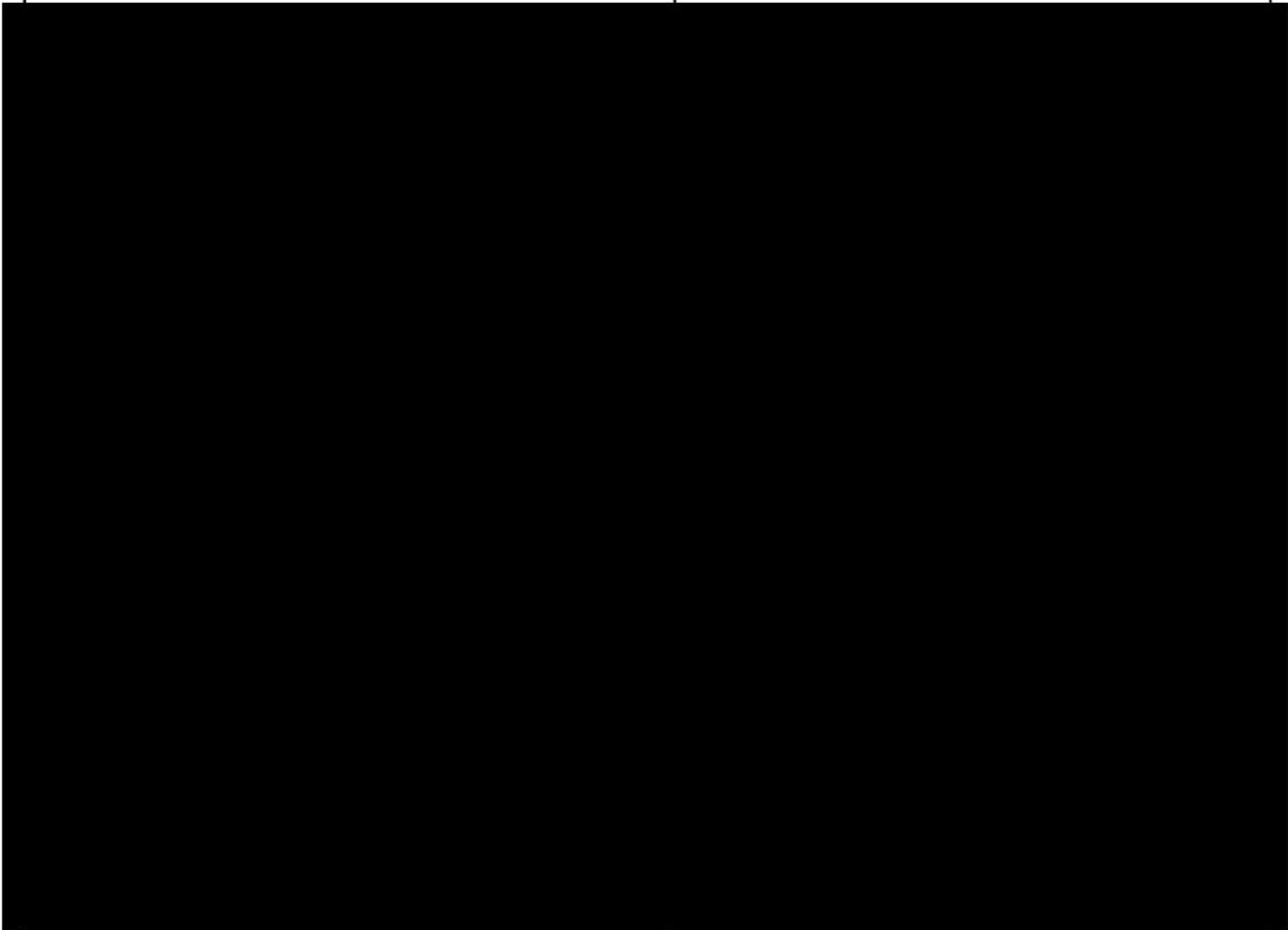
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Buffalo, NY 14215
BRICK Buffalo Region

Community Forum sign in Sheet

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Note: A public announcement was made at this forum regarding the BRICK Education Network's intention to expand to the city of Buffalo. A question and answer segment was held.



Date and Time: 2/20/20, 5:30pm

Location: Ephesus Ministries

Address: 341 Grider Street, Buffalo, NY 14215

BRICK Buffalo Region
Community Forum sign in Sheet

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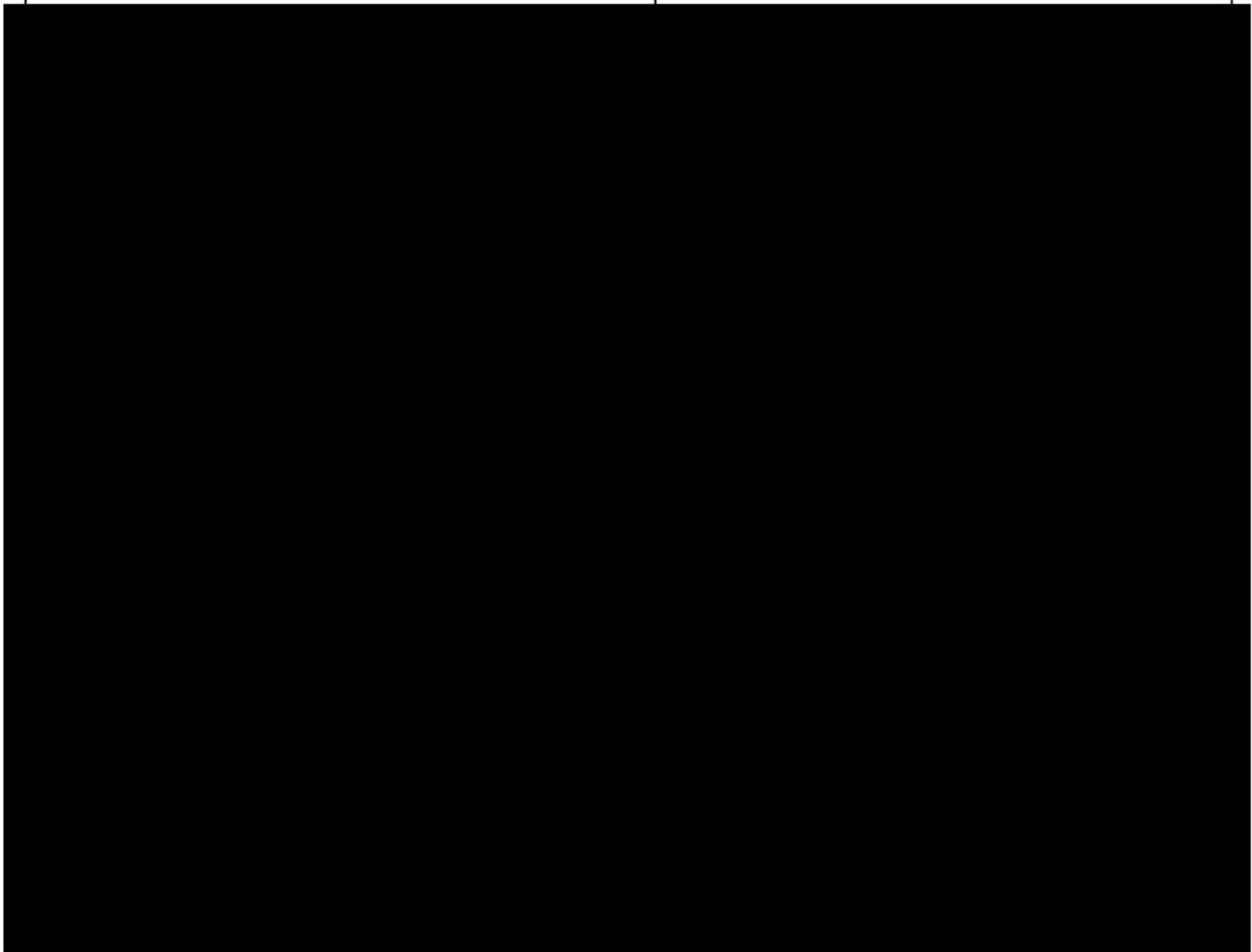
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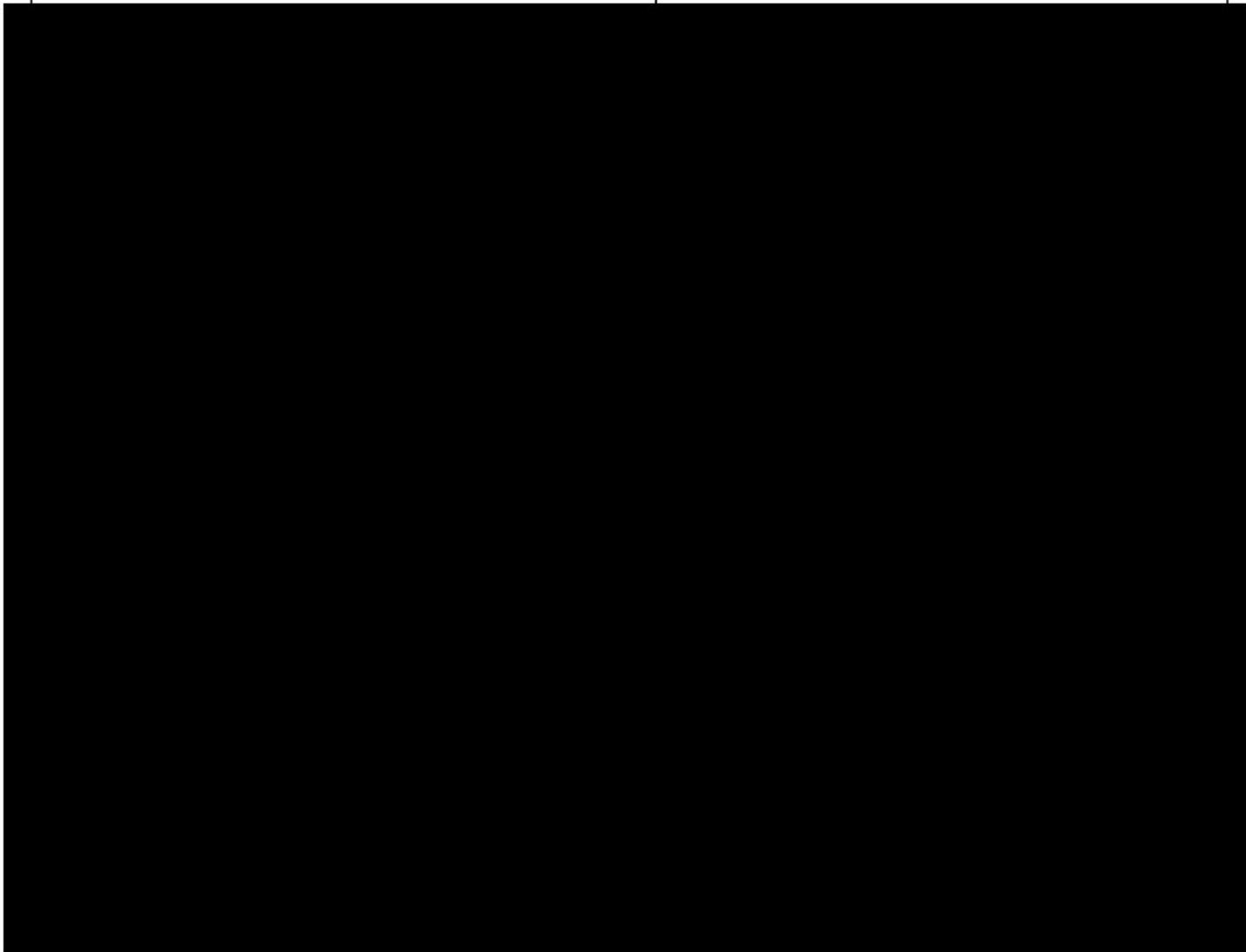
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BRICK
EDUCATOR NETWORK

BUFFALO REGION COMMUNITY FORUM

Virtual Lunch and Learn

MAY 12, 2020 | 12PM - 1PM

REGISTER AT
7

buffalocommunityforum.eventbrite.com

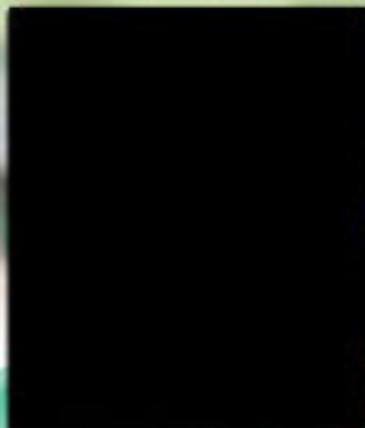


BRICK
EDUCATOR NETWORK

#DiscoverTheBRICKWay
www.brickeducation.org



BUFFALO REGION COMMUNITY FORUM

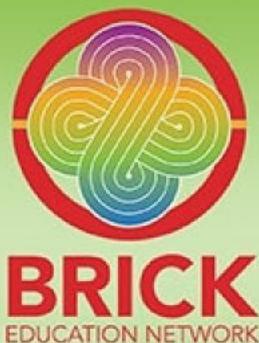


MAY 21, 2020 | 5:30PM - 6:30PM

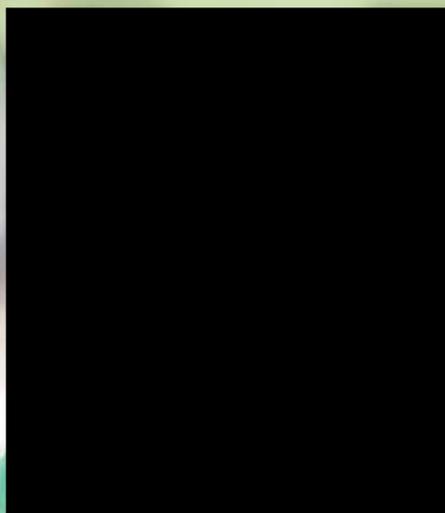
REGISTER AT
buffalocommunityforum.eventbrite.com



#DiscoverTheBRICKWay
www.brickeducation.org



BUFFALO REGION COMMUNITY FORUM



December 3rd, 2020 | 5:30pm - 6:30pm

REGISTER AT

www.bit.ly/BRICKBLO



**BRICK
BUFFALO
ACADEMY**
CHARTER
SCHOOL
FORUM

MARCH 25TH | 5:30PM-6:30PM

LINK TO REGISTER:
[HTTP://BIT.LY/BRICKBA](http://bit.ly/brickba)

10



BRICK
EDUCATION NETWORK

#DISCOVERTHEBRICKWAY
WWW.BRICKEDUCATION.ORG



**BRICK BUFFALO ACADEMY
CHARTER SCHOOL**

A BRICK EDUCATION NETWORK SCHOOL

EXCITING NEWS!

**BRICK BUFFALO ACADEMY CHARTER SCHOOL IS APPLYING TO
OPEN A PUBLIC CHARTER SCHOOL IN AUGUST 2023!**

**BRICK BUFFALO ACADEMY CHARTER SCHOOL LOOKS FORWARD TO SERVING
STUDENTS WITH ITS INNOVATIVE MODEL OF CULTURALLY RESPONSIVE ACADEMIC
RIGOR COUPLED WITH THE NECESSARY FAMILY SUPPORTS TO ENSURE THEY ARE
COLLEGE, CAREER AND LIFE- READY UPON GRADUATION. WE WILL HAVE AN
UNWAVERING COMMITMENT TO KNOCKING DOWN ALL BARRIERS THAT IMPEDE
THE ACADEMIC SUCCESS OF STUDENTS IN THE CITY OF BUFFALO**

WE WOULD LOVE TO HEAR YOUR FEEDBACK AND THOUGHTS ON A NEW BUFFALO SCHOOL!

**PLEASE CONTACT US A 716-306-2572 OR BUFFALO@BRICKEDUCATION.ORG
FOR MORE INFORMATION PLEASE VISIT US AT BRICKBUFFALO.ORG**



**BRICK BUFFALO ACADEMY
CHARTER SCHOOL**

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BRICK Education Network-Buffalo was live.
Published by ZOOM Video Livestream - Prod · January 13 ·

Please join the BRICK Education Network as we hold a virtual community forum to discuss BRICK's plans to expand to the Buffalo Region. We will be giving an overview of our network's mission, model and plans for BRICK Buffalo Academy Charter School.

Antwan K. Barlow
Regional Director of Operations- Buffalo Region
www.brickeducation.org



BRICK Buffalo Academy Charter School: Community Information Session

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BRICK Education Network-Buffalo
Published by Jeremy Esposito · October 18, 2021

Antwan Barlow is working to bring an innovative school to his East Side community. Read more about his story here: bit.ly/3DTkAt8



2,685 People reached 430 Engagements - Distribution score Boost post

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Please feel free to contact us at 716-306-2572 or buffalo@brickededucation.org . For more information please visit our website at brickbuffalo.org

BRICK BUFFALO ACADEMY CHARTER SCHOOL

EXCITING NEWS!

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60 People reached 9 Engagements - Distribution score [Boost post](#)

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Buffalo Community Forum: November 18th: 5:30pm to 7:30pm

Our team is proposing to launch the BRICK Buffalo Academy Charter School in the fall of 2023. This forum will provide the public with information on the BRICK model and proposed design of the BRICK Buffalo Academy Charter School.

To join us live via Zoom please access the following link:

<https://us02web.zoom.us/j/86906173797>



BRICK BUFFALO ACADEMY CHARTER SCHOOL

A BRICK EDUCATION NETWORK SCHOOL

Dear Board Member Belton-Cottman,

As the Ferry District Member, you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, we write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this letter is to share some information about our school's design so that you can share your input on our proposal.

At BRICK Buffalo Academy Charter School, we will work to graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We will use a holistic approach to ensure that students have the knowledge, skills and supports needed to be college, career and life-ready upon graduation. Our school will provide a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We will also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. In partnership with our families, we will empower our students to draw strength from their identity and become leaders in their communities.

Our applicant team wants to found a school that provides a culturally responsive and sustaining education. As a result, we want to found a school that:

- Extends the school day and year to provide more time for learning
- Provides students with access to a culturally responsive curriculum
- Holds high expectations for all students
- Provides a safe environment grounded in restorative practices
- Empowers teachers to lead student-centered, differentiated, and data informed instruction
- Prioritizes social and emotional learning
- Empower and recruit diverse teachers and leaders from our community
- Leverages deep community partnerships to support our students and their families with wraparound services in critical areas (affordable housing, workforce development, early childhood education and health care)

If approved, the proposed school would open in August 2023 serving kindergarten and 1st grade students. The school would then add an additional grade each year until it serves students in kindergarten through fifth grade.

We are working to solicit as much community feedback as possible on our proposal so that we can build the strongest school possible for the children of Buffalo. As a result, please consider sharing your input on our proposed school design. Members of the public can submit comments by sending an email to us at buffalo@brickededucation.org or by leaving a voicemail at [REDACTED]. They can also complete an interest form at our website: brickbuffalo.org.

I would also like to formally invite you and your constituents to our next Community Forum, which will take place on Thursday November 18th, 2021 at 5:30pm at Ephesus Hall located at 80 Durham Avenue Buffalo, NY 14215. During this community forum, we will share more information about our school design and gather additional input from the community.

For more information, members of the community can contact the email and/or phone number listed above.

Thank you for all you do for our community. We look forward to partnering with you in the service of children.

Sincerely,

Yolanda Wood (email: [REDACTED])
Board Chair, Lead Applicant
BRICK Buffalo Academy Charter School
PO Box 962
Buffalo, NY 14215



BRICK BUFFALO ACADEMY CHARTER SCHOOL

A BRICK EDUCATION NETWORK SCHOOL

Dear Superintendent Cash,

As the Superintendent of the Buffalo Public Schools, you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, we write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this letter is to share some information about our school's design so that you can share your input on our proposal.

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Sincerely,

Yolanda Wood [REDACTED]
Board Chair, Lead Applicant
BRICK Buffalo Academy Charter School
PO Box 962
Buffalo, NY 14215



BRICK BUFFALO ACADEMY CHARTER SCHOOL

A BRICK EDUCATION NETWORK SCHOOL

Dear Board Member Evans-Brown,

As the East District Representative and Vice President Student Achievement, you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, we write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this letter is to share some information about our school's design so that you can share your input on our proposal.

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If approved, the proposed school would open in August 2023 serving kindergarten and 1st grade students. The school would then add an additional grade each year until it serves students in kindergarten through fifth grade.

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I would also like to formally invite you and your constituents to our next Community Forum, which will take place on Thursday November 18th, 2021 at 5:30pm at Ephesus Hall located at 80 Durham Avenue Buffalo, NY 14215. During this community forum, we will share more information about our school design and gather additional input from the community.

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Thank you for all you do for our community. We look forward to partnering with you in the service of children.

Sincerely,

Yolanda Wood [REDACTED]
Board Chair, Lead Applicant
BRICK Buffalo Academy Charter School
PO Box 962
Buffalo, NY 14215



BRICK BUFFALO ACADEMY CHARTER SCHOOL

A BRICK EDUCATION NETWORK SCHOOL

Dear Board Member Heard,

As the Member-at-Large and Chairman of Educational Support, you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, we write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this letter is to share some information about our school's design so that you can share your input on our proposal.

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Board Chair, Lead Applicant
BRICK Buffalo Academy Charter School
PO Box 962
Buffalo, NY 14215



BRICK BUFFALO ACADEMY

CHARTER SCHOOL

A BRICK EDUCATION NETWORK SCHOOL

Dear Board Member Jay,

As the North District Member, you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, we write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this letter is to share some information about our school's design so that you can share your input on our proposal.

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Board Chair, Lead Applicant
BRICK Buffalo Academy Charter School
PO Box 962
Buffalo, NY 14215



BRICK BUFFALO ACADEMY CHARTER SCHOOL

A BRICK EDUCATION NETWORK SCHOOL

Dear Board Member Petrucci,

As the Park District Member and Board President, you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, we write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this letter is to share some information about our school's design so that you can share your input on our proposal.

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Board Chair, Lead Applicant
BRICK Buffalo Academy Charter School
PO Box 962
Buffalo, NY 14215



BRICK BUFFALO ACADEMY CHARTER SCHOOL

A BRICK EDUCATION NETWORK SCHOOL

Dear Board Member Mecozzi,

As the West District Member, you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, we write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this letter is to share some information about our school's design so that you can share your input on our proposal.

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Board Chair, Lead Applicant
BRICK Buffalo Academy Charter School
PO Box 962
Buffalo, NY 14215



BRICK BUFFALO ACADEMY CHARTER SCHOOL

A BRICK EDUCATION NETWORK SCHOOL

Dear Board Member Rivera,

As the Member at Large and Vice President of Executive Affairs, you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, we write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this letter is to share some information about our school's design so that you can share your input on our proposal.

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BRICK Buffalo Academy Charter School
PO Box 962
Buffalo, NY 14215



BRICK BUFFALO ACADEMY

CHARTER SCHOOL

A BRICK EDUCATION NETWORK SCHOOL

Dear Board Member Scott,

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Board Chair, Lead Applicant
BRICK Buffalo Academy Charter School
PO Box 962
Buffalo, NY 14215



BRICK BUFFALO ACADEMY CHARTER SCHOOL

A BRICK EDUCATION NETWORK SCHOOL

Dear Board Member Woods,

As the Central District Board Representative, you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, we write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this letter is to share some information about our school's design so that you can share your input on our proposal.

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Sent To Hope Guy
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City Hall Room 801 65 Niagara Square
 City, State, ZIP+4®
Buffalo, NY 14202

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<input type="checkbox"/> Adult Signature Restricted Delivery	\$
Postage	\$0.58
\$	\$4.33
Total Postage and Fees	\$4.33

0223 19
 NOV 15 2021
 Postmark Here

Sent To Sharon Belton - Gattman
 Street and Apt. No., or PO Box No.
City Hall Room 801 65 Niagara Square
 City, State, ZIP+4®
Buffalo, NY 14202

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

U.S. Postal Service™
CERTIFIED MAIL® RECEIPT
 Domestic Mail Only

For delivery information, visit our website at www.usps.com®.
 Buffalo, NY 14202

OFFICIAL USE

Certified Mail Fee	\$3.75
\$	\$0.00
Extra Services & Fees (check box, add fee as appropriate)	
<input type="checkbox"/> Return Receipt (hardcopy)	\$0.00
<input type="checkbox"/> Return Receipt (electronic)	\$0.00
<input type="checkbox"/> Certified Mail Restricted Delivery	\$0.00
<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$
Postage	\$0.58
\$	\$4.33
Total Postage and Fees	\$4.33

0223 19
 NOV 15 2021
 Postmark Here

Sent To Dr. Kathy Evans - Brown
 Street and Apt. No., or PO Box No.
City Hall Room 801 65 Niagara Square
 City, State, ZIP+4®
Buffalo, NY 14202

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions

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<input type="checkbox"/> Adult Signature Required	\$0.00
<input type="checkbox"/> Adult Signature Restricted Delivery	\$
Postage	\$0.58
\$	\$4.33
Total Postage and Fees	\$4.33

0223 19
 NOV 15 2021
 Postmark Here

Sent To Paulette Woods
 Street and Apt. No., or PO Box No.
City Hall Room 801 65 Niagara Square
 City, State, ZIP+4®
Buffalo, NY 14202

PS Form 3800, April 2015 PSN 7530-02-000-9047 See Reverse for Instructions



Antwan Barlow [REDACTED]

BRICK Buffalo Academy Forum

1 message

Antwan Barlow [REDACTED]

To: mayor@city-buffalo.com

Fri, Nov 12, 2021 at 12:58 PM

Dear Mayor Brown,

As the Mayor of Buffalo you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

At BRICK Buffalo Academy Charter School, we will work to graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We will use a holistic approach to ensure that students have the knowledge, skills and supports needed to be college, career and life-ready upon graduation. Our school will provide a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We will also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. In partnership with our families, we will empower our students to draw strength from their identity and become leaders in their communities.

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I would also like to formally invite you and your constituents to our next Community Forum, which will take place on Thursday November 18th, 2021 at 5:30pm at Ephesus Hall located at 80 Durham Avenue Buffalo, NY 14215. During this community forum, we will share more information about our school design and gather additional input from the community. Please see the attached flyer.

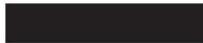
For more information, members of the community can contact the email and/or phone number listed above.

Thank you for all you do for our community. We look forward to partnering with you in the service of children.



Antwan Barlow

Regional Director of Operations



2 attachments



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Antwan Barlow [REDACTED]

BRICK Buffalo Academy Forum

1 message

Antwan Barlow [REDACTED]
To: Regent.Collins@nysed.gov

Fri, Nov 12, 2021 at 1:36 PM

Dear Dr. Collins,

As the member of the Board of Regents you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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Antwan Barlow [REDACTED]

BRICK Buffalo Forum

1 message

Antwan Barlow [REDACTED]
To: bbollman@city-buffalo.com

Fri, Nov 12, 2021 at 11:58 AM

Dear Council Member Bollman,

As the Lovejoy District Representative you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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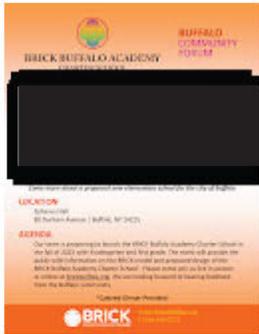


Antwan Barlow

Regional Director of Operations



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Antwan Barlow [REDACTED]

BRICK Buffalo Academy Forum

1 message

Antwan Barlow [REDACTED]

To: jferoleto@city-buffalo.com

Fri, Nov 12, 2021 at 12:53 PM

Dear Council Member Feroletto ,

As the Delaware District Representative you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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Antwan Barlow

Regional Director of Operations



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Antwan Barlow [REDACTED]

BRICK Buffalo Academy Forum

1 message

Antwan Barlow [REDACTED]
To: jgolombek@city-buffalo.com

Fri, Nov 12, 2021 at 12:44 PM

Dear Council Member Golombek,

As the North District Representative you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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Regional Director of Operations



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Antwan Barlow [REDACTED]

BRICK Buffalo Academy forum

1 message

Antwan Barlow [REDACTED]

Fri, Nov 12, 2021 at 1:10 PM

To: Howard.Johnson@erie.gov

Dear Legislator Johnson,

As the District 1 Legislator you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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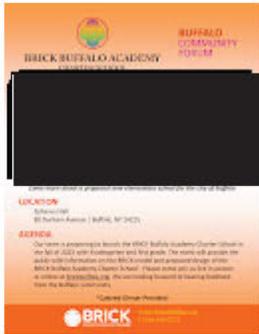


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Antwan Barlow [REDACTED]

BRICK Buffalo Academy Forum

1 message

Antwan Barlow [REDACTED]

Fri, Nov 12, 2021 at 1:25 PM

To: kennedy@nysenate.gov

Dear Senator Kennedy,

As the New York State Senator you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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Antwan Barlow [REDACTED]

BRICK Buffalo Academy Forum

1 message

Antwan Barlow [REDACTED]

Fri, Nov 12, 2021 at 11:30 AM

To: KrinerCash@buffaloschools.org

Dear Superintendent Cash,

As the Superintendent of the Buffalo Public Schools, you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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Antwan Barlow [REDACTED]

BRICK Buffalo Forum

1 message

Antwan Barlow [REDACTED]

Fri, Nov 12, 2021 at 12:02 PM

To: Councilmember Nowakowski - Fillmore <mnowakowski@ch.ci.buffalo.ny.us>

Dear Council Member Nowakowski,

As the Fillmore District Representative you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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If approved, the proposed school would open in August 2023 serving kindergarten and 1st grade students. The school would then add an additional grade each year until it serves students in kindergarten through fifth grade.

We are working to solicit as much community feedback as possible on our proposal so that we can build the strongest school possible for the children of Buffalo. As a result, please consider sharing your input on our proposed school design. Members of the public can submit comments by sending an email to us at buffalo@brickeducation.org or by leaving a voicemail at [REDACTED]. They can also complete an interest form at our website, brickbuffalo.org.

I would also like to formally invite you and your constituents to our next Community Forum, which will take place on Thursday November 18th, 2021 at 5:30pm at Ephesus Hall located at 80 Durham Avenue Buffalo, NY 14215. During this community forum, we will share more information about our school design and gather additional input from the community. Please see the attached flyer.

Please Note: I am planning a second forum in your district as well in December. It will be at Jericho Road across from the Broadway Market. I will send you all the details when it is finalized.

For more information, members of the community can contact the email and/or phone number listed above.

Thank you for all you do for our community. We look forward to partnering with you in the service of children.



Antwan Barlow

Regional Director of Operations



2 attachments



BRICK Buffalo Academy Forum 11-18-21.jpg
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6771K



Antwan Barlow [REDACTED]

BRICK Buffalo Academy Forum

1 message

Antwan Barlow [REDACTED]

Fri, Nov 12, 2021 at 1:16 PM

To: PeopleC@nyassembly.gov

Dear Assembly Member People-Stokes,

As the Majority Leader of the New York State Assembly you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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Antwan Barlow

Regional Director of Operations



2 attachments



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Antwan Barlow [REDACTED]

BRICK Buffalo Academy Forum

1 message

Antwan Barlow [REDACTED]

Fri, Nov 12, 2021 at 12:40 PM

To: dpridgen@buffalony.gov

Dear Council President Pridgen,

As the Council President and Ellicott District Representative you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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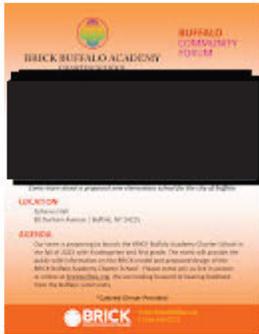


Antwan Barlow

Regional Director of Operations



2 attachments



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Antwan Barlow [REDACTED]

BRICK Buffalo Academy Forum

2 messages

Antwan Barlow [REDACTED]

Fri, Nov 12, 2021 at 1:27 PM

To: riverajd@nyassembly.gov

Dear Assembly Member Rivera,

As the District 149 Representative you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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Antwan Barlow

Regional Director of Operations



2 attachments



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Jonathan Rivera <riveraid@nyassembly.gov>

Fri, Nov 12, 2021 at 1:28 PM

To: [Redacted]

Hello,

Thank you for reaching out to my office. I take your issues and concerns very seriously. A member of my staff will review your email and contact you if we need

additional information. If you require personalized attention, please contact my District Office staff:

- For scheduling requests, please contact Faith Norman, Constituent Liaison, at normanf@nyassembly.gov.
- For media inquiries, please contact Ethan Powers, Director of Communications, at powerse@nyassembly.gov.
- If you are a constituent in need of assistance, please contact Michelle Laherty, Constituent Services Manager, at lahertym@nyassembly.gov.
- For inquiries regarding current or proposed legislation, please contact Gamileh Jamil, Chief of Staff, at jamilg@nyassembly.gov.

You may also reach the District Office at (716) 885-9630.

It is my honor and privilege to serve the people of New York's 149th Assembly District. Stay safe and well!

Warm regards,

Assemblymember Jon D. Rivera
149th NYS Assembly District



Antwan Barlow [REDACTED]

BRICK Buffalo Academy Forum

1 message

Antwan Barlow [REDACTED]
To: cscanlon@city-buffalo.com

Fri, Nov 12, 2021 at 12:47 PM

Dear Council Member Scanlon,

As the South District Representative you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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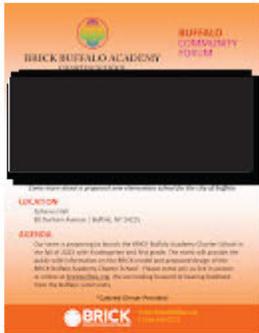


Antwan Barlow

Regional Director of Operations



2 attachments



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Antwan Barlow [REDACTED]

BRICK Buffalo Forum

1 message

Antwan Barlow [REDACTED]
To: uwingo@city-buffalo.com

Fri, Nov 12, 2021 at 12:06 PM

Dear Council Member Wingo,

As the Masten District Representative you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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Antwan Barlow

Regional Director of Operations



2 attachments



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Antwan Barlow [REDACTED]

BRICK Buffalo Forum

1 message

Antwan Barlow [REDACTED]
To: rwyatt@city-buffalo.com

Fri, Nov 12, 2021 at 11:48 AM

Dear Council Member Wyatt,

As the University District Representative you are an important community leader that has shown a commitment to providing a high-quality education for the children of our city. As a result, on behalf of Yolanda Wood- lead applicant and our applicant team, I write to inform you that the BRICK Buffalo Academy Charter School will be submitting an application to the Board of Trustees of the State University of New York to open a new public charter school in Buffalo. The purpose of this email is to share information about our school's design and upcoming community forum.

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Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

1

2

3

4

5

6

7

8

9

10

11

12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

My son has an issue at his school with diversity. The school isn't diverse enough.

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

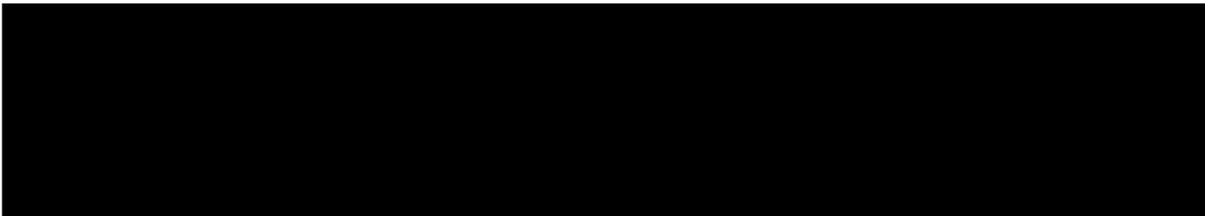
Yes

No

Unsure

Additional Comments:

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Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

___ Not Satisfied ___ Somewhat Satisfied ___ Satisfied ___ Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

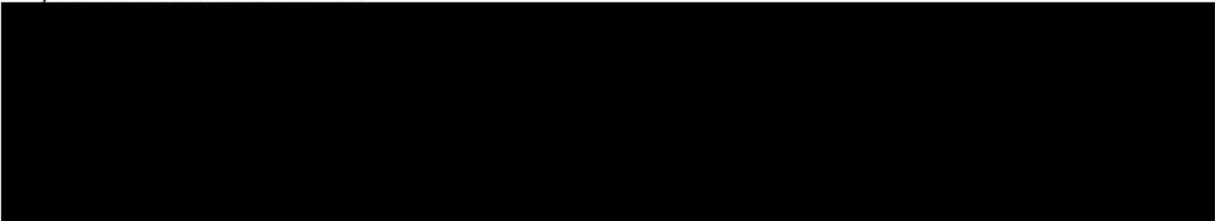
Yes No Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes No Unsure

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12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Staff diversity, variety of sports

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

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10

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Are you satisfied with your school?

___ Not Satisfied

___ Somewhat Satisfied

___ Satisfied

___ Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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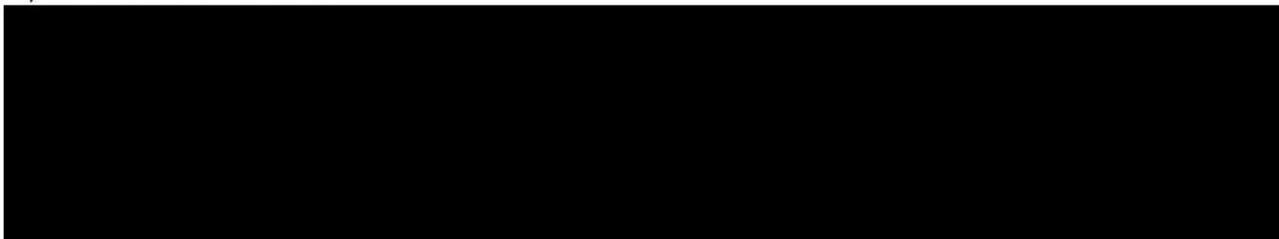
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- 12

Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Ratio of children per teacher

Busing sometimes theres no

bus aide.

Do you think there is a need for a choice school in your neighborhood?

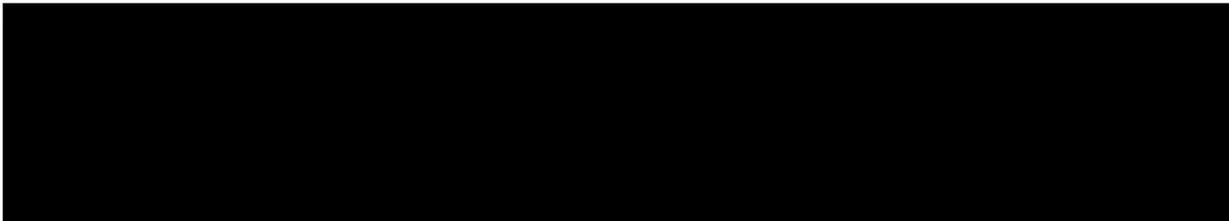
- Yes
- No
- Unsure

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- Yes
- No
- Unsure

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Are you satisfied with your school?

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Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

- Curriculum
- teacher student ratio need smaller classrooms
- need additional after school clubs
- African American Studies
- ~~teacher~~ parent support + teacher communication

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

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Unsure

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Pre-K

K

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12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

*lack of diversity. lack of inclusion with holidays and different belief systems.
Lack of teachers that can relate to the students*

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes

No

Unsure

Additional Comments:

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Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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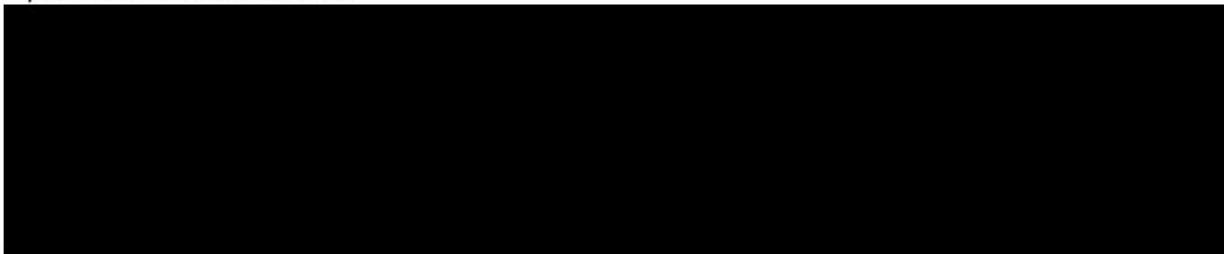
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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

- over crowded schools and classrooms
- not enough african american teachers / administration
- not enough enrichment classes
- doesnt prepare you for the vreal world @ financial literacy

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

- Credit
- checking/savings

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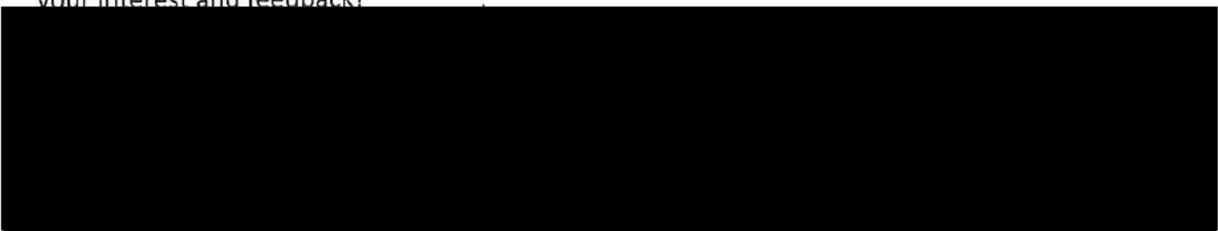
Yes

No

Unsure

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

achievement, expectations

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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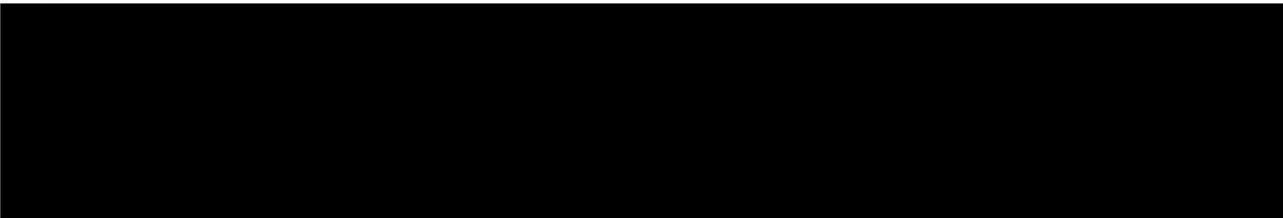
Yes

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Are you satisfied with your school?

Not Satisfied
 Somewhat Satisfied
 Satisfied
 Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Educational & academic excellence!!

Do you think there is a need for a choice school in your neighborhood?

Yes
 No
 Unsure

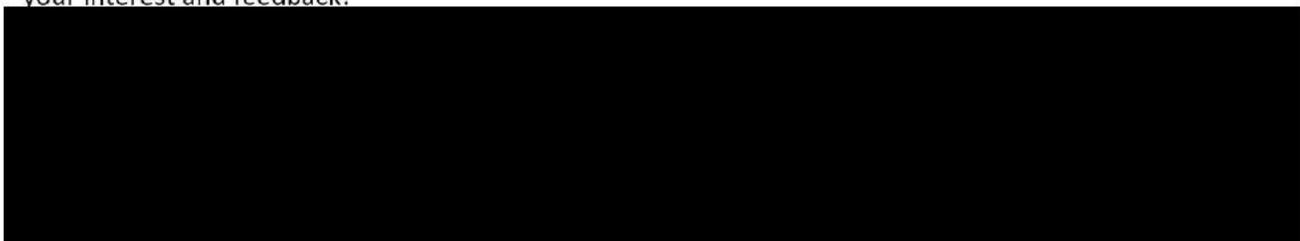
The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes
 No
 Unsure

Additional Comments:

Grand children

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Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Unsure

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- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

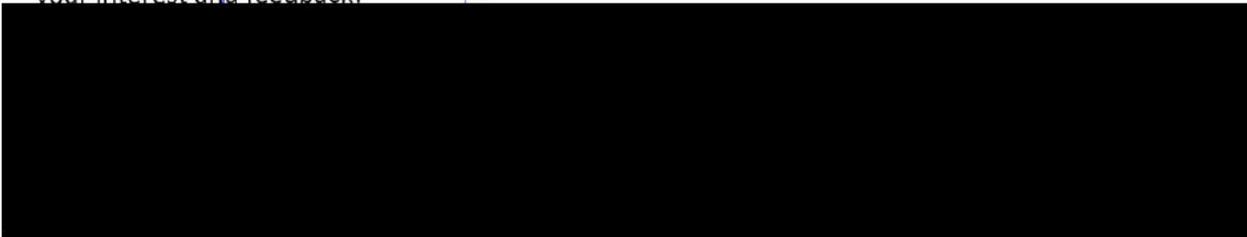
- Yes No Unsure

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- Yes No Unsure

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Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Attendance

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

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Are you satisfied with your school?

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Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

lack of resources
lack of support to meet the children where they are academically

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Students are out of control

Do you think there is a need for a choice school in your neighborhood?

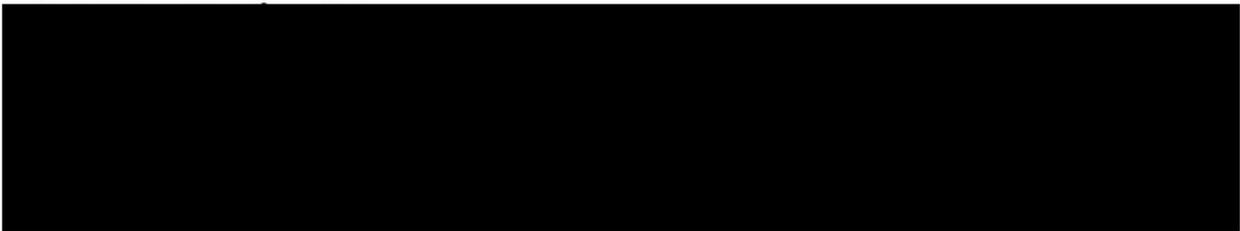
- Yes
- No
- Unsure

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- Yes
- No
- Unsure

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Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

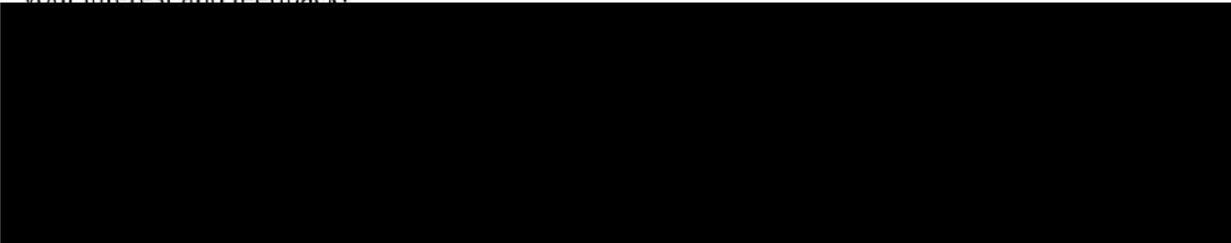
- Yes No Unsure

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- Yes No Unsure

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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Reading Comp

Do you think there is a need for a choice school in your neighborhood?

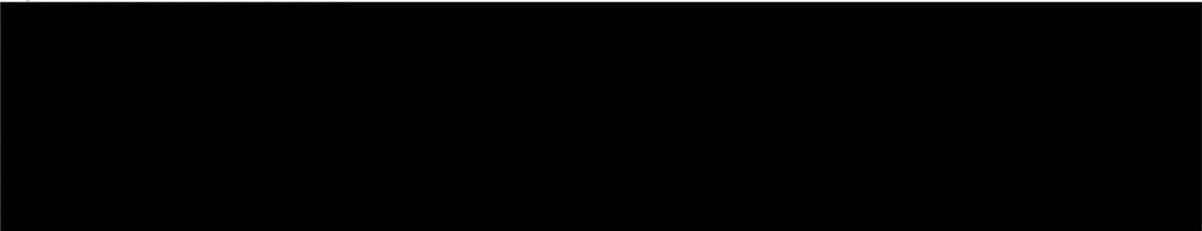
- Yes
- No
- Unsure

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- Yes
- No
- Unsure

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

The greatest challenge that I have is making sure that my child attends afterschool tutoring to help with math and reading skills.

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

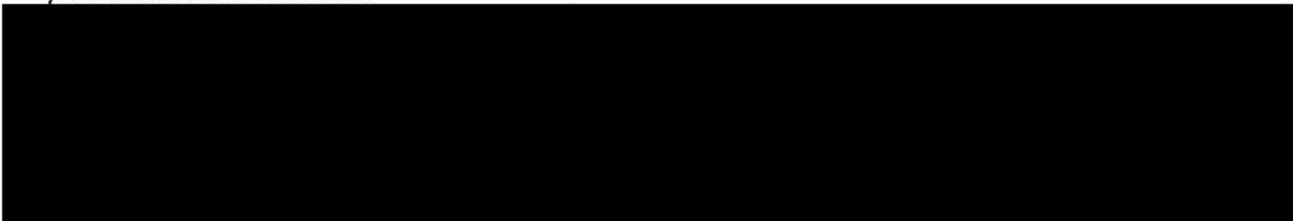
No

Unsure

Additional Comments:

I am not so familiar with charter school and would need more information to decide.

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Somewhat Satisfied

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Do you think there is a need for a choice school in your neighborhood?

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Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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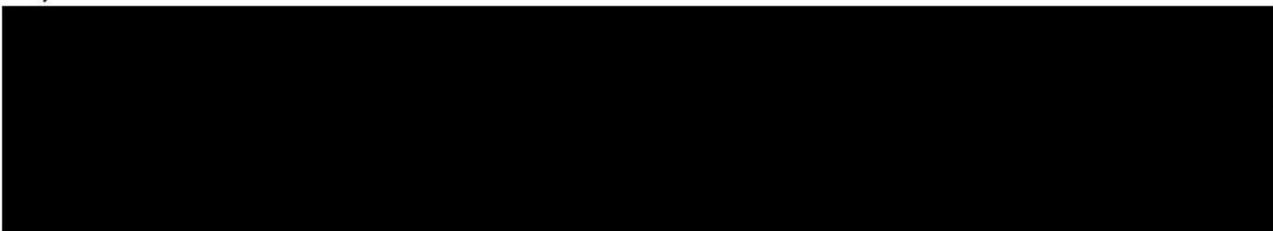
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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

*Better. after school activities, during
mentoring - parent involvement
= respect from home
daughter*

Do you think there is a need for a choice school in your neighborhood?

- Yes
- No
- Unsure

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- Yes
- No
- Unsure

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Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

No one is willing to relate to the students. The debate is not to ~~not~~ educate.

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

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Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

N/A

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Bullying

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

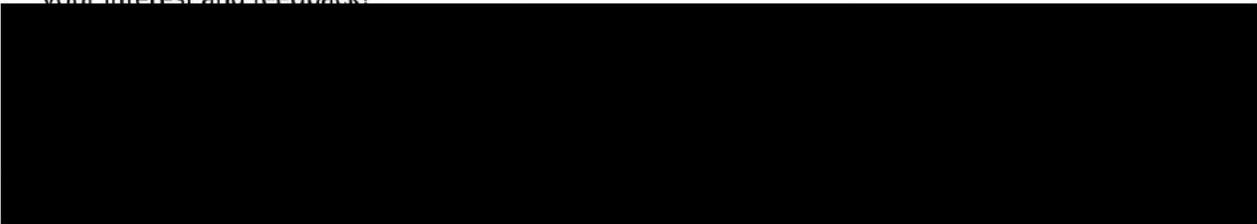
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NO

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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

To much fighting

Do you think there is a need for a choice school in your neighborhood?

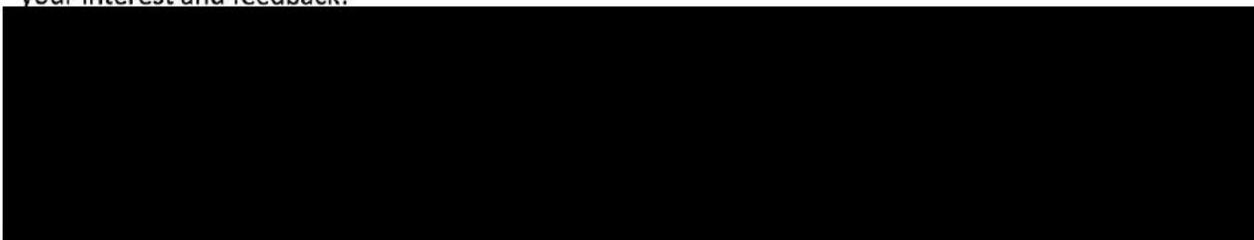
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Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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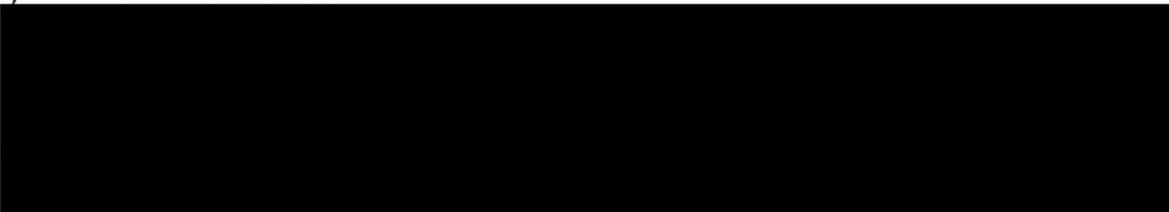
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Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Curriculum, bring back CURSIVE, make sure students can read - prayer, do they still have the US Pledge.

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes

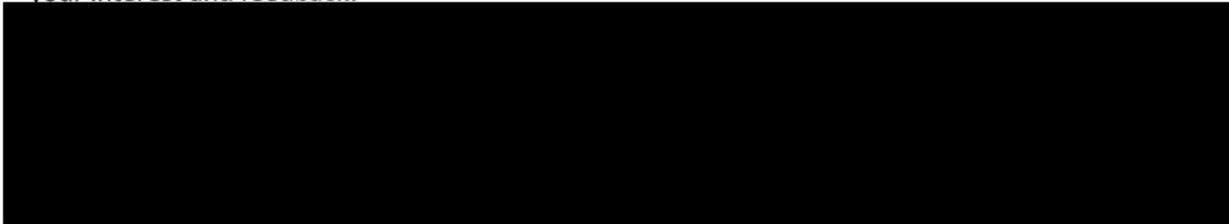
No

Unsure

Additional Comments:

cant choose school until I see it.

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Parent Survey and Petition Form

Dear Participant,

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How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

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Yes

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Pre-K

K

1

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12

Are you satisfied with your school?

___ Not Satisfied

Somewhat Satisfied

___ Satisfied

___ Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

maybe School curriculum

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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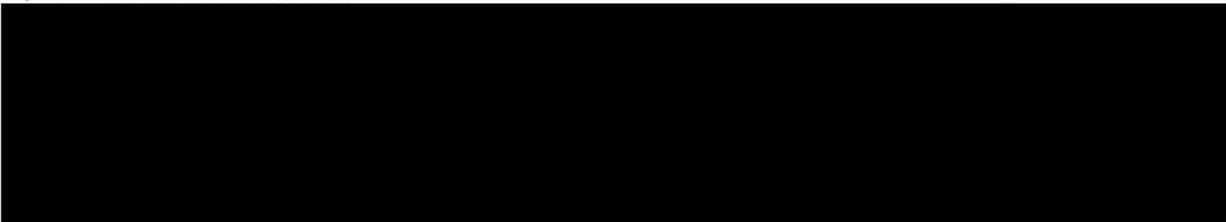
Yes

No

Unsure

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Security - drug awareness - stop promoting
homosexuality - I don't want my kids to know about this when
I can teach my child my religion

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

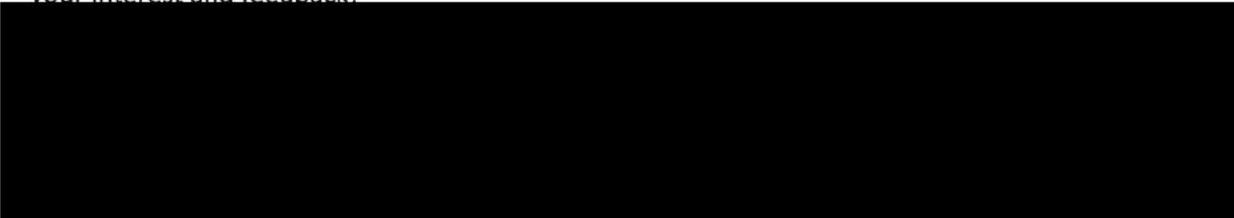
No

Unsure

Additional Comments:

got to see it and facility

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12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Bus, being on time.

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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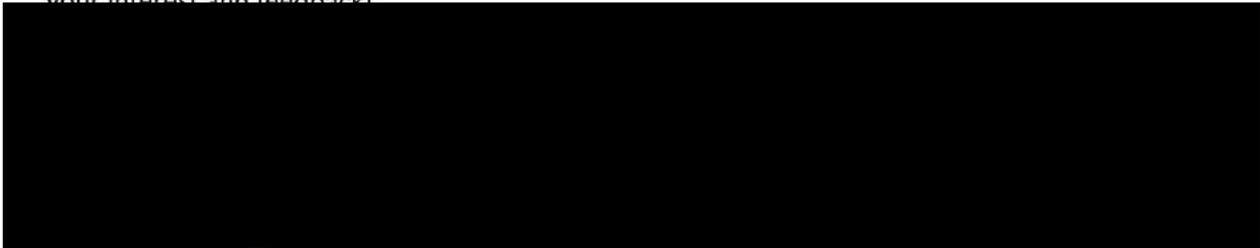
Yes

No

Unsure

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

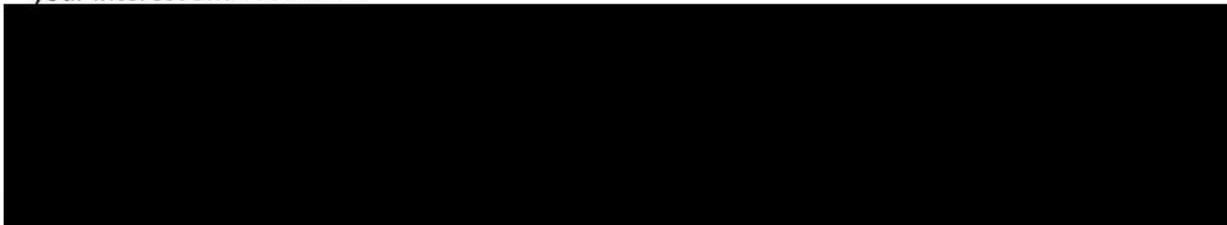
No

Unsure

Additional Comments:

Bus Service, Sat. learning

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Do you have a child attending Buffalo Public Schools?

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- No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply) *Grand children*

- Pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Non-Tough Love

Do you think there is a need for a choice school in your neighborhood?

- Yes
- No
- Unsure

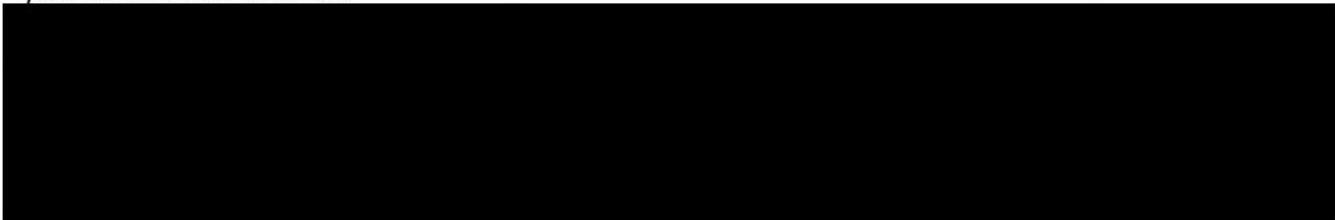
The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- Yes
- No
- Unsure *If They have Tough Love*

Additional Comments:

*These Teacher do not Care about our children
They let them anything they want to do Bad.
ensure positive action*

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Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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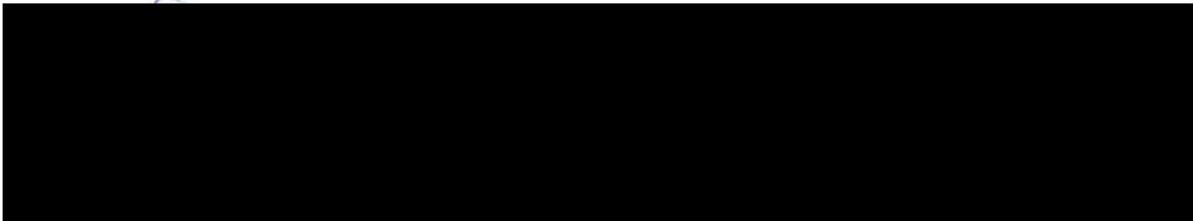
Yes

No

Unsure

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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Buffalo public school teaching curriculum is taught different than than West Seneca, west Seneca children are taught more and have more athletic equipment.

Do you think there is a need for a choice school in your neighborhood?

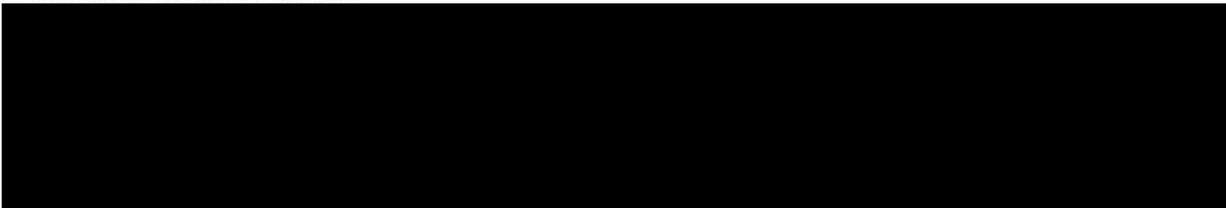
- Yes
- No
- Unsure

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- Yes
- No
- Unsure

Additional Comments:

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Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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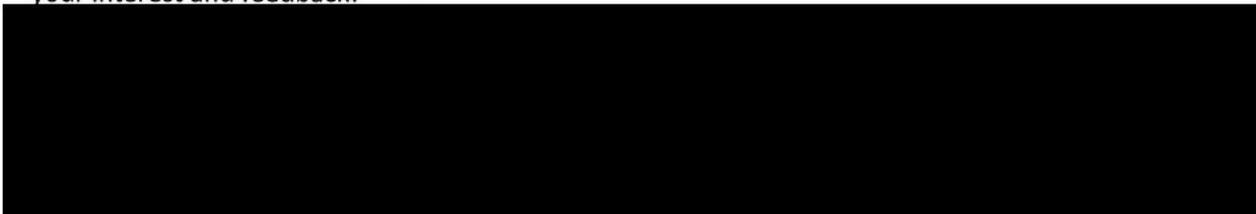
Yes

No

Unsure

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Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Home TRAINING

Do you think there is a need for a choice school in your neighborhood?

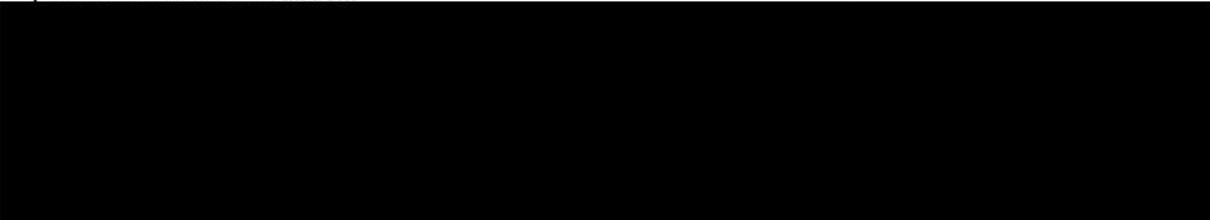
- Yes No Unsure

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- Yes No Unsure

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Pre-K

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Parents who don't have time for their child; to come to school + spend time.

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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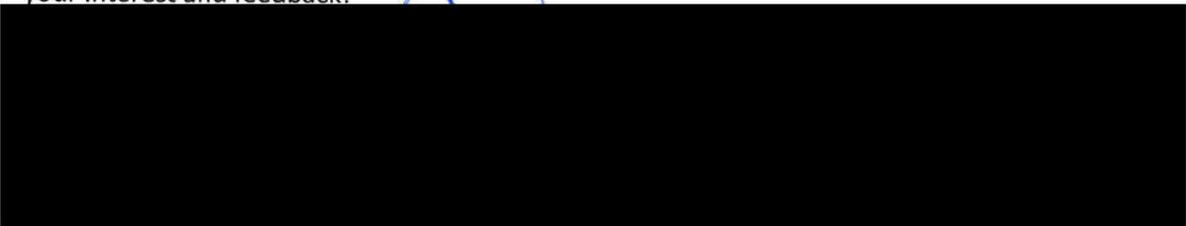
Yes

No

Unsure

Additional Comments:

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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

They should be taught respect for themselves
and others

Do you think there is a need for a choice school in your neighborhood?

- Yes
- No
- Unsure

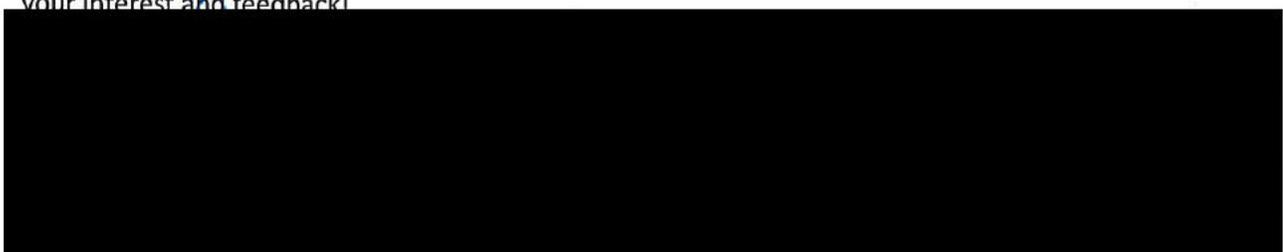
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- Yes
- No
- Unsure

Additional Comments:

Would have to visit the school

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- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

no real challenges, everything is great

Do you think there is a need for a choice school in your neighborhood?

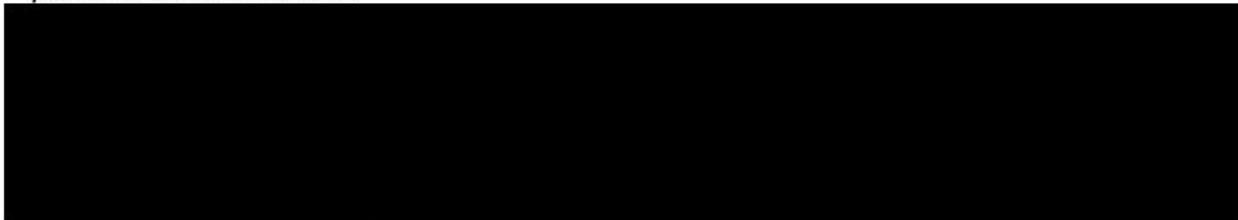
- Yes No Unsure

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- Yes No Unsure

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Transportation, Activities

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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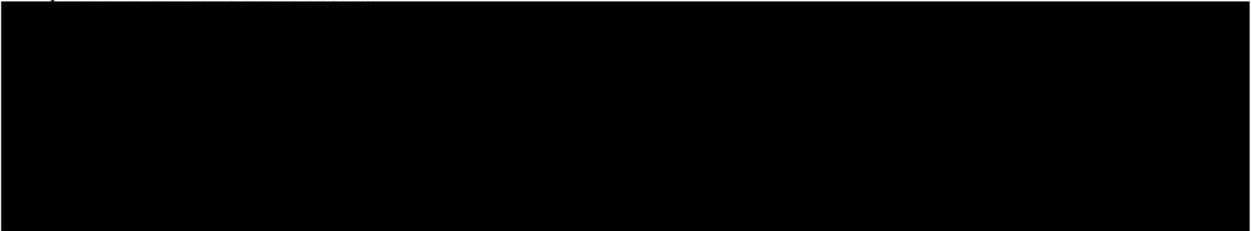
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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Transportation, Programs

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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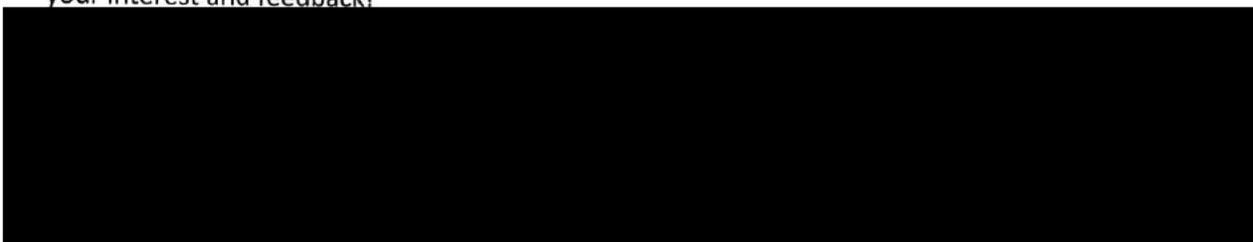
Yes

No

Unsure

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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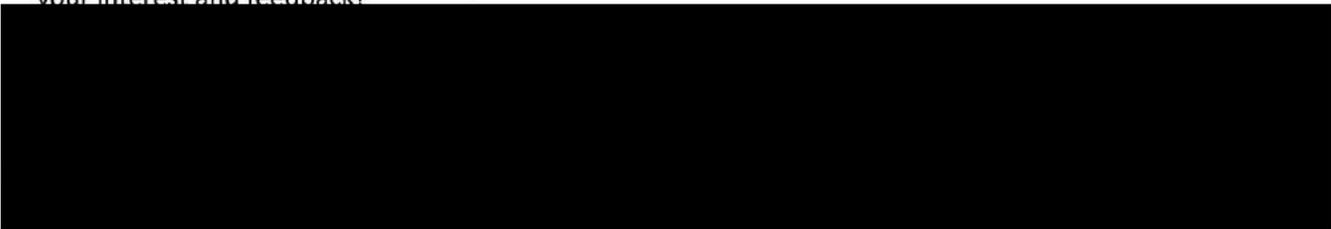
Yes

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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

transportation, After School Programs

Do you think there is a need for a choice school in your neighborhood?

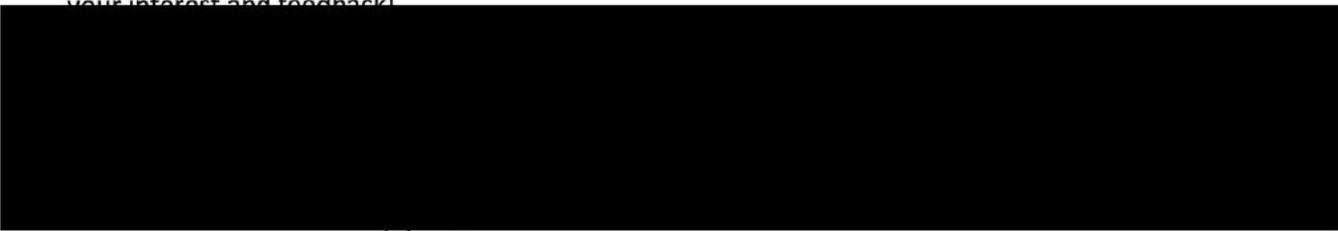
- Yes
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- Yes
- No
- Unsure

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Are you satisfied with your school?

- N/A* Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Family members complain of over crowding

Do you think there is a need for a choice school in your neighborhood?

- Yes
- No
- Unsure

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- Yes
- No
- Unsure *I would prefer*

Additional Comments:

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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Trying to keep order in the classroom, preventing kids from bringing drugs into school, unruly kids

Do you think there is a need for a choice school in your neighborhood?

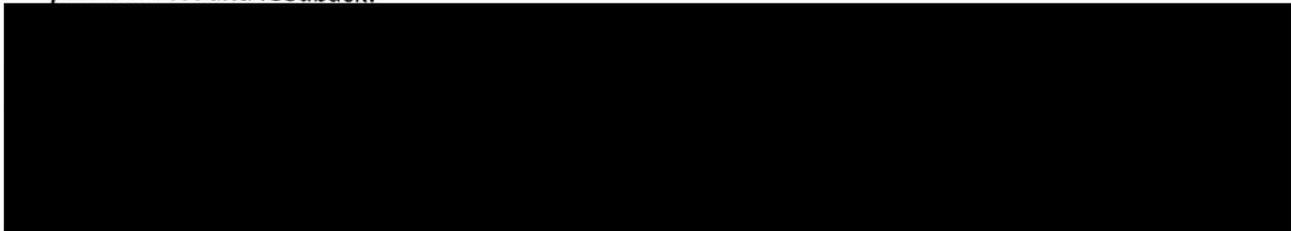
- Yes
- No
- Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- Yes
- No
- Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

- East Side West Side North Buffalo South Buffalo

Do you have a child attending Buffalo Public Schools?

- Yes No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

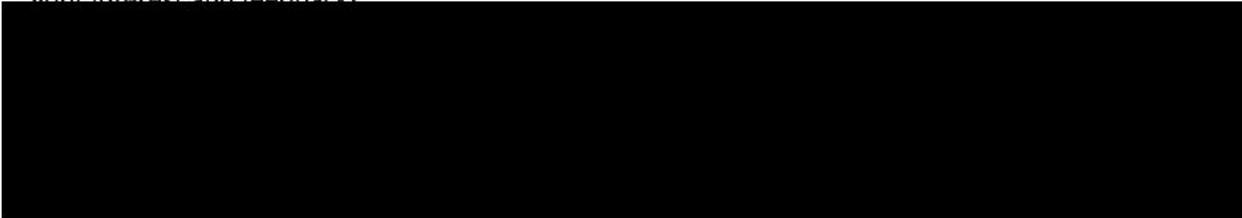
- Yes No Unsure

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- Yes No Unsure

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East Side

West Side

North Buffalo

South Buffalo

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Yes

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

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12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes

No

Unsure

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Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- [X] Not Satisfied [] Somewhat Satisfied [] Satisfied [] Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

I believe diversity is the greatest challenge

Do you think there is a need for a choice school in your neighborhood?

- [X] Yes [] No [] Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- [X] Yes [] No [] Unsure

Additional Comments:

Three horizontal lines for writing additional comments.

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Pre-K

K

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Curriculum (not) being taught. I feel the history she gets is full of inaccuracies

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

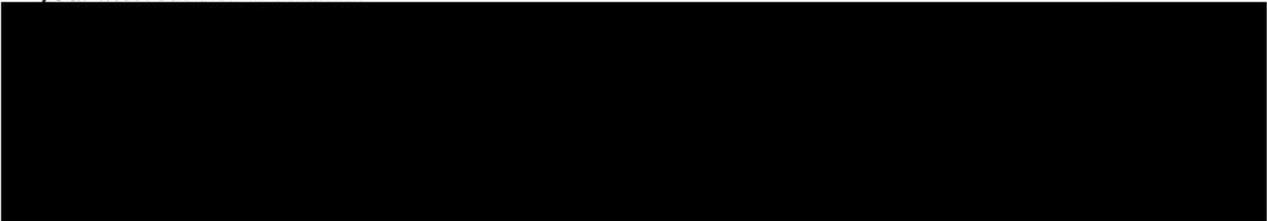
Yes

No

Unsure

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East Side

West Side

North Buffalo

South Buffalo

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Yes

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

accessibility when busing is not provided

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

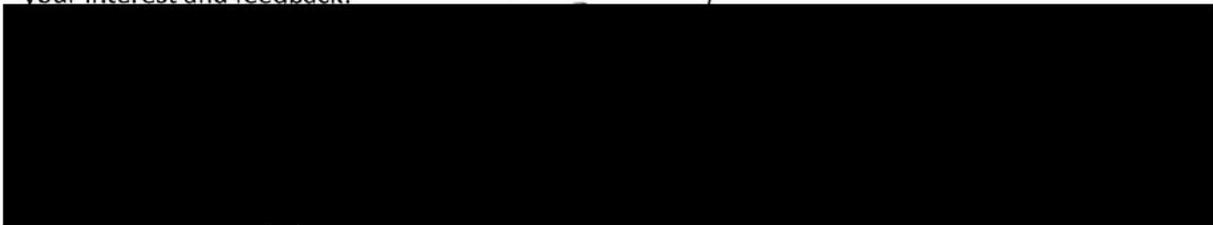
Yes

No

Unsure

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Pre-K

K

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12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Teachers are under paid, parent just don't care and the students are uneducated

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

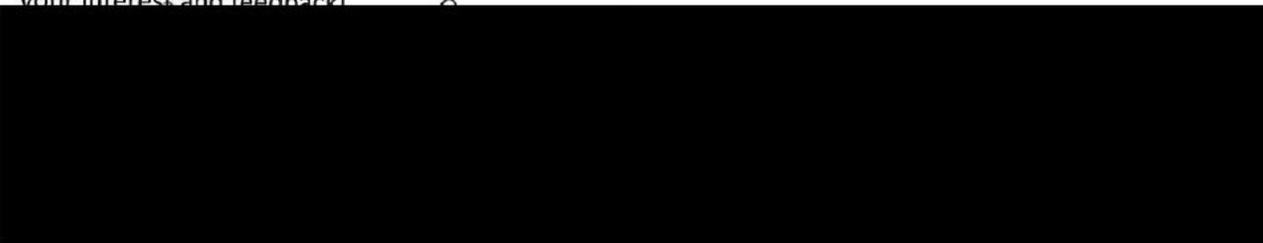
Yes

No

Unsure

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How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Lesser Education

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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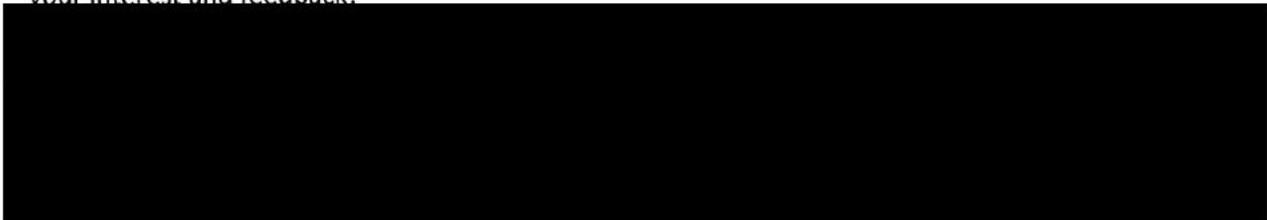
Yes

No

Unsure

Additional Comments:

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How would you categorize the area of Buffalo in which you reside? (Please select one)

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Do you have a child attending Buffalo Public Schools?

[X] Yes [] No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

[X] Not Satisfied [] Somewhat Satisfied [] Satisfied [] Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Bullying

Do you think there is a need for a choice school in your neighborhood?

[X] Yes [] No [] Unsure

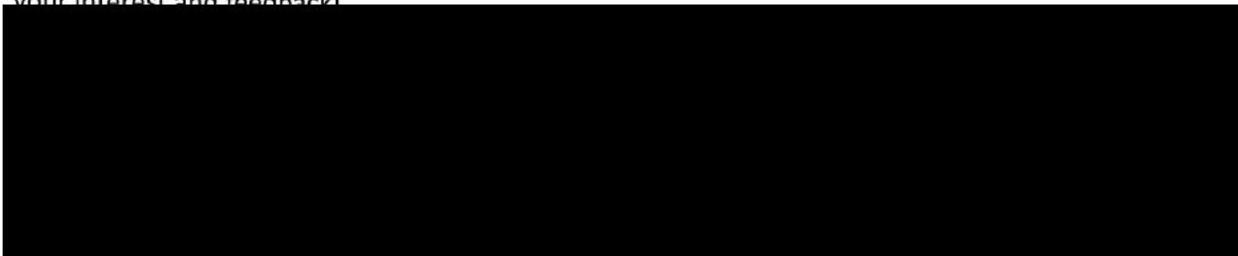
The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

[X] Yes [] No [] Unsure

Additional Comments:

only if they have Special Education

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





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How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

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Yes

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

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How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

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Yes

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

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11

12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Its very diverse

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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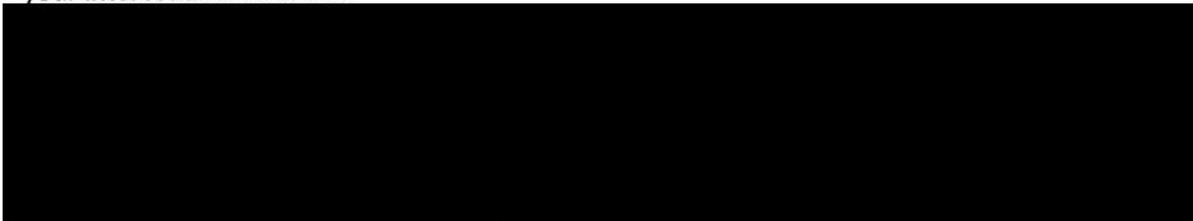
Yes

No

Unsure

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Parent Survey and Petition Form

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East Side

West Side

North Buffalo

South Buffalo

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Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

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12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

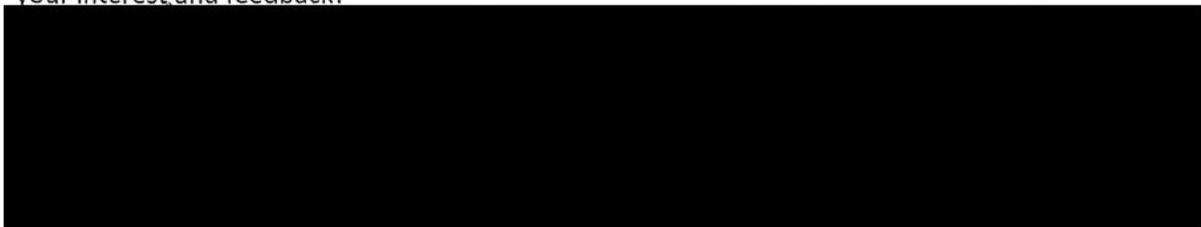
Yes

No

Unsure

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Parent Survey and Petition Form

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How would you categorize the area of Buffalo in which you reside? (Please select one)

- East Side (circled) West Side North Buffalo South Buffalo

Do you have a child attending Buffalo Public Schools?

- [X] Yes [] No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 3 4 5 6 7 8 9 10 (circled) 11 12

Are you satisfied with your school?

- [] Not Satisfied [] Somewhat Satisfied [] Satisfied [X] Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Variety of Programs to the kids interests

Do you think there is a need for a choice school in your neighborhood?

- [X] Yes [] No [] Unsure

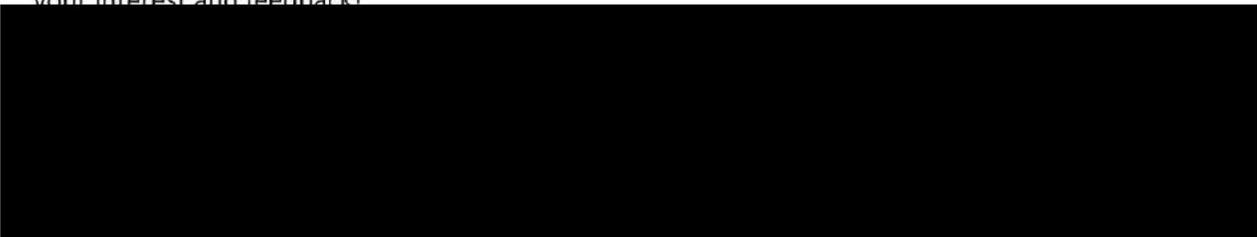
The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- [] Yes [] No [X] Unsure

Additional Comments:

[Blank lines for additional comments]

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How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

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Yes

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

1

2

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11

12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Staff Shortages

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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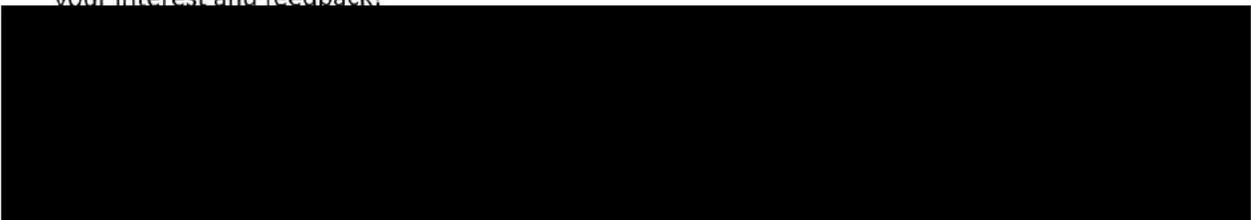
Yes

No

Unsure

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Dear Participant,

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How would you categorize the area of Buffalo in which you reside? (Please select one) *Horrible*

- East Side
- West Side
- North Buffalo
- South Buffalo

Do you have a child attending Buffalo Public Schools?

- Yes
 - No (By selecting no, you may still complete the remainder of this form)
- Charter - Health Science*

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Suspensions -

Do you think there is a need for a choice school in your neighborhood?

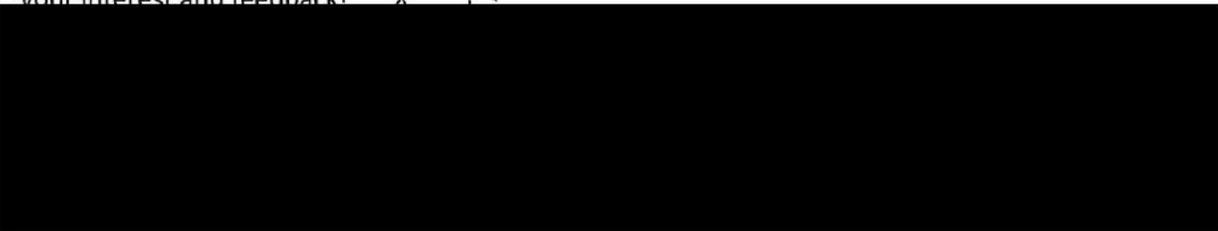
- Yes
- No
- Unsure

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- Yes
 - No
 - Unsure
- OR my Grandchildren*

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East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?



Yes



No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

1

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11

12

Are you satisfied with your school?

Not Satisfied



Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

to many children and not enough teachers

Do you think there is a need for a choice school in your neighborhood?



Yes



No



Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?



Yes



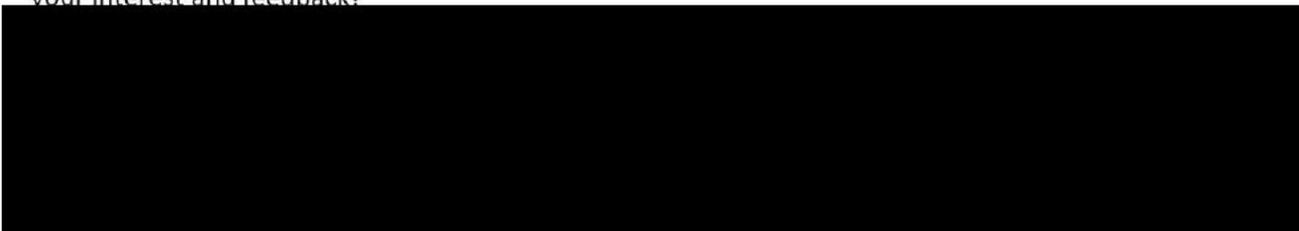
No



Unsure

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Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

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12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Teachers that actually live in the area and relate to all students

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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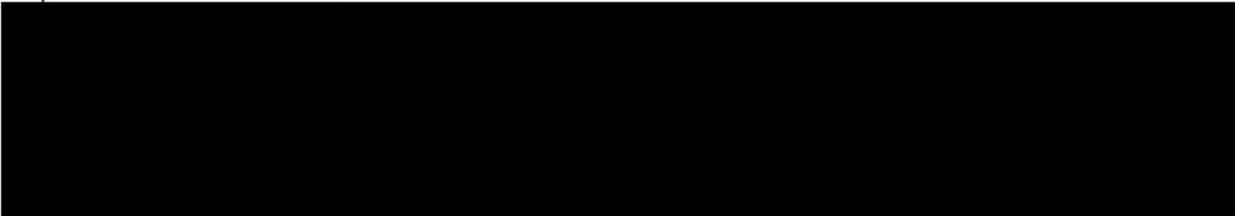
Yes

No

Unsure

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

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Pre-K

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10

11

12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Social Interactions, parent / adult involvement, multi-cultural / diversity training

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

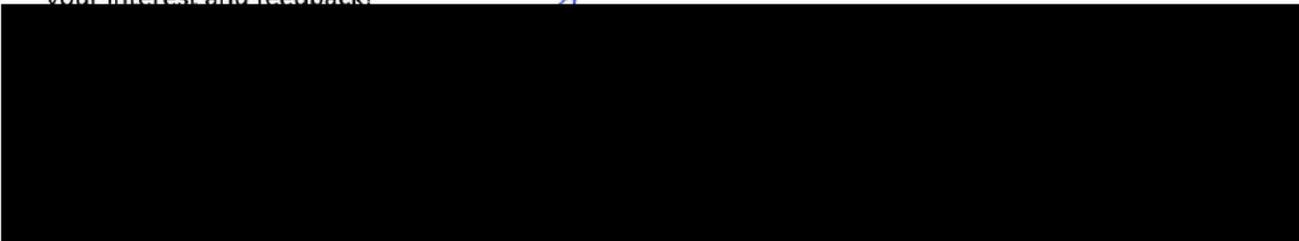
No

Unsure

Additional Comments:

I work @ a charter school & my children have graduated & attended the same school

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Do you have a child attending Buffalo Public Schools?

- [X] Yes [] No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 (circled) 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- [] Not Satisfied [] Somewhat Satisfied [X] Satisfied [] Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

more programs for the kids afterschool

Do you think there is a need for a choice school in your neighborhood?

- [X] Yes [] No [] Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- [X] Yes [] No [] Unsure

Additional Comments:

[Blank lines for additional comments]

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East Side

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

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12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

None

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

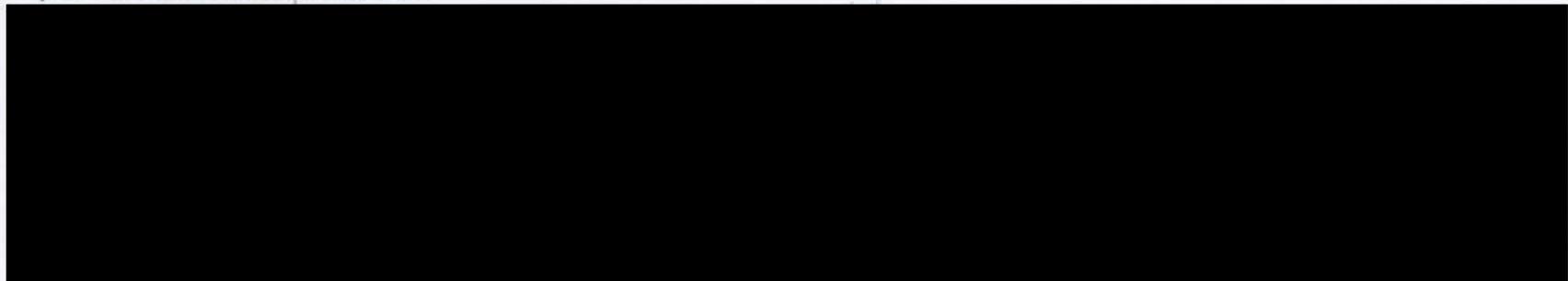
Yes

No

Unsure

Additional Comments:

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Parent Survey and Petition Form

Dear Participant,

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How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

CAO

Pre-K

K

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

N/A

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

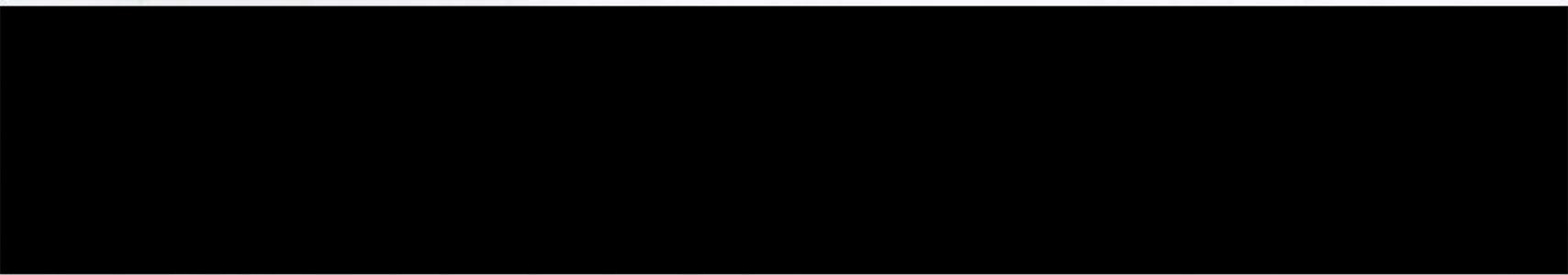
Yes

No

Unsure

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South Buffalo

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Which grade(s) is/are your children currently in? (Select all that apply)

NA

Pre-K

K

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12

Are you satisfied with your school?

NA

___ Not Satisfied

___ Somewhat Satisfied

___ Satisfied

___ Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

NA

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes

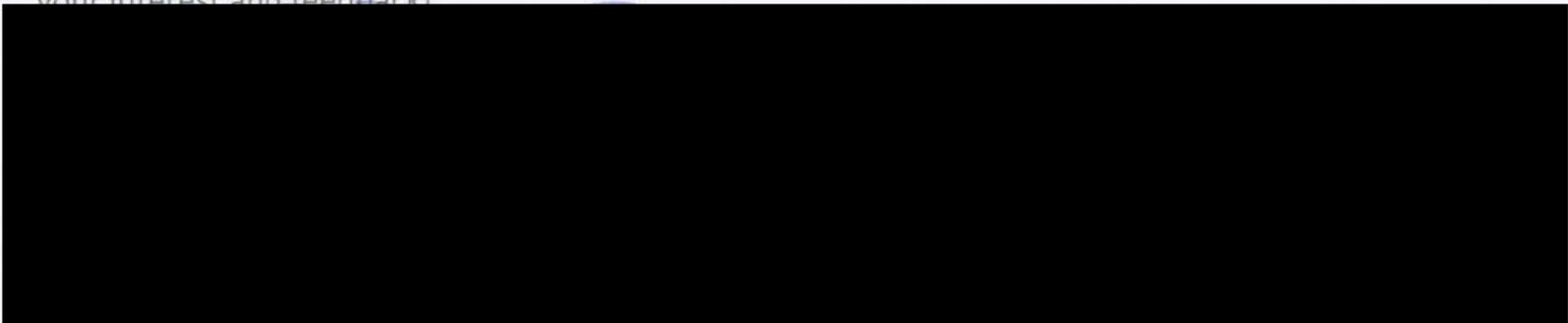
No

Unsure

maybe

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Pre-K

K

1

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Curriculum and positive reinforcement

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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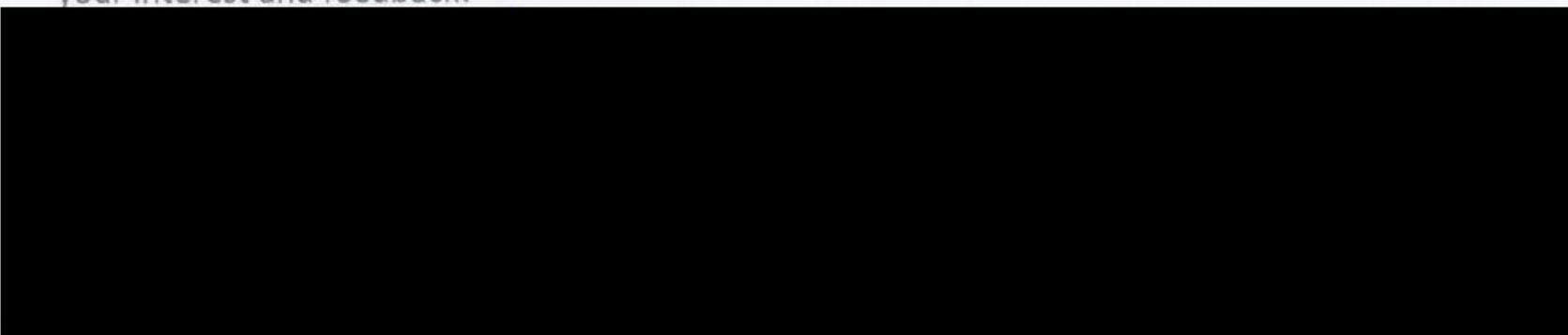
Yes

No

Unsure

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East Side

West Side

North Buffalo

South Buffalo

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Yes

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

1

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

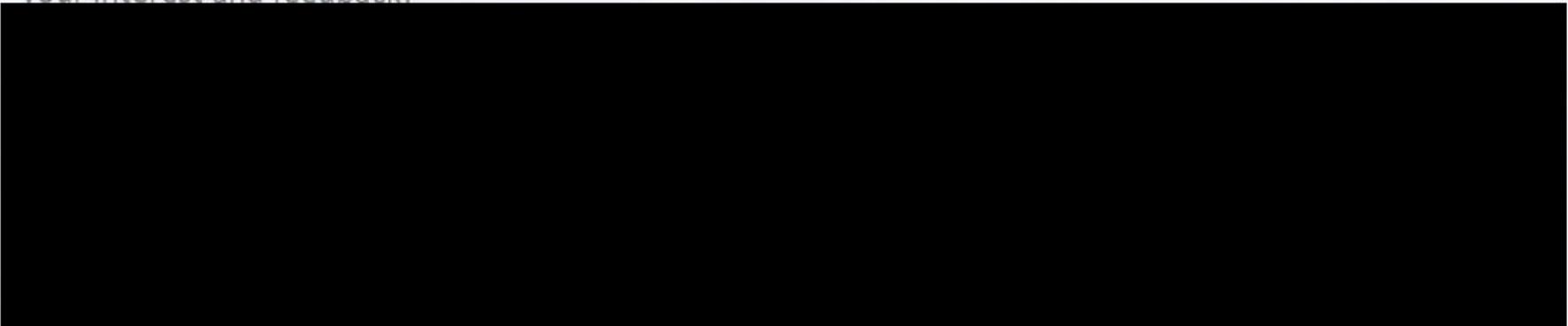
Yes

No

Unsure

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How would you categorize the area of Buffalo in which you reside? (Please select one)

- East Side
- West Side
- North Buffalo
- South Buffalo

Do you have a child attending Buffalo Public Schools?

- Yes
- No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

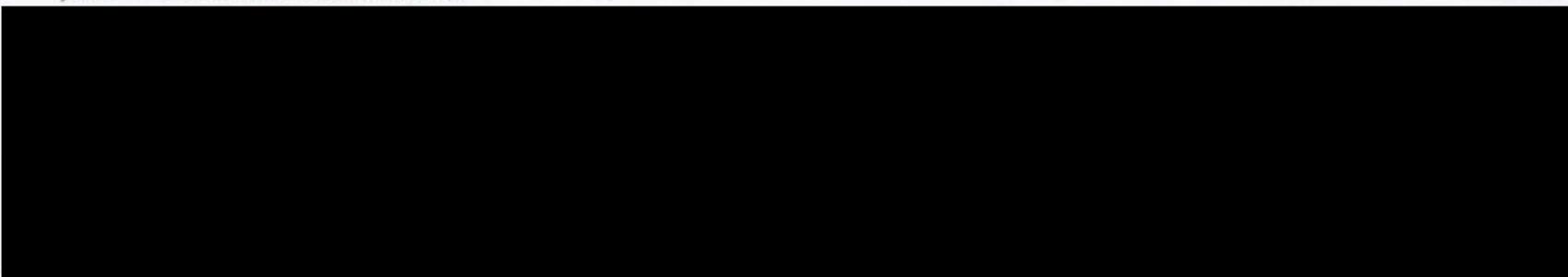
- Yes
- No
- Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- Yes
- No
- Unsure

Additional Comments:

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Pre-K

K

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Other children's behaviors

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

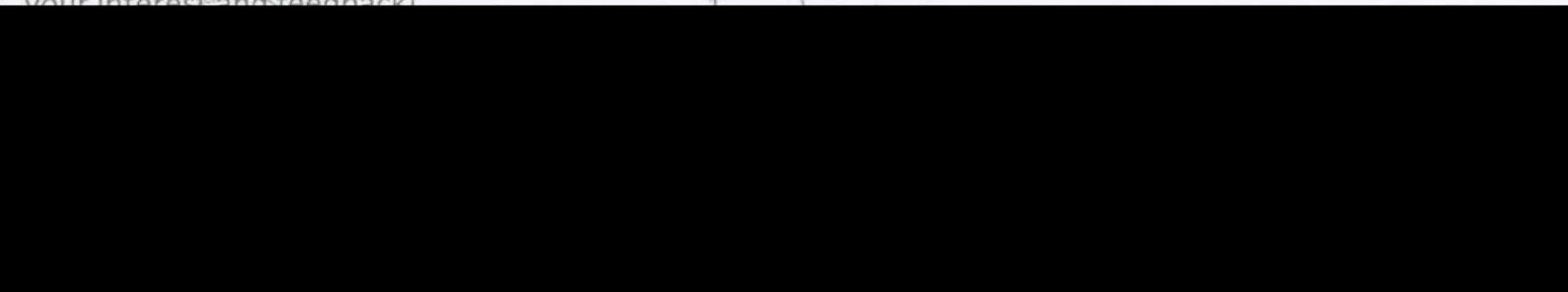
Yes

No

Unsure

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Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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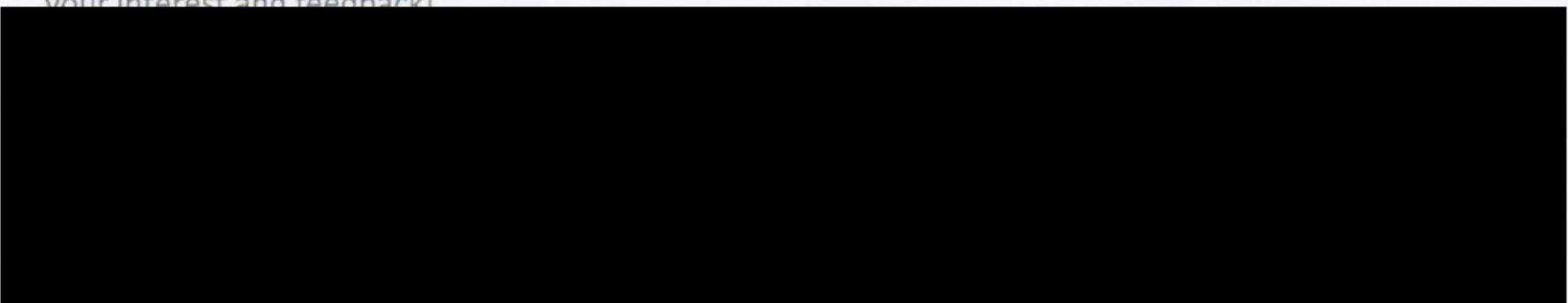
Yes

No

Unsure

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Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

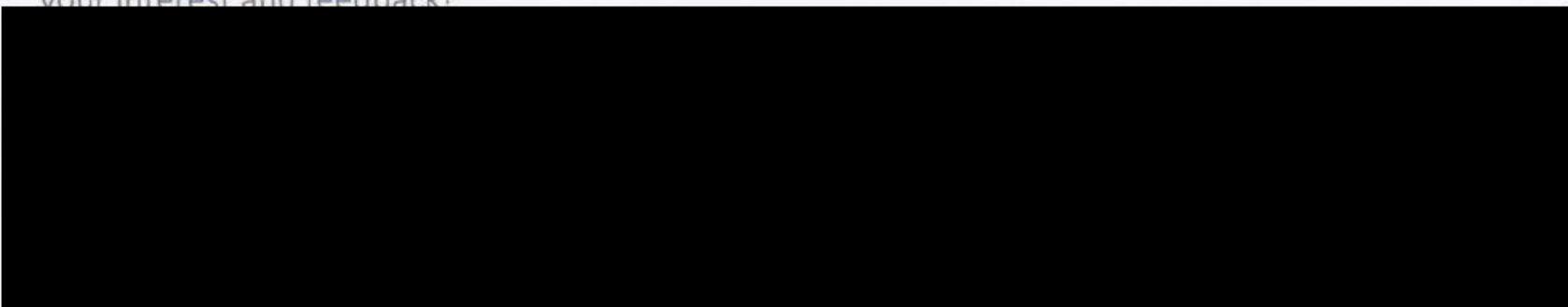
Yes No Unsure

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Yes No Unsure

Additional Comments:

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How would you categorize the area of Buffalo in which you reside? (Please select one)

- East Side West Side North Buffalo South Buffalo

Do you have a child attending Buffalo Public Schools?

- Yes No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

N/A

Do you think there is a need for a choice school in your neighborhood?

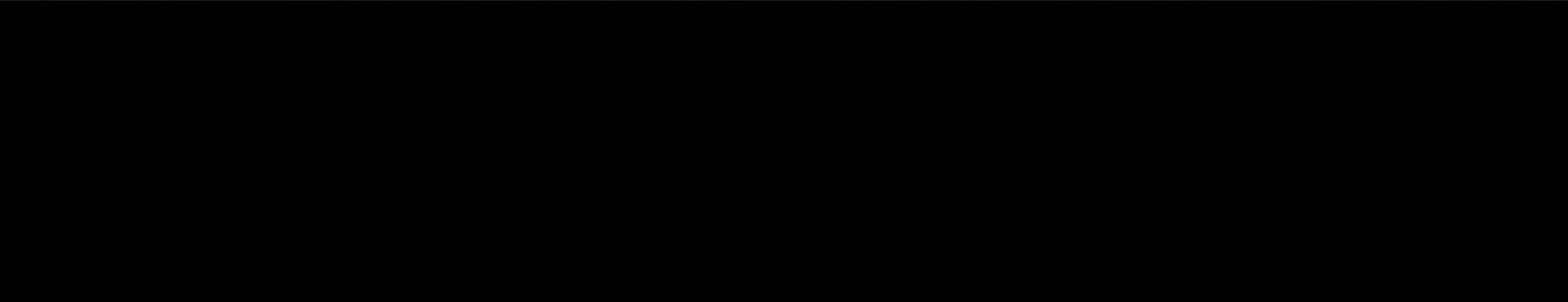
- Yes No Unsure

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- Yes No Unsure

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes

No

Unsure

Additional Comments:

I would love to enroll my child in a charter school, they have better teachers.

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Pre-K

K

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

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12

Are you satisfied with your school?

___ Not Satisfied

Somewhat Satisfied

___ Satisfied

___ Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

They seem to be behind the other schools.

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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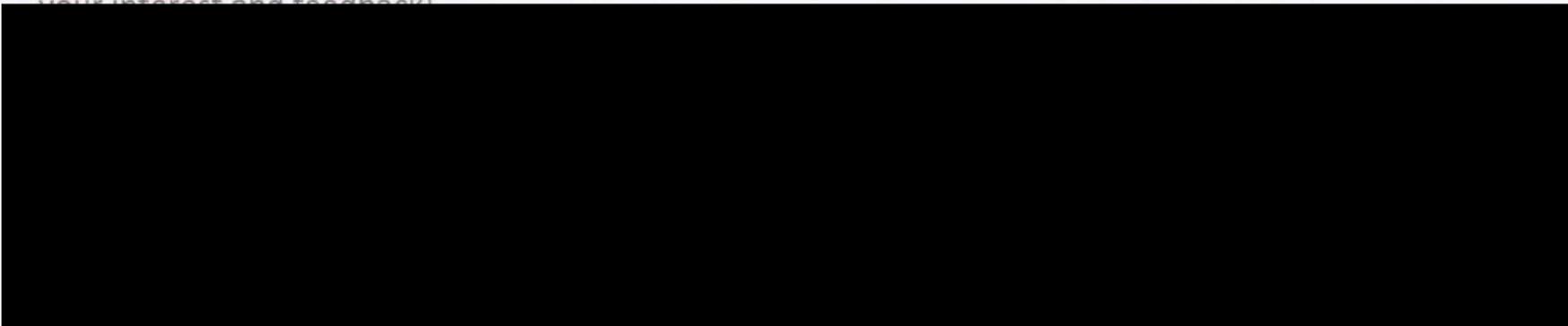
Yes

No

Unsure

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North Buffalo

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Pre-K

K

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Self Independence

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

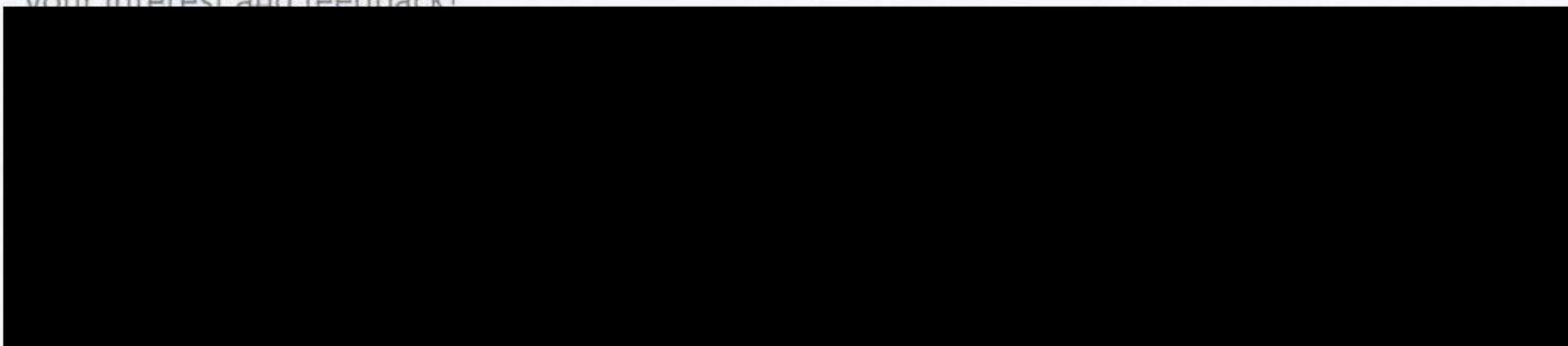
Yes No Unsure

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Yes No Unsure

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Pre-K

K

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11

12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Teacher and Parent communication!

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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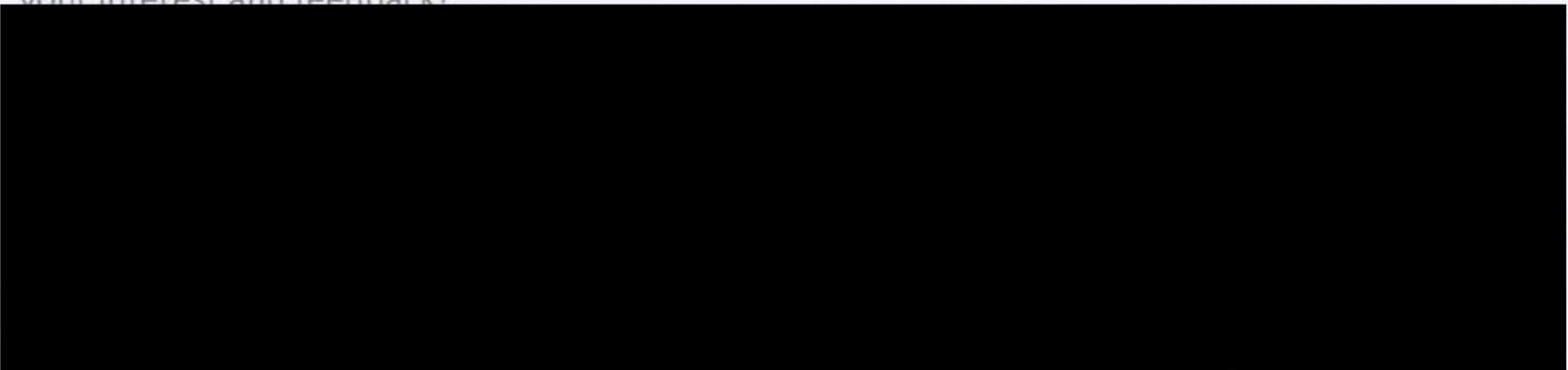
Yes

No

Unsure

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Yes

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Communication - We don't know about day off until the day before
Very few assemblies to ~~celebrate~~ students on merit/Honor Roll
Congratulate

Do you think there is a need for a choice school in your neighborhood?

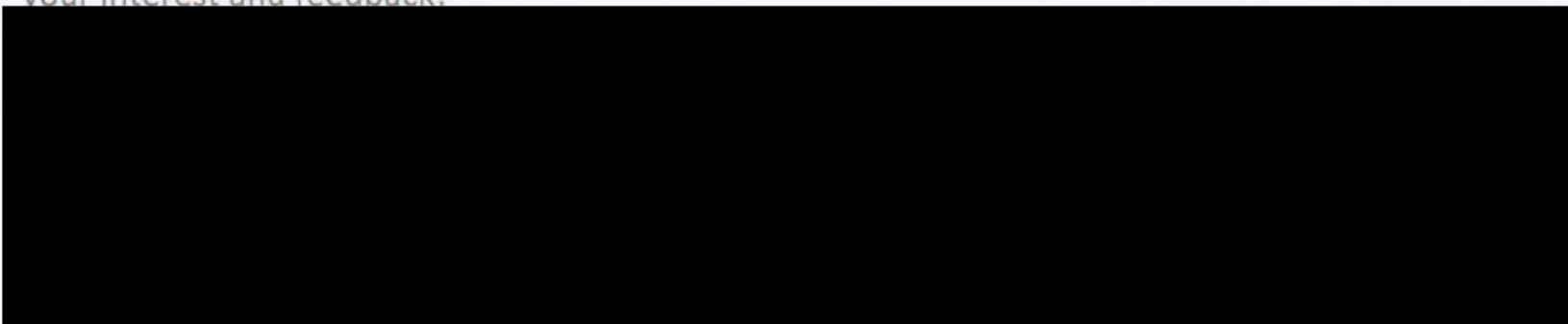
Yes No Unsure

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Yes No Unsure

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Learning

Do you think there is a need for a choice school in your neighborhood?

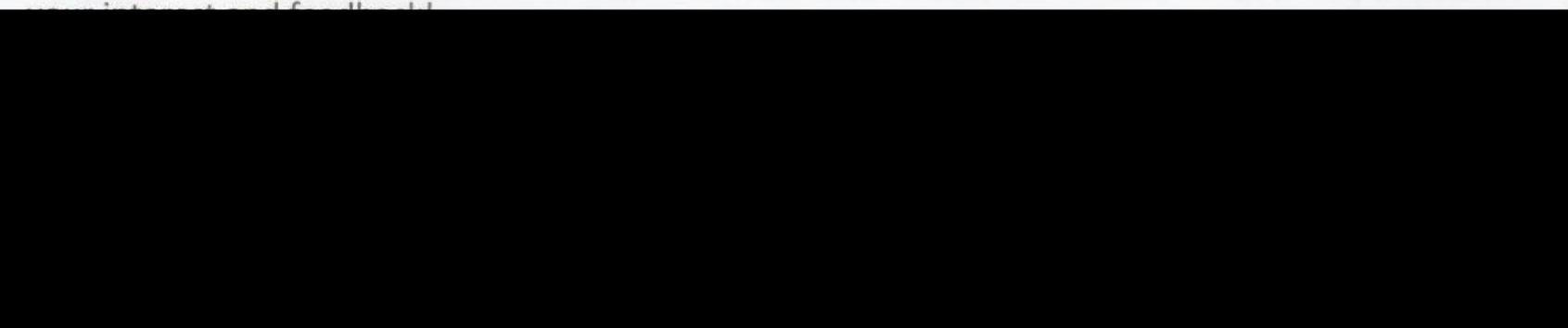
Yes No Unsure

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Yes No Unsure

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Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

___ Not Satisfied ___ Somewhat Satisfied ___ Satisfied ___ Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

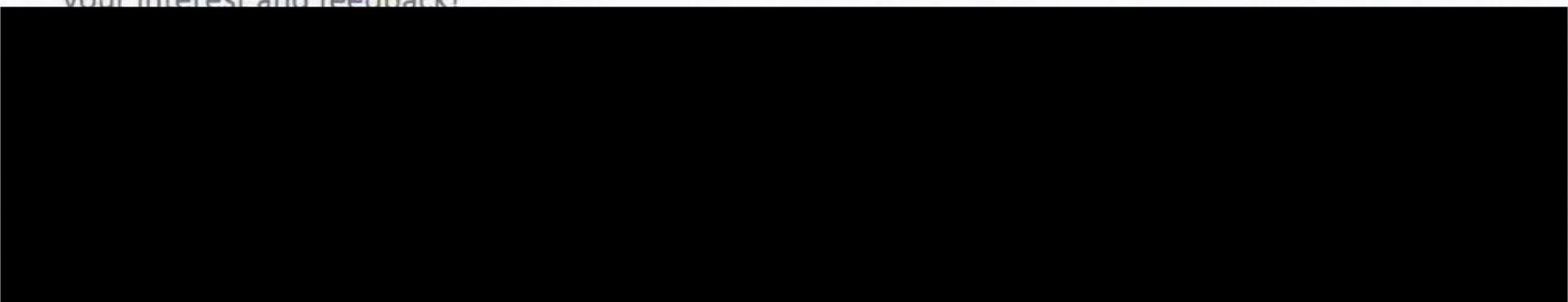
No

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

overcrowded schools, staff not committed.

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

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Pre-K

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Somewhat Satisfied

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What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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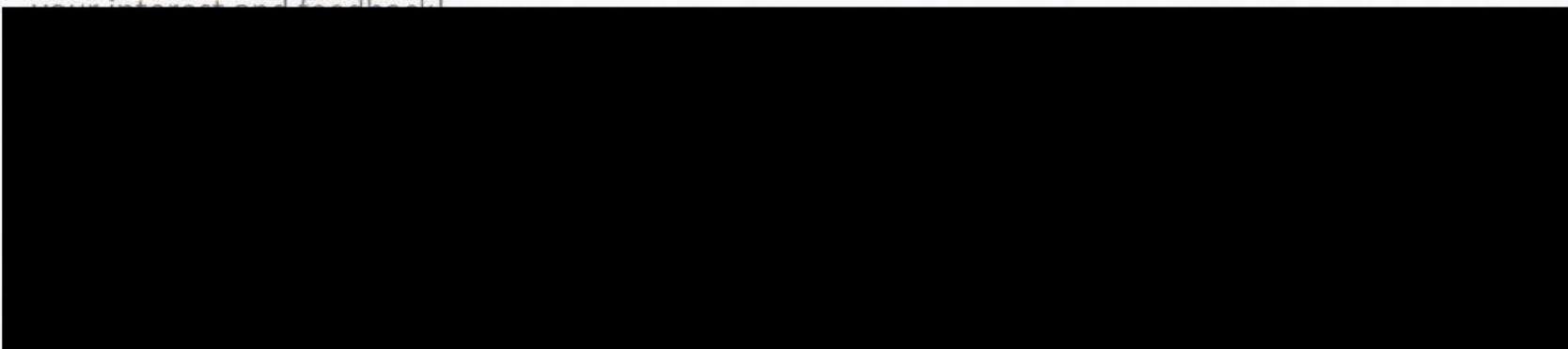
Yes

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Unsure

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Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes

No

Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

- East Side (circled) West Side North Buffalo South Buffalo

Do you have a child attending Buffalo Public Schools?

- Yes No (checked) (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Classroom sizes, ex. activities

Do you think there is a need for a choice school in your neighborhood?

- Yes (checked) No Unsure

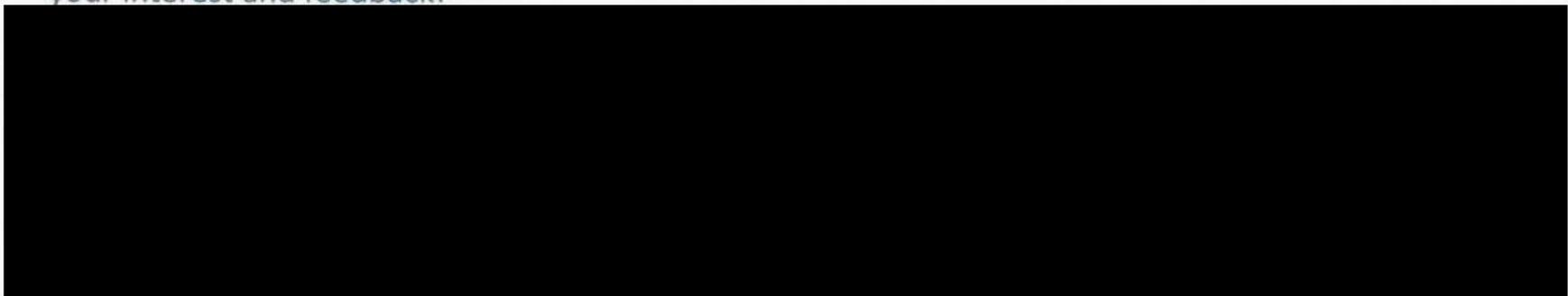
The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- Yes No Unsure (checked)

Additional Comments:

[Blank lines for additional comments]

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Pre-K
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 1
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Are you satisfied with your school?

Not Satisfied
 Somewhat Satisfied
 Satisfied
 Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

• Student achievement
 • Pass rate
 • Afro-American

Do you think there is a need for a choice school in your neighborhood?

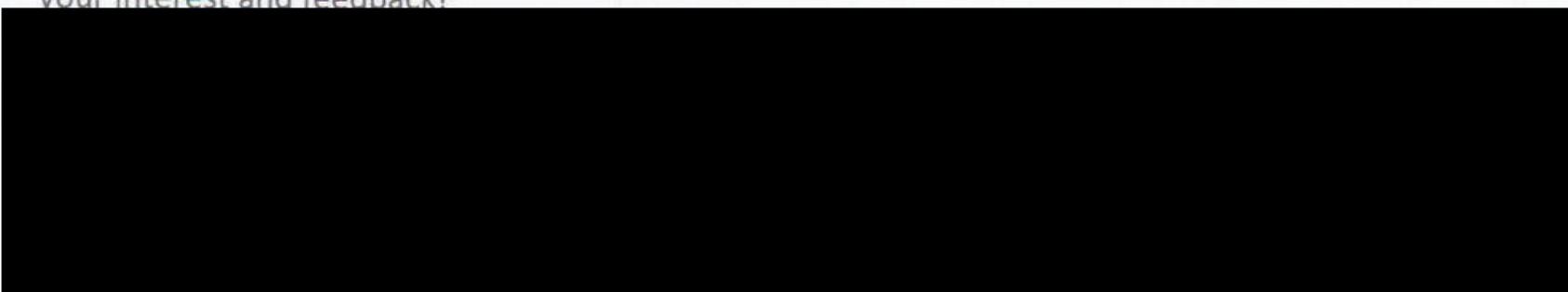
Yes
 No
 Unsure

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Yes
 No
 Unsure

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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

- *lack of concern*
- *classes too large*
- *Cultural diversity*

Do you think there is a need for a choice school in your neighborhood?

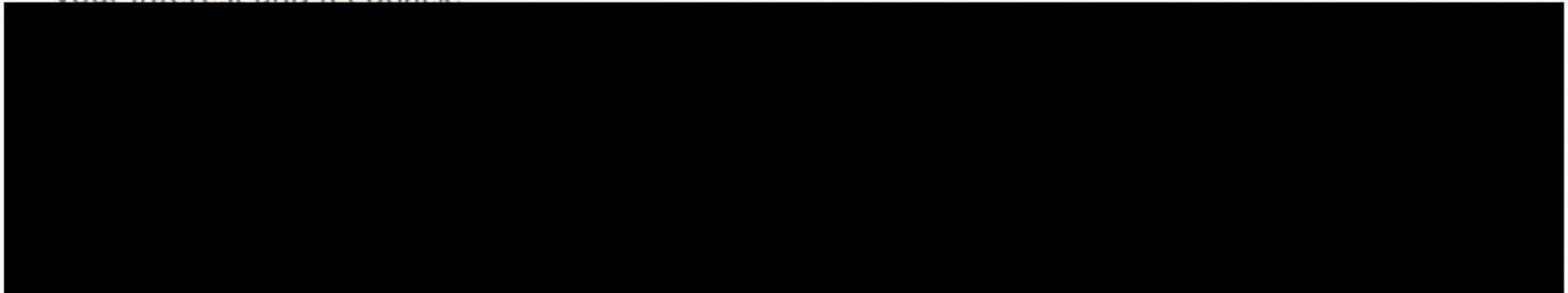
- Yes
- No
- Unsure

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- Yes
- No
- Unsure *No children*

Additional Comments:

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Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

Additional Comments:

5chooling! I'm All for BUFFALO Shaping BUFFALO elementary

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East Side

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Yes

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Which grade(s) is/are your children currently in? (Select all that apply)

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

my child attends a charter, but diversity of opportunity and curriculum are major issues. Plus afterschool access to buildings should be more widely available...

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes

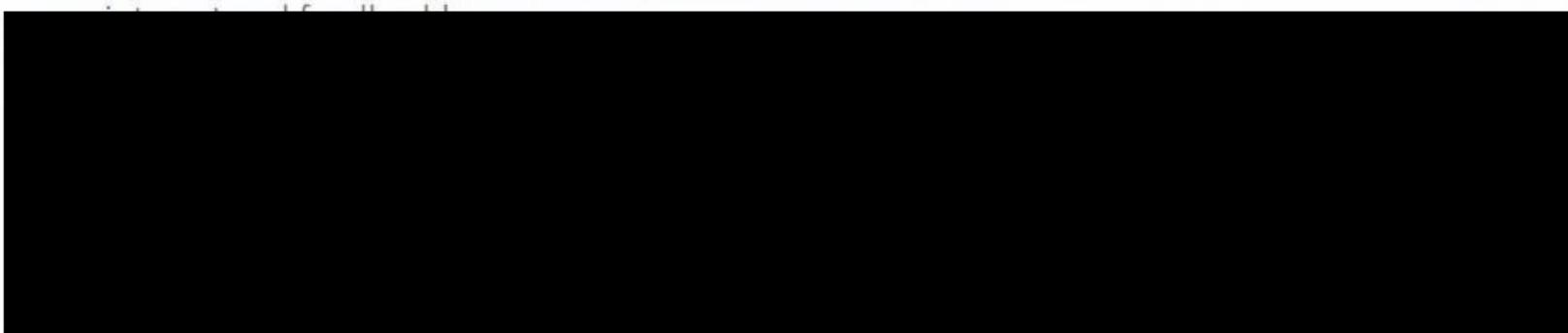
No

Unsure

Additional Comments:

I feel more choices are better than less. Charters are good for the system

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Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

No

Unsure

Additional Comments:

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Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Lack of transportation, and too many kids in one class

Do you think there is a need for a choice school in your neighborhood?

Yes No Unsure

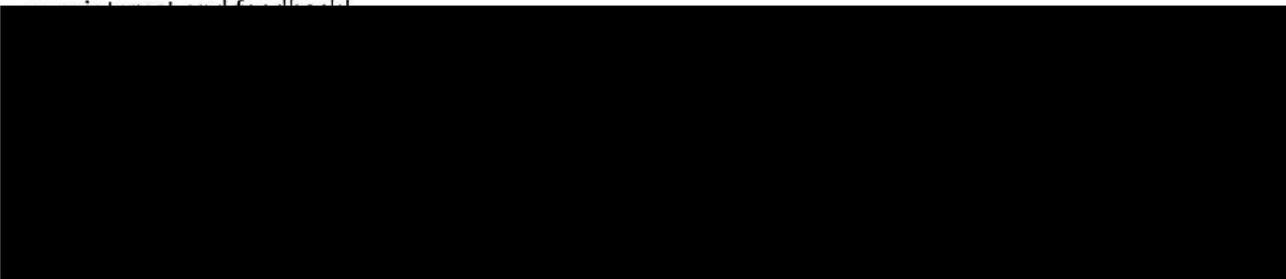
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Yes No Unsure

Additional Comments:

Additional comments lines

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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Transportation, and teachers

Do you think there is a need for a choice school in your neighborhood?

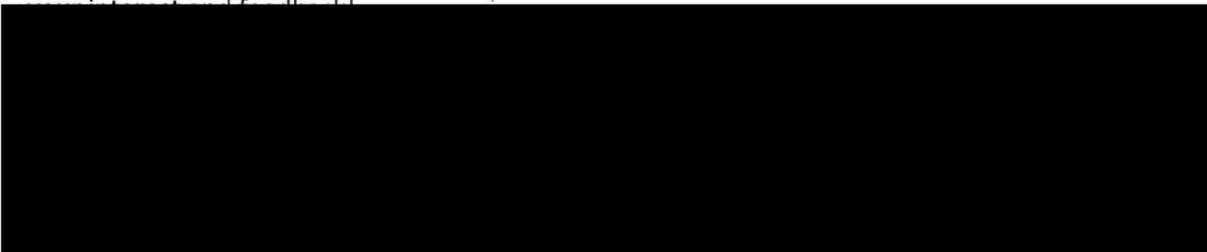
- Yes
- No
- Unsure

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- No
- Unsure

Additional Comments:

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- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Handwritten response: Homework not being done due to parents lack of interest or lack of knowledge

Do you think there is a need for a choice school in your neighborhood?

- Yes No Unsure

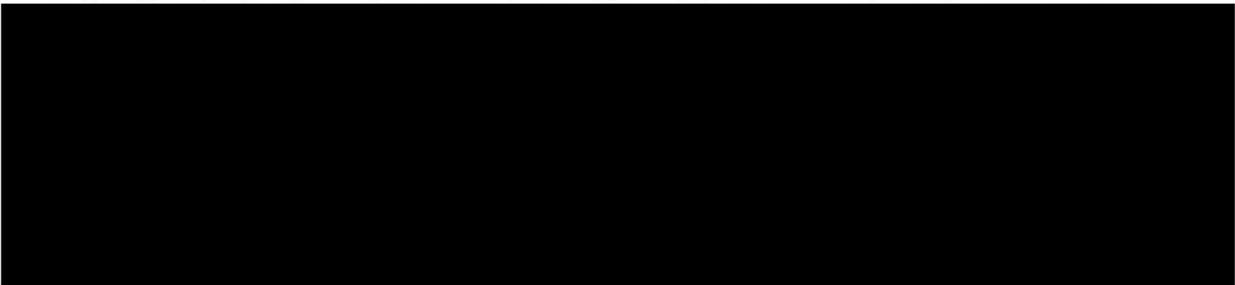
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- Yes No Unsure

Additional Comments:

Blank lines for additional comments

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

~~LACK OF DIVERSITY IN TENURE TEACHERS.
OUTDATED METHODS IN EFFECTIVE COMMUNICATION
WITH CHILDREN OF COLOR.~~

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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Yes

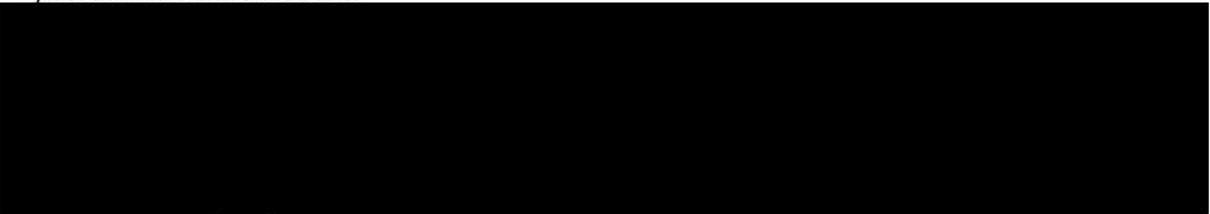
No

Unsure

Additional Comments:

~~ASK OUT TEACHERS WITH COMPASSION
AND AN UNDERSTANDING ON HOW TO COMM.
C CHILDREN OF COLOR~~

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Parent Survey and Petition Form

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How would you categorize the area of Buffalo in which you reside? (Please select one)

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Do you have a child attending Buffalo Public Schools?

[X] Yes [] No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

[X] Not Satisfied [] Somewhat Satisfied [] Satisfied [] Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

lack of a good quality education

Do you think there is a need for a choice school in your neighborhood?

[X] Yes [] No [] Unsure

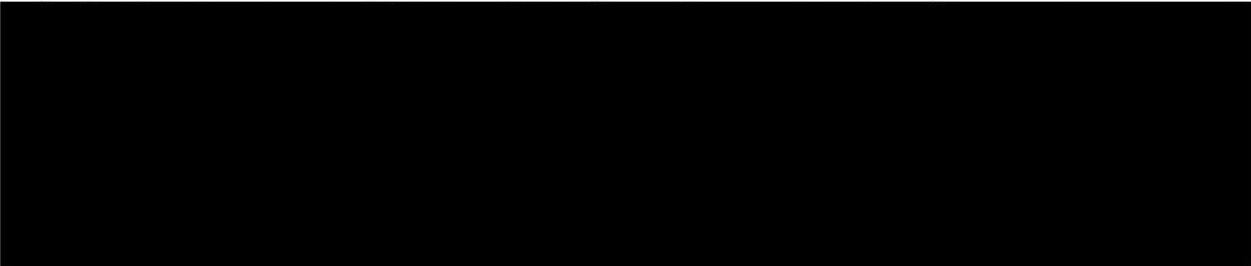
The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

[X] Yes [] No [] Unsure

Additional Comments:

I pray this concept will come to pass on the East side of Buffalo

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- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

KIDS Learning staying up with private schools

Do you think there is a need for a choice school in your neighborhood?

- Yes No Unsure

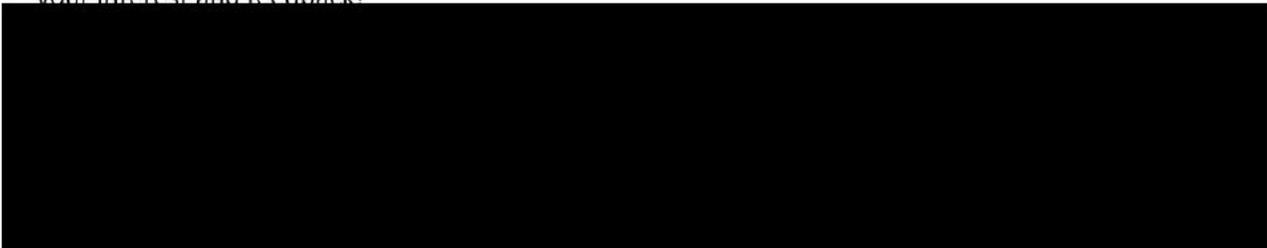
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- Yes No Unsure N/A

Additional Comments:

[Blank lines for additional comments]

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Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

I love my son's school. However I have worked in the Buffalo Public Schools. Attendance, behavior positive communication between Administration + Staff, Staff and Parents. Staff and students are non-existent.

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

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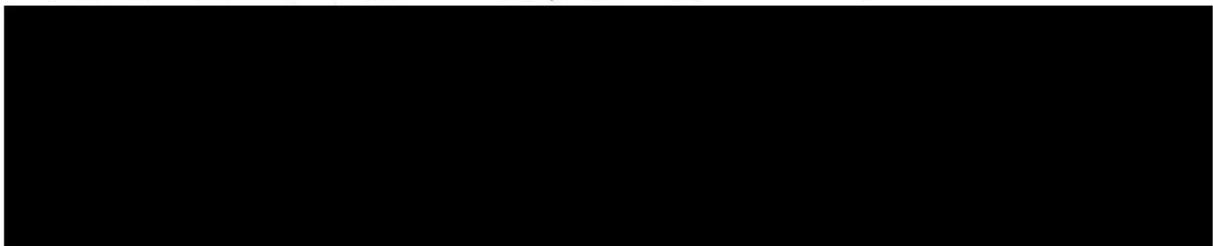
Yes

No

Unsure

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Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

I truly can't say it's been issue with

Do you think there is a need for a choice school in your neighborhood?

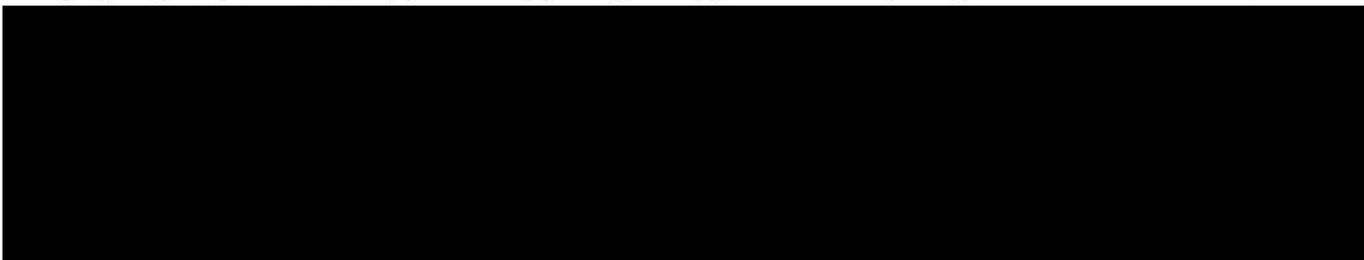
- Yes
- No
- Unsure

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- Yes
- No
- Unsure

Additional Comments:

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How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

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Do you have a child attending Buffalo Public Schools?

[X] Yes Grandz [] No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

[] Not Satisfied [X] Somewhat Satisfied [] Satisfied [] Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

teachers often don't take the time to deal with our children who may or may not have 2 parents due to death pising.

Do you think there is a need for a choice school in your neighborhood?

[X] Yes [] No [] Unsure

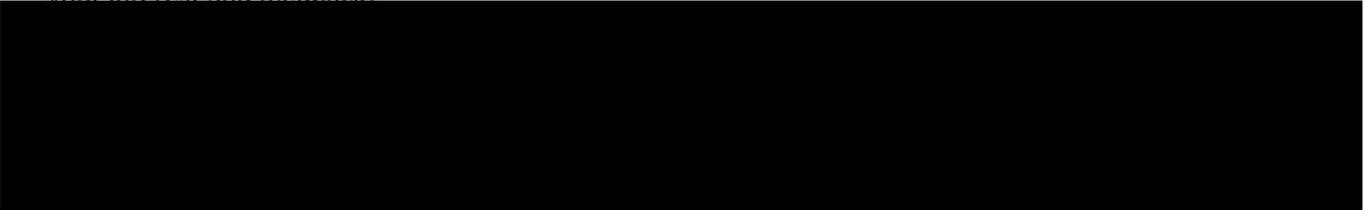
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[X] Yes [] No [] Unsure

Additional Comments:

I would like to see a school that address the needs of all children as well as guide them to their dreams

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How would you categorize the area of Buffalo in which you reside? (Please select one)

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Yes No (By selecting no, you may still complete the remainder of this form)

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Are you satisfied with your school?

Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

the fact that a lot of students are advanced than their peers so possibly a little more acknowledgement and ways to promote higher education

Do you think there is a need for a choice school in your neighborhood?

Yes No Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes No Unsure

Additional Comments:

Compassionate teachers/staff willing to challenge our children

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Full Name: Address: Email: Signature



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[] Yes [X] No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

[] Not Satisfied [X] Somewhat Satisfied [] Satisfied [] Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Three horizontal lines for handwritten answers.

Do you think there is a need for a choice school in your neighborhood?

[X] Yes [] No [] Unsure

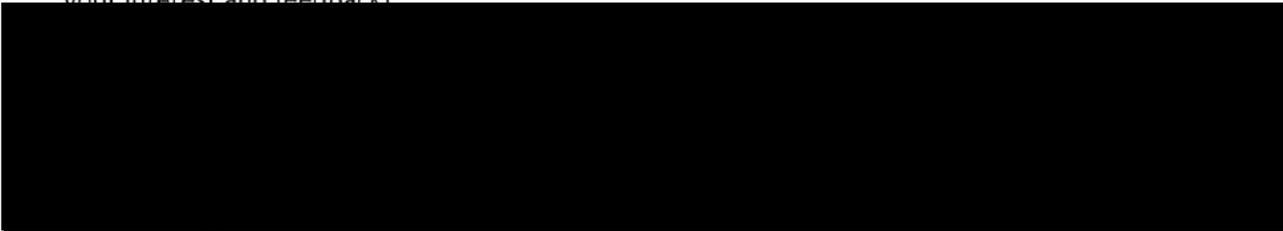
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[X] Yes [] No [] Unsure

Additional Comments:

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- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

There aren't many instructors that talk like them and understand how to speak w/and deal w/ them and their parents

Do you think there is a need for a choice school in your neighborhood?

- Yes
- No
- Unsure

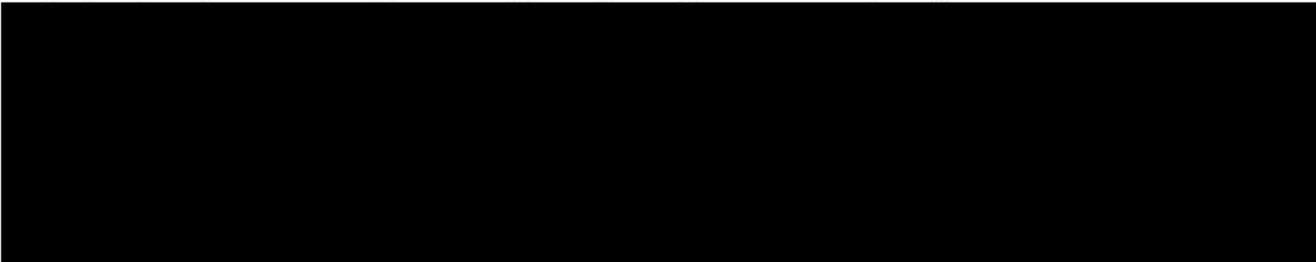
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- Yes
- No
- Unsure

Additional Comments:

I'm on board!

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Dear Participant,

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How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side West Side North Buffalo South Buffalo *Lawson*

Do you have a child attending Buffalo Public Schools?

Yes No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply) *grandchildren/nieces*

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Arts programs
Confidence / self-esteem building
Building mental wellness

Do you think there is a need for a choice school in your neighborhood?

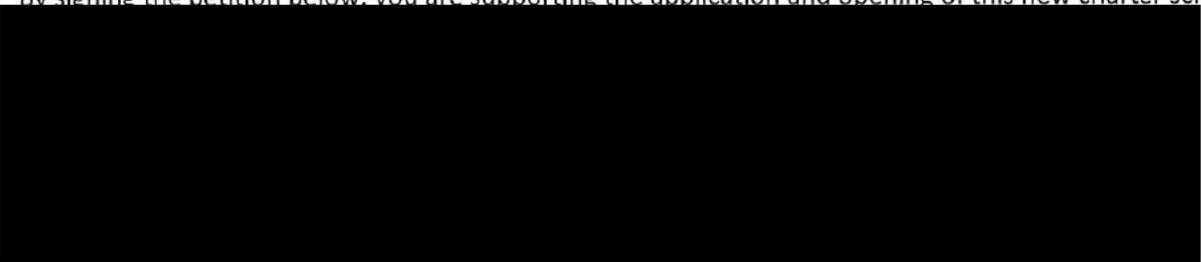
Yes No Unsure

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Yes No Unsure

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Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

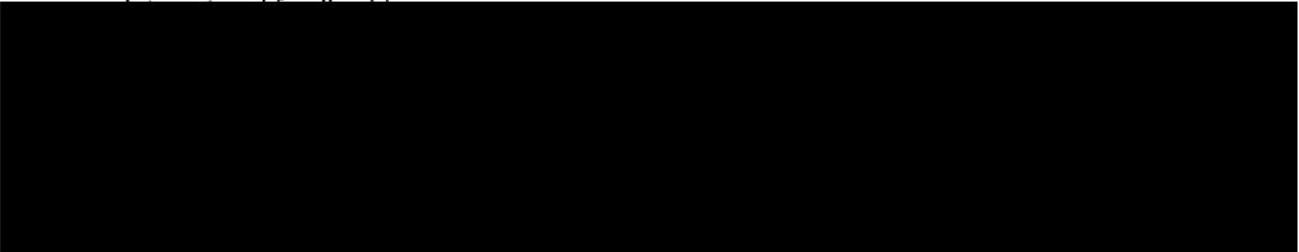
Yes

No

Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

1

2

3

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12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

RACIAL DISPARITY
ACADEMIC DECLINE

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

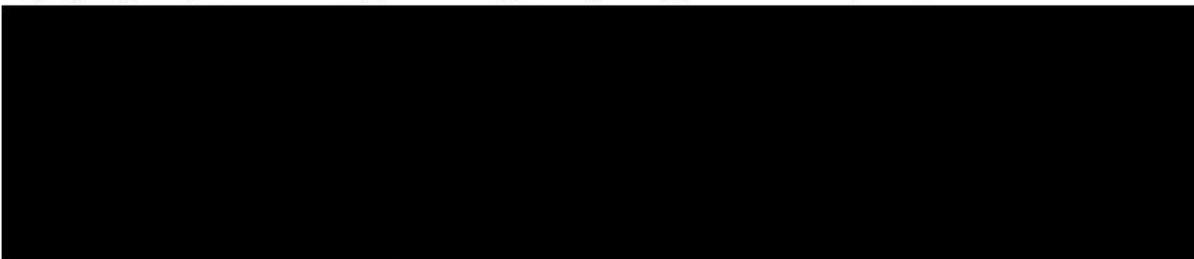
Yes

No

Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

- East Side West Side North Buffalo South Buffalo

Do you have a child attending Buffalo Public Schools?

- Yes No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

- Yes No Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- Yes No Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!

Full Name: Address: Email: Signature:



Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

1

2

3

4

5

6

7

8

9

10

11

12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

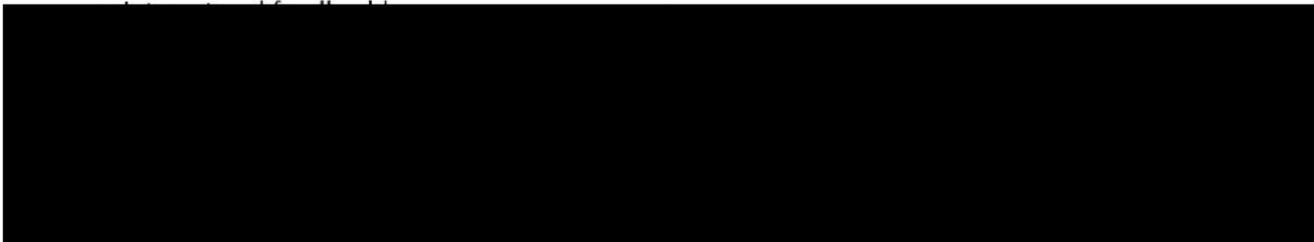
Yes

No

Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side West Side North Buffalo South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Lack of follow thru by Teachers

Do you think there is a need for a choice school in your neighborhood?

Yes No Unsure

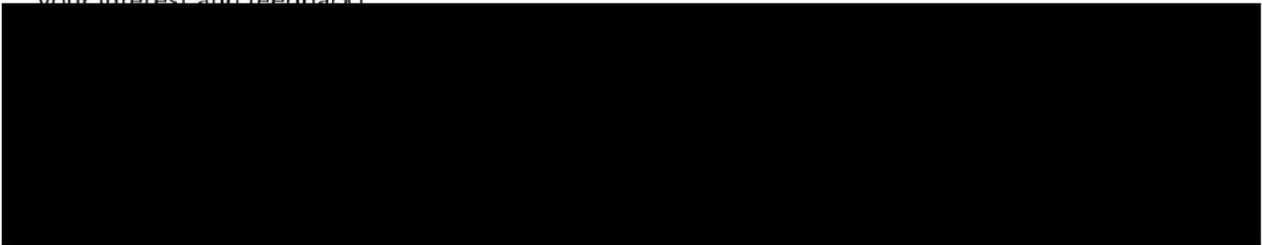
The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes No Unsure

Additional Comments:

Additional comments lines

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied Somewhat Satisfied Satisfied Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes

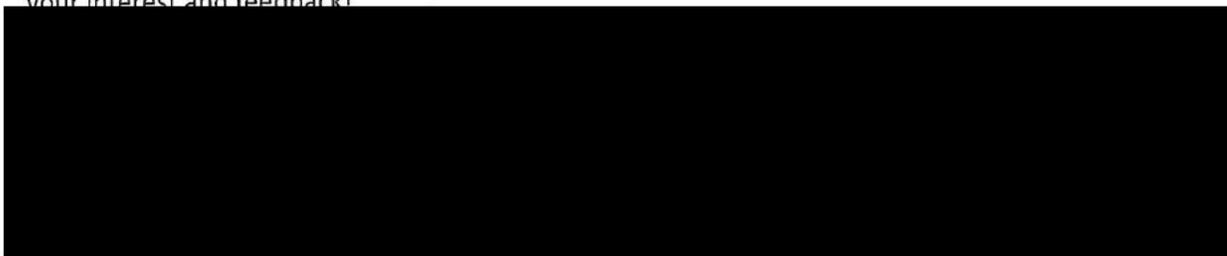
No

Unsure

Additional Comments:

Children graduated High School already

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

BUILDING SELF ESTEEM OF OUR STUDENTS

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes

No

Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

- East Side
- West Side
- North Buffalo
- South Buffalo

Do you have a child attending Buffalo Public Schools?

- Yes
- No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K
- K
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Overall knowledge of all history

Do you think there is a need for a choice school in your neighborhood?

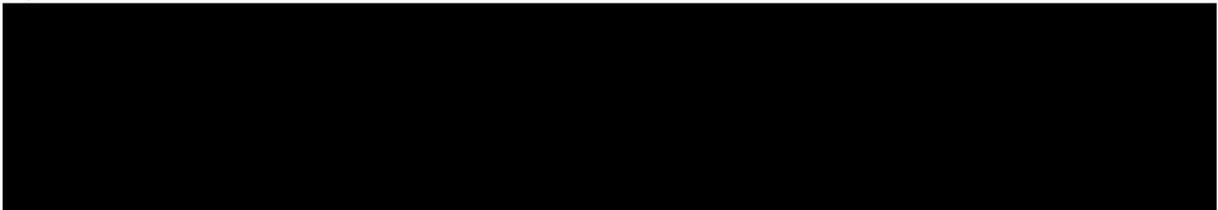
- Yes
- No
- Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- Yes
- No
- Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

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12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Education + scores, the school is an under performing school

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

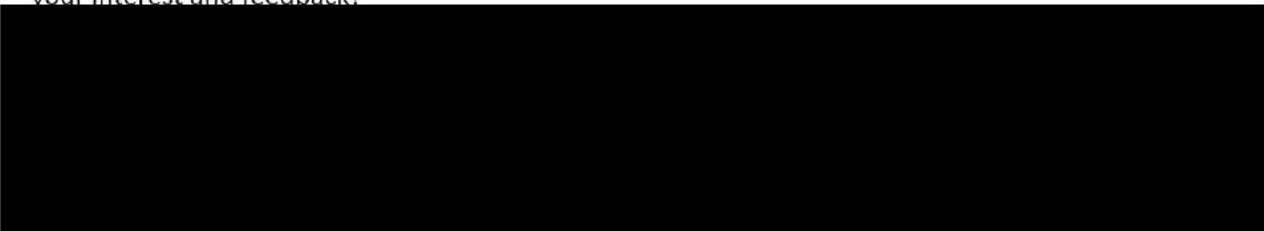
Yes

No

Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side West Side North Buffalo South Buffalo

Do you have a child attending Buffalo Public Schools?

[] Yes [X] No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

[] Not Satisfied [] Somewhat Satisfied [X] Satisfied [] Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

[] Yes [] No [X] Unsure

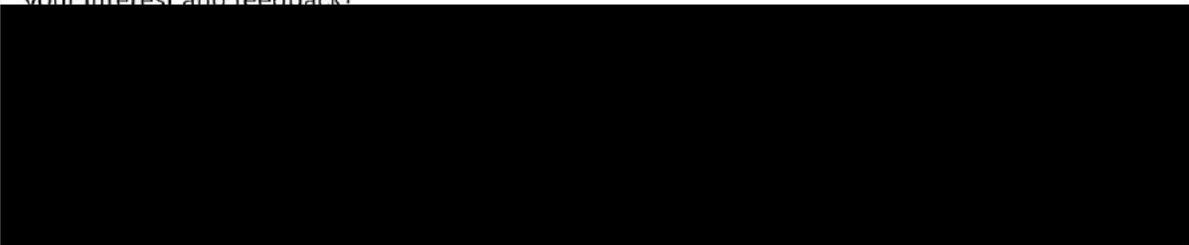
The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

[] Yes [] No [] Unsure

Additional Comments:

I will not have kids in school at this time but sounds like an amazing opportunity for the community.

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

- East Side (circled) West Side North Buffalo South Buffalo

Do you have a child attending Buffalo Public Schools?

- [] Yes [X] No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 (circled) 12

Are you satisfied with your school?

- [] Not Satisfied [X] Somewhat Satisfied [] Satisfied [] Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Commitment to educating the students with baggage

Do you think there is a need for a choice school in your neighborhood?

- [X] Yes [] No [] Unsure

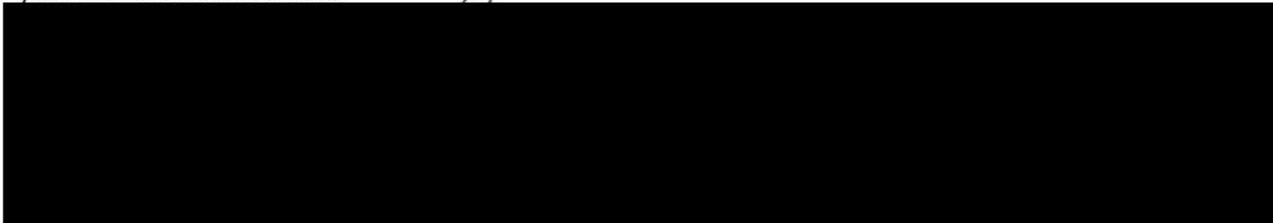
The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- [X] Yes [] No [] Unsure

Additional Comments:

A Healthy Balance between Academics, Wellbeing, Social Wellbeing & Physical Well Being is key

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!



Evidence of Support

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5	Belmont Housing Resources for WNY	Services memorandum of understanding
6	Buffalo Federation of Neighborhood Centers	Letter of support
7	Catholic Charities	Letter of support
8	Catholic Charities	Letter of support- services outline for ecosystem
9	Jericho Road Community Health Center	Letter of support
10	Jericho Road Community Health Center	Services memorandum of understanding
12	Journey's End Refugee Services	Letter of support
13-14	City Year Buffalo	Letter of support
15-16	City Year Buffalo	Services memorandum of Understanding
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29	Explore & More	Letter of support
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33-44	Target area/ Eastside local small businesses and non-profits	Letters of support

ERIE COUNTY LEGISLATURE

HON. APRIL N.M. BASKIN
CHAIR OF THE LEGISLATURE
2ND DISTRICT LEGISLATOR



☐ 792 E. Delavan Ave.
Buffalo, NY 14215
716/895-1849
FAX: 716/895-1910

☐ 92 Franklin St., 4th Fl.
Buffalo, NY 14202
716/858-8869
FAX: 716/858-8895

☐ *Legislative Assistant*
Pedro Gonzalez-Ortiz
E-Mail:
Pedro.Gonzalez-Ortiz@erie.gov

February 20, 2020

SUNY Charter Schools Institute
Charter School Office
SUNY Plaza, 353 Broadway
Albany, New York 12246

Re: Support for BRICK – Building Responsible Intelligent Creative Kids – Expansion to Buffalo

To Whom It May Concern:

I am submitting this letter today in support of the proposed expansion of BRICK Charter School - Building Responsible Intelligent Creative Kids – into Buffalo, New York.

The BRICK Charter School will serve grades K-8, with a foundation rooted in individualized college preparatory curriculum and instruction, innovation and computer science, and a values-driven culture. I am in full support of this mission to strengthen educational opportunities for the youth of our area.

The BRICK Buffalo Charter School also proposes a simple and clear mission of building innovators who will ultimately graduate and be college-ready and will be prepared to solve the world's next set of challenges as future leaders. Curiosity is an integral part of education, and I believe that BRICK will honor this mission wholeheartedly.

I am equally pleased that BRICK is committed to diversity in hiring its staff and teachers, and thus, reflecting the diversity of the student body and the community around the school. The commitment expressed to using minority business enterprises for supplies and materials is commendable and necessary as we seek racial equity in education.

I hope that you will consider BRICK's application for approval, as there is a continued need for more quality school options in Buffalo. Thank you in advance for your consideration.

Sincerely,

April N.M. Baskin
Chairwoman
Erie County Legislature



MITCHELL P. NOWAKOWSKI

FILLMORE DISTRICT
COUNCIL MEMBER

65 NIAGARA SQUARE
1408 CITY HALL
BUFFALO, NY 14202-3322
(716) 851-4138
FAX: (716) 851-4869

CHAIRMAN
CLAIMS COMMITTEE

CHIEF OF STAFF
BECCA CASTANEDA

LEGISLATIVE ASSISTANT
PHYLLIS YARBOROUGH

E-mail:
mnowakowski@city-buffalo.com
City of Buffalo Website:
www.city-buffalo.com

June 1, 2020

SUNY Charter Schools Institute
353 Broadway
Albany, NY 12234

To Whom It May concern:

I write to offer my support for the BRICK Education Network (BEN) and their efforts to expand into Buffalo, NY. It is my understanding that the school will ultimately be a kindergarten – 8th grade program rooted in individualized college preparatory curriculum and instruction, innovation, and a values-driven school culture.

BEN’s mission is to relentlessly knock down all barriers to students’ academic success through an unique model that aligns an excellent education with the necessary family supports to make sure each and every child can succeed. BEN’s vision is that all its students will have an unimpeded path to unlocking their limitless potential.

Founded in Newark, NJ BEN currently provides a pre-kindergarten to 12th grade continuum that fosters the individual needs of students as they develop the skills, character and values that will prepare them for college and empower them to use their unique perspective as an asset to shape our country’s future.

I request that you consider their application for approval, as there is a continued need for more quality school seats in Buffalo. This expansion of BEN would help address educational gaps in the Fillmore District and provide a strong support system for students and families who enroll.

I hope the founding of the Buffalo campus of the BRICK (Building Resilient Intelligent Creative Kids) Education Network will enhance the educational opportunities for the children in my district and throughout Buffalo. Thank you for your consideration of this proposal.

Sincerely,

Mitchell P. Nowakowski
Fillmore District Council Member



CULLEN FOUNDATION
250 Delaware Avenue
Suite 820
Buffalo, NY 14202

TRUSTEES
Charles W. Chiampou
CHAIRMAN

Warren B. Gelman
Michael R. McGee
Roger B. Simon

Florine Luhr
PRESIDENT

February 12, 2020

Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

To the Board of Trustees of the State University of New York (SUNY):

On behalf of the Cullen Foundation, a private charitable foundation located in Buffalo, New York, I write in strong support of the application before you from *BRICK Education Network* ("*BRICK*"). We feel fortunate that *BRICK* intends to make Buffalo its third region and believe they'll be a vital partner in Buffalo's continued growth and revitalization.

For the past five years, Cullen Foundation has worked with national education experts, local nonprofit partners, community members and families to increase the number of high-quality public-school seats in Buffalo. We believe that *BRICK*'s presence here is essential to diversifying and strengthening educational opportunities for Buffalo's students and families to ensure more high-quality seats are available.

BRICK's excellent track record, coupled with its vision, commitment, and expertise in serving economically disadvantaged students provides us with confidence that they'll create unique learning opportunities for Buffalo's highest-need students. Further, Buffalo needs new and diverse options for families. We are excited about *BRICK*'s proven ability to design schools that meet the individual needs of students, especially those with adverse childhood experiences.

Cullen Foundation enthusiastically recommends that *BRICK* be granted a charter to open its three K-8 schools in Buffalo, beginning with its first school in the Fall of 2022. We believe that *BRICK*'s success will be a win for students and families and the Western New York region.

If you have any questions about the Cullen Foundation's support of *BRICK*, please do not hesitate to contact me at [REDACTED]

Sincerely,

A handwritten signature in blue ink, appearing to read 'Florine Luhr', written in a cursive style.

Florine Luhr



Central Office
2393 Main Street
Buffalo, NY 14214
716-884-7791
Fax: 716-884-8026

Niagara County Office
33 Spruce Street
North Tonawanda, NY 14120
716-213-2784
Fax: 716-213-2787



February 8, 2022

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

Dear Sir or Madam:

We would like to share my support for the proposed BRICK Buffalo Academy Charter School. We believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, we know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. We know that BRICK has a track record of ensuring that its students can make significant academic progress. We also appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, we believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, we are excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

If you wish to discuss this matter further, please do not hesitate to contact me. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Michael Riegel".

Michael Riegel
President



Central Office
2393 Main Street
Buffalo, NY 14214
716-884-7791
Fax: 716-884-8026

Niagara County Office
33 Spruce Street
North Tonawanda, NY 14120
716-213-2784
Fax: 716-213-2787



February 8, 2022

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

Dear Sir or Madam:

In addition to our organization's letter of support for the proposed BRICK Buffalo Academy Charter School, we also would like to share our intention to partner with BRICK Buffalo. Based on the aligned philosophies of our organizations, we believe we can create a mutually beneficial partnership that will benefit the residents of the East Side of Buffalo.

Based on recent meetings, we plan to partner with BRICK Buffalo to provide the following services to the school:

- Providing HUD certified housing counseling services to help families access affordable housing units in Buffalo.
- Provide families with access to First Time Home Buyer Programs.
- Provide families will access to the Belmont Financial Education Center which provides free assistance with credit report review, tax preparation, Rental Counseling, Homebuyer and Homeowner Supports, Foreclosure Prevention Services, and educational workshops.

Based on the initial scope of services, we plan to provide those services at no cost to the school.

Our organization is excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

If you wish to discuss this matter further, please do not hesitate to contact me. Thank you for your consideration.

Sincerely,



Michael Riegel
President



97 Lemon Street
Buffalo, NY 14204
856-0363 Fax: 856-1432
www.bfnc.org

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

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(Economics)

Executive Director
Ricardo I. Herrera, MSW

I would like to share my support for the proposed BRICK Charter School and their efforts to expand into our community in Buffalo, NY. BRICK’s holistic individualized program aims to ensure students graduate from high school with both the academic skills and character/identity development to achieve their dreams. From its past diversified experience of managing turnaround schools and creating a brand-new charter school, BRICK has developed a framework to comprehensively diagnose, improve, assess, and expand student success.

I ask that you consider their application for approval, as there is a continued need for additional high - quality seats in Buffalo ultimately leading to more educational options for our children. BRICK directly addresses this need by providing access to a proven curriculum and a strong support system for students who enroll.

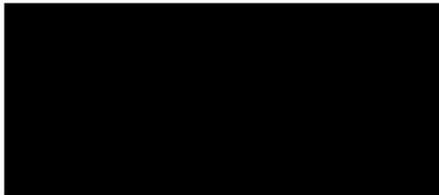
The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful networks in New Jersey, and I expect the founding of the Buffalo campus of BRICK will have the same success

Feel free to contact me as this proposal moves forward.

Best regards,

Mr. Ricardo Herrera MSW
BFNC CEO

Organization: Buffalo Federation of Neighborhood Centers Inc.



United Way
of Buffalo &
Eric County

Unlocking Potential ... Enriching Lives.



Deacon Steve Schumer
President & Chief Executive Officer

JEFFREY CONRAD
Director of Workforce & Education

April 1, 2021

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

Catholic Charities of Buffalo would like to share our support for the proposed BRICK Charter School and their efforts to expand into our community in Buffalo, NY. BRICK's holistic individualized program aims to ensure students graduate from high school with both the academic skills and character/identity development to achieve their dreams. From its past diversified experience of managing turnaround schools and creating a brand-new charter school, BRICK has developed a framework to comprehensively diagnose, improve, assess, and expand student success.

We enthusiastically ask that you please consider their application for approval, as there is a continued need for additional high - quality seats in Buffalo ultimately leading to more educational options for our children. BRICK directly addresses this need by providing access to a proven curriculum and a strong support system for students who enroll. We are very hopeful we will be able to collaborate with BRICK within the ecosystem of services they are looking to coordinate for the families of their school.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful networks in New Jersey, and I expect the founding of the Buffalo campus of BRICK will have the same success.

Feel free to contact me as this proposal moves forward.

Best regards,

Sincerely,

Jeffrey M. Conrad



Deacon Steve Schumer
President & Chief Executive Officer

JEFFREY CONRAD
Director of Workforce & Education

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

To Whom It May Concern:

On behalf of Catholic Charities of Buffalo, I would like to share our support for the proposed BRICK Buffalo Academy Charter School. I believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I know that BRICK has a track record of ensuring that its students can make significant academic progress. I also appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, I am excited to support the school and I look forward to finding ways that my organization can support a successful launch in Buffalo.

Catholic Charities is the most comprehensive human service agencies in Western New York, which will benefit many of BRICK Charter School families. Catholic Charities can commit to assisting families with adult education and vocational training opportunities, school counseling, clinical assistance, access to food, and WIC services. Catholic Charities has a long history working with schools to provide services to both students and their families.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I believe BRICK Buffalo can provide that option.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey M. Conrad". The signature is fluid and cursive, with the first name being the most prominent.

Jeffrey M. Conrad



Jericho Road Community Health Center

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

I would like to share my support for the proposed BRICK Buffalo Academy Charter School. I believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I know that BRICK has a track record of ensuring that its students can make significant academic progress. I also appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, I am excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I believe BRICK Buffalo can provide that option.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Sincerely,

Magdalena Nichols

Magdalena Nichols, MHA
Chief Operating Officer
Jericho Road Community Health Center



Jericho Road Community Health Center

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

In addition to our organization's letter of support for the proposed BRICK Buffalo Academy Charter School, we also would like to share our intention to partner with BRICK Buffalo. Based on the aligned philosophies of our organizations, we believe we can create a mutually beneficial partnership that will benefit the residents of the East Side of Buffalo.

Based on recent meetings, we plan to partner with BRICK Buffalo to provide the following services to the school:

- Assisting families in obtaining a primary care physician if they do not have one.
- Hosting BRICK representatives to conduct information sessions for families and staff.
- Provide access to on-site medical fitness center for families.
- Provide refugee assistant services to students and their families.
- Provide families with possible home language and literacy services as part of a home visit program.

We also remain committed to working closely with the staff from the school to continuously adjust our supports based on the needs of the students and families of the school.

Our organization is excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

Feel free to contact me with any questions you may have about our organization, our support for the proposed school, or the terms of this agreement.

Sincerely,

Magdalena Nichols

Magdalena Nichols, MHA
Chief Operating Officer
Jericho Road Community Health Center

November 10, 2021

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

To Whom It May Concern:

I would like to share my support for the proposed Building Resilient Intelligent Creative Kids (BRICK) Buffalo Academy Charter School as I believe the proposed school could be an asset to the Buffalo community. Based on meetings with members of the BRICK Buffalo applicant team, I understand that BRICK is focused on ensuring that students have the knowledge, skills, and support needed to be college, career, and life-ready upon graduation. I appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I appreciate their focus on providing the wraparound services necessary for their families to thrive.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I am hopeful that BRICK Buffalo can provide that option.

The BRICK Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

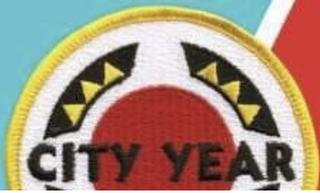
Based on the needs of our Buffalo community, I ask that you consider their application for approval. If approved, our organization looks forward to partnering with BRICK Buffalo to build and sustain a strong school that meets the needs of our community.

Please contact me with any questions you may have about our organization or our support for this proposal at kscott@jersbuffalo.org.

Sincerely,



Karen M. Andolina Scott
Executive Director
Journey's End Refugee Services



SUNY Charter Schools Institute
353 Broadway
Albany, Ny 12234

I would like to share my support for the proposed BRICK Buffalo Academy Charter School. I believe the proposed school would be an incredible asset to the Buffalo community and an exemplar partner with City Year Buffalo to bring dedicated young leaders to serve our community and eventually teach in Buffalo.

Based on meetings with the Regional Director of Instruction/Superintendent of BRICK, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I know that BRICK has a track record of ensuring that its students can make significant academic progress. I also appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to the city of Buffalo. As a result, I am excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo particularly in partnership by provided a team of dedicated AmeriCorps Members and an Impact Manager on site to provide additional people power to BRICK's mission for years to come.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I believe BRICK Buffalo can provide that option.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school. City Year Buffalo has in its short time attracted amazing AmeriCorps Members which many have gone on to commit to teaching for two years or more in Buffalo Public Schools and Buffalo Charter Schools. We know that our AmeriCorps Members are most likely to persist through their service year and potentially be inspired to continue to make a career in teaching at schools that invest in them, make them feel a sense of belonging, and prepare them for the role. I have no hesitation that BRICK can and will be that ideal environment to cultivate Buffalo's students and future leaders in teaching.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Yours in service,

Jonathan Morris
City Year Alum '13, '14
Impact Director
He/Him/His

City Year Buffalo
374 Delaware Ave, Suite 304 | Buffalo, NY 14202 T:
716.219.1431 | [REDACTED]
jmorris2@cityyear.org | www.cityyear.org



NATIONAL STRATEGIC PARTNERS



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CITY YEAR, INC.
 287 Columbus Ave
 Boston, MA 02116
 PHONE 617.927.2500
 cityyear.org

February 4, 2022

J. Esposito
 BRICK Education Network

Dear Jeremy,

I'm writing this letter to express our support and enthusiasm for the ongoing partnership between BRICK Education Network and City Year Buffalo. As a charter partner in Buffalo, we believe that your school will provide the Buffalo/Niagara region with a proven dedication for accelerating student academic & socio-emotional success.

As you know, City Year's portfolio of whole school and targeted services enhances the instructional core by supporting quality, data-driven instruction, deepening family and community engagement, and contributing to a culture of empowerment, achievement, and service. This provides a continuous, supportive presence throughout the day to build mutually supportive connections between students' classroom learning and their before- and after-school experiences.

We believe that through partnership and collaboration with you and your team at BRICK, that we will contribute to student success while developing the next generation of leaders through years of service and careers in teaching. The City Year Buffalo team is excited to partner with your organization and build up our community alongside you and your amazing team of educators. We are eager in continuing to build/support this partnership and your vision for students in Buffalo.

Yours in service,

Jonathan Morris
 Impact Director

City Year Buffalo
 374 Delaware Ave, Suite 304 | Buffalo, NY 14202
 T: 716.219.1431 | [REDACTED]
jmorris2@cityyear.org | www.cityyear.org



NATIONAL STRATEGIC PARTNERS



NATIONAL PARTNERS



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 Philadelphia | Providence | Sacramento | San Antonio | San José/Silicon Valley | Seattle/King County | Tulsa | Washington, DC | International Affiliates: Johannesburg, South Africa and London, Birmingham & Greater Manchester, England



SUNY Charter Schools Institute
 353 Broadway
 Albany, New York 12234

In addition to our organization’s letter of support for the proposed BRICK Buffalo Academy Charter School, we also would like to share our intention to partner with BRICK Buffalo. Based on the aligned philosophies of our organizations, we believe we can create a mutually beneficial partnership that will benefit the residents of Buffalo.

Based on recent meetings, we plan to partner with BRICK Buffalo to provide the following services to the school:

City Year	<ul style="list-style-type: none"> • Partner with BRICK and Relay GSE in recruiting future City Year corps members with an emphasis on recruiting diverse educators who are interested in pursuing long-term careers in education. • Provide a cohort of City Year corps members to place at BRICK throughout its first five year charter term. This will include 6 AmeriCorps members and 1 dedicated Impact Manager.
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We also remain committed to working closely with the staff from the school to continuously adjust our supports based on the needs of the students and families of the school.

Based on the initial scope of services, we plan to provide those services at no cost to the school or at the below fair market value described below:

City Year	At the standard rate for partners of approximately \$75,000 per year
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Our organization is excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

Feel free to contact me with any questions you may have about our organization, our support for the proposed school, or the terms of this agreement.

Here are some general duties throughout the day and week:

- **Before care up to 90 minutes before classes start.** City Year AmeriCorps Members, Impact Manager and school staff before care. This likely takes place in a large space like the cafeteria. A school administrator is on hand to support (Principal, Director of Operations, Family and Community Engagement Specialist, Vice Principal or Dean) and each ACM (City Year AmeriCorps Member) has 10 students that they support at their table. The ACMs could help design what activities students do in the morning under the direction of the Family and Community Engagement Specialist who helps design this time.
- **Morning meeting from 8:10-8:30.** Each ACM is assigned to a specific classroom that they will support throughout the year. They participate in the Social Emotional Learning lesson with the teachers and support students in their class as needed.
- **During literacy blocks.** During the literacy blocks, specifically rotations, there are two core teachers in the room. But CMs work directly with students that need more reading support, reading with them one on one or facilitating buddy reading with two students. This takes place with students who are independently reading at the time. In addition, ACMs are most likely to work with the students who are the furthest behind academically to help build a love of reading.

- **During math blocks.** During the math blocks, specifically during the Power Up time, ACMs work with students who have been identified as needing additional support to redo math assignments from class or to complete their homework for that week successfully. In addition, as with literacy support, they are focused on helping to build a love of mathematics.
- **During lunch and recess.** ACMs support lunch and recess for their class and grade level. In this way, ACMs would have lunch with their class and sit with their students. There would always be an administrator and teacher present in the cafeteria as well to support. In addition, ACMs help plan and/or participate in fun games at recess with students to build positive culture. Once again, there is always an administrator and teacher present as well.
- **Independent projects and planning.** During the strategic read aloud and writing blocks for their class, ACMs have dedicated planning time. Some of their ongoing tasks involve giving feedback on student homework and calling to engage families if it's not complete, placing positive phone calls to families, helping to grade student work, etc... Each ACM will also have an independent project that they are passionate about to complete for the school under the direction of their grade level chair (for example, planning a family field lesson or a Back to School Literacy Night).
- **Teacher residency work.** Any ACM that is also enrolled in a teacher residency program can teach science or social studies lessons as appropriate based on the model of the residency program. During this time, they would have a lead teacher present in the room with them to support their development.
- **Providing support for core content teachers.** ACMs would assist with substituting when needed but this would only happen in classrooms that are meant to be staffed by two teachers throughout the day (specifically in grades K through 2). In these cases, the ACMs would take on specific tasks while the other teacher is in the room (as in helping a small group with the lesson) or would have an opportunity to have students participate in an alternate assignment or game (like an additional SEL lesson or dodgeball). There would be an administrator present at all times unless there was clearly not a need for some reason (like if one CM was showing a movie or two CMs were facilitating a game of dodgeball and had strong rapport with students).
- **After care from 4 to 5 p.m.** City Year ACMs and staff after care. This means that, each day, ACMs are responsible for before care, and 3 different CMS are responsible for after care. After care is similar to before care in that it takes place in a large space like the cafeteria. A school administrator is on hand to support (Principal, Director of Operations, Family and Community Engagement Specialist, Vice Principal or Dean) and each ACM (City Year corps member) has 10 students that they support to engage in a fun activity. The activities change throughout the year and are based on student interest.
- **Special education.** Potential for a City Year ACM that would be assigned to work more closely with a single student, or small group of students, who would benefit from extra support (such as a student with special needs or an English Language Learner). Their support would be highly customized to the needs of the individual student. They would also be deployed as needed to cover gaps created by any absences from the other City Year corps members.



NATIONAL STRATEGIC PARTNERS



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February 15, 2022

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

To Whom It May Concern:

I would like to share The Service Collaborative's support for the proposed BRICK Buffalo Academy Charter School. The Service Collaborative (TSC) is the regional agency improving the lives of those in need, and also those with the desire to make a difference, through volunteerism. TSC provides AmeriCorps programs to Western New York. Education is a pillar of our work. We believe that BRICK's holistic individualized program aims to ensure students will graduate with both the academic skills and character/identity development to achieve their dreams. We believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I know that BRICK has a track record of ensuring that its students can make significant academic progress. I also appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, TSC is excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. The Service Collaborative believes BRICK Buffalo can provide that option.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Sincerely,

Kate Sarata
Executive Director
The Service Collaborative of WNY, Inc.
716-418-8500 x138; katesarata@tscwny.org



Officers

Mark Overall
President

Alexcia Harrod
Vice President

L. Kimberly Ngarambe
Treasurer

Tamea Dixon
Secretary

Chairs

Alexcia Harrod
Membership

Ladaisha Williams
Community Service

Daviyion Johnson
Communications

Anna Cooke-Smith
Professional Development

Cheney Brockington
Advocacy

Thomas Beauford
Buffalo Urban League
Liaison

Mark Glasgow
Immediate Past President

February 15, 2022

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

Greetings. I hope life is treating you well. I would like to share my support for the proposed BRICK Buffalo Academy Charter School. I believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I know that BRICK has a track record of ensuring that its students can make significant academic progress. I also appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, I am excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I believe BRICK Buffalo can provide that option.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

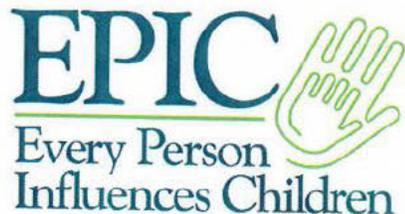
Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Yours in the Movement,

Mark Overall

Mark Overall
President (2021-2023), Buffalo Urban League Young Professionals





EPIC National Center for
Parenting & Family Engagement

1021 Broadway St., Buffalo NY 14212

P: 716-332-4100 F: 716-332-4101

May 14, 2021

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

To Whom it May Concern,

I would like to share my support for the proposed BRICK Buffalo Academy Charter School and the BRICK Education Network's efforts to expand into our community in Buffalo, NY. BRICK's holistic individualized program aims to ensure students graduate from high school with both the academic skills and character/identity development to achieve their dreams. From its past diversified experience of managing turnaround schools and creating a brand-new charter school, BRICK has developed a framework to comprehensively diagnose, improve, assess, and expand student success.

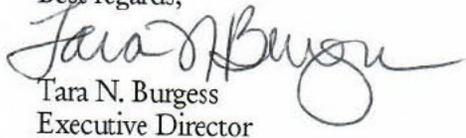
For more than 40 years, EPIC – Every Person Influences Children's vision has been a world where every child has a strong start and promising future. We provide research and evidenced-based year-round programming in **Family Engagement in Education**, encouraging early literacy and building parents' capacity to become more actively involved in their children's education, through programs such as Ready, Set, Read! and Storytime Family Literacy. We also provide extensive **Parenting Education**, offering support and solutions for struggling parents, through programs like Families in Transition and Triple P. EPIC has also created pandemic-specific programming within the **Parenting Doesn't Stop Project**, which includes a support line, parent cafes, comprehensive resource guides and an extensive YouTube channel.

I ask that you consider their application for approval, as there is a continued need for additional high - quality seats in Buffalo offering more educational options for our children. BRICK directly addresses this need by providing access to a proven curriculum and a strong support system for students and families who enroll. We are hopeful to collaborate with BRICK within the ecosystem of services they are looking to coordinate for the families of their school.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful networks in New Jersey, and I expect the founding of the Buffalo campus of BRICK will have the same success.

Feel free to contact me as this proposal moves forward. I can be reached at [REDACTED]

Best regards,


Tara N. Burgess
Executive Director

Helping families, schools and communities raise children to become responsible and successful adults.

www.epicforchildren.org

nationalinfo@epicforchildren.org



*Supportive Housing and Services
for Homeless Single Parent Families*

Community Education/Outreach

*Legacy, Tribute and Memorial Gifts
Gratefully Accepted*

Gerard Place
2515 Bailey Ave
Buffalo, N Y 14215

I would like to share my support for the proposed BRICK Buffalo Academy Charter School and the BRICK Education Network's efforts to expand into our community in Buffalo, NY. BRICK's holistic individualized program aims to ensure students graduate from high school with both the academic skills and character/identity development to achieve their dreams. From its past diversified experience of managing turnaround schools and creating a brand-new charter school, BRICK has developed a framework to comprehensively diagnose, improve, assess, and expand student success.

I ask that you consider their application for approval, as there is a continued need for additional high - quality seats in Buffalo ultimately leading to more educational options for our children. BRICK directly addresses this need by providing access to a proven curriculum and a strong support system for students who enroll. We are very hopeful we will be able to collaborate with BRICK within the ecosystem of services they are looking to coordinate for the families of their school.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful networks in New Jersey, and I expect the founding of the Buffalo campus of BRICK will have the same success.

Feel free to contact me as this proposal moves forward.

Best regards,

A handwritten signature in black ink that reads "Alexis Webster". The signature is fluid and cursive.

Alexis Webster
Community Relations Coordinator

Gerard Place
2515 Bailey Avenue

February 20, 2020

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

Review Committee:

My name is Renee Mapp and I am the Senior Education Specialist/Program Coordinator for the Biomedical Science and Technology Entry Program (Medical STEP) at the University at Buffalo's Jacobs School of Medicine. I enthusiastically write this letter of support for the proposed BRICK (Building Resilient Intelligent Creative Kids) Charter School in their efforts to expand into our community in Buffalo, NY.

BRICK's holistic individualized program aims to ensure that students graduate from high school with both the academic skills and character/identity development needed to help them achieve their dreams. From its past-diversified experience of managing turnaround schools and creating a brand-new charter school, BRICK has developed a framework to comprehensively diagnose, improve, assess, and expand student success.

I ask that you consider their application for approval, as there is a continued need for additional high - quality academic seats within Buffalo that will ultimately lead to more educational options for our children. BRICK directly addresses this need by providing access to a proven curriculum and a strong support system for students who enroll.

The BRICK Education Network has been among the most successful networks in New Jersey, and I expect the Buffalo campus of BRICK will have the same success.

As this proposal moves forward, feel free to contact me if the need arises.

Sincerely,



Renee Mapp, ABD – Program Coordinator
Biomedical STEP Program

Jacobs School of Medicine and Biomedical Sciences
University at Buffalo
Office of Medical Education
955 Main Street, Suite 1200, Room 1206
Buffalo, NY 14203-1121

STONEBRIDGE

REALTY SERVICES

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

To Whom It May Concern:

I would like to share my support for the proposed BRICK (Building Resilient Intelligent Creative Kids) Buffalo Academy Charter School. It would be an incredible asset to the Buffalo community. My background in education includes board membership, starting charter schools, and advocating for the growth of the charter school movement.

Based on meetings with members of the BRICK Buffalo applicant team, I know that BRICK is focused on ensuring that students have the knowledge, skills and support necessary for their future success. These students receive the necessary tools to be college-, career- and life-ready upon graduation. BRICK has a track record of producing students who can make significant academic progress. I also appreciate the team's focus on providing a culturally responsive curriculum that builds social and emotional competencies of its students. Their focus on providing wraparound services helps families thrive and will be an asset to residents on the East Side of Buffalo. I am excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo.

As you know, there exists a continued demand for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. BRICK Buffalo can satisfy this need.

The BRICK Education Network has already demonstrated their ability to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Respectfully,

Kenneth Peterson
President of Stonebridge Realty Services

David C. Schopp
Chief Executive Officer

Lucian Wiza
Chief Administrator

Civil Legal Services Unit

Nadine E. Patterson
Chief Attorney

Lillian Medina
Managing Attorney



**Education
Advocacy and Initiative
Practice**

Attorneys
Melinda Gullo
Carly Hite

SUNY Charter Schools Institute
335 Broadway
Albany, NY 12234

Re: BRICK Buffalo Academy Charter School

February 13, 2022

To Whom It May Concern:

I write to share my support for the proposed Building Resilient Intelligent Creative Kids (“BRICK”) Buffalo Academy Charter School. As an educational advocate with several years’ experience representing students in disciplinary and special education matters in Western New York, I believe the proposed school would be an incredible, timely, and much needed, asset to the Buffalo community.

As you may know, Buffalo consistently reports one of the highest childhood poverty rates in the nation. Similarly, Buffalo students consistently report significantly-above-average rates of Adverse Childhood Experiences (“ACEs”), a recognized metric of childhood trauma exposure. Simply stated, there are few places in the country that more sorely need creative and compassionate approaches to student behavior. Sadly, the Buffalo City School District has not followed through on its stated commitment to restorative, non-punitive disciplinary practices. To date, and in the midst of a global pandemic that has caused massive disruptions in children’s lives and an attendant mental health crisis among youth, Buffalo Schools has suspended at least 2,000, or 7% of, students. The data for particular demographics are even worse: 10% of students with special needs, 10% of Black students, and 14% of ninth graders districtwide.

Based on meetings with members of the BRICK Buffalo applicant team, in particular Superintendent Jeremy Esposito, I am confident that BRICK is focused on ensuring that students have the knowledge, skills, and support needed to be college, career, and life-ready upon graduation. In particular, I appreciate Jeremy’s commitment to collaboratively crafting an evidence-based code of conduct, and approach to student discipline more broadly. BRICK is implementing emerging neuroscience research showing the considerable impact of trauma on children’s brain development and, later, behavior; as well as sociological research showing that exclusionary discipline (out of school suspensions and expulsions) not only fails to improve student behavior and school safety but, in fact, negatively impacts school culture.

290 Main Street | Suite 400 | Buffalo, New York 14202 | p. 716.853.9555 | f. 716.853.3219

www.legalaidbuffalo.org

In our many conversations, Jeremy and I have discussed the imperative of providing Buffalo students with reliable, predictable, and restorative responses to difficult behavior. Jeremy has shared, for example, that in 2019-2020, the BRICK network imposed only 40 total out of school suspensions, accounting for less than 2% of students. What is more, Jeremy has proven himself open to feedback, willing to put in the work to collaborate with community partners, and interested in translating novel research into novel practices—all critical traits of a school leader and sorely needed in Buffalo.

As my comments might suggest, there is a continued need for additional high-quality schools in Buffalo. Many local magnet and charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I regularly advise families looking for alternatives to their current educational settings, and I wish there were more schools focused on meeting the needs of all students, an in particular students with unique social-emotional needs. I believe BRICK Buffalo can provide that option.

Based on the needs of our Buffalo community, I ask that you strongly consider BRICK Buffalo's application for approval. I am excited to support the school both personally and professionally and look forward to continue identifying ways to support a successful launch.

Please feel free to contact me with any questions you may have about the Legal Aid Bureau's Education Advocacy Project and/or our support for this proposal.

Sincerely,



Carly Hite, Esq.

The Legal Aid Bureau of Buffalo, Inc.

290 Main St. Ste. 450

Buffalo, NY 14202

716-853-9555

chite@legalaidbuffalo.org

David C. Schopp
Chief Executive Officer

Lucian Wiza
Chief Administrator

Civil Legal Services Unit

Nadine E. Patterson
Chief Attorney

Lillian Medina
Managing Attorney



**Education
Advocacy and Initiative
Practice**

Attorneys
Melinda Gullo
Carly Hite

SUNY Charter Schools Institute
335 Broadway
Albany, NY 12234

Re: BRICK Buffalo Academy Charter School

February 13, 2022

To Whom It May Concern:

In addition to the Legal Aid Bureau Education Advocacy Practice’s letter of support for the proposed Building Resilient Intelligent Creative Kids (“BRICK”) Buffalo Academy Charter School, we also would like to share our intention to partner with BRICK Buffalo. Based on the aligned philosophies of our organizations, we believe we can create a mutually beneficial partnership that will benefit the residents of the East Side of Buffalo.

Based on recent meetings, we plan to partner with BRICK Buffalo to provide the following services:

<p>Carly Hite, Legal Aid Bureau of Buffalo</p>	<ul style="list-style-type: none"> • Collaborate with BRICK Buffalo to secure funding to provide holistic, free legal services to East Buffalo families. • When possible, support the BRICK Buffalo team and BRICK families by attending meetings with the Buffalo City School District Committee on Special Education (“CSE”) to ensure that students receive appropriate Individualized Education Programs (“IEP”). • Support the development and training of the BRICK Buffalo Superintendent/Regional Director of Instruction, Director of Special Education, and Vice Principal of Culture by serving as a resource to answer their questions about federal and state law/regulations and best practices. • Provide training to network and school leadership team members, as well as school social workers, regarding important topics for leaders to understand, such as federal and state law/regulations related to student discipline, special education, and the rights of marginalized populations (e.g., foster youth, children experiencing homelessness, English Learners).
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	<ul style="list-style-type: none"> • Partner with the BRICK team on an annual basis to review existing discipline data and policies and to suggest revisions as appropriate. • Partner with the BRICK team on an annual basis to review existing special education data and policies and to suggest revisions as appropriate. • Share information guides that can help families understand their rights with respect to student discipline and special education. • Support the school to advocate for full triennial evaluations for all students with disabilities, rather than basic record reviews.
--	---

We also remain committed to working closely with BRICK staff to continuously adjust our supports based on student, family, and community need.

Based on the initial scope of services, we plan to provide those services at no cost to the school or at the below fair market value described below:

Carly Hite, Legal Aid Bureau of Buffalo	No partnership agreement fee.
---	-------------------------------

We are excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

Please feel free to contact me with any questions you may have about the Legal Aid Bureau’s Education Advocacy Project and/or our support for this proposal.

Sincerely,



Carly Hite, Esq.

The Legal Aid Bureau of Buffalo, Inc.

290 Main St. Ste. 450

Buffalo, NY 14202

716-853-9555

chite@legalaidbuffalo.org



February 14, 2022

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

To Whom It May Concern:

We would like to share my support for the proposed BRICK Buffalo Academy Charter School. We believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, we know that BRICK focuses on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. We know that BRICK has a history of ensuring that its students can make significant academic progress and appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, we believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, Leadership Buffalo is excited to support the school and look forward to finding ways that my organization can support a successful launch in Buffalo.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. We believe BRICK Buffalo can provide that option.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, we ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Sincerely,



Althea E. Luehrsen
CEO
Leadership Buffalo, Inc.



THE RALPH C. WILSON, JR.
CHILDREN'S MUSEUM

January 15, 2022

To Whom It May Concern:

I would like to share my support for the proposed BRICK Buffalo Academy Charter School. I believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I appreciate their focus on providing the wraparound services necessary for their families to thrive. As a result, I am excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I believe BRICK Buffalo can provide that option.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Sincerely,

Lisa Chrapowicz
Senior Manager, Community and Strategic Initiatives

explore & more

play into possibilities

130 Main Street, Buffalo, NY 14202 | 

Letter of Support

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

I would like to share my support for the proposed BRICK Buffalo Academy Charter School (BRICK Buffalo). I believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I know that BRICK has a track record of ensuring that its students can make significant academic progress. As an Africana Studies professor, I am particularly encouraged that the team is committed to providing a culturally responsive curriculum, including sensitivity to the strategic inclusion of African and African American content and pedagogy. This commitment will better ensure that schooling is relatable and relevant as it builds the social and emotional competencies of students. In addition, I believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, I am excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo.

As you know, there is a continued need for additional high-quality schools in Buffalo, and the BRICK Education Network has already demonstrated its capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

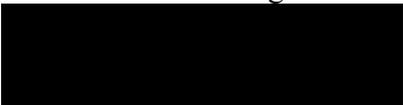
Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. As an Africana Studies professor who regularly supports institutions in the Buffalo area that are committed to providing culturally responsive education, I would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Sincerely,

Marcus D. Watson

Marcus D. Watson
Assistant Professor
Africana Studies
Buffalo State College



SUNY Charter Schools Institute
 353 Broadway
 Albany, New York 12234

In addition to my letter of support for the proposed BRICK Buffalo Academy Charter School, I also would like to share my intention to partner with BRICK Buffalo. Based on the aligned philosophies between BRICK and my work as an Africana Studies professor, I believe we can create a mutually beneficial partnership that will benefit the residents of the East Side of Buffalo.

Based on recent meetings, I plan to partner with BRICK Buffalo to provide the following services to the school:

Professor Watson	<ul style="list-style-type: none"> • Partner with the Regional Director of Instruction/Superintendent of BRICK Buffalo, Jeremy Esposito, to support BRICK Buffalo regional staff to enroll in his course called “Intro to Africana Studies” and “Blacks in Buffalo” class at Buffalo State to deepen their understanding of the historical and current experience of Black residents in Buffalo. • Partner with the RDI to support professional development to BRICK staff members, including by collaborating to create professional development sessions to help BRICK Buffalo staff develop a deeper understanding of the historical and current experience of Black residents in Buffalo. • Partners with the RDI and the Regional Director of Operations, Antwan Barlow, to develop an internship program for students in the Africana studies program at Buffalo State that will provide them with opportunities to intern at BRICK Buffalo. • Partner with the BRICK team to help build its cultural program, including by creating resources to support positive student identity formation. • Participate in the school’s annual efforts to assess the cultural relevance of its academic program and cultural program, including by participating in parts of the school’s programmatic audit as necessary.
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I also remain committed to working closely with the staff from the school to continuously adjust our supports based on the needs of the students and families of the school.

Based on the initial scope of services, we plan to provide those services at no cost or at or below the fair market value described below:

Professor Watson	At the standard rate for Buffalo State tuition. At or below market rate for any contracted professional development services.
---------------------	--

I am excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

Feel free to contact me with any questions you may have about our organization, our support for the proposed school, or the terms of this agreement.

Sincerely,

Marcus D. Watson

Marcus D. Watson
Assistant Professor
Africana Studies
Buffalo State College
watsonmd@buffalostate.edu
(307) 761-9643

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

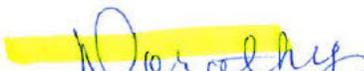
I would like to share my support for the proposed BRICK Charter School and their efforts to expand into our community in Buffalo, NY. BRICK's holistic individualized program aims to ensure students graduate from high school with both the academic skills and character/identity development to achieve their dreams. From its past diversified experience of managing turnaround schools and creating a brand-new charter school, BRICK has developed a framework to comprehensively diagnose, improve, assess, and expand student success.

I ask that you consider their application for approval, as there is a continued need for additional high - quality seats in Buffalo ultimately leading to more educational options for our children. BRICK directly addresses this need by providing access to a proven curriculum and a strong support system for students who enroll.

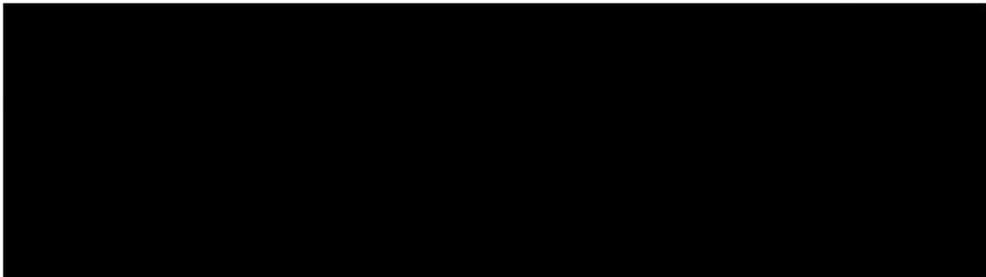
The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful networks in New Jersey, and I expect the founding of the Buffalo campus of BRICK will have the same success

Feel free to contact me as this proposal moves forward.

Best regards,

 *Dorothy Marko*

Organization:  *MARKS Precious TOTS*



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

I would like to share my support for the proposed BRICK Charter School and their efforts to expand into our community in Buffalo, NY. BRICK's holistic individualized program aims to ensure students graduate from high school with both the academic skills and character/identity development to achieve their dreams. From its past diversified experience of managing turnaround schools and creating a brand-new charter school, BRICK has developed a framework to comprehensively diagnose, improve, assess, and expand student success.

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Feel free to contact me as this proposal moves forward.

Best regards,



Organization: Payton's Place Learning Daycare



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

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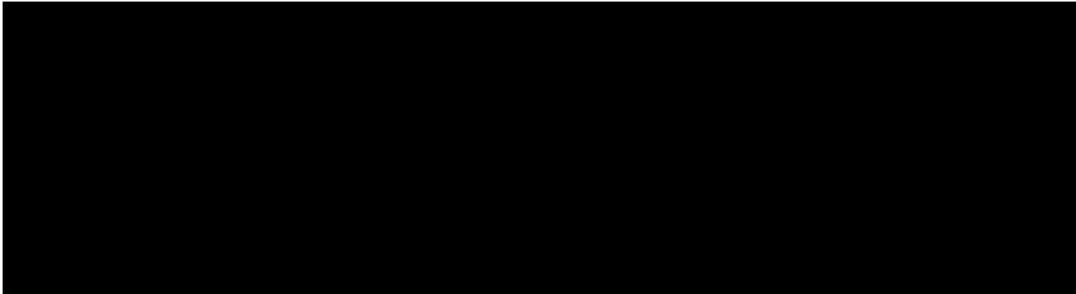
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Feel free to contact me as this proposal moves forward.

Best regards,

Signature: Lucia Williamson

Organization: My Precious Angels Childcare



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

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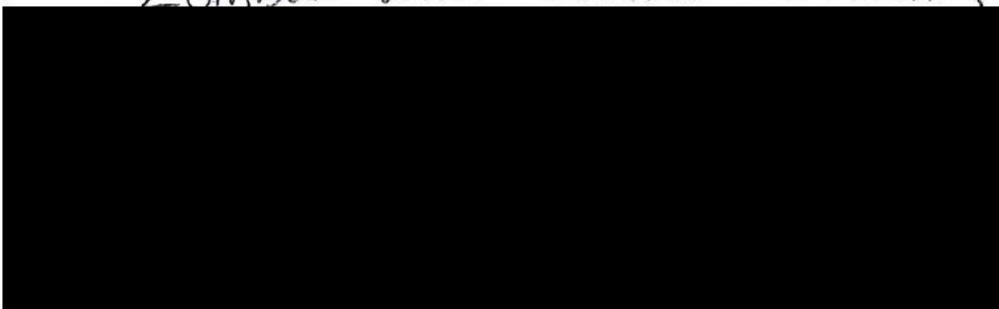
Feel free to contact me as this proposal moves forward.

Best regards,



Organization:

Zumba with Candice - C Training



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

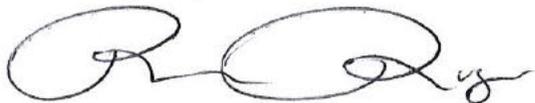
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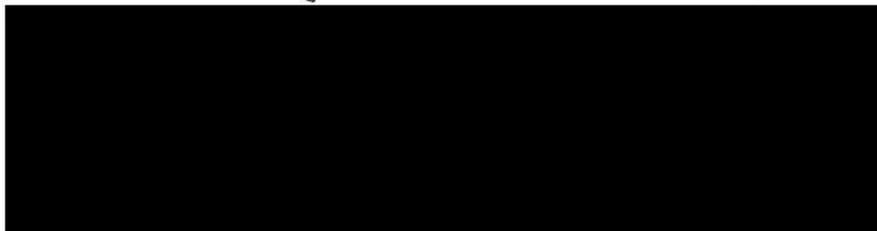
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Feel free to contact me as this proposal moves forward.

Best regards,

 , PhD, BSPT, MEd

Organization: 



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

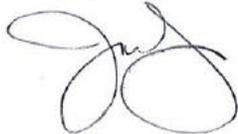
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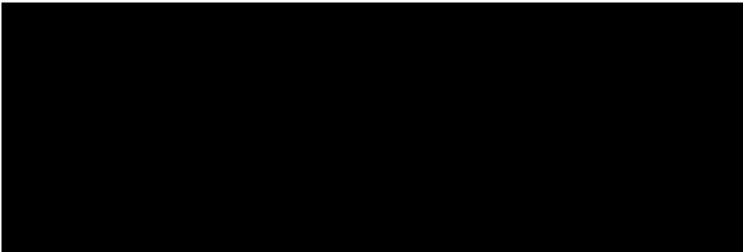
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Feel free to contact me as this proposal moves forward.

Best regards,



Organization: Tyson Cuts Barbership



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

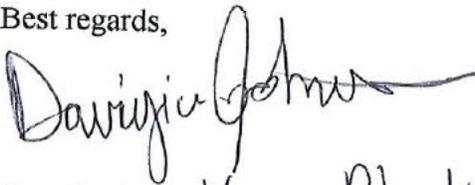
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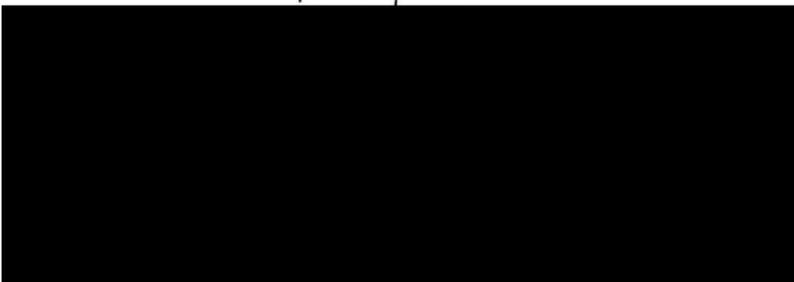
Feel free to contact me as this proposal moves forward.

Best regards,



Organization:

Young Black Professionals of Western New York



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

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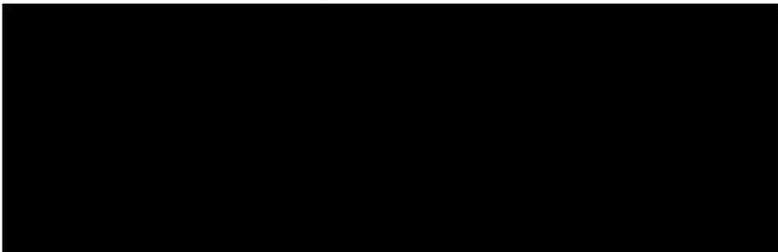
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Feel free to contact me as this proposal moves forward.

Best regards,



Organization: Ephesus Ministries



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

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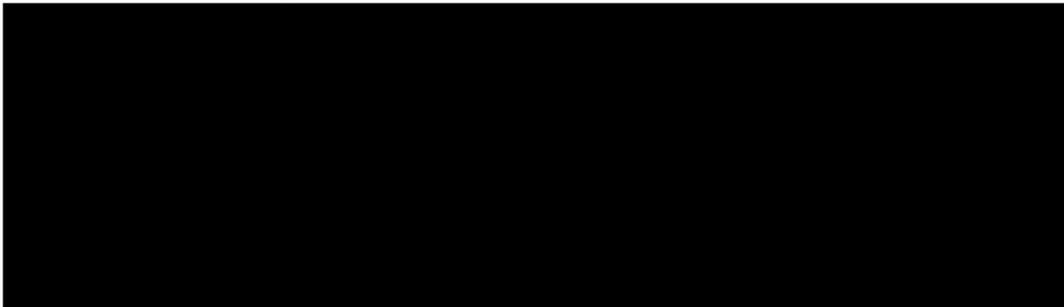
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Feel free to contact me as this proposal moves forward.

Best regards,

Michelle Gant / michelle Gant

Organization: Teen Talk



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

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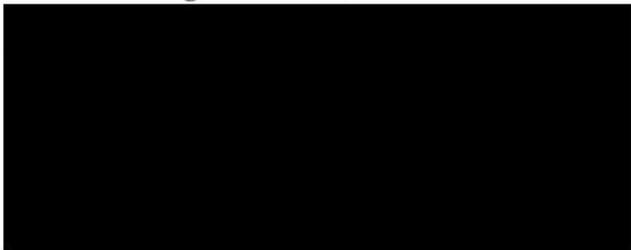
Feel free to contact me as this proposal moves forward.

Best regards,



Organization:

DWIGHT BARLOW VISUALS



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

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Feel free to contact me as this proposal moves forward.

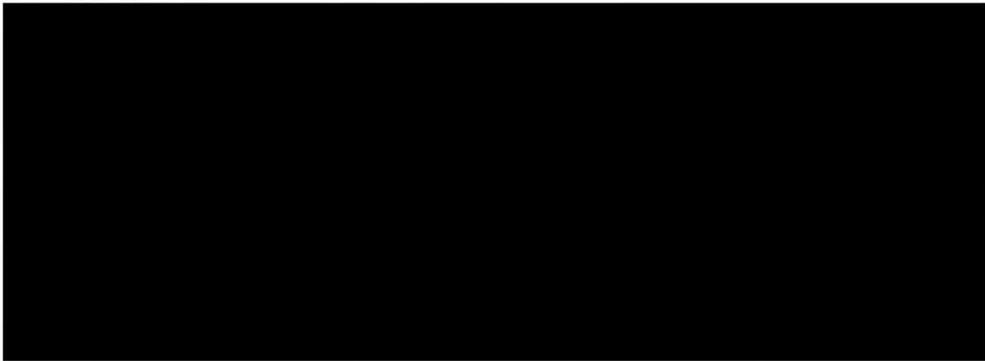
Best regards,



Tyshawn D Tyson

Organization:

LEFT-HANDED BANDIT ARTISTIC SKUCS.



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

Hi, we are Co-Owners of Renewed Me, and we would like to submit this letter to share our support for the proposed BRICK Charter School and their efforts to expand into our community in Buffalo, NY. BRICK's holistic individualized program aims to ensure students graduate from high school with both the academic skills and character/identity development to achieve their dreams.

From its past diversified experience of managing turnaround schools and creating a brand-new charter school, BRICK has developed a framework to comprehensively diagnose, improve, assess, and expand student success.

We ask that you consider their application for approval, as there is a continued need for additional high - quality seats in Buffalo ultimately leading to more educational options for our children. BRICK directly addresses this need by providing access to a proven curriculum and a strong support system for students who enroll.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful networks in New Jersey, and we expect the founding of the Buffalo campus of BRICK will have the same success.

Feel free to contact us as this proposal moves forward.

Best regards,
Renee Mapp, ABD.
Rachel Mapp-Morrison, MA,MHC

Renewed Me

Phone



Evidence of Demand

Table of Contents

Page	Name of Item	Description
1-8	Parent Petitions	Petitions signed by parents of school-aged children who would consider enrolling their child at BRICK Buffalo Academy Charter School when approved.
9-10	Parent Focus Group	List of attendees and a summary of the BRICK Buffalo Academy focus group for city of Buffalo parents.
11-31	Parent Feedback Surveys	Copies of the hard copy surveys received from parents with school-aged children that live in the target area.
32	Parent interview	One-on-one interview with a parent in the target area who is interested in enrolling their child at BRICK Buffalo Academy Charter School when approved.
33-37	Exit Surveys	Exit surveys of parents attending the BRICK Buffalo Academy Charter School parent focus group.



**BRICK BUFFALO ACADEMY
CHARTER SCHOOL**

A BRICK EDUCATION NETWORK SCHOOL

Mission Statement

At BRICK Buffalo Academy Charter School, we will graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We use a holistic approach to ensure that students have the knowledge, skills and supports needed to be college, career and life-ready upon graduation. Our school provides a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. In partnership with our families, we empower our students to draw strength from their identity and become leaders in their communities.

BRICK Buffalo is proposed to be managed by the not for profit charter school management organization, BRICK Education Network.

In February 2022, BRICK Buffalo will submit an application to the Charter Schools Institute of the State University of New York for a charter to open a charter school in the Buffalo School District. If approved, the school would open in September 2023 and serve children in Kindergarten and first grade that first year. The school will eventually grow to serve K-5th grade in its first five years. *If you have a child who was born in 2017 or 2018 or was born before 2017 but will be a Kindergartner or 1st grader in September 2023, your child will be eligible to apply to BRICK Buffalo for admission in September 2023.* Students will be admitted to Brick Buffalo through a blind lottery.

BRICK Buffalo assures signers of this petition that their names and address will not be published nor be used for any marketing purposes. By signing this petition, you are indicating (1) your personal support of this proposed free Public Charter School to open in the Buffalo School District and (2) your interest in applying for a seat in the charter school for all your children who would be eligible to attend.

Petition in Support of BRICK Buffalo Academy Charter School (Please Print Clearly)

Full name	e-mail	phone number	Zip code	Number of Children	List Year(s) of birth of your child(ren)	Check if you would like to be on our e-mail list
[REDACTED]			4225	1		
			4215	3		
			4215	2		
			4226	3	16, 18, 21	
			4212	1	2017	
			4206	2	2018, 2010	
			4215	1	2018	
			14206	5	10, 08, 15, 16, 18	✓
			14211	1	3	✓
			4215	4	2017, 2016, 2014	✓
			4215	1	2018	✓
			4215	2	2017, 2014	
			4215	1	4/2011	
			4206	1	2017	
			14206	3	2017, 2015, 2008	✓
4204	5	2005, 09, 2014, 16, 18				

army.t. floggs@ed.com

To learn more about BRICK Buffalo and the BRICK Education Network please visit our website at www.brickeducation.org/buffalo

Petition in Support of BRICK Buffalo Academy Charter School (Please Print Clearly)

Full name	e-mail	phone number	Zip code	Number of Children	List Year(s) of birth of your child(ren)	Check if you would like to be on our e-mail list
			14215	Day care -	Provider	✓
			14215	2	2020/2011	✓
			14215	1	2018	✓
			1900 14215	1	2018	✓
			14215	1	2017	✓
			14211	2	2009/2017	✓
			14223	1	2017	✓
			14214	2	2010/2017	✓
			14220	2	2020/2019	✓
			14211	8		✓
			14211	14	13, 15, 20	✓
			14208	1	2017	✓
			14225	1	2019	✓
				1	2019	✓
			14211	3	2020	✓
14213	2 (twins)	2019	✓			
14213	1	2019	✓			

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Touchless Parent Petition Results

Please find below the parents that opted to sign the Fall 2021 BRICK Buffalo Academy Parent petition using our touchless option, QR code and/or direct link

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BRICK Buffalo is proposed to be managed by the not-for-profit charter school management organization, BRICK Education Network.

In February 2022, BRICK Buffalo will submit an application to the Charter Schools Institute of the State University of New York for a charter to open a charter school in the Buffalo School District. If approved, the school would open in September 2023 and serve children in Kindergarten and first grade that first year. The school will eventually grow to serve K-5th grade in its first five years. If you have a child who was born in 2017 or 2018 or was born before 2017 but will be a Kindergarten or 1st grader in September 2023, your child will be eligible to apply to BRICK Buffalo for admission in September 2023. Students will be admitted to Brick Buffalo through a blind lottery.

BRICK Buffalo assures signers of this petition that their names and address will not be published nor be used for any marketing purposes. By signing this petition, you are indicating (1) your personal support of this proposed free Public Charter School to open in the Buffalo School District and (2) your

interest in applying for a seat in the charter school for all your children who would be eligible to attend.						
First Name	Last Name	E-Mail Address	Phone Number	Zip Code	Number of Children	List Year(s) of birth of your children
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	14215	1	2011
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	14215	2	2014 and 2016
[REDACTED]	[REDACTED]	[REDACTED]	N/A	14221	1	05/06/15
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	14216	1	2020
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	14206	6	1999 2003 2004 2006 2012 2017

Buffalo Region – Parent Focus Group Sign-In Sheet
2-22-20, 3:00pm
John B. Wiley Stadium

Parent Name	Do You live in the city of Buffalo?	Number of children	Ages of Children	Email Contact
	yes	7	25, 23, 19, 18, 7, 3	
	yes	2	13 / 14	
	yes	5	24, 18, 13, 11, 8	
	yes	1	10	
	yes	2	23, 8	
	yes	2	15, 7	
	yes	2	16, 17, 2	
	yes	4	18, 19, 11, 9	
	yes	1	11	
	yes	2	13, 8	
	yes	2	11 & 6	
	yes	1	3	
	yes	3	20, 18, 15	
	yes	1	9	

BRICK
Parent Focus Group
Buffalo Region
2-22-20
3pm- 5pm

Director Questions

1. Do you have a child in the BPS or charter school? (All Yes)
2. How has your experience been at your school?
3. Are you satisfied? If not why?
4. Greatest challenge in schools today? The school your child attends and/or others?

Responses: (each bullet point is a different parent response)

- Schools lacks efficient communication with parents. A lack of parent-teacher conferences.
- Curriculum outdated in public schools. Administrators not concerned with confronting issues raised by parents. Teachers and administrators not reflective of school.
- Students don't have enough opportunities to pass (grade). If students are behind, they automatically fail them. Not enough is done with bringing students that are behind up to speed.
- More attention to the development of student character.
- Students' confidence (to speak in class and learn) is strong in Kindergarten, but seems to deteriorate by 5th grade. School must have a plan to address these issues.
- More financial literacy needs to be available to students. Banks should be sought after for partnerships.
- Love daughter's school, very satisfied- school communicates well, takes field trips, student feels respected and principal always available.
- Schools need to help parents learn how to be advocates for their child and the community. Parents needs to learn that they must work together to advocate for change.
- Home visits should be made by schools. Need to know what is happening for the kid.
- Schools need to add more physical fitness, art, and foreign language to curriculum.
- Student need to do a better job of diagnosing student disabilities. Some students given diagnoses because it was the only one that closely related to student.



BRICK BUFFALO ACADEMY
CHARTER SCHOOL
A BRICK EDUCATION NETWORK SCHOOL

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Please help us create the school by telling us what is important to you. We will consider all responses from families and other stakeholders in designing the school.

Section 1: Basic Information

Do you live in the city of Buffalo? Please circle one

Yes

No

What is the zip code of your residence? _____

Please check all statements that best describe you

Family member of school aged child

Member of clergy

A public or private school administrator or teacher

Other (specify) : _____

Community Leader

Elected Official

Are you a parent or caregiver of a young school aged child (ages 2-7)?

Yes

No

Continued on page two

Section 2: School Features

Please check the appropriate box indicating your feelings about the importance of each school feature

*Key 5= most important ,3= Somewhat important , 1= not at all important)

School Feature	5	4	3	2	1
An extended school year—187 days of school		✓			
An extended school day—7:30 am-4:05 pm	✓				
At least two hours of literacy and one hour of math instruction each day		✓			
Two teachers in early elementary classrooms	✓				
Art, Music and Physical Education as part of the school's core curriculum	✓				
Instructional strategies and appropriate staffing to address the needs of English language learners in an inclusion model	✓				
Instructional strategies and appropriate staffing to address the needs of students with special needs in an inclusion model	✓				
A school community in which students of different backgrounds and learning abilities are welcomed and feel comfortable.	✓				
A school community that is committed to acknowledging and addressing social justice issues that directly affect the students of the school such as systemic racism.	✓				
A school that is committed to building a teaching community that reflects the diversity of the students we will serve.	✓				
A school that promotes helping others, leadership, community involvement and citizenship	✓				
A school that provides student and families supports that address the holistic needs of a family through deep community partnerships. Examples of supports would be healthcare, early childhood services, workforce development, and affordable housing	✓				

Please use this space to tell us more about the ratings and/or to identify other school features that are important to you? Please feel free to use the back of this sheet if necessary

There are alot of needs that are lacking in public schools my ratings are mostly 5 as I feel this is all important to have.

What if any, concerns do you have about the proposed charter school?

Continued on page three

Section 3: Information about you and your child(ren) (optional)

All of the following questions are optional. The data will be used solely for the purposes of preparing a summary of interested families and other stakeholders as part of the charter application process. No personal data will be shared with any third party.



Would you like to receive information about the school's progress?

Please circle one Yes No

What is your ethnic background? Check all that apply (optional)

- | | |
|--|--|
| <input checked="" type="checkbox"/> White | <input type="checkbox"/> African American |
| <input checked="" type="checkbox"/> Hispanic/ Latino | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Other (specify) : _____ |

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.



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Please help us create the school by telling us what is important to you. We will consider all responses from families and other stakeholders in designing the school.

Section 1: Basic Information

Do you live in the city of Buffalo? Please circle one

Yes

No

What is the zip code of your residence? 14215

Please check all statements that best describe you

Family member of school aged child

Member of clergy

A public or private school administrator or teacher

Other (specify) : _____

Community Leader

Elected Official

Are you a parent or caregiver of a young school aged child (ages 2-7)?

Yes

No

Continued on page two

Section 2: School Features

Please check the appropriate box indicating your feelings about the importance of each school feature

*Key 5= most important ,3= Somewhat important , 1= not at all important)

School Feature	5	4	3	2	1
An extended school year—187 days of school			✓		
An extended school day—7:30 am-4:05 pm			✓		
At least two hours of literacy and one hour of math instruction each day	✓				
Two teachers in early elementary classrooms	✓				
Art, Music and Physical Education as part of the school's core curriculum	✓				
Instructional strategies and appropriate staffing to address the needs of English language learners in an inclusion model	✓				
Instructional strategies and appropriate staffing to address the needs of students with special needs in an inclusion model	✓				
A school community in which students of different backgrounds and learning abilities are welcomed and feel comfortable.	✓				
A school community that is committed to acknowledging and addressing social justice issues that directly affect the students of the school such as systemic racism.	✓				
A school that is committed to building a teaching community that reflects the diversity of the students we will serve.	✓				
A school that promotes helping others, leadership, community involvement and citizenship	✓				
A school that provides student and families supports that address the holistic needs of a family through deep community partnerships. Examples of supports would be healthcare, early childhood services, workforce development, and affordable housing	✓				

Please use this space to tell us more about the ratings and/or to identify other school features that are important to you? Please feel free to use the back of this sheet if necessary

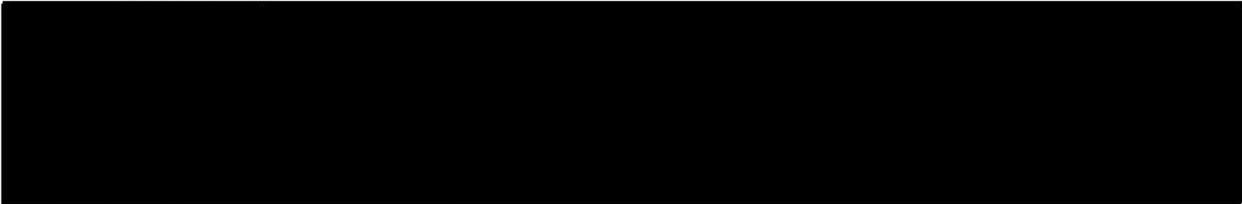
I think classroom camera access is important. Black Teachers!!!

What if any, concerns do you have about the proposed charter school?

Continued on page three

Section 3: Information about you and your child(ren) (optional)

All of the following questions are optional. The data will be used solely for the purposes of preparing a summary of interested families and other stakeholders as part of the charter application process. No personal data will be shared with any third party.



Would you like to receive information about the school's progress?

Please circle one Yes No

What is your ethnic background? Check all that apply (optional)

- | | |
|---|--|
| <input type="checkbox"/> White | <input checked="" type="checkbox"/> African American |
| <input type="checkbox"/> Hispanic/ Latino | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Other (specify) : _____ |

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Please help us create the school by telling us what is important to you. We will consider all responses from families and other stakeholders in designing the school.

Section 1: Basic Information

Do you live in the city of Buffalo? Please circle one

Yes

No

What is the zip code of your residence? 14225

Please check all statements that best describe you

Family member of school aged child

Member of clergy

A public or private school administrator or teacher

Other (specify) : _____

Community Leader

Elected Official

Are you a parent or caregiver of a young school aged child (ages 2-7)?

Yes

No

Continued on page two

Section 2: School Features

Please check the appropriate box indicating your feelings about the importance of each school feature

*Key 5= most important ,3= Somewhat important , 1= not at all important)

School Feature	5	4	3	2	1
An extended school year—187 days of school					/
An extended school day—7:30 am-4:05 pm					/
At least two hours of literacy and one hour of math instruction each day					/
Two teachers in early elementary classrooms					/
Art, Music and Physical Education as part of the school’s core curriculum					/
Instructional strategies and appropriate staffing to address the needs of English language learners in an inclusion model					/
Instructional strategies and appropriate staffing to address the needs of students with special needs in an inclusion model					/
A school community in which students of different backgrounds and learning abilities are welcomed and feel comfortable.					/
A school community that is committed to acknowledging and addressing social justice issues that directly affect the students of the school such as systemic racism.					/
A school that is committed to building a teaching community that reflects the diversity of the students we will serve.					/
A school that promotes helping others, leadership, community involvement and citizenship					/
A school that provides student and families supports that address the holistic needs of a family through deep community partnerships. Examples of supports would be healthcare, early childhood services, workforce development, and affordable housing					/

Please use this space to tell us more about the ratings and/or to identify other school features that are important to you? Please feel free to use the back of this sheet if necessary

Please school buses for all parents that are unable to provide transportation

What if any, concerns do you have about the proposed charter school?

Continued on page three

Section 3: Information about you and your child(ren) (optional)

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Would you like to receive information about the school's progress?

Please circle one Yes No

What is your ethnic background? Check all that apply (optional)

- | | |
|---|--|
| <input type="checkbox"/> White | <input checked="" type="checkbox"/> African American |
| <input type="checkbox"/> Hispanic/ Latino | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Other (specify) : _____ |

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.



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Please help us create the school by telling us what is important to you. We will consider all responses from families and other stakeholders in designing the school.

Section 1: Basic Information

Do you live in the city of Buffalo? Please circle one

Yes No

What is the zip code of your residence? _____

Please check all statements that best describe you

- Family member of school aged child Community Leader
- Member of clergy Elected Official
- A public or private school administrator or teacher
- Other (specify) : _____

Are you a parent or caregiver of a young school aged child (ages 2-7)?

Yes No

Continued on page two

Section 2: School Features

Please check the appropriate box indicating your feelings about the importance of each school feature

*Key 5= most important ,3= Somewhat important , 1= not at all important)

School Feature	5	4	3	2	1
An extended school year—187 days of school	5				
An extended school day—7:30 am-4:05 pm			3		
At least two hours of literacy and one hour of math instruction each day	5				
Two teachers in early elementary classrooms	5				
Art, Music and Physical Education as part of the school's core curriculum	5				
Instructional strategies and appropriate staffing to address the needs of English language learners in an inclusion model	5				
Instructional strategies and appropriate staffing to address the needs of students with special needs in an inclusion model	5				
A school community in which students of different backgrounds and learning abilities are welcomed and feel comfortable.			3		
A school community that is committed to acknowledging and addressing social justice issues that directly affect the students of the school such as systemic racism.	5				
A school that is committed to building a teaching community that reflects the diversity of the students we will serve.	5				
A school that promotes helping others, leadership, community involvement and citizenship	5				
A school that provides student and families supports that address the holistic needs of a family through deep community partnerships. Examples of supports would be healthcare, early childhood services, workforce development, and affordable housing	5				

Please use this space to tell us more about the ratings and/or to identify other school features that are important to you? Please feel free to use the back of this sheet if necessary

I would like to see an increase of A.American teachers in the schools.

What if any, concerns do you have about the proposed charter school?

Continued on page three

Section 3: Information about you and your child(ren) (optional)

All of the following questions are optional. The data will be used solely for the purposes of preparing a summary of interested families and other stakeholders as part of the charter application process. No personal data will be shared with any third party.



Would you like to receive information about the school's progress?

Please circle one Yes No

What is your ethnic background? Check all that apply (optional)

- | | |
|---|--|
| <input type="checkbox"/> White | <input checked="" type="checkbox"/> African American |
| <input type="checkbox"/> Hispanic/ Latino | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Other (specify) : _____ |

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.



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Please help us create the school by telling us what is important to you. We will consider all responses from families and other stakeholders in designing the school.

Section 1: Basic Information

Do you live in the city of Buffalo? Please circle one

Yes

No

What is the zip code of your residence? 14215

Please check all statements that best describe you

Family member of school aged child

Community Leader

Member of clergy

Elected Official

A public or private school administrator or teacher

Other (specify) : _____

Are you a parent or caregiver of a young school aged child (ages 2-7)?

Yes

No

Continued on page two

Section 2: School Features

Please check the appropriate box indicating your feelings about the importance of each school feature

*Key 5= most important ,3= Somewhat important , 1= not at all important)

School Feature	5	4	3	2	1
An extended school year—187 days of school	✓				
An extended school day—7:30 am-4:05 pm			✓		
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Instructional strategies and appropriate staffing to address the needs of students with special needs in an inclusion model	✓				
A school community in which students of different backgrounds and learning abilities are welcomed and feel comfortable.	✓				
A school community that is committed to acknowledging and addressing social justice issues that directly affect the students of the school such as systemic racism.	✓				
A school that is committed to building a teaching community that reflects the diversity of the students we will serve.	✓				
A school that promotes helping others, leadership, community involvement and citizenship	✓				
A school that provides student and families supports that address the holistic needs of a family through deep community partnerships. Examples of supports would be healthcare, early childhood services, workforce development, and affordable housing	✓				

Please use this space to tell us more about the ratings and/or to identify other school features that are important to you? Please feel free to use the back of this sheet if necessary

Activities for Kids & Parents .

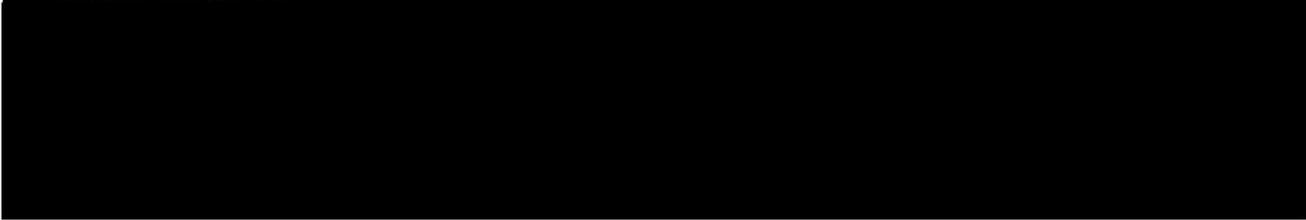
What if any, concerns do you have about the proposed charter school?

Hours - 730-405 Maybe 8-3 9-5

Continued on page three

Section 3: Information about you and your child(ren) (optional)

All of the following questions are optional. The data will be used solely for the purposes of preparing a summary of interested families and other stakeholders as part of the charter application process. No personal data will be shared with any third party.



Would you like to receive information about the school's progress?

Please circle one Yes No

What is your ethnic background? Check all that apply (optional)

- | | |
|--|--|
| <input type="checkbox"/> White | <input type="checkbox"/> African American |
| <input checked="" type="checkbox"/> Hispanic/ Latino | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Other (specify) : _____ |

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Please help us create the school by telling us what is important to you. We will consider all responses from families and other stakeholders in designing the school.

Section 1: Basic Information

Do you live in the city of Buffalo? Please circle one

Yes

No

What is the zip code of your residence? 14212

Please check all statements that best describe you

Family member of school aged child

Member of clergy

A public or private school administrator or teacher

Other (specify) : _____

Community Leader

Elected Official

Are you a parent or caregiver of a young school aged child (ages 2-7)?

Yes

No

Continued on page two

Section 2: School Features

Please check the appropriate box indicating your feelings about the importance of each school feature

*Key 5= most important ,3= Somewhat important , 1= not at all important)

School Feature	5	4	3	2	1
An extended school year—187 days of school	✓				
An extended school day—7:30 am-4:05 pm	✓				
At least two hours of literacy and one hour of math instruction each day	✓				
Two teachers in early elementary classrooms	✓				
Art, Music and Physical Education as part of the school's core curriculum	✓				
Instructional strategies and appropriate staffing to address the needs of English language learners in an inclusion model	✓				
Instructional strategies and appropriate staffing to address the needs of students with special needs in an inclusion model	✓				
A school community in which students of different backgrounds and learning abilities are welcomed and feel comfortable.	✓				
A school community that is committed to acknowledging and addressing social justice issues that directly affect the students of the school such as systemic racism.	✓				
A school that is committed to building a teaching community that reflects the diversity of the students we will serve.	✓				
A school that promotes helping others, leadership, community involvement and citizenship	✓				
A school that provides student and families supports that address the holistic needs of a family through deep community partnerships. Examples of supports would be healthcare, early childhood services, workforce development, and affordable housing	✓				

Please use this space to tell us more about the ratings and/or to identify other school features that are important to you? Please feel free to use the back of this sheet if necessary

Make sure students with IEP's Needs are met

What if any, concerns do you have about the proposed charter school?

As long as it stay small class sizes

Continued on page three

Section 3: Information about you and your child(ren) (optional)

All of the following questions are optional. The data will be used solely for the purposes of preparing a summary of interested families and other stakeholders as part of the charter application process. No personal data will be shared with any third party.



Would you like to receive information about the school's progress?

Please circle one Yes No

What is your ethnic background? Check all that apply (optional)

- | | |
|---|--|
| <input type="checkbox"/> White | <input checked="" type="checkbox"/> African American |
| <input type="checkbox"/> Hispanic/ Latino | <input type="checkbox"/> Asian or Pacific Islander |
| <input checked="" type="checkbox"/> Native American | <input type="checkbox"/> Other (specify) : _____ |

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.



BRICK BUFFALO ACADEMY
CHARTER SCHOOL
A BRICK EDUCATION NETWORK SCHOOL

Interest Form

Dear Participant,

In February 2022, BRICK Buffalo Academy Charter School will submit an application to the Charter Schools Institute of the State University of New York for a charter to open its doors in the Buffalo School District. If approved, the school would open in September 2023 and serve children in kindergarten and first grade that first year. The school will eventually grow to serve K-5th grade in its first five years. If you have a child who was born in 2017 or 2018 (or was born before 2017 but will be a Kindergartner or 1st grader in September 2023), your child will be eligible to apply to BRICK Buffalo Academy Charter School for admission in September 2023 when the school opens.

Mission Statement

At BRICK Buffalo Academy Charter School, we will graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We use a holistic approach to ensure that students have the knowledge, skills and supports needed to be college, career and life-ready upon graduation. Our school provides a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. In partnership with our families, we empower our students to draw strength from their identity and become leaders in their communities.

Please help us create the school by telling us what is important to you. We will consider all responses from families and other stakeholders in designing the school.

Section 1: Basic Information

Do you live in the city of Buffalo? Please circle one

Yes

No

What is the zip code of your residence? 14211

Please check all statements that best describe you

Family member of school aged child

Community Leader

Member of clergy

Elected Official

A public or private school administrator or teacher

Other (specify) : _____

Are you a parent or caregiver of a young school aged child (ages 2-7)?

Yes

No

Continued on page two

Section 2: School Features

Please check the appropriate box indicating your feelings about the importance of each school feature

*Key 5= most important ,3= Somewhat important , 1= not at all important)

School Feature	5	4	3	2	1
An extended school year—187 days of school		✓			
An extended school day—7:30 am-4:05 pm		✓			
At least two hours of literacy and one hour of math instruction each day		✓			
Two teachers in early elementary classrooms		✓			
Art, Music and Physical Education as part of the school’s core curriculum		✓			
Instructional strategies and appropriate staffing to address the needs of English language learners in an inclusion model		✓			
Instructional strategies and appropriate staffing to address the needs of students with special needs in an inclusion model		✓			
A school community in which students of different backgrounds and learning abilities are welcomed and feel comfortable.		✓			
A school community that is committed to acknowledging and addressing social justice issues that directly affect the students of the school such as systemic racism.		2✓			
A school that is committed to building a teaching community that reflects the diversity of the students we will serve.		✓			
A school that promotes helping others, leadership, community involvement and citizenship		✓			
A school that provides student and families supports that address the holistic needs of a family through deep community partnerships. Examples of supports would be healthcare, early childhood services, workforce development, and affordable housing		✓			

Please use this space to tell us more about the ratings and/or to identify other school features that are important to you? Please feel free to use the back of this sheet if necessary

What if any, concerns do you have about the proposed charter school?

The concerns I proposed about is what grades will the school go up to

Continued on page three

Section 3: Information about you and your child(ren) (optional)

All of the following questions are optional. The data will be used solely for the purposes of preparing a summary of interested families and other stakeholders as part of the charter application process. No personal data will be shared with any third party.



Would you like to receive information about the school's progress?

Please circle one Yes No

What is your ethnic background? Check all that apply (optional)

- | | |
|---|--|
| <input type="checkbox"/> White | <input checked="" type="checkbox"/> African American |
| <input type="checkbox"/> Hispanic/ Latino | <input type="checkbox"/> Asian or Pacific Islander |
| <input type="checkbox"/> Native American | <input type="checkbox"/> Other (specify) : _____ |

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

Parent one on one interview Date: 1-21-22

School Age Children 2:

Note: [REDACTED] lives in the target area and is a child care worker. She is the mother of 8 children and is looking for a good school option for her family.

Question

Response

What is your long term vision for your child(ren)'s education experience and career - Where do you want to see them in life? What does that education experience need to include in order for you to consider it as a successful experience that has prepared the child for the world around them?

Good education in a school that can provide for the child with everything they need. The costs are too high in schools and yet equipment is still needed to be provided for these children. Basic educational needs.

BRICK Buffalo Academy Charter School is committed to providing a rigorous education curriculum that is culturally responsive and tailored to meet the needs of our students. What do you believe are the important features to include in the school day to make sure the education experience is rigorous or meets your expectations? What are the important features BRICK can include in the school day to make sure our curriculum and activities are culturally relevant to your child?

We need good teachers. Having a person that can be relatable to each child and their social and emotional needs. Different children come from different environments so they need to be inclusive. Additionally, equipment paired with that will benefit the children's academic and mental success.

BRICK Buffalo Academy Charter School is committed to creating an ecosystem of supports for our students and their caregivers. The purpose of the ecosystem is to address the barriers of life that may impede the academic achievement of our students. The foundational support elements of our ecosystem are family case management, workforce development, early childhood education, healthcare access, and affordable housing. Do you believe the foundational elements of our ecosystem would be beneficial to you and your family? What other support services do you believe would benefit your family/ community?

Good education and good manners so good representation. Helping parents to get a GED or a job. Allow more access to these opportunities. Involving the parents with their education.

Transportation: BRICK Buffalo Academy is committed to assisting our students and their families in their transportation needs to and from school? Is transportation a needed service for you? What do you consider the important features of a great transportation system/ experience for your family.?

Yes, it would be helpful. Trouble with car access and other family issues leaves no time to take children to school. It's hard to take children to school especially in the winter/ bad weather. More buses equal more attendance. People will be more willing to go to the school because it's accessible with transportation.



Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

- East Side (circled) West Side North Buffalo South Buffalo

Do you have a child attending Buffalo Public Schools?

- [X] Yes (Charter) [] No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 3 4 (circled) 5 6 7 8 9 10 11 12

Are you satisfied with your school?

- [] Not Satisfied [] Somewhat Satisfied [] Satisfied [X] Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

-> Lack of diversity in staff
-> Lunch program
-> Lack of bussing (early start 6:30AM bus)

Do you think there is a need for a choice school in your neighborhood?

- [X] Yes [] No [] Unsure

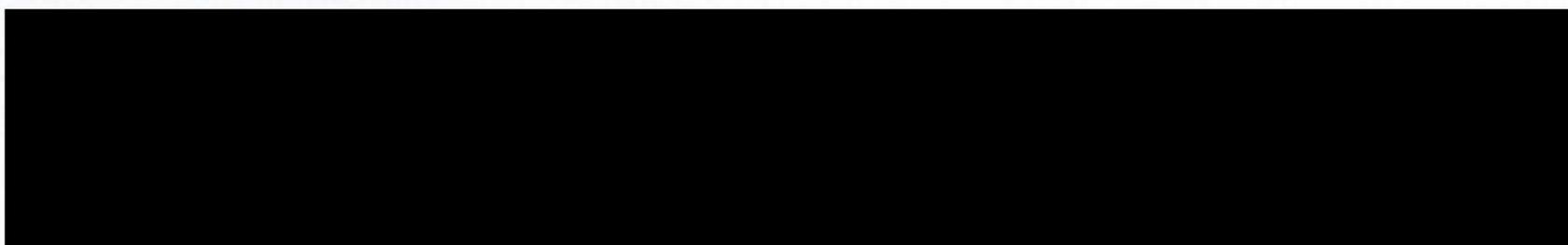
The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- [] Yes [X] No [] Unsure

Additional Comments:

The only way that I would enroll in another school is if it could produce the numbers my child's current school is & if the bussing situation changed.

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

- East Side
- West Side
- North Buffalo
- South Buffalo

Do you have a child attending Buffalo Public Schools?

- Yes
- No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

Are you satisfied with your school?

- Not Satisfied
- Somewhat Satisfied
- Satisfied
- Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Do you think there is a need for a choice school in your neighborhood?

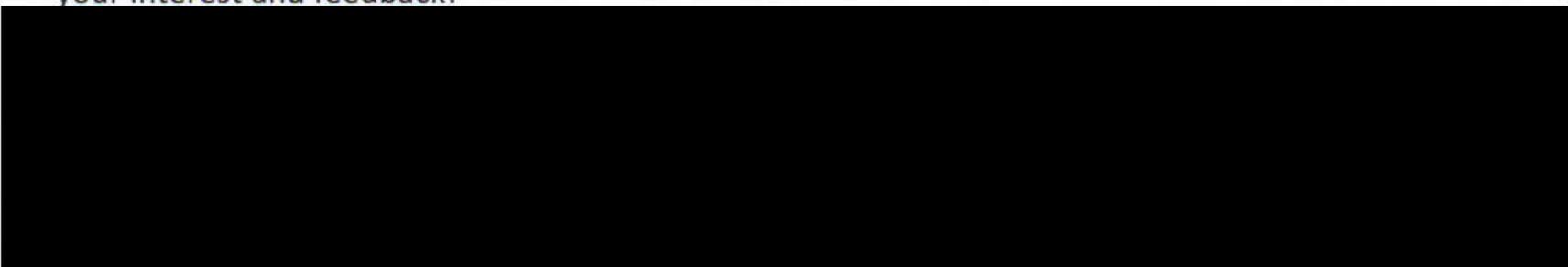
- Yes
- No
- Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

- Yes
- No
- Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

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- East Side (circled) West Side North Buffalo South Buffalo

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Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

- Pre-K K 1 2 (circled) 3 4 5 6 7 8 9 10 11 12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Bad communication between parent and teachers, as well as poor communication between students and teachers. Schools do not protect students as they should by making parents feel involved. Lack of financial classes such as home and creation.

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

Yes

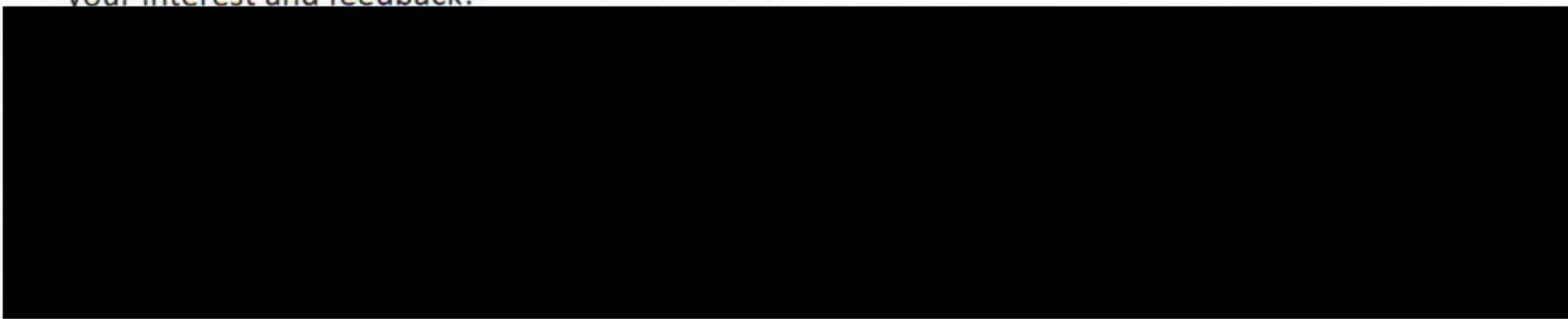
No

Unsure

Additional Comments:

Kids are graduating from high school and know nothing about credit/finances.

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

1

2

3

4

5

6

7

8

9

10

11

12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

the value of education received and how it is delivered along with the opportunities or lack thereof the ~~curriculum~~ curriculum, lack of arts & recreation

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

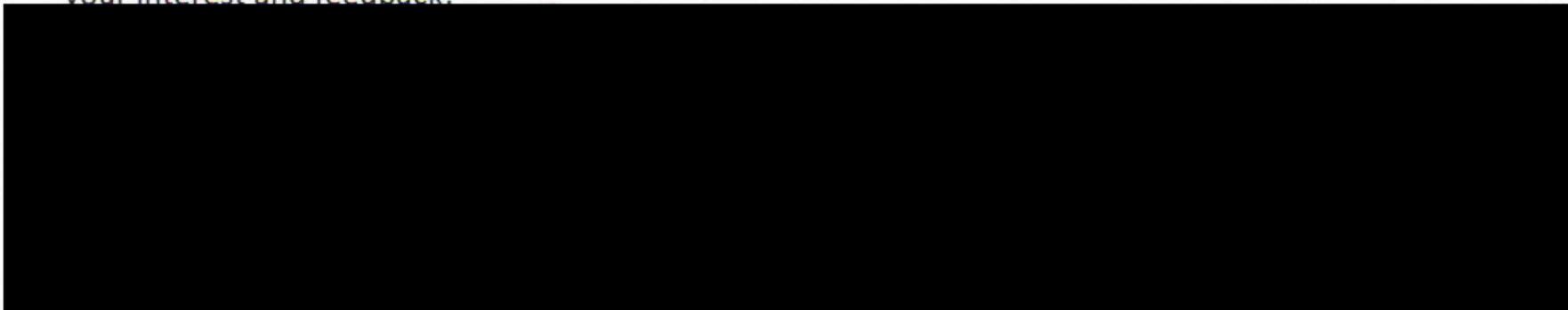
Yes

No

Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!





Parent Survey and Petition Form

Dear Participant,

Thank you for taking part in this survey. We value community members' feedback in shaping a new proposed elementary charter school application.

How would you categorize the area of Buffalo in which you reside? (Please select one)

East Side

West Side

North Buffalo

South Buffalo

Do you have a child attending Buffalo Public Schools?

Yes

No (By selecting no, you may still complete the remainder of this form)

Which grade(s) is/are your children currently in? (Select all that apply)

Pre-K

K

1

2

3

4

5

6

7

8

9

10

11

12

Are you satisfied with your school?

Not Satisfied

Somewhat Satisfied

Satisfied

Highly Satisfied

What do you believe are the greatest challenges present in the current public school that your child attends?

Grades Testing, Lack of Communication Skills, No Parent Teacher Conference

Do you think there is a need for a choice school in your neighborhood?

Yes

No

Unsure

The BRICK Education Network is applying to open a charter school. Would you consider enrolling your child in this new charter school?

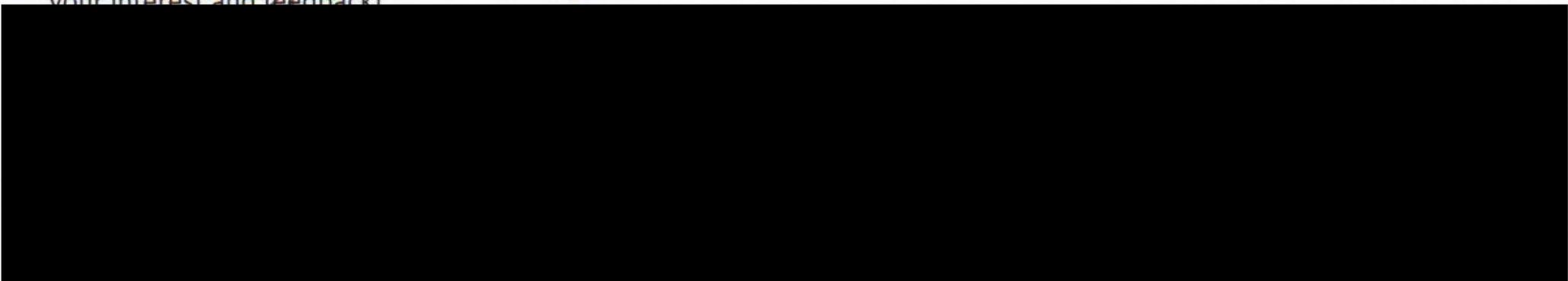
Yes

No

Unsure

Additional Comments:

By signing the petition below, you are supporting the application and opening of this new charter school. Thank You for your interest and feedback!



R-05ac – Enrollment

a. School Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan including:

- *The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school.*

BRICK Buffalo Academy Charter School's proposed grade configuration, grades K–5, is aligned with Buffalo Public Schools since the district's elementary schools start with kindergarten and graduate students at the end of 5th grade. The team's canvassing efforts have yielded requests from parents and area nonprofit organizations for a charter school that serves grades K–5 (see also R-01ac Community Need and Proposed School Impact).

- *Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools.*

BBACS plans to use the same minimum age requirements as BPS. Kindergarteners must be five years of age by December 31st of the year they enroll in kindergarten. This minimum **age requirement is consistent with district schools.**

- *The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students (i.e., the proposed school's "backfill" policy);*

BBACS proposes to open with 81 kindergartners and 81 first-graders during the 2023-24 school year. The school's enrollment plan—or **pattern of growth**—includes 3 sections of 27 students for each grade level until full enrollment capacity of 486 students in grades K–5 is reached in 2027-28. Although the school will work to re-enroll *all* students from one year to the next, BBACS does expect some attrition related to family geographic mobility and other factors. Based on student persistence data from BRICK's Achieve Community Charter School and estimates of attrition rates for schools in Buffalo, BBACS anticipates experiencing a 6%–9% annual rate of attrition. However, BBACS is also committed to **backfilling** any seats that become vacant as a moral imperative to provide a high quality educational experience to as many students as possible. The school will execute this backfilling in strategic ways to address the needs of families and to support students (including by admitting students in cohorts on an ongoing basis throughout the year and providing both a family orientation and a dedicated staff member to support these students to have a strong first day of school). BBACS will also seek to serve children who may become displaced due to any future school closures in the region. BBACS does not anticipate any shifts in enrollment patterns; thus, the proposed allocation of resources will remain stable throughout the charter period. This approach aligns with the school's philosophical and operational goals of meeting the needs of the community and ensuring the school's fiscal stability.

- *A statement about any growth that the applicants may seek in a future charter period if the school is renewed.*

After demonstrating strong performance towards accountability plan goals during the first charter term, and with the support of BBACS families and community stakeholders, **the team anticipates requesting an expansion to serve middle school grades (6-8) at renewal.** If granted expansion, BBACS will be among the other 24–27¹ K–8 education options in Buffalo. By offering grades K–8, BBACS will offer much needed consistency for families in the community, ensure continued learning in a familiar and supportive school environment, and prepare students for success in their high school experience. Over time, BBACS would also be interested in applying for authorization to open its own high school to ensure East Buffalo students have a strong K-12 pathway. However, the BBACS team is committed to creating and sustaining high-quality schools. As a result, BBACS would partner with the SUNY Charter Schools Institute to establish internal green-lighting criteria that would establish metrics the team would seek to achieve before considering any future expansion.

- *A statement regarding whether the school might seek to apply for a full-day universal pre-Kindergarten (“pre-K”) program. NOTE: The school district of location or NYSED reviews applications for pre-K programs. Applicants may not submit an application for pre-K until the SUNY Trustees approve the charter.*

BBACS is also interested in applying for the ability to operate a full-day universal pre-Kindergarten program. Recently, the BBACS team was approached by the Park School of Buffalo to collaborate on the development of a high-quality pre-K program that could be used to serve students at campuses on the East Side of Buffalo and in Amherst, N.Y. In addition, one of the school’s key ecosystem partners, the King Urban Life Center, already has experience supporting the delivery of pre-K services to the East Buffalo community. As a result, BBACS intends to submit a request to the Buffalo Public Schools to be able to operate a full-day universal pre-K program in the future. However, BBACS would not apply to launch any such program until after the first year of the charter term so that the team can initially focus on ensuring a strong school launch. Provided the first school launches in a high-quality way, BBACS believes adding a pre-K program could provide an essential support to its families and staff. Fortunately, the BRICK Education Network team also has significant prior experience partnering with pre-K programs in Newark that the team could leverage to plan an effective pre-K program for the East Side of Buffalo. BBACS also believes that a high-quality pre-K program could have the added benefit of improving the academic and social skills of incoming kindergartners, while also ensuring stable enrollment in the school’s Kindergarten classes.

b. Target Population Enrollment

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

¹ This variance is based on the number of traditional public and charter school options currently operating, proposed to open, and slated for closure at the time this proposal was prepared.

- *Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator.*

Through the team's deep personal and professional connections across the city and robust outreach process, BBACS has established relationships with several organizations who serve the East Buffalo community, including the Jericho Road Community Health Center, Belmont Housing, Journey's End and the King Urban Life Center. By intentionally cultivating these partnerships and identifying specific community needs that could be addressed collaboratively, BBACS has established strong partnerships with organizations that have long histories of serving the most historically vulnerable resident populations in Buffalo. As a result of these partnerships, and a planned focus on year round recruitment, the school anticipates being able to **meet or exceed its chartered enrollment targets**.

In addition, the BBACS team is confident that its innovative model, which focuses on ensuring families receive the comprehensive wraparound services they need to thrive, is uniquely positioned to ensure the school **meets or exceeds the retention targets** established by the SUNY Trustees for students with disabilities, English language learners (ELLs), and students eligible for free or reduced-priced lunch. Based on BRICK Buffalo's projected Year 5 enrollment of 486 students, preliminary **enrollment targets** for special populations for BBACS are 86.9% economically disadvantaged, 13% ELLs, and 21.1% students with disabilities. **Retention targets** for these same subgroups are 95.4% economically disadvantaged, 95.3% ELLs, and 95.6% students with disabilities.

- *Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language).*

BBACS has spent the last two years conducting significant community outreach to ensure that residents of the East Side have an opportunity to learn about the proposed school. During that outreach process, the BRICK Buffalo Regional Director of Operations has implemented many community outreach strategies that have helped to inform the creation of a comprehensive, year-round approach to student recruitment. Some of the specific strategies he has implemented with success include:

- Ensuring widespread distribution of hard copy and electronic fliers about the school, and ensuring that these fliers are translated into multiple languages
- Posting on social media outlets, including Facebook, to inform families about the school
- Holding in person community forums with local partner organizations (such as local churches and daycare centers)
- Holding virtual community forums via Facebook Live
- Attending large public events to increase awareness of the school, such as the New York Charter School Rally in front of City Hall
- Leading small parent focus groups with families who have expressed interest in the school
- Setting up a table to distribute fliers outside of local businesses and agencies that serve

- the families of school-aged children (such as local daycare centers)
- Sending letters to local elected officials in Buffalo to request that they share information about the school with their constituents

BBACS will also add additional recruitment strategies to ensure that the school will be able to meet its enrollment targets, especially given that several recent charter schools in Buffalo have struggled to successfully recruit students. Consequently, BBACS plans to continue the outreach strategies it has successfully used over the last two years while also leveraging additional recruitment strategies. Some of the new strategies that will be used during the incubation period include:

- Advertising in local and regional newspapers (in English and Spanish, and other languages as needed), including the Buffalo News and The Challenger Community News.
- Expanding its social media presence (by increasing the frequency of its Facebook postings and adding Twitter and Instagram accounts) and using such outlets to provide application information.
- Disseminating recruitment information to additional community partners, such as additional local nonprofits, tenants' associations, community-based organizations (including those serving immigrant populations), preschools, local public education leaders and community health centers.
- Hosting more frequent in-person open-house sessions, as public health guidelines permit.
- Organizing and participating in additional community events such as food drives, toy drives or coat drives.

BBACS is also committed to ensuring that it is able to recruit a population of students that meets or exceeds SUNY's enrollment targets for special populations, including students who are economically disadvantaged, students with disabilities, and students who speak English as a new language. As a result, BBACS is committed to ensuring that it supplements its general recruitment strategies with additional efforts to recruit and enroll these special populations. Some examples of how BBACS plans to do this can be found below:

- To **recruit economically disadvantaged students**, BBACS will leverage local community-based organizations providing services to low-income families. (For example, BBACS will partner with the local Erie County Public Assistance office to recruit at events or organize tabling events outside county offices.) BBACS staff will also canvass at public housing developments and communicate with potential families via regular direct mailings to the area's most distressed zip codes: 14212, 14211, and 14215. The BRICK Regional Director of Operations has also recently partnered with churches in these target zip codes, including True Bethel Baptist Church and Ephesus Ministries, to hold community information sessions about the proposed school. Moving forward, the BRICK Buffalo team will continue to hold such events as part of its annual recruitment efforts. The BRICK team also has a track record of ensuring that it is able to recruit a population of economically disadvantaged students. At this time, 94.1% of students at its fresh start charter school, the Achieve Community Charter School, are eligible for free or reduced lunch.
- To **recruit ELLs**, the school will post the student application and enrollment packet on its

website in English and Spanish as well as any other languages that are spoken by a large number of East Side residents during the charter term. In addition, BBACS will partner with organizations that serve recent immigrants, such as the Catholic Charities Immigration and Refugee resettlement program and the Jericho Road Medical Center, to ensure families whose children speak English as a new language are aware of enrollment opportunities at the school. BBACS will also provide translation services at virtual and in-person recruitment meetings and open house events. BBACS will also emphasize its robust ELL academic programming and staffing structure which will offer high quality, research-based instructional support for effective language acquisition.

BBACS will also utilize a lottery preference for ELL students.

- To **recruit students with disabilities**, the school will ensure that all recruitment materials are explicit in terms of the school's inclusion of students with disabilities. In addition, BBACS will implement an explicit recruitment strategy to target families that are looking for a strong program to serve students with disabilities. BBACS plans to hold information sessions designed specifically for these families that encourage families in attendance to participate in small round table discussions with school staff to receive information about its services for students with disabilities and to ask questions of the staff members that are dedicated to serving those students. **BBACS will also utilize a lottery preference for students with disabilities.**

Snapshot of Student Recruitment Schedule During Incubation Period

The BBACS team also recognizes that some new charter schools in Buffalo have faced challenges in recruiting their founding class of students. As a result, the BRICK Buffalo team has already started to draft an annual recruitment plan to use during the school's incubation period to ensure that the team is able to successfully enroll full cohorts of students. This plan is based on the team's past experience recruiting students for seven fresh start charter schools. Excerpts from the start of this draft recruitment plan can be found below:

- **September 2022:** Initial meeting of the school-based recruitment team to build a comprehensive recruitment plan for the pre-launch period. The school-based recruitment team will be led by the Family and Community Engagement Specialist and will also include, but not be limited to, the principal and Director of Operations. The team will review the current plan for annual recruitment and its underlying assumptions (including, for example, estimated student attrition and estimates for the percentages of students admitted who will accept a seat at BBACS). The team will also review exemplary student recruitment plans from other organizations, including organizations that have been successful in recruiting a population that has proportional numbers of economically disadvantaged students, students with disabilities, and English Language Learners. This meeting will lead to the creation of an annual recruitment plan that is then shared with the BBACS Board of Trustees.
- **October 2022:** The BBACS team recognizes that achieving a representative student population will require additional outreach to disadvantaged communities. As a result, in October, the recruitment team will work closely with the Jericho Road Community Health

Center, an ecosystem partner, to inform the local community about enrollment opportunities at BBACS. Jericho Road provides comprehensive services to refugees in the Buffalo area, including many individuals that speak English as a new language. BBACS will partner closely with Jericho Road to connect with these families by holding information sessions with Jericho Road staff that outline the educational program of the school and other services that will be provided to serve the unique needs of students who speak English as a new language. The recruitment team will then conduct follow up information sessions and/or school tours for interested families. BBACS will ensure that the families can attend these events along with staff from Jericho Road, including individuals that the families work closely with and who can provide translation services. BBACS will also partner with Jericho Road to send direct mailings to families to ensure that they are aware of enrollment opportunities.

- **November 2022:** BBACS will work to educate families who have students with disabilities about enrollment opportunities. This outreach will include working directly with organizations that serve students with disabilities and their families, such as the Parent Network of Western NY. The team will hold information sessions with the staff at these organizations that specifically outline how the school supports students with disabilities and their families. The team will then schedule follow up visits to the school or information sessions directly with any families who may be interested. BBACS will also partner with these organizations to send direct mailings to families to ensure that they are aware of enrollment opportunities.
- **December 2022:** BBACS will work closely with its affordable housing partner, Belmont Housing, to ensure that all families in East Buffalo are aware of enrollment opportunities at the school, including families who qualify for free and reduced lunch. BBACS will hold information sessions for staff that outline the educational program and the services provided to families. To the extent possible, BBACS will also hold information sessions directly at Belmont's locations near the school. The school will also partner with Belmont to send direct mailings to families to ensure that they are aware of enrollment opportunities. In addition, BBACS will also directly mail information about its program and enrollment opportunities to all families in the priority zip codes nearest to the school.

During the month of December, BBACS will also market the school through various media, including by advertising:

- on social media,
- at community tabling events,
- on local radio stations,
- in local newspapers (including the Challenger),
- with ads at bus stops,
- with postings at all community partners (such as Jericho Road and Belmont Housing), and
- through fliers to students who have already applied to encourage them to refer other students

- **January 2023** Applications to enroll at BBACS will be available to families through a virtual platform, Enroll Buffalo Charters. A link for applications will be readily available through the school website, social media, and community outreach activities. In addition, BBACS will ensure that a computer is available in the main office of the future school location for interested families to use to complete an application while visiting the office.
 - **January–March 2023:** The recruitment team will continue outreach efforts, focusing on following up from leads generated during the initial months of recruiting. The school will work to encourage interested families to apply and to matriculate to BBACS by inviting interested families to ongoing open house events at the school. During these events, families will be able to attend a presentation to learn about the school and an opportunity to observe a classroom in action (in person after the school is open; or a video of an Achieve classroom prior to school launch). During this part of the year, these events will happen approximately once every two weeks.
 - **April 2023:** Applications to enroll at BBACS will be due by April 1st. During this month, BBACS will learn which students were admitted to the school and the extent to which open seats have been filled and what additional recruitment must be done to fill any open seats. During this month, the recruitment team will also reconvene to determine what additional recruitment efforts, if any, must be completed for the remainder of the school year.
 - **May 2023:** During this month, the recruitment team will begin to reach out to admitted families to schedule and complete home visits for all new families. BBACS believes in creating strong partnerships with its families to ensure student success. As a result, the team will prioritize ensuring that every new student receives a home visit each year. During these visits, members of the recruitment team will get an opportunity to learn about the family, to discuss the family’s goals for their child, to identify supports that the family would like to see for their child, and to communicate information about the school and how the family can help prepare their child for success at school. Successful home visits will ensure that admitted students are likely to matriculate to the school and will help to establish strong school culture by creating a strong relationship between the family and the staff of the school.
- *Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.*

BBACS will employ a variety of strategies and resources to ensure subgroup retention levels on par with the district of location. Each month, the BRICK Buffalo regional office will report all instances of student attrition to the BBACS board along with the reasons why students have decided to leave the school. The BRICK Buffalo regional office will also report the cumulative rates of student attrition for the school year as well as the rates of attrition disaggregated by subgroups so that the Board can support ongoing efforts to ensure high levels of student persistence.

BBACS also believes that its school model is designed to ensure strong retention of all

students, particularly students who are economically disadvantaged, students with disabilities and students who are English Language Learners. In particular, the school's plan to conduct home visits for all new families; the school's emphasis on family participation in school, including by inviting families to weekly community events and quarterly conferences; and its staffing model that prioritizes staff to serve its special populations will likely contribute to strong student retention rates for these subgroups. BBACS also believes that its emphasis on providing differentiated instruction in math and literacy each day will ensure that these special populations of students are likely to experience greater academic and cultural success at BRICK, which will lead to higher levels of retention. In addition, the school's significant community outreach on the East Side of Buffalo has shown that families are excited about the prospect of having a school choice where the staff reflects the backgrounds of the students served. As a result, the school's emphasis on recruiting a diverse staff should also lead to high levels of family satisfaction and student retention. BBACS also believes certain aspects of its program will also support high levels of retention among particular subgroups as described below:

- The school's approach to providing comprehensive wraparound services should support **high levels of retention among economically disadvantaged students**. BBACS plans to work closely with families to identify and provide the targeted services that will help each family thrive (for example, by helping increase access to high-quality health care, early childhood education, affordable housing or workforce development). Based on BRICK's experience leading a Promise Neighborhood in Newark, BBACS believes this type of family support will create strong relationships with families that will contribute to high rates of student retention.
- The school's prioritization of building a comprehensive program to serve students who are learning English as a new language will lead to **high levels of retention among ELL students**. BBACS believes its partnerships with local organizations like Journey's End, which will provide ongoing translation services, will help ensure that ELL students and families feel welcome and supported in the school. In addition, BBACS believes that having an ENL Coordinator from the very beginning of the charter term will enable that staff member to build the close personal relationships with the families of ELL students that will support the achievement of their children and ensure high levels of retention. The BRICK network has also started to build an ELL instructional blueprint to ensure that the team is prepared to effectively support the diversity of languages it anticipates serving in Buffalo. As part of this work, BBACS has developed internal clarity on how the TESOL certified teachers will tailor BRICK's curriculum materials and lesson activities through the intellectual prep process to support the needs of ELL students as well as ways that ENL teachers can build community among ELL students during morning meeting.
- The school's prioritization of building a comprehensive program to meet the needs of students with disabilities will lead to **high levels of retention among students with disabilities**. BBACS believes that its focus on providing an integrated co-taught classroom in each grade level will ensure that students with disabilities receive strong ongoing support in their classes. In addition, all BBACS teachers will also be responsible for strategically planning to support the needs of their special education students in class as part of the intellectual prep process. While these supports will look different based on the needs of individual students, they could include a range of options, from modified

assignments to individual work plans to additional time on assessments or assignments, to the use of a range of co-teaching approaches to ensure that the needs of individual students are met throughout each content block. BBACS has also upgraded its staffing model to provide significantly more support to students with special needs, including by producing a five year staffing plan that includes a Director of Special Education in the first year of the charter term, multiple special education teachers, a paraprofessional and even a school psychologist. While the local district generally provides most contract services for students with special needs, BBACS has also strategically budgeted to provide some of these services when necessary to ensure that any challenges accessing district special education services do not negatively impact the ability of its students to achieve the goals outlined in their IEPs. Ultimately, the school believes this comprehensive approach will lead to strong retention among students with disabilities.

In addition to the aforementioned strategies, BBACS staff will commit to monitoring students' overall daily attendance along with tracking their academic, social-emotional, and behavioral performance, in both the aggregate and disaggregated by sub-group to measure their level of engagement in school and to identify potential educational or familial support as needed. Ultimately, BBACS believes its efforts to create a program that effectively serves the needs of these subgroups and to partner authentically with their families will create an environment that enables these students to meet their academic and social goals, which will, in turn, support the recruitment and retention of these special populations of students.

- *Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting the targets, efforts made to meet the targets, and what new strategies the applicant intends to employ to meet the targets.*

Not applicable.

c. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it with this request.

GRADES	LEVEL	CHARTER ENROLLMENT BY GRADE					AGE RANGE
		2023-24	2024-25	2025-26	2026-27	2027-28	
Kindergarten	Elementary School	78	78	78	78	78	5
1st Grade	Elementary School	78	78	78	78	78	6
2nd Grade	Elementary School		78	78	78	78	7
3rd Grade	Elementary School			78	78	78	8
4th Grade	Elementary School				78	78	9
5th Grade	Elementary School					78	10
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		156	234	312	390	468	

BBACS would like to request a chartered enrollment of 81 students per grade level.

However, based on ongoing feedback from the SUNY Charter Schools Institute and the board's Audit and Finance committee, the applicant team completed a budget template that includes a student enrollment of 78 students per grade level. The use of a lower number in the budget template was intentional so that the school could produce a conservative budget to guide its planning efforts.

R-05d – Admission Policy

Describe the admissions policy for the school, including any at risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Student Recruitment

As described in R-05ac, the BBACS team will continue its extensive community outreach in the Buffalo City School District to solicit applications from prospective students entering lottery-eligible grades. As a public charter school, BBACS is open to all children who are eligible for admission to a public school under New York State law. Additionally, BBACS will follow all applicable state and federal laws in admitting students, including all anti-discrimination laws governing public school admissions, such as Title VI of the Civil Rights Acts and § 2854(2) of the New York Education Law, governing admission to a charter school. Therefore, BBACS will annually conduct a blind admissions process requesting only basic data from parents about prospective students. BBACS will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful if done by any other public school.

- In its admission policies and procedures, BBACS will **not** engage in any of the following:
- (1) Requiring parents to attend meetings or information workshops as a condition of enrollment;*
 - (2) Having an unduly narrow enrollment period (e.g. fewer than 30 days);*
 - (3) Giving enrollment preference to children of members of the BBACS Board or founders group (unless the members are full time employees of BBACS or the BRICK Education Network);*
 - (4) Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to BBACS, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child's homework, volunteering, etc.);*
 - (5) Mandating that students or parents agree with BBACS's mission or philosophy; or*
 - (6) Giving preference to students interested or talented in a particular BBACS program.*

Open Admissions Only to Designated Grades

The school will open admissions for each grade in operation, each year. Every prospective student who submits a timely application will be admitted—space permitting. Should the number of applications exceed the school's capacity by grade level or building-wide, applicants will be selected by lottery. After the seats are filled, the blind lottery continues to assign every applicant a number on the waiting list.

Lottery Application

Applications will be made available to parents in Spanish, Burmese, and Arabic in addition to English at the school building (if available for occupancy by that point), via the Enroll Buffalo Charters website, and on the school's website between January 1st and March 31st. Applications will request basic information about potential students such as their name, address, date of birth and number of siblings applying to the school. Kindergarten applicants must turn five years old on or before December 31st of the year in which they matriculate into Kindergarten.

Application Deadline and Receipt Process

To mitigate any barriers to submitting a complete application by the April 1st deadline every year, the BBACS team will ensure a bilingual staff member or community partner representative from Journey's End is present at all open houses to assist parents with completing the admission application. BBACS will also have bilingual staff members or translation services available by phone to support parents with questions.

All applications for the BBACS lottery must be received on or before the April 1st application deadline. At receipt, each application will be time-stamped, photocopied to a separate secured file, and entered into a database such as SchoolMint (BBACS is currently exploring database options). All information provided on the application will be verified with the applicant's family, in particular the student's age, address, and sibling status. Once deemed completed and accurate, confirmation notification will be mailed indicating the receipt of the application. Again, every prospective student who submits a timely application will be enrolled—space permitting.

Should an application be received after the deadline, it will be entered into the SchoolMint database (or similar) in order of receipt. If no lottery is held, late applicants will be admitted to the school by grade in order of receipt of the application. Should a lottery become necessary (i.e., should the number of applications exceed the school's capacity by grade level or building-wide), late applicants will be placed on a waiting list beginning with the last applicant in each grade selected by lottery.

In addition, the school will support any family who submits an application in completing the required Buffalo Public Schools paperwork to formally apply for transportation services.

Automatic Preferences

BBACS is committed to recruiting a diverse student population that is reflective of the East Buffalo community. The school will continue to build upon its outreach efforts to engage the most vulnerable learners and families, including students with disabilities and English Language Learners, and to ensure that these families are aware of the school's robust programming and differentiation structures to serve all students. In particular, the school's marketing materials will highlight its inclusive special education and language acquisition models and related staffing to underscore its ability to meet a wide variety of student academic, social-emotional, and behavioral needs.

Aligned with this commitment, the school's automatic preferences will be given to eligible applicants in the following order:

- **First preference**¹ is given to students who attended the school the previous year and are returning to the school. Returning students do not need to re-apply.
- **Second preference is given to siblings of students enrolled in the school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery.** A sibling is defined as a brother, sister, or other child legally under the same parent/guardian's care and residing in the same household. Siblings are granted a space, if and only if, there is space in the grade. If not, they will be placed on the school's waiting list as described in the waiting list process below.
- **Third preference is for students with disabilities;** defined as students whose families self-report "yes" on the following application questions:
 1. *Does your child currently have an IEP (Individualized Education Program) or an IFSP (Individualized Family Service Plan)?*
 2. *Did your child ever have an IFSP (Individualized Family Service Plan)?*
 3. *Did your child ever receive Early Intervention Services?*
- **Fourth preference is for students who are English language learners;** defined as students whose families self-report "yes" on the following application questions:
 1. *Does your child mainly speak a language other than English?*
 2. *In your home, do you mainly speak a language other than English?*

Additional Preferences

BBACS will give an admissions preference to students who reside in the Buffalo City School District.

Lottery Process

BBACS will conduct a randomized annual lottery to select the incoming students for each grade within seven (7) days after the application deadline. Parents/guardians will be notified of the date, time, and location of the lottery (or directions for virtually accessing the lottery). If necessary, BBACS plans to conduct a virtual lottery using a platform such as SchoolMint. Regardless of whether the lottery process is virtual or conducted in-person, it will be held in full view of the public. If the school's facility is not ready for occupancy at the time of its lottery, the school will conduct the lottery at another public venue, such as a library or the office of one of its centrally-located community partners. The lottery process will be in compliance with the NYSED's regulations, Random Selection Process for Charter School Student

¹ This automatic preference will go into effect in Y2-5 of the school's initial charter term and throughout every term thereafter.

Applicants, 8 NYCRR § 119.5. BBACS will ensure transparency and adherence to all regulatory policies by having an objective third party present while the lottery is conducted.

Once all applicants with automatic preferences have been admitted, all other applicants will be considered. Each applicant will be entered into the lottery, based on the admission criteria preferences described above. Siblings applying to the lottery where no sibling already attends the school will share all entries; if their entry is selected the siblings will occupy the next available spot on the list. Entries will be selected at random until all currently available spots are filled. The remaining entries will be selected in the same random manner to create the waiting list in each grade. The waiting list will be used to fill empty spaces as necessary.

After the lottery is completed, BBACS will send all accepted students an acceptance letter that includes directions on how to register and enroll their child in the family's dominant language (such as Spanish, Burmese, Arabic or English) by mid-April. This letter will include all relevant registration dates and clearly detail the documents needed to officially register their child. Families that received placement via the lottery will have until June 1st to accept their seats at BBACS. Parents will be contacted at least three times (via multiple channels, including US mail, email, and phone) prior to removing them from the list.

Waitlists

Students who did not get a seat via the lottery will receive a postcard notifying them of their waitlist status and their waitlist number. As seats become available in the school during mid-June through September, students on the waiting list will be contacted in the order of their ranking and offered the opportunity to enroll. If the waiting list is exhausted, the recruitment team will continue recruitment efforts until all seats are filled.

Should a space become available in a class at BBACS, the school will contact the parents or guardians of the next student on the waiting list. Lottery preferences for each grade level will remain in effect as vacancies occur throughout the enrollment process and throughout the school year. The school will make reasonable attempts to contact the parents or guardians of the first student on the waiting list to determine whether the student wants to enroll in the school before proceeding to the next name on the list. If attempts to contact the student's parents or guardians are unsuccessful, the school may remove that student from the waiting list and contact the next student on the waiting list. Waiting lists will not be carried over from year to year. Instead, the annual admissions lottery will be used to create newly randomized waiting lists for the subsequent school year.

Enrollment and Eligibility

All students who are accepted for enrollment or re-enrollment must complete all of BBACS's enrollment forms, by the date required by the school, in order to secure provisional enrollment. First and foremost, a parent must submit the lottery acceptance form as required to reserve a seat in the school. Thereafter, families are required to submit admissions paperwork as directed by the school. Families may forfeit their right to enroll their child if forms are not returned by the designated date. All new students must also take the school's baseline assessments as required.

If a student is not present for the first five days of school, and if the school has been unable to get in contact with the family, it will be assumed that the family has decided not to enroll the student at BBACS. During the first charter year, the school will initially enroll up to 90 students per grade at the beginning of the school year to guard against this unpredictability and to prevent some of the enrollment challenges faced by other new charter schools.

Backfill Policy

BBACS intends to backfill any seats that become vacant owing to student attrition. This will be applicable for vacancies that arise mid-year as well as year to year. BBACS will operate from the waiting list until it is exhausted. If the waiting list is exhausted, BBACS will continue recruitment efforts to fill a minimum of 81 seats per grade level.

Transient Students Policy

BRICK Buffalo will work with transient students (students with documentation that they were not residents of the New York State at the time of the lottery closing date) who may qualify to be added to the top of the waiting list if they satisfy one of the following conditions:

- *Qualify as an English language learner*
- *The student's immediate family has moved owing to assignment as a member of the United State Armed Forces*
- *Refugee resettlement family*

Voluntary Withdrawal

BBACS is a public school of choice, both for application and withdrawal. At any time, a parent may wish to transfer their child to a different school. A parent wishing to withdraw his/her child from the school will be asked to complete a request for a student withdrawal form. The BRICK Buffalo Principal will offer to meet with the family and discuss their reasons for withdrawing from the school, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, BRICK Buffalo will ensure the timely transfer of any necessary school records to the student's new school. Upon withdrawal of any student in grades K-5, BRICK Buffalo will seek to fill that vacancy in a timely manner with the next student on the relevant grade's waitlist.

R-06af - Curriculum and Instruction

a. Curriculum Selection Process

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations.
- Discussion of how the school's curriculum is aligned to New York State standards.

BRICK Buffalo Academy Charter School recognizes that many East Side students attend schools that perform far below state ELA and math averages on standardized assessments (**as described in R-01ac Community Need and Proposed School Impact**). BBACS also recognizes that students who grow up without a strong academic foundation are less likely to graduate from college or access high-paying careers.¹ However, the BBACS Board is united in the belief that all students can achieve at the highest levels when provided with a high-quality, culturally responsive educational experience.² As a result, BBACS will offer robust programming in the core content areas, including English language arts (ELA), mathematics, science, and social studies. BBACS will ensure all students receive rigorous, grade-level instruction in each of these content areas each day that aligns to New York State learning standards. In addition, BBACS will leverage its extended school day (from 7:30 a.m. to 4 p.m.) to ensure that all students also receive the differentiated instruction that they need to make significant academic gains and attain grade level mastery. At the same time, BBACS is also committed to the holistic development of children. As a result, the school will also offer robust special area programming, including instruction in art, music, dance, theater, and physical education. In addition, the school will also dedicate a daily instructional period to providing students with social and emotional skills instruction. Collectively, these different aspects of the instructional program will drive towards creating an equitable school environment for students that ensures that 1) all students have access to rigorous work, 2) each student receives the unique support they need to attain grade level mastery, 3) all students learn to grow socially as well as academically, and 4) that students have access to the high-quality supplemental classes that enrich a child's educational experience. The BBACS team believes this approach will help accomplish the school's mission of preparing its students to contribute positively to the global society and embrace their role as architects in building a just and better world.

BBACS feels fortunate to be able to partner with the BRICK Education Network to implement a core curriculum that has a **proven track record for supporting students to make significant academic growth**. BRICK's curriculum has also continued to improve over the last ten years based on best practice research and program implementation at BRICK schools. In addition, many aspects of the proposed curriculum have also been shown to lead to high levels of student achievement at other SUNY sponsored charter schools in New York state, including schools that serve a similar population of students. Based on BRICK's experience supporting teachers, the BRICK curriculum has evolved to include a weekly scope and sequence for each subject and grade level, unit plans, and supplemental daily lesson resources to support teachers, including exit tickets and key lesson activities. In addition, each content area also has a guidebook that outlines instructional best practices in that content area and helps teachers understand the curriculum resources provided to them. A majority of the curriculum now also includes exemplary

¹ Solomon, L.D. (2012). *Cycles of Poverty and Crime in America's Inner Cities* (1st ed.). Routledge. <https://doi.org/10.4324/9780203793893>

² Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice*. New York: Teachers College.

student responses to key questions and exemplars of student work to assist teachers with holding a high bar for rigor.

Many parts of BRICK’s curriculum are already fully aligned to New York state standards. However, BRICK has also added additional staff capacity during this application round to ensure that the team is prepared to ensure full alignment between all BRICK instructional resources and the New York state standards moving forward. ***The process BRICK will follow to ensure alignment is described in detail later in this narrative.***

A summary of the school’s curriculum, by subject, and the rationale for those curriculum decisions can be found below:

English Language Arts: The BBACS K-2 ELA curriculum was built based on the premise that it is essential for all students to read on grade level by the end of third grade. As a result, the curriculum is constructed to support student reading growth. BBACS will use the Strategic Teaching and Evaluation of Progress (“STEP”) literacy program™ as a cornerstone of its approach to promoting literacy development. STEP is a research-based formative assessment, data management, and professional learning system designed to build teacher capacity to understand the stages of student literacy development so that students can receive the support necessary to meet their individual needs. STEP was developed by UChicago Impact, an initiative of the University of Chicago’s Urban Education Institute, and is currently used in many high-performing charter schools across the nation³. According to STEP’s validation study, students who reach STEP 12 by the end of third grade have an 86% chance of meeting or exceeding state standards⁴. While the STEP assessment clarifies the specific reading skills students need to develop, the BBACS will also use a variety of curriculum resources to support growth on this assessment for K-2 students, including:

- **Internally created strategic read aloud lessons**, BBACS will use BRICK network developed Strategic Read Aloud units of study that include scripted daily lesson plans that support teachers to explicitly model critical reading skills and behaviors that are aligned to grade level standards and the developmental trajectory of the STEP assessment. Read-aloud opportunities feature a variety of complex texts (narrative and expository texts above grade-level) to develop background knowledge and vocabulary in a variety of subject areas. These lessons enable students to see their teacher model the specific skills they will need to master and then receive frequent opportunities practicing those skills. In addition, these read-alouds include lessons that have been updated over the last decade at BRICK, including to ensure that they are responsive to the culture of students served (for example, by including additional lessons that draw on figures from African American history).
- **Lucy Calkins writing workshop**, BBACS will use Lucy Calkins Writing Units of Study to support student writing development. The writing workshop encourages students to develop their writing skills by frequently composing authentic pieces of writing; and using the writing process to strengthen each piece through prewriting, drafting, revising, editing and publishing. This approach also supports student independence by giving students regular opportunities to “choose their own topics, work in a variety of genres, and apply grade-level appropriate comprehension strategies to their own reading...all students - regardless of background - have an opportunity to engage in the work.”⁵ The Teacher’s College reputation of high standards results in students’

³ STEP™ Expanding Nationally as Solution of Choice for High-Performing Charter School Networks”. Press Release. U Chicago Impact. August 20, 2012. <https://uei.uchicago.edu/news/article/step%E2%84%A2-expanding-nationally-solution-choice-high-performing-charter-school-networks>

⁴ <https://uchicagoimpact.org/our-offerings/step>

⁵ https://www.unitsofstudy.com/shared/resources/UOS_All_Research-and-Efficacy_NY-Case_Study.pdf

writing on or above grade level, including students with disabilities and ELLs.⁶

- **Reading Mastery for K-2 phonics.** The Reading Mastery curriculum is designed to provide systematic instruction in word recognition (phonological and phonemic awareness, phonics, and fluency) to students, as the scientific consensus is that teaching phonics systematically, explicitly, and cumulatively is key to successful reading instruction.⁷ This curriculum also includes explicit handwriting instruction related to letter formation, posture, grip, and opportunities for cumulative practice. BBACS will provide the scripted plans from McGraw Hill to teachers who will customize them, as needed, to meet their students' specific needs. At BBACS, students will also receive instruction in Reading Mastery in small groups so that teachers can target instruction to the specific needs of those students. In addition, in the earliest grades, students that are struggling the most may receive two Reading Mastery lessons during a day. This research-based direct instruction program is used in high performing charter schools across the country, including SUNY sponsored charter schools, and meets What Works Clearinghouse (WWC) evidence standards. These lessons can also be used as an intervention program for struggling readers.
- **Guided reading resources from Lifelong Learners and the Lavinia group.** BRICK's guided reading curriculum is based on instructional resources from Lifelong Learners and the Lavinia Group's work. These two reading curriculum companies have track records of inspiring high levels of student success with similar demographics of students (specifically at Uncommon Schools and Success Academies). BBACS teachers will receive comprehensive guided reading resources to execute this instructional block. These resources included specific cards to use to facilitate grade-level word study activities with students as well as scripted guided reading plans that teachers can customize to meet the needs of their students. Teachers also will receive prompting guides to support their efforts to facilitate comprehension conversations that support students to develop grade-level reading comprehension skills.
- **Differentiated blending learning:** All students in grades K-2 will also participate in an online blended learning program that will allow them to independently practice grade level literacy skills. Depending on the grade, students may use Lexia⁸ or Reading A to Z.⁹ Both programs are engaging for students and are able to adapt to the reading ability of students to support them to work successfully and independently.

BBACS plans to implement a different approach to literacy in grades 3 through 5 to shift its focus from supporting students to attain grade level proficiency to a focus on preparing students to demonstrate that proficiency by independently analyzing rigorous-grade level text. Based on this shift in focus, the BBACS team will utilize Achievement First's literacy curriculum for its reading and writing curriculum in these grades. This curriculum adopts a novel study format, where students have an opportunity to critically read and analyze class novels. This curriculum has helped Achievement First schools demonstrate high levels of literacy achievement on state exams that far exceed the performance of their comparison districts and the Buffalo Public schools. In addition, the BRICK Education Network team includes leaders that have successfully completed the Achievement First Accelerator Institute, a comprehensive leadership training program for senior instructional leaders and Chief Executive Officers to train them on how to make sustained instructional progress at their networks, including by successfully adopting AF's curriculum resources. As a result, the BRICK team will also be able to provide BBACS with

⁶ https://www.unitsofstudy.com/shared/resources/UOS_All_Research-and-Efficacy_NY-2018-data.pdf

⁷ https://www.reallygreatreading.com/sites/default/files/really_great_reading_foundational_reading_skills_instruction_for_beginning_readers_white_paper.pdf

⁸ <https://www.lexialearning.com/resources/state-progress-reports/new-york-state-progress-report>

⁹ https://www.learninga-z.com/user_area/content_media/raw/mcrel-study-razplus.pdf

additional coaching to ensure that it's curriculum is implemented in a high quality way. ***For additional information, please refer to R-23b-Supplemental Attachments – item BRICK K-12 ELA Guidebook SY 21-22.***

Mathematics: BBACS believes that mathematics should not be taught tangentially to everyday life. Instead, effective mathematics classroom practices should include time for student collaboration to accommodate sense-making, problem-solving, discourse, and reflection. As a result, the school is committed to implementing a math program that prioritizes collaboration between students. In addition, BBACS plans to create math-rich classroom environments where all classrooms have a current math vocabulary word wall, a number line, mathematical practices anchor chart (created with students), current student work with feedback, and class academic goals, among other items. BBACS believes that this approach will help make mathematics accessible and engaging for all children.

For **K-5 mathematics**, BBACS will use **Achievement First's Navigator Math curriculum**. BRICK schools first adopted these materials in 2019. Previously, BRICK schools used the Math in Focus program but received consistent feedback from teachers that it wasn't user-friendly. As a result, the BRICK team began to analyze other math programs commonly used at high-performing charter schools. At that time, members of the BRICK academic leadership team had a chance to make several visits to Achievement First schools in New York state. During these observations, the team saw that students were engaged in the type of student-centered sense-making, discourse and reflection that aligned to their school's vision for an equitable education. As a result, the team adopted the Achievement First math curriculum and participated in instructional leadership development through the Achievement First Navigator Math program to ensure that its academic leadership team could support a high-quality curriculum adoption.

Achievement First's lesson materials emphasize students' abilities to make sense of problems; think strategically about concept and skill applications; plan and execute a viable approach; and reflect on process and solutions. While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention of that knowledge, and the ability to apply new knowledge in novel contexts. The development of procedural fluency also allows students to focus mental energy on flexibly approaching and thinking through problems, rather than just the steps needed to perform an accurate calculation. The math curriculum also leverages a variety of lesson types, including game-based lessons, that make this rigorous math program particularly engaging for elementary school students. The Achievement First Navigator math curriculum also has a track record of producing high levels of results for NY charter schools, including SUNY authorized charter schools serving a similar population of students. In addition, BRICK's implementation of this curriculum at the Achieve Community Charter School has consistently led to student performance results that meet or exceed the average scores of Navigator partner schools on shared interim assessments. The Achievement First math curriculum has also been externally validated by Ed Reports, which gave it the highest scores possible for focus & coherence as well as rigor & mathematical practices for all elementary grades¹⁰. **For additional information, please refer to R-23b-Supplemental Attachments – item BRICK K-12 Math Guidebook SY 21-22.**

FOSS Science. For K-2 Science, BBACS plans to implement FOSS (Full Optional Science System), a hands-on science curriculum that allows students to uncover new ideas through collaboration and problem solving. FOSS is research-based and has been used by schools and districts across the country that reflect a similar demographic and has demonstrated results that have produced lasting improvement, raised

¹⁰ <https://www.edreports.org/reports/overview/achievement-first-mathematics-2021>

standardized test scores, and helped close achievement gaps¹¹. Perhaps more importantly, FOSS evidence shows that students utilizing the curriculum also demonstrate an increase in their reading skills and their ability to solve problems, express their thinking, and apply their knowledge in unique ways.

Amplify Science. For 3rd through 5th grade science, BBACS plans to implement Amplify Science, a phenomena-based curriculum that also provides hands-on, collaborative problem solving opportunities. The BRICK Education Network moved towards using Amplify in the upper grade levels based on the network’s analysis of the extent to which the curriculum aligned to the Next Generation Science Standards. While both science curricula align to the school’s vision for instruction as they focus on ensuring students have access to hands-on experiments and science investigations so students can learn through inquiry, Amplify builds on the real world application that FOSS provides by supporting students’ ability to think and act like scientists and engineers. Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify Science for middle school has also recently been rated all-green by EdReports. UC Berkeley’s Lawrence Hall of Science, the authors behind Amplify Science, developed the Do, Talk, Read, Write, Visualize approach, and gold standard research¹² shows that it works. ***For additional information refer to R-23b-Supplemental Attachments – item BRICK K-12 Science Guidebook SY 21-22.***

Core Knowledge History and Geography. For K-2 social studies, BBACS plans to implement the Core Knowledge History and Geography (CKHG) curriculum, whose objectives are correlated with the Common Core English Language Arts standards, to reinforce the school’s literacy efforts. The BRICK Education Network has strategically chosen units from this curriculum that will both build students’ historical and geographical knowledge and provide them with the opportunity to think critically about past historical events and how those events have had a lasting impact, including how they may impact the way students see themselves. Additionally, all students will participate in a unit titled “Buffalo is My Home” where they will explore their own identity through stories and historical facts about their family, neighborhood, and the Buffalo community. This practice has been a core part of BRICK since its inception and connects to the school’s commitment to providing a culturally responsive instructional program. BBACS also plans to work collaboratively with families and community leaders to continue to refine the content for this unit to ensure that it always reflects a current understanding of the local community and the evolving experiences of its residents.

Achievement First Social Studies. For 3-5 social studies, BBACS plans to implement the Achievement First social studies curriculum. The school’s selection of this program also reflects its approach to literacy in the upper elementary grades—namely by increasing the emphasis placed on ensuring that students can critically read and evaluate rigorous grade-level texts. Achievement First social studies lessons challenge students to explore central historical questions using multiple primary source documents and artifacts. Students read and annotate rich texts and engage in rigorous discussions as they work to shape their conclusions. As students progress through the curriculum, they increasingly learn and evaluate connections between their personal identity and their impact on the larger world. BBACS also believes that it is essential to build student’s knowledge of their world and of civic engagement to prepare them to be architects in building a just and better world, as described in the school’s mission. In addition, the BRICK network has, over time, supplemented this curriculum with additional units and lessons that study leaders whose stories have been marginalized and whose identities reflect the students served. BBACS will continue to support this work in Buffalo by ensuring the BRICK Buffalo regional office partners with

¹¹ <https://fossnextgeneration.com/our-impact/>

¹² https://amplify.com/wp-content/uploads/2019/12/AS_The-research-behind-the-program.pdf

families and community leaders to further update these units based on content that resonates deeply with the Buffalo community (For example, by elevating Black leaders with ties to Buffalo such as William Wells Brown or Mary Talbert). ***For further information refer to R-23b-Supplemental Attachments – item BRICK K-12 SS_History Guidebook SY 21-22.***

Positive Action. BBACS plans to implement BRICK’s Ubuntu social emotional learning program during its daily morning meeting block for all students in grades K-5. Ubuntu, as defined by Barbara Nussbaum, a South African musician and writer, is “the capacity... to express compassion, reciprocity, dignity, harmony and humanity in the interests of building and maintaining community with justice and mutual caring.”¹³ By learning, living, and espousing this ethos through a thoughtfully developed program, students will be able to build and strengthen their social-emotional skills, understand and navigate their independent selves and voices, become invested in their personal values and the school’s values, and via a strong classroom culture, each student will, as Nussbaum references, learn to see the power of the commitment to the common good and community strength. BRICK’s Ubuntu cultural program will also include the lessons from the Positive Action curriculum, an externally validated and researched curriculum proven to help students develop age-appropriate social and emotional skills. In addition, students will have an opportunity during the social emotional learning block to experience the core morning meeting routines and structures that BRICK has used to help maintain strong school culture without the use of exclusionary discipline practices. These structures include the concepts of morning circles and daily affirmations ***For additional information on these routines and Achieve’s low suspension rate, please see R-10a Culture and Discipline.***

The instructional leaders at BBACS will also be empowered to work with teachers to deliver content during this block that is responsive to the needs and desires of the local community. For example, the principal will meet with community leaders and family members during the incubation period to determine what other content would be appropriate to add to this block to help celebrate the culture and backgrounds of students and build strong school culture. This commitment to working collaboratively with the community will continue throughout the charter term as BBACS deepens its community partnerships and builds relationships with its founding families.

Specials: BBACS plans to implement BRICK’s comprehensive specials program, which ensures students have access to a variety of engaging co-curricular subjects (including visual art, music, theater, dance and physical education). Over the last few years, BRICK has worked with outside consultants to begin developing its own specials program to ensure that specials teachers received the same level of comprehensive instructional resources as other BRICK teachers. In addition, BBACS believes that an internally created specials program can serve the school’s goal of providing a culturally responsive education by enabling the school team to collaborate with BRICK’s academic directors to create a specials program that is rooted in the interests of local students and families and influenced by local community art assets (like, for example, the Buffalo Philharmonic Orchestra or the Albright-Knox Art Gallery). BBACS also believes that providing students with a robust, student-centered specials program is a key component of providing an equitable educational experience for its students.

New York state alignment

As described above, most of the curriculum materials used by the BRICK Education Network to create its curriculum are resources that are used across the country, including in many New York schools,

¹³ <http://aefjn.org/en/ubuntu-an-african-culture-of-human-solidarity-2/>

and already have some degree of alignment to New York state standards. However, the BRICK Buffalo regional office has also spent significant time during the last year conducting the due diligence necessary to ensure it fully understands how to tightly align all aspects of its instructional program to the New York State standards. The BRICK Buffalo regional office started this work by providing training to all BRICK network academic directors on the NY state learning standards and state regulations for elementary schools. Each director had an opportunity to internalize the New York state learning standards and programmatic expectations and to compare them to the New Jersey learning standards and programmatic expectations that they are already familiar with. The BRICK team then met with a representative from Uncommon Schools to understand how their team has been able to build a common curriculum that supports student success in both New Jersey and New York. As a result, the team learned specific strategies that could be used to ensure strong alignment (including, for example, by adding individual lessons to units to address standards not covered in New Jersey; by repurposing some of the flexible days in unit plans with network created lessons designed to address key skills emphasized in New York; and by more significantly modifying the later instructional units of the year to account for the largest differences between states). The BRICK Buffalo regional office then followed up by scheduling a series of monthly deep dives to analyze the specific changes that would need to be made to the existing core content area curriculum to ensure alignment with NY's standards. During these meetings, BRICK network academic directors, the BRICK Chief Academic Officer, and the BRICK Buffalo Regional Director of Instruction/Superintendent were able to deeply analyze the network's Kindergarten and first grade curriculum and identify the specific adjustments that would need to be made to launch successfully in New York. Based on this initial work, the network academic directors are confident that these adjustments can be made during the incubation period prior to school launch.

During the last year, the BRICK Buffalo RDI has also worked with BRICK's CAO and Manager Director of Academics to create an annual cycle for ensuring that all network curricula and assessments are always aligned to New York state expectations before they are provided to BBACS teachers. During the incubation period for the school, this process will formally begin in June when the BRICK Buffalo RDI and BRICK CAO will meet to finalize the list of curriculum adjustments that must be made to ensure all K/1 instructional resources are updated to tightly align to NY's expectations. The BRICK Buffalo RDI will then work closely with the network's academic directors to ensure that all adjustments are made prior to April of 2023. This time frame will still enable the BRICK Buffalo RDI and the BBACS Principal to review all adjustments prior to the curriculum being shared with teachers in July of 2023. This timeframe will also enable instructional leaders to have all of the instructional resources necessary to lead effective content-focused professional development during summer training in August of 2023. BBACS plans to use this same cycle in future years to ensure that all resources are fully aligned to New York state expectations before the start of any school year. This means, for example, that the BRICK network academic directors would then be responsible for updating the 2nd grade curriculum on this same timeline throughout the 2023-2024 school year so that all 2nd grade materials are finalized prior to the launch of second grade. Based on Mr. Esposito's prior experience as a Chief Academic Officer, the BRICK team believes that he is uniquely positioned to support the network academic directors to make the ongoing curriculum adjustments necessary to ensure that students are able to receive the support they need to demonstrate mastery of the rigorous New York state learning standards. ***These specific annual action steps to ensure NY alignment can also be found in R-22 Action Plan.***

- *An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes.*

BBACS's curriculum is **aligned to BRICK's educational philosophy and furthers the school's mission of ensuring that students from East Buffalo neighborhoods have the knowledge, skills, and**

supports needed to be college, career and life-ready upon graduation. BBACS is committed to the belief that all students can learn at the highest levels when provided with access to rigorous instruction. As a result, the school uses a curriculum that ensures students have exposure to rigorous, grade-level content each day in all core subjects. By selecting curriculum resources that have been externally validated, whether through external rating systems like EdReports or the What Works Clearinghouse, or because they have a history of success at high-performing charter schools in New York state, BBACS will ensure that it's students receive exposure to the rigorous material that will prepare them for college and career. The BBACS academic program also prioritizes the inclusion of the additional curriculum resources and supports necessary to ensure that all students can master this rigorous grade level material. For example, the school will also focus on prioritizing small group, differentiated reading and math instruction during each full day of instruction to ensure that each student receives the customized support they need to achieve grade level mastery.

BBACS is also committed to the belief that students learn best when they have access to culturally responsive instruction. At BBACS, culturally responsive instruction requires viewing student identity as an asset and leveraging student experiences and content knowledge to access new learning. BRICK's Ubuntu social emotional learning program will help students develop the strong, positive self-concept that will aid in their attainment of academic skills. In addition, BBACS will ensure that its core curriculum also includes bridges to student identity whenever possible so that students see themselves, their community, and their culture reflected in the content they learn each day since this type of inclusion supports high levels of student achievement.¹⁴ BBACS is also invested in using the BRICK curriculum because of the capacity of the BRICK network team to refine instructional resources on an ongoing basis so that they reflect the identities and cultural backgrounds of the students served in Buffalo. The BRICK curriculum already shows evidence of it's deep commitment to cultural responsiveness through the significant updates that have been made over time to ensure the curriculum reflects the backgrounds of the students in Newark (including, for example, the creation of the "My Home is Newark" unit for Achieve and the inclusion of additional African American leaders throughout its history program). However, BBACS also recognizes that schools must have strong processes in place to ensure any updates to its curriculum are done in high-quality ways that enable students to master rigorous grade-level material. As a result, BBACS is excited to partner with the BRICK Education Network because their academic directors have significant experience as teachers and leaders and a track record of producing high levels of achievement for students. Consequently, the BBACS team will have strong supports in place to ensure that any updates made to strong externally-validated curriculum resources represent high-quality modifications that support student learning. ***For more information on the backgrounds of BRICK's Academic Leadership team, please see R-23b Supplemental Attachments.***

BBACS is also committed to the belief that the goal of cultural responsiveness is to help students transition from dependent learners to independent learners. BBACS does not believe that students should passively receive instruction. Instead, the BBACS team believes that elementary school students learn best when their developmental needs are taken into account by ensuring that they are actively engaged in their learning, including when they have opportunities to learn through inquiry and through collaboration with their peers. As a result, BBACS has selected curriculum resources and instructional approaches that align to this philosophy, including, for example Achievement First math, which encourages students to learn about mathematics through game-based lessons in the earliest grades and places a heavy emphasis on cultivating mathematical discourse between students at all ages. BBACS believes these student-centered approaches to learning support the learning styles of elementary students and also help students make the transition from dependent receivers of knowledge to independent learners who recognize that they can learn at the highest levels.

¹⁴ <https://maec.org/wp-content/uploads/2017/12/Exploring-Equity-Issues-Identity-and-Race.pdf>

- *How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequence documents, pacing guides, etc.), and specifically address who will be responsible for creating or selecting these resources.*

To ensure that **teachers know what to teach and when to teach it**, there will be a 2-week professional development institute prior to the opening of each school year. **(Please see sample teacher institute overview in R-23b-Supplemental Attachments.)** This institute will include a week of professional development for new staff members and a week of professional development for all staff members that focuses on ensuring that the school team is clear on the New York state standards students must learn, the resources teachers will have to support students to learn those standards, and the BBACS instructional approach in each content area to ensure that students can demonstrate grade-level mastery. ***For more information on these approaches, see the instructional guidebooks found in R-23b Supplemental Attachments.*** During the week of all staff professional development sessions, staff members will participate in professional development sessions that include the topics below:

- **Unpacking New York state standards.** Each teacher will have an opportunity to work with their grade level content teams to review and internalize the New York state standards that outline what students should know and be able to do in their particular grade level and content area.
- **Taking the north star assessment for their course.** Each teacher will have an opportunity to complete the north star assessment or task that their students will take at the end of school year so that they more deeply understand the rigor of work and thinking their students must do to demonstrate mastery of grade-level material. For some teachers, this will involve completing a publicly released version of a state assessment and discussing it with other teachers in their grade-level content teams. For other teachers, it may involve independently writing the final essay that students will be required to write for their class so that they can better understand the level of writing required to demonstrate mastery on grade-level writing rubrics.
- **Reviewing their scope and sequence.** Each teacher will receive support from a BRICK academic director to review the scope and sequence for any subjects that they teach. BRICK academic directors will assist teachers in locating their instructional resources for the year on BRICK's staff Google site, including their scope and sequence for the year and related lesson materials (including unit plans, daily lesson plan materials and exit tickets). BRICK academic directors will review these scopes with teachers to ensure that they are clear on what content needs to be taught when. BRICK academic directors will also share their contact information so that teachers can access them directly for any questions related to content area resources throughout the school year.
- **Internalizing their first unit plan.** Each teacher will also participate in a structured session to review and practice the unit internalization protocol required for the course they teach. Teachers will complete these protocols, which will require teachers to read and annotate their first unit plan in preparation for discussions with their grade level content team and supervisor about the key ideas and content covered during that unit.
- **Internalizing daily lesson plans.** Each teacher will then also participate in a structured session to review and practice the daily lesson internalization protocol required for the course they teach. Once again, they will complete these protocols by reading and annotating a sample day's worth of lesson plans and producing related artifacts (such as teacher-created exemplary student responses). Teachers will then use this work to participate in a follow up discussion related to the key ideas of the lesson and any anticipated student misconceptions with their grade level content team and supervisor.

- **Model lesson observations and practice.** Each teacher will also have an opportunity to observe an instructional leader (such as the principal or Vice Principal) model a lesson from the first unit to support teachers to deeply understand how to execute a network lesson plan. Teachers will then have an opportunity to internalize other lessons from the first unit in preparation for practicing them in front of their grade level content team. Instructional leaders (such as Vice Principals and the principal) will facilitate these sessions and provide feedback.

BBACS will also implement ongoing structures to ensure that all instructional leaders, and all teachers, are clear on what content to teach to students. For example, the BRICK network will provide weekly planning meetings for all teachers. These meetings will provide teachers with a weekly opportunity to collaboratively internalize and practice lessons with their grade level content team. BRICK network directors also facilitate unit unpack meetings where teachers once again come together with their grade level content teams to internalize the upcoming unit of instruction and discuss its key ideas. In addition, BRICK academic directors will establish formal check-in structures with instructional leaders, including vice principals and the principal, to ensure that campus leaders are clear on what should be taught and that any challenges in implementation can be addressed to maximize student learning. Collectively, these practices ensure that teachers are prepared to execute each lesson at a high level so that students receive ongoing access to rigorous content--and the intentional support necessary to achieve grade level mastery.

- *The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.*

BBACS will work closely with the BRICK Education Network to review, evaluate and revise the school's curriculum each year to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade. The annual process that the team plans to follow to ensure ongoing curriculum updates is described below:

- All BRICK network academic directors will use a common system (such as a shared Google form) to collect feedback from BBACS staff regarding curriculum implementation throughout each school year. Staff will be reminded to share feedback in this system as part of the school's weekly internalization meeting process and as part of the unit level internalization process. In addition, as part of the action planning process after major assessments, instructional leaders will be asked to share feedback regarding how any low areas of student performance could also be addressed strategically through the curriculum update process during the next school year.
- Each April, the BRICK Buffalo RDI will partner with the school's principal to engage a diverse team of school stakeholders (including instructional leaders, teachers, families and students) in conducting an internal review of the cultural responsiveness of the school's curriculum. Currently, the team plans to leverage a curriculum audit tool for this process, such as the Culturally Responsive Curriculum Scorecards produced by New York University. This team will review the school's curriculum and make specific recommendations regarding adjustments that could be made during the following school year. This feedback will also be added to the same common feedback system.
- Each May, individual BRICK academic directors will also devote time to conducting focus groups with the instructional leaders and staff at BBACS who specialize in their content area to better understand the feedback collected throughout the year and to determine their recommendations for how to update resources in their content area for the next school year. Each Academic Director

will then add their recommendations to the same common feedback system and will meet with the BRICK Managing Director of Content to discuss their recommendations.

- Each June, the BRICK Buffalo RDI will then meet with the BRICK MD of Content to review the feedback collected throughout the year from BBACS staff, the notes from staff focus groups, the recommendations from the culturally responsive curriculum working group, and the recommended changes from BRICK network academic directors. In addition, the BRICK Buffalo RDI and BRICK MD of Content may schedule additional focus group interviews with teachers and instructional leaders to further explore the highest-leverage changes necessary (for example, to gain additional teacher insights on how a particular unit could be updated to strengthen student performance on a priority New York standard).
- Each June, the BRICK Buffalo RDI and the BRICK Managing Director of Content will then meet with the BRICK CAO to finalize the list of curriculum updates that must be made to ensure all instructional resources for the next school year are updated as well as the schedule for making those updates. These updates will generally be made by the relevant BRICK network academic director unless the team identifies an opportunity to leverage a particular teacher leader to assist with specific changes.
- The BRICK Buffalo RDI will then meet with the BRICK MD of Content weekly throughout the school year to review ongoing updates to instructional resources and to collaborate on any additional changes that must be made to ensure student success.

BBACS believes that its teachers and instructional leaders will have a wealth of knowledge regarding curriculum implementation and is committed to ensuring that these staff members are encouraged to share their feedback so that the curriculum can continuously be refined to ensure the success of all students.

b. Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- *Describe each assessment's purpose, design, format, and rationale for its selection.*

BBACS believes that academic success and goal achievement is predicated upon continuous data collection, analysis, and improvement. Instructional leaders and teachers play an essential role in this process by ensuring that assessments are administered in a high-quality way and lead to action plans that continuously improve student performance. Fortunately, the BBACS team will have significant support from the BRICK Buffalo regional team and the larger BRICK network to implement a robust data-analysis cycle. In general, this cycle will involve BRICK's performance team supporting the school by producing user-friendly data reports after each major assessment and BRICK's academic directors sharing their own expert analysis of those results and next step recommendations with the school principal and other instructional leaders. In addition, the BRICK network will support the school's instructional leaders to lead teachers through more frequent data cycles, including through weekly data meeting protocols, to ensure that all teachers develop the skills necessary to analyze daily artifacts of student work, identify student misconceptions, and provide appropriate re-teaching opportunities to improve student mastery.

The tables below outline the school's chosen assessments (in addition to the annual New York state assessments that students will take in English language arts and mathematics), providing basic information about the school's priority assessments and the rationale for using each assessment.

Subject Area	English Language Arts
Grade(s)	K-5
Name of Assessment/Publisher	NWEA MAP Reading
Indicate if Diagnostic, Formative, Interim, Summative	Diagnostic and summative
Purpose of Assessment	Identifies students that are in need of targeted intervention and enables the school to assess student growth during the year and across multiple years as well as to compare this growth to national norms.
Format	Computer-based online assessment
Frequency of Assessment (number of times per year administered and months of administration.)	Twice per year, generally September and May.

Subject Area	English Language Arts
Grade(s)	K-4
Name of Assessment/Publisher	STEP assessment from the University of Chicago
Indicate if Diagnostic, Formative, Interim, Summative	Diagnostic, formative and summative.
Purpose of Assessment	STEP determines student mastery of the developmental components of reading (for example, their reading rate and knowledge of phonics as well as their ability to demonstrate literal and inferential comprehension as well as critical thinking about a text). STEP provides specific data on what individual students need more support with and that data is used to modify the support they receive during guided reading and phonics.
Format	Teacher-administered 1:1 assessment.
Frequency of Assessment (number of times per year administered and months of administration.)	4 x per year. Baseline data will be collected in the summer, during orientation or during a home visit. Students are then assessed at the end of each quarter, roughly in October, December, March and June. Elementary STEP goes through STEP 12 and once students demonstrate mastery of STEP 12 (often around 3rd grade), they "STEP out" of the assessment and do not take it any longer because they have determined to

	be proficient readers that are prepared to engage with rigorous grade level text moving forward. Students in upper grades may still receive the STEP assessment and related supports if they are reading below grade level.
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Subject Area	English Language Arts
Grade(s)	3-5
Name of Assessment/Publisher	BRICK CMO network created interim assessments
Indicate if Diagnostic, Formative, Interim, Summative	Formative/Summative (the last interim is an end of course final)
Purpose of Assessment	Assesses mastery of New York's grade level standards at the end of a unit and helps teachers determine grade level skills that students need more support with to adjust instruction at the unit level.
Format	Computer-based online assessment (students may complete some written responses on paper).
Frequency of Assessment (number of times per year administered and months of administration.)	4 x per year, generally in October, December, March and June for students in 3-5. While these may be administered later in 2nd grade, they are not prioritized until 3rd grade/after students have achieved STEP 12.

Subject Area	English Language Arts
Grade(s)	K-5
Name of Assessment/Publisher	Exit Ticket
Indicate if Diagnostic, Formative, Interim, Summative	Formative
Purpose of Assessment	Determines student mastery of the objective taught that day in class; used by teachers to adjust the next day's whole group instruction and small group instruction to improve mastery.
Format	Paper and pencil based
Frequency of Assessment (number of times per year administered and months of administration.)	Given at the end of some reading blocks to assess mastery of the objective covered that day.

Subject Area	Mathematics
Grade(s)	K-5
Name of Assessment/Publisher	NWEA MAP Mathematics
Indicate if Diagnostic, Formative, Interim, Summative	Diagnostic and summative
Purpose of Assessment	Identifies students that are in need of targeted intervention and enables the school to assess student growth during the year and across multiple years as well as to compare this growth to national norms.
Format	Computer-based online assessment
Frequency of Assessment (number of times per year administered and months of administration.)	Twice per year, generally in September and May.

Subject Area	Mathematics
Grade(s)	K-5
Name of Assessment/Publisher	I-Ready
Indicate if Diagnostic, Formative, Interim, Summative	Diagnostic and summative
Purpose of Assessment	Identifies student mastery of grade level standards so that additional work/support can be assigned to them aligned to standards that they need to continue to work on.
Format	Computer-based online assessment
Frequency of Assessment (number of times per year administered and months of administration.)	Twice per year, generally in September and January/February.

Subject Area	Mathematics
Grade(s)	K-5
Name of Assessment/Publisher	Achievement First created interim assessments

Indicate if Diagnostic, Formative, Interim, Summative	Summative
Purpose of Assessment	Assesses mastery of grade level standards at the end of a unit and helps teachers determine grade level skills that students need more support with to adjust instruction at the unit level; also provides comparative data with other high performing charters in NY to see if student performance is on track to end of year state test goals.
Format	Computer-based online assessment (students need to write out/draw some answers, especially in the younger grades).
Frequency of Assessment (number of times per year administered and months of administration.)	4 x per year, generally in October, December, March, and June. In testing grades, the third such assessment serves as a mock New York state assessment to also provide information regarding which students are prepared, at that time, to pass the state test.

Subject Area	Mathematics
Grade(s)	K-4 and 5
Name of Assessment/Publisher	Spiraled weekly quiz (K-4) or Unit assessments (grade 5)
Indicate if Diagnostic, Formative, Interim, Summative	Formative and summative
Purpose of Assessment	Assesses mastery of a week or unit of learning objectives in a class to help teachers adjust instruction for subsequent lessons.
Format	Computer-based online assessment (students may complete some written responses on paper depending on their grade level)
Frequency of Assessment (number of times per year administered and months of administration.)	For grades K-4, these are given each Monday during the power-up section of the math block, which occurs before the core lesson. In 5th grade, these take place after each unit of instruction.

Subject Area	Mathematics
Grade(s)	K-5

Name of Assessment/Publisher	Exit Ticket
Indicate if Diagnostic, Formative, Interim, Summative	Formative
Purpose of Assessment	Determines student mastery of the objective taught that day in class; used by teachers to adjust the next day's whole group instruction and small group instruction to improve mastery.
Format	Paper and pencil based
Frequency of Assessment (number of times per year administered and months of administration.)	Given at the end of some math blocks to assess mastery of the objective covered that day.

Subject Area	Social Studies
Grade(s)	K-5
Name of Assessment/Publisher	Unit exams, produced by BRICK using resources from Core Knowledge (K-2) or Achievement First (3-5).
Indicate if Diagnostic, Formative, Interim, Summative	Summative
Purpose of Assessment	To determine student mastery of the grade level New York social studies standards taught during a unit, to determine the historical content knowledge students have acquired based on that unit of study, and to assess the progression of student writing. In later years, these assessments also assess student's ability to read, interpret, analyze and write about historical documents, including primary sources. Enables teachers to identify gaps in understanding or skill development to remediate in the future.
Format	Computer-based online assessment (students complete some writing/response on paper)
Frequency of Assessment (number of times per year administered and months of administration.)	Once per unit. Although unit length varies by grade level, there are generally between 4 and 8 unit exams for a grade level, with fewer assessments administered in the younger grades.

Subject Area	Science
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Grade(s)	K-2
Name of Assessment/Publisher	Unit assessments (I-Checks), produced by BRICK using resources from FOSS (K-2).
Indicate if Diagnostic, Formative, Interim, Summative	Summative
Purpose of Assessment	To determine student mastery of the grade level science standards taught during a unit and to determine the science content knowledge students have acquired based on that unit of study. Enables teachers to identify gaps in understanding or skill development to remediate in the future.
Format	Computer-based online assessment (students may complete some written responses on paper)
Frequency of Assessment (number of times per year administered and months of administration.)	Aligned with the end of each unit/at the end of each experiment throughout the year.

Subject Area	Science
Grade(s)	K-2
Name of Assessment/Publisher	Embedded formative assessments
Indicate if Diagnostic, Formative, Interim, Summative	Formative
Purpose of Assessment	To determine student progress towards mastering grade level science standards, acquiring scientific content knowledge, or developing their capacity to explain particular new scientific concepts (whether, for example, through writing or the construction of models). Enables teachers to adjust instruction in the moment or before the next class period to address gaps in student understanding.
Format	Paper and pencil. Students complete these assessments in their science notebooks.
Frequency of Assessment (number of times per year administered and months of administration.)	Daily.

Subject Area	Science
Grade(s)	3-5
Name of Assessment/Publisher	Mid-unit quiz
Indicate if Diagnostic, Formative, Interim, Summative	Formative
Purpose of Assessment	To formally assess student progress towards mastering the core work of the unit (including the grade level science standards, scientific content knowledge, performance expectations, science and engineering practices, and cross cutting concepts). Enables teachers to identify gaps in understanding or skill development to remediate during upcoming classes prior to the end of unit assessment.
Format	Computer-based online assessment (students complete some writing/responses on paper)
Frequency of Assessment (number of times per year administered and months of administration.)	At least once per unit.

Subject Area	Science
Grade(s)	3-5
Name of Assessment/Publisher	End of unit assessment
Indicate if Diagnostic, Formative, Interim, Summative	Summative
Purpose of Assessment	To formally assess student mastery of the core work of the unit (including the grade level science standards, scientific content knowledge, performance expectations, science and engineering practices, and cross cutting concepts of focus).
Format	Computer-based online assessment (students complete some writing/responses on paper)

Frequency of Assessment (number of times per year administered and months of administration.)	At the end of each unit.
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Subject Area	Morning meeting (includes the Positive Action Curriculum and supplemental resources produced by BRICK)
Grade(s)	K-5
Name of Assessment/Publisher	Student culture survey/BRICK Education Network
Indicate if Diagnostic, Formative, Interim, Summative	Diagnostic (fall administration) Formative (winter administration) Summative (spring administration)
Purpose of Assessment	To assess the strength of student culture at the campus, including the extent to which students have internalized, and are invested in, the school's values; the extent to which students believe they have developed grade-level social and emotional skills; and the extent to which students have developed a positive sense of self.
Format	Computer-based online assessment (students complete some writing/responses on paper)
Frequency of Assessment (number of times per year administered and months of administration.)	Three times per year, generally in August, December and June

- Describe key considerations in the selection or creation of any assessment not yet identified including as it relates to ascertaining the impact of student learning loss.

BBACS recognizes that the COVID-19 pandemic has had a devastating impact on students and families. Due to prolonged school closures and challenges with remote instruction, many students are experiencing high-levels of learning loss as well as trauma that could have a lasting impact.¹⁵ Since BBACS plan to open with kindergarten and first grade students, the school does not plan to add any additional assessments to ascertain the impact of student learning loss. Even if disruptions to learning continue to occur during the incubation period, the BBACS teams believes that its plans to administer diagnostic assessments to all new students during home visits and orientation activities will allow the school to capture sufficient data on student learning levels to ensure instruction appropriately supports students. In addition, should BBACS need to transition to remote learning during the chartered term, the team would attempt to implement its regular assessment program as previously described to ensure that staff can continue to measure student learning, identify areas where students would benefit from additional support, and then provide targeted interventions to support students. BBACS would be unlikely to add

¹⁵<https://www.mckinsey.com/industries/education/our-insights/covid-19-and-education-the-lingering-effects-of-unfinished-learning>

additional new assessments to measure student learning loss since the team believes that it's assessment program provides comprehensive information on the absolute achievement of students and student academic growth. Instead, BBACS would work closely with BRICK's academic directors to determine how to ensure its assessment program could be conducted virtually in ways that still ensure valid and reliable data. In addition, if necessary, BBACS would consider strategically reducing the volume of assessments given to students to maximize the amount of instructional time they would receive from their teachers.

- *Explain how the school will ensure assessment results are valid and reliable.*

Since BBACS prioritizes the use of data to inform instruction, it is essential that all assessments produce data that is valid and reliable. As a result, school leaders, particularly, the principal and Director of Operations, with support from other members of the Instructional Leadership team, will work together to ensure the reliability and validity of all assessments. The BBACS approach to ensuring that assessment results are valid and reliable is described in detail below:

- BRICK's weekly newsletter, *Leadership Matters*, will include comprehensive information regarding the network assessment calendar, highlighting upcoming assessments and the detailed requirements for administration (for example, the required timeframe for an assessment's administration; the protocol for administering that assessment, what students must take the assessment; and where data from the assessment must be entered).
- The Principal and Director of Operations will use part of their weekly collaborative meeting to build an action plan for upcoming priority assessments. These action plans will include:
 - Sharing important information about upcoming assessments using the weekly BBACS staff newsletter jointly produced by the principal and the Director of Operations;
 - Detailing the operational and organizational plans for material preparation (such as paper test booklets or Chromebooks) and logistics (for example, by sharing modified school schedules if necessary);
 - Outlining changes and updates to the principal's schedule to oversee test administration across all classrooms. Over time, the principal will also plan how to engage other leaders in this work (for example, by setting direction for how the Director of Special Education will observe the administration of any pull-out testing led by other special education teachers to ensure that assessments are administered appropriately); and
 - How ongoing training will be provided to teachers to ensure that they can administer the assessments with fidelity, including, for example, by sharing information about upcoming whole staff professional development sessions and/or small group support sessions for new staff members.
- The principal and DO will then debrief the assessment process during their next collaborative meeting, including by identifying ways that they can strengthen their approach to future assessment administration. In addition, both parties will review the summary data reports for priority assessments that are produced by the BRICK performance team. Those reports will include information that identifies where there may be issues with data validity or reliability (based on, for example, comparing the school's data to historical data from the campus and comparative data from other schools). The principal and Director of Operations will then identify next steps for addressing any such issues (for example, by interviewing teachers or students to gain more information about the administration of the assessment or by scheduling focused observations of specific classrooms to ensure future assessments are administered in valid ways).

BRICK network academic directors also support the collection of valid and reliable test data by providing teachers and instructional leaders with appropriate training on how to successfully administer network assessments. After the administration of priority assessments, BRICK academic directors also support teachers to engage in collaborative scoring of assessment items. This collaborative scoring ensures that teachers are trained on how to effectively and consistently assign scores to student responses so that they are normed across grade levels and schools so that they can support valid action planning related to the data.

In addition, BBACS recognizes that it will be critical to thoroughly learn the expectations for administering New York state assessments. As a result, beginning approximately two years before administering these exams, when BBACS has students in grades K-2, the Director of Operations will focus on building a comprehensive plan for the region to internalize New York's expectations for state testing and to effectively communicate those expectation to all staff while also providing the training necessary for staff to perform those functions successfully.

- *Describe who will be responsible for administering assessments and collecting and analyzing the results.*

As described above, teachers will be primarily responsible for administering assessments, collecting results from their students, and analyzing student assessment results. Teachers will also be responsible for ensuring that student achievement data is entered into any necessary systems to support data analysis and action planning (for example, this may involve the scoring of open-ended responses from students and entering those scores into Illuminate, BRICK's primary platform for student achievement data).

However, school leaders at BBACS will also play a critical role in ensuring that assessments are administered correctly to produce valid and reliable data, including the principal and Director of Operations, as described above. The Director of Operations will also play a leadership role in ensuring that the school is prepared to administer any major assessments (such as the NWEA assessment or state tests) by coordinating the logistics of testing, including the production of any modified schedules for testing, the printing of test booklets when necessary, the preparation of any technological resources needed, and the distribution of test materials. The school's Director of Operations will also serve as the school's formal Test Coordinator for the purposes of state testing. The Director of Special Education and Coordinator of English as a New Language will also be responsible for analyzing assessment data by subgroups to determine how they can best support action planning to ensure that the population of students they support is achieving their academic goals.

BRICK network staff will also play a supportive role in ensuring the successful administration of assessments, collection of student achievement data, and analysis of results. BRICK's Academic Directors will be responsible for ensuring that all assessments in their content area are provided to schools, whether by sharing electronic access directly with teachers or with the school's Director of Operations for printing. BRICK academic directors will also be responsible for ensuring that any content area tests that will be administered on the computer are entered into Illuminate and accessible to school staff. The BRICK performance team will also assist this process by sharing data reports after major assessments with the principal and other school leadership team members that will aid in data analysis and action planning—as well as the school's efforts to maintain data integrity as described above. The BRICK Buffalo RDI will also support this work by supporting the school's principal to analyze assessment results and build relevant action plans to improve student performance. In addition, the BRICK Buffalo RDI will also prepare monthly reports for the BBACS Board that include updates on student performance on recent

assessments and the additional information necessary to help Board members contextualize that information (for example, by providing comparative data from other local schools).

The BBACS Board is also invested in creating a schoolwide culture of using data to drive decision making. As a result, the Board has worked with the BRICK Buffalo regional team to begin to create an ongoing process of data collection and analysis that will inform all aspects of the school’s work—including in areas outside of academics like operations and talent development. The table below provides an overview of some of the specific ways that BBACS plans to leverage its partnership with BRICK to create a data-driven school culture:

Timing or cadence	BRICK data supports to the school
<p>Summer professional development</p>	<p>All BRICK Principals in Residence will attend the Relay Graduate School of Education’s National Principals Academy Fellowship or will receive comparable training from the BRICK Buffalo Regional Director of Instruction/Superintendent, who is an adjunct faculty member at Relay. As part of this fellowship/development, they will receive comprehensive training on how to use data to inform instruction at their campuses. They will also receive training on how to lead weekly data meetings with their teams.</p> <p>The BRICK Buffalo RDI will also provide local training for staff on how to effectively use data to inform instruction, since he has gained national certification in leading weekly data meetings as part of his work in the Leverage Leadership Institute. As part of this work, he will ensure that all instructional staff complete and analyze the priority end of year assessments that their students will complete at the end of the upcoming school year so that they are clear on the academic expectations for students. As an example, this would mean having the 3rd grade math teachers take an example of a released 3rd grade New York state math exam and then having them engage in a conversation regarding what students need to know and be able to do to be prepared to be successful on this exam. In addition, he will also ensure that all staff members complete the required end of year social and emotional learning assessments for students and discuss what must be done during community meetings, morning meetings and classes to ensure that students have the social and emotional support they need to thrive.</p> <p>STEP Training: BRICK’s Elementary Literacy Director will provide comprehensive summer professional development on how to administer the STEP assessment and how to interpret student results. This training will be offered to instructional leaders and also directly to teachers.</p> <p>SEL Assessment: BRICK’s Senior Director of Student Supports (previously BRICK’s Student Culture Director) will provide comprehensive training on how to administer and act on the network’s SEL assessments. In the early grades, these</p>

	<p>assessments are much less formal, so staff will be asked to complete a needs assessment with families before the start of the school year to help guide specific supports of students.</p> <p>Daily teacher data analysis: The Buffalo RDI will provide training on BRICK’s baseline expectations for how teachers and leaders are expected to collect, analyze and act on data each day.</p>
<p>Annually</p>	<p>Before the start of the school year, BBACS staff will conduct home visits for all new students. During these home visits, the team will administer short assessments in reading and mathematics as well as a student needs assessment so that the team can prepare to appropriately support students from the very beginning of the year. The team will then follow up in these ways:</p> <p>Before year one of the charter term or when heavy support is needed: The BRICK Buffalo RDI will train the principal on how to analyze and act on home visit data, specifically by modeling how to:</p> <ul style="list-style-type: none"> ● Use the data to create heterogeneous classrooms and homogeneous small groups for targeted, small group instruction in reading and math and small group support from the social worker. ● Compare incoming student performance to the work they will take on in their next grade level to identify opportunities to accelerate their learning (for example, by updating scope and sequences to add additional lessons based on a common learning gap students have). ● Create small group instructional resources for teachers to use that effectively leverage this data (for example, oral drill for guided reading lessons that targets the specific letters students do not yet recognize and counting jar activities for students that need additional support with early counting skills). ● Enter student performance data and targeted interventions into the region’s data system for ongoing reference, analysis and action planning. <p>In subsequent years or when less heavy support is needed: The RDI will review the principal’s plans to provide this beginning of year data training for their senior leaders. In addition, the RDI will partner with the principal to determine the most effective strategies for acting on the data collected, including making strategic shifts to network curriculum or pursuing additional resources to address a particular student gap.</p> <p>Since so much student data is collected at the beginning of the year, one of the first Friday Professional development sessions will take the form of the principal presenting on the beginning of year student data and the specific strategies the</p>

	<p>team will use to act on this data. The RDI will attend this meeting and support as needed (for example, by collaborating on the writing of the professional development session or real time coaching its delivery).</p> <p><u>NWEA assessments</u></p> <p>Fall</p> <p>During the first month of the school year, students will also take the NWEA assessment in reading and math. After the administration of the NWEA assessment, a member of the BRICK’s data team will share a report with the school that provides a detailed analysis of student performance. The BRICK Buffalo RDI and BBACS principal will then meet to determine what changes, if any, should be made to the instructional program based on this data (for example, adding additional targeted supports or interventions for students that are significantly below grade level).</p> <p>Spring</p> <p>At the end of the school year, students will take the end of year NWEA assessment in reading and math to measure the progress students have made that year and to measure the extent to which the current academic program is driving student growth. The BRICK Buffalo RDI and BBACS principal will meet to review this data and to determine any specific changes that should be made to the academic program as a result (for example, if students were leaving 2nd grade without full mastery of a priority math concept, additional instruction on that concept may be added to 3rd grade for the next school year. Alternatively, if students across all classrooms were not making sufficient progress in math across all math classrooms, the team may re-evaluate the current mathematics program).</p>
<p>Each unit or instructional cycle</p>	<p>STEP administration and follow through (K-2). Since the STEP administration must be administered in a way that is reliable and valid and can be complicated for new teachers, the Buffalo RDI will conduct a joint walkthrough of all classrooms with the principal to ensure that test administration is being done appropriately and to immediately address any gaps with the appropriate training/follow up.</p> <p>In addition, the BRICK network Elementary Literacy Director will work collaboratively with all leaders that are coaching literacy teachers (such as the principal and Vice Principal of K-5 literacy) to produce a shared analysis of the STEP data after each assessment round. These Buffalo leaders and the BRICK Elementary Literacy Director will then work together to create a PD session for teachers to share this data, their related analysis, and specific next steps. This session will be delivered during the Friday PD after the end of the STEP round. The</p>

sample agenda for this PD is as follows:

Sample Friday Literacy PD Agenda	
2-2:15	Opening and Celebration of Student Progress
2:15-3:00	Clarification of key gaps in student performance and ways to address those gaps, for example, through the model teaching of a specific literacy skill
3-3:45 p.m.	Teachers add plans to address this skill into their lessons for the next week and then practice delivering the re-teach lesson they saw modeled with their grade level partners. Then teachers begin the process of refining their plans for small group instruction during the next week by adjusting what skills they will focus on with what students given their data
3:45-4	Close out and reflection

Since the STEP administration can be challenging for new teachers and for teachers without a background in early literacy skills, the BRICK Elementary Literacy Director will be available, as needed, to work collaboratively to analyze their data, to adjust their guided reading groups, and to determine key trends from their data. The BBACS leader who coaches these staff members can also attend these sessions or schedule additional personal meetings to further develop their own expertise.

BRICK network literacy interim assessments (3-5). The BRICK Elementary Literacy Director will work collaboratively with the vice principal or principal coaching literacy to produce a shared analysis of the literacy data after each interim assessment administration. The principal and literacy director will then work together to create a PD session for teachers to share this data, their related analysis, and specific next steps. This session will be delivered during the next Friday PD. The agenda will likely be the same as the one described above.

Achievement First math unit assessments. The BRICK Elementary Math Director will work collaboratively with the vice principal or principal to produce a shared analysis of the math data after each unit assessment. The principal and math director will then work together to create a PD session for teachers to share this data, their related analysis, and specific next steps. This session will be delivered during the next Friday PD. These PDs will likely follow the agenda below:

Sample Friday Math PD Agenda	
2-2:15	Opening and Celebration of Student Progress
2:15-3:00	Clarification of a key gap in student performance and a way to address that gap, including by the modeling of a potential re-teach lesson that aligns to that key gap in student performance
3-3:45 p.m.	Teachers identify which day they will deliver the re-teach and then practice with a grade level partner. Then each teacher begins the process of assigning differentiated work in I-ready to ensure that students that need additional at bats with the current focus skill receive that opportunity during the next week.
3:45-4	Close out and reflection

Note: Since teachers either serve as core math teachers or core literacy teachers, these Friday data days can occur at any time they are needed based on the assessment calendar of a particular content area. In addition, the other content area can focus on instructional development during this time.

Cultural data meetings

BBACS recognizes that it is also important to analyze and act on student culture data. As a result, approximately once per quarter, the BRICK Buffalo RDI will support the BBACS Principal (in year one) or the principal will support the school's Vice Principal of Culture (in subsequent years) to lead a full staff meeting focused on analyzing key student experience data and determining high leverage next steps. A sample agenda for this meeting is found below:

Sample Friday Culture PD Agenda	
2-2:15	Opening and Celebration of Student Culture Bright Spots
2:15-3:00	Clarification of a key gap in student experience and a way to address that gap (for example, by walking the team through a sample SEL lesson written to address a current challenge or by walking the team through a rewritten version of a school routine or by leading a teacher practice clinic to strengthen a particular classroom teaching

		strategy, such as what to do directions).	
	3-3:45 p.m.	<p>Teachers identify when they will implement the strategy, or a version of that strategy for their class, and then practice.</p> <p>Teachers also begin the process of pre-planning any specific things they need to provide differentiated support to individual students (for example, to add additional SEL lessons based on a topic of concern for their particular classroom).</p>	
	3:45-4	Close out and reflection	
Each week	<p>Each year during the second quarter, the BBACS team will begin to focus its attention on also using data to drive results each week prior to upcoming assessment administrations. This will be made possible via weekly professional development in content area teams during the Friday afternoon PD time.</p> <p>An overview for these content team meetings is provided below:</p> <ul style="list-style-type: none"> Math weekly data meetings: Beginning in quarter two, math teachers and math instructional leaders will typically spend their Friday professional development time in content-specific professional development. These PD sessions will each include dedicated time for math teachers to meet with other math teachers on their grade level math team to participate in a weekly data meeting using the framework used by the Relay GSE. <i>The template used by Relay can also be found in Response 23-b Supplemental Attachments.</i> These meetings will enable teachers to review examples of student work, identify key gaps in student understanding, and develop re-teach lessons to address those gaps in student understanding—as well as specific plans for supporting small groups of students that may need additional, targeted support to achieve mastery. The principal or vice principal coaching the math team will facilitate these meetings and will ensure that these meetings focus on the highest leverage lesson from the last week. In year one, since there will be two grade levels, the math coach will be able to lead one grade level meeting and then transition to lead the next grade level meeting. However, in later years, teachers interested in pursuing leadership will be empowered to facilitate meetings for their grade levels during this time so that the principal and vice principals can focus on priority grade levels and content areas based on overall school needs. 		

	<ul style="list-style-type: none"> ● Literacy weekly data meetings (K-2): Beginning in quarter two, literacy teachers and literacy instructional leaders will also typically spend their Friday professional development time in content-specific professional development. These PD sessions will each include dedicated time for literacy teachers to meet with other literacy teachers on their grade level team to deepen their understanding of foundational literacy. Due to the complexities of early reading data, teachers in K-2 will participate in a modified form of the Relay GSE data meeting framework that will be created in collaboration with faculty at the Relay GSE and Lifelong Learners. We expect that this will lead to teachers reviewing data on their students' early reading behaviors during their content team time and then prioritizing specific ways that they will use this data to adjust how they will deliver their lessons during the following week. These meetings may take many different forms, including: <ul style="list-style-type: none"> ○ Identifying specific letter sounds that a particular phonics group does not know; planning oral drill activities that reinforce these sounds; and then practicing this oral drill with their grade level literacy partners. ○ Clarifying specific comprehension skills that are holding students back in class; observing a leader model how to teach this comprehension skill successfully; and then practicing the teaching of this skill with grade level partners. <p>Literacy weekly data meetings (3-5): These meetings would be similar to the math data meetings described above, including the fact that teachers will be empowered to lead some data meetings by the time the school is fully grown to ensure that all teachers can participate in weekly data meetings during their Friday PD time slots beginning in the second quarter.</p>
Each day	<p>Each day, BBACS will expect that teachers analyze data from their own classrooms to inform their instruction for the next day. Some ways in which this can occur are:</p> <ul style="list-style-type: none"> ● Ensuring that all submitted short assignments receive feedback and are returned to students no later than the start of the next school day. This work will likely take the form of daily exit tickets in math, exit tickets on most days in read aloud, written responses assigned during guided reading, and workbook pages in science or social studies. <p>Ensuring that all work that does not demonstrate full mastery is added to the student's Sankofa folder so that each student can receive ongoing targeted support to improve the quality and/or completion of this work during small group instruction and/or during any independent learning time.</p>

- *Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments.*

BBACS believes in and relies upon consistent use of data in order for teachers to inform instruction and for leadership to make decisions regarding curriculum. Data provides information that directly correlates to classroom instruction, including the need for re-teaching topics and skills, and providing additional intervention strategies and services if and when needed. In this way, the process of reviewing and responding to data has the potential to ensure students make significant academic progress and are prepared for state assessments. However, this approach is only effective if the work students complete each day is aligned to the New York state standards and reflects the rigor of the New York state assessments. As a result, BBACS is committed to ensuring that instructional staff develop a deep understanding of the New York state standards addressed by their course as well as any assessments students may take. Fortunately, this is why summer staff development time is dedicated, each year, to ensuring that all instructional leaders and teachers unpack the New York state standards for their course and complete any summative state assessments for their course. BBACS believes that this process will enable instructional staff to ensure the materials students are exposed to reflect the rigor of the items they will experience on the state test (including daily student tasks and exit tickets). In addition, BBACS believes that this professional learning will help instructional leaders and teachers understand how to provide strong feedback on the curriculum to BRICK academic directors as part of the ongoing internalization processes described above. BBACS also believes that the annual cycle described above, which dedicates specific time to analyzing the alignment between BRICK’s curriculum and the New York state standards, will lead to strong ongoing alignment.

BBACS is also committed to ensuring that internal assessments reliably predict whether or not students are on track for success on end of year assessments. As a result, the BRICK Buffalo RDI will work with the network’s data team to analyze the correlation between student performance on internal assessments and performance tasks and the end of year assessments and then take appropriate follow up actions. As an example, the BRICK data team could determine that there was a strong correlation between math interim results and state test performance but a weak correlation in ELA. If this were the case, the RDI would then present this data to the BRICK Elementary Literacy Director to ensure they could partner on making relevant updates to specific ELA assessments (for example, by changing the content and/or format to strengthen their predictive value) or changing complete assessments as needed. The RDI would also use this data to help establish internal student performance cut scores for the following school year. This means that the RDI could then provide teachers with a way to understand whether their students were on track to pass the state test (for example, by sharing that students who scored above a certain RIT score on the NWEA assessment or achieved a certain score on the first Achievement First math interim were likely to pass the state test). This analysis would also support the creation of internal data dashboards to help contextualize and describe overall school academic performance to the BBACS Board.

- *Explain how the following stakeholders will have access to and be able to use assessment results: teachers, school leaders, the education corporation’s board of trustees, and students and parents.*
- *Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.*

BBACS will use the Illuminate platform to house comprehensive assessment results on each student, including, but not limited to, STEP data, NWEA MAP data, interim assessment data, and results from the school’s student surveys. The Illuminate platform will enable a variety of stakeholders to easily view this data for individual students as well as aggregated by class, grade level and subgroup. In addition, this platform will ensure that school stakeholders can understand student progress over time and analyze the extent to which the school is on track to achieve its goals. Some of the specific ways that assessment data will be shared with key stakeholder groups are described in the table below:

Key stakeholder	Summary of data sharing and discussion practices
Students	<p>BBACS students will become very familiar with using Illuminate as a platform to take online assessments, as well as the individualized student data reports that it can generate to help them understand their performance on those assessments. Teachers will be expected to share these Illuminate data reports directly with students after each priority assessment and to use these reports as part of class activities, including to help explain to classes and individual students what specific skills they have mastered and where they will receive additional instructional support. At BRICK, this process takes the form of Sankofa weeks of reflection after major assessments, where teachers dedicate time during morning meetings and during classes to assist students with analyzing their assessment results and setting goals for their own development.</p> <p>Teachers will also support students during morning meeting time to make sense of their assessment results from Illuminate in developmentally appropriate ways. In Kindergarten, this could mean the teacher reviewing the meaning of STEP levels, having students color a bar graph to illustrate their progress over time, and leading a discussion to help students set individual independent reading goals.</p> <p>Each quarter, all students will also receive a BRICK Plan created by the BRICK performance team that synthesizes their performance on the priority assessments during that quarter. These plans go into each student’s Sankofa folder, which students use as a place to plan their individual goals for the next quarter and to keep track of additional, individualized work that they will complete to continue to improve their mastery of key grade level skills.</p> <p>BBACS also plans to create a positive school culture where all students can be celebrated for their academic achievements. As a result, teachers will also celebrate absolute achievement and student growth by recognizing students during their class community meeting or at the weekly grade level community meeting.</p> <p>In addition to quarterly report cards, students will also receive progress reports midway through each quarter. Students will have an opportunity to review these report cards and progress reports during morning meeting time with their teacher to ensure they understand this information and can ask for any additional support they need. Students also reflect on the information contained in these progress</p>

	reports and set individual goals for their development.
Families	<p>Families also receive all of the same assessment information that is provided to students. For example, students are required to bring home their individual Illuminate assessment report after each priority assessment, to show it to their parents, and to return the report with a parent signature. This type of recurring homework assignment is designed to ensure that each family receives ongoing information about their student’s academic performance and can encourage conversations regarding the best ways that they can support their student’s learning. Families also will receive online access to PowerSchool and Kickboard so that they can continually view their child’s grades and data that reflects their social and emotional development.</p> <p>Families are also encouraged to attend parent teacher conferences four times per year. At these conferences, families will also receive a copy of the BRICK Plan for their student so that they can engage in conversations with their child’s teachers regarding their child’s overall academic performance and ways that they can partner with the school to continue to support their child. Families are also encouraged to attend weekly community meetings so that they can help the school recognize the academic achievements of its students.</p> <p>BBACS also recognizes that it is important to make additional efforts to ensure high-quality communication with families about the academic achievement of their children. As a result, BBACS will also ensure that staff deliver presentations on student assessment data at key school events, including parent teacher conferences, back to school night, math night and literacy night. During these presentations, school leaders will share information about why students take specific priority assessments at the school and provide families with information on how to interpret their child’s results.</p>
Teachers	<p>Teachers will also be able to access comprehensive student assessment data in Illuminate. This system will support their efforts to analyze their data by providing them with easy access to various student performance reports, such as item analysis reports that will help them understand which questions on a recent assessment were most challenging and should be analyzed to identify student misconceptions and plan an aligned re-teach lesson. Teachers will also use these reports to support the intellectual prep work they do to prepare for lessons by planning specific ways they can adjust their plans for the following week based on the data (for example, by deciding to pull a small group during math power up to re-teach a key priority standard that those students had not yet mastered on the most recent weekly quiz). BRICK network academic directors also produce data dashboards after all major assessments that enable teachers to further analyze</p>

	<p>their data, including by comparing their data to other teachers across the network and to historical student performance on the same assessment.</p> <p>Teachers will also support students during morning meeting time to make sense of their assessment results from Illuminate in developmentally appropriate ways. In Kindergarten, this could mean the teacher reviewing the meaning of STEP levels, having students color a bar graph to demonstrate their progress over time, and leading a discussion to help students set individual independent reading goals.</p> <p>Teachers also play a key role in ensuring that families are aware of the assessment results of their children and have the tools to interpret those results. Teachers will share all assessment results with families by adding those results to each child’s homework folder. In addition, teachers will ask that families complete a homework assignment of reviewing those assessment results with their children and sharing any questions they may have about the results. For example, if it is a Kindergarten unit test, students will bring home a copy for parents to send home, sign, and communicate any questions or concerns. With priority assessments, like the NWEA, relevant one-pagers will also be provided to ensure that all stakeholders understand the purpose of taking the assessment, their child’s score, and how to interpret the results. Teachers will also review homework folders and respond directly to any questions raised by parents or guardians about any assessment results that were sent home.</p>
<p>School Leadership team members</p>	<p>School leadership team members will also have access to comprehensive data reports in Illuminate and additional data dashboard built by the network’s academic directors and performance team. As described previously, these reports will support the efforts of school leadership team members to coach individual teachers and to lead weekly data meetings. In addition, the Illuminate portal will also enable school leadership team members to easily compare the assessment data from different classes in the school. In this way, a school leadership team member could use Illuminate to identify how they can best support the cohort of teachers they manage to improve performance (for example, by increasing the frequency of coaching support to the classroom with the lowest level of student performance or by videotaping how the highest performing classroom executes a specific part of its instructional block to share with other team members). School leadership team members also use the data in Illuminate to suggest specific short-term curriculum modifications to support high levels of student achievement (for example, by requesting that the BRICK Elementary Math director creates an additional series of lessons to add to the scope and sequence that address an essential priority standard that students are struggling to master). BBACS school leadership team members also plan and facilitate the presentations at whole school events that are designed to support families to understand and interpret their child’s assessment results.</p>

<p>Board of Trustees</p>	<p>BBACS’s Board of Trustees will have ongoing access to a school performance dashboard that includes the school’s performance goals and data that shows how the school is performing relative to those goals. A sample of this dashboard can be found in <i>R-23b - Supplemental Attachments</i>. This information will be populated into the board dashboard on an ongoing basis by the BRICK Buffalo RDI and RDO.</p> <p>In addition, the BRICK Buffalo RDI will also take the following steps to ensure that the Board is aware of the school’s academic achievement, clear on how that achievement compares to goals, and engaged in action planning to close any gaps in performance:</p> <ul style="list-style-type: none"> ● Monthly full Board data dives. At each Board meeting the BRICK Buffalo RDI and the Regional Director of Operations will share the performance dashboard with updated metrics. The RDI will present to the Board the most updated academic performance metrics– including the school’s progress towards its charter contract accountability goals–and will answer any questions raised by the Board. The RDI will also report on any recently collected qualitative performance data, such as the results of the staff culture survey conducted by BRICK. ● Monthly Academic committee meetings. In between each Board meeting, the Buffalo RDI will also meet with the BBACS Academic Committee. The Buffalo RDI will preview the data presentation that will be delivered to the full Board and will spend additional time sharing and discussing the data set that was used to populate the dashboard. For example, during these meetings, the RDI may present the STEP growth by classroom during the last STEP round and engage in discussion around how to improve STEP growth in targeted classes moving forward. ● Annual Board tour. Each year, the Buffalo RDI and RDO will also encourage the BBACS Board to spend a portion of the day observing at the school and engaging with students and staff. Through this experience, board members will be able to see instruction in action and develop a well-rounded perspective of the school that will support their ability to provide effective governance.
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c. Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- *The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach (e.g., co teaching or aides, technology, physical space, approaches to classroom management, etc.);*

- *Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 6(a) – Curriculum Selection Process; and,*
- *An explanation of how the instructional methods align with the school's educational philosophy and further its specific mission, key design elements, and unique themes.*

The BBACS instructional model is rooted in a shared vision for educational equity that asserts that 1) the students from East Buffalo can perform at the highest levels when provided with access to a rigorous, college preparatory education, 2) that all students learn best when provided with culturally responsive instruction that embraces their identity and community,¹⁶ and 3) that elementary students learn best when they are actively engaged in the learning process. At BBACS, cultural responsiveness is not limited to just curriculum, but also to classroom and schoolwide routines and rituals that reinforce teaching and learning. BBACS school leadership will help bring this vision for educational equity to life by leveraging the key instructional methods and techniques described below:

Rigorous Academic Instruction

BBACS believes that delivering high-quality lessons to students starts with ensuring that all teachers have a shared mindset around rigorous instruction, clarity on what they should teach, and the instructional leadership support necessary to teach that content at the highest level. As a result, BBACS and BRICK will ensure that teachers will have access to comprehensive instructional resources and the instructional leadership support necessary to leverage those resources to deliver high-quality instruction for students.

At BBACS, summer professional development will involve foundational readings from the Opportunity Myth study from The New Teacher Project (TNTP)¹⁷. This study analyzed the quality of instructional resources that students were exposed to in several major cities in the United States, including Buffalo. The study describes how low-income children of color in Buffalo are frequently not exposed to grade level work—even though these students are just about as successful with that work as their more affluent peers are when they receive it in the classroom. As a result, TNTP indicates that student performance is often correlated with teacher expectations rather than student ability. Unfortunately, in low-income areas, teachers often reduce the rigor of grade level texts in a misguided attempt to help children—which has the impact of limiting their academic success over time. By reviewing the Opportunity Myth research, BBACS will establish a culture where teachers recognize the importance of delivering rigorous grade-level instruction to all students—and understand that rigorous instruction has the potential to drive equity for their students.

Intellectual prep

As a result of this shared mindset, BBACS will invest heavily in a process called **intellectual prep**¹⁸ to ensure teachers think through the most critical aspects of planning for instruction, use the resources provided for their relevant subject area, and look at student work as part of their regular weekly preparation and development. This process includes all of the tasks that teachers do to prepare to teach a lesson to students as well as the efforts his or her instructional coach takes to support that teacher's preparation. The intellectual prep process BBACS staff will follow is briefly summarized below:

¹⁶ <https://maec.org/wp-content/uploads/2017/12/Exploring-Equity-Issues-Identity-and-Race.pdf>

¹⁷ <https://opportunitymyth.tntp.org>

¹⁸ <https://www.erstrategies.org/cms/files/3502-intellectual-preparation-protocol.pdf>

- Teachers will receive comprehensive instructional resources from BRICK. All teachers will have a scope and sequence, unit plans and daily lesson plans for all subjects. BBACS believes it is essential that these foundational materials are rigorous and address the NY state grade level expectations. As a result, these standard network resources are finalized by BRICK’s Academic Directors rather than individual teachers.
- Teachers then participate in an ongoing professional learning cycle to ensure that they have fully internalized their lessons. This process typically involves the following steps:
 - Teachers first complete independent intellectual preparation. BBACS will have content specific expectations for teachers to follow as they review a shared instructional resource, such as a unit plan or daily lesson plan, from BRICK. This process generally involves annotating the existing lesson plan and jotting down key ideas of the lesson in their own words. This process may also involve creating their own exemplary response to a student task. Teachers also are empowered to make strategic modifications to existing plans to support the students in their room—for example, by adding in modifications based on student data or to better serve specific groups of students in their room, such as students with disabilities, students who are learning English as a new language, or students with special needs.
 - Teachers then submit their independent intellectual preparation to their coach, who then verifies that all teachers are prepared for their upcoming lessons. Coaches provide feedback as necessary prior to lesson execution.
 - Teachers then have at least one weekly meeting to deepen the quality of their intellectual preparation with their coach. During these meetings, coaches lead teachers through a version of the planning meeting protocol from the Relay GSE to ensure that teachers deeply understand the key ideas of the lesson and have an opportunity to plan and practice high-leverage parts of the lesson prior to executing the lesson in front of students (*a copy of this Planning Meeting protocol is included in R-23b - Supplemental Attachments*). When multiple teachers teach the same content area, these meetings will include multiple staff members.
 - **Note:** During the first quarter of the year, teachers will generally participate in two planning meetings each week. One planning meeting will be held by BRICK’s Academic Directors. These meetings will involve all BRICK teachers that teach a particular grade and content area. A second meeting will be added during Friday PD time as well and will be facilitated by instructional leaders at BBACS, including the principal, Vice Principals of Instruction and, over time, other instructional leaders. BBACS believes that intellectual preparation is critical to ensuring successful lessons are taught in every classroom and, as a result, wants to ensure that teachers have robust support to learn how to thoroughly internalize their content before delivering the lessons to students.

Pedagogical Approach

BBACS is committed to developing an academic program that is capable of supporting its students to become independent, 21st century learners who are prepared to thrive in college, career, and life. As a result, the school is committed to using a culturally responsive pedagogical approach. This approach empowers students to take control of their education—and research shows that this approach promotes student engagement and the development of student’s executive functioning skills. This

approach also causes students to experience higher levels of school connectedness¹⁹. The BBACS team also believes that this approach is critically important for the East Buffalo community—a community whose existing schools underperform state assessment averages in ELA and math results and do not have faculties that reflect the racial demographics of the students served.

To develop a culturally responsive pedagogical approach, BBACS, in partnership with the BRICK network, will draw on the research of Zaretta Hammond as described in her book *Culturally Responsive Teaching and the Brain*. Hammond’s research provides a framework for transforming dependent learners – or those that passively memorize and depend on the teacher to carry the cognitive load – to independent learners through culturally-responsive teaching. Hammond defines culturally-responsive teaching as “an educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing...all the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning.²⁰” In this definition, Hammond lays out a roadmap for implementing culturally-responsive teaching that BBACS intends to follow. BBACS will work to ensure that all staff develop a deep awareness of the community they will serve on the East Side of Buffalo by learning about the history of African Americans in Buffalo and participating in professional development sessions to learn about the vast cultural wealth of the East Side and the assets that students and families bring to school each day. In addition, BBACS will encourage teachers to leverage its intellectual preparation protocols to determine ways that teachers can strategically adjust shared lesson plans to ensure that students can leverage their cultural knowledge to access the curriculum. With its emphasis on supporting teachers in building trust with students, creating an environment that is intellectually/socially safe for learning, and focusing on principles of restorative justice, Hammond’s Ready for Rigor Culturally-Responsive Teaching Framework will serve as the school’s north star for creating engaging, emotionally safe school cultures and delivering high-quality instruction.

Figure 10a.1 – Hammond’s Ready for Rigor Framework for CRT²¹

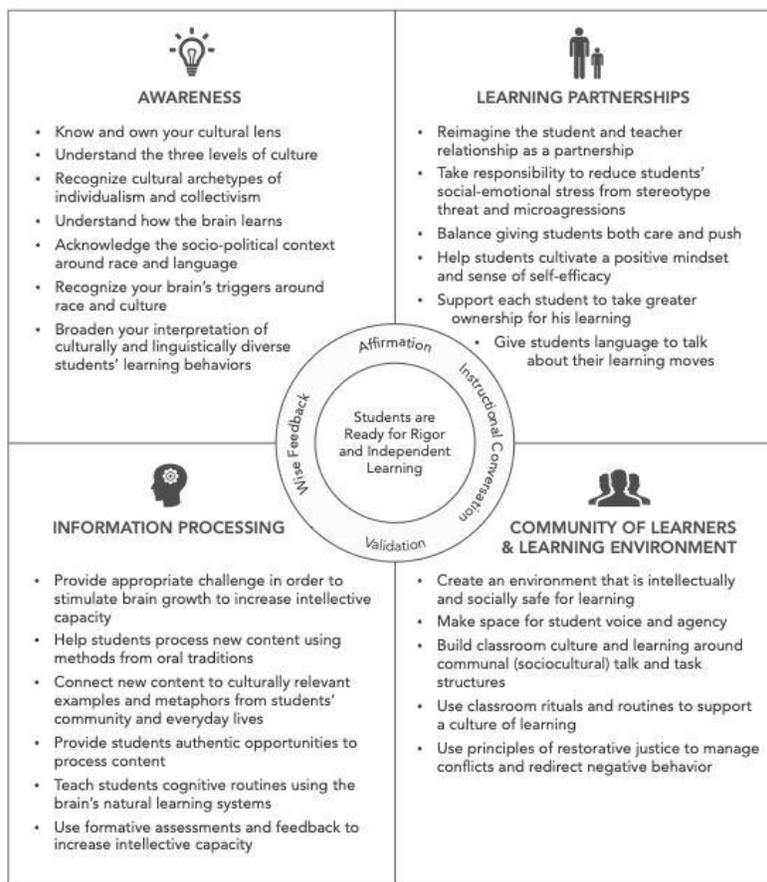
¹⁹ Kaylanpur, M., & Harry, B (2012). *Cultural reciprocity in special education: Building family-professional relationships*. Baltimore: Paul H. Brookes.

²⁰ Hammond, Zaretta. *Culturally Responsive Teaching & The Brain*. 2015.

²¹ *ibid*, page 17

READY for RIGOR

A Framework for Culturally Responsive Teaching



© Zaretta Hammond, 2013

www.ready4rigor.com

BBACS will use Hammond's Ready for Rigor framework as the foundation of its summer professional development program and to inform the ongoing coaching that teachers receive. In addition, this framework is also supported by several other key pedagogical approaches that help ensure all students are ready for rigorous instruction. These supplemental pedagogical practices are briefly summarized below:

- **Co-teaching:** BBACS will prioritize co-teaching in the youngest grades (K-2) to ensure that all students have the additional support they need to attain grade level proficiency by the end of third grade. For most of the day, the youngest students at BBACS will benefit from having two teachers in their classroom and, through our unique partnership with City Year, some of these classes may even have three adults. More information about which blocks are co-taught can be found in *R-07ac - Calendar and Schedules*. In addition, more information about the school's approach to integrated collaborative co-teaching can also be found in *R-08ad Specific Populations*.
- **Small group instruction:** Teachers plan for small group instruction in reading and math during each full length school day to ensure that all students receive the targeted support they need. This instruction occurs during the guided reading, phonics and math power up block with students

in grades K-3 and, over time, during independent learning time blocks with older students in grades 4 and 5.

- **Shifting the cognitive load:** Students do the heavy lifting at BRICK. Teachers design and carry out lessons that encourage students to engage in inquiry-based learning activities more often than direct instruction. This approach is evident in the school’s curriculum choices, such as FOSS and Amplify, which prioritize student investigations as well as Achievement First math, which prioritizes students starting the math block by working on a new type of problem with a partner. The school’s guided reading curriculum also privileges the use of habits of discussion to ensure that students have an opportunity to engage in discourse related to critical thinking questions about complex texts to generate their own insights about these texts. All of these approaches help students build the metacognitive skills necessary to devise strategies to solve unfamiliar problems, which builds students’ independence and self-esteem—and improves the retention of the content learned.
- **Individualized learning:** The BBACS commitment to culturally responsive instruction prioritizes developing students who are independent learners. As a result, during independent learning time, students in the upper grades will be provided with the opportunity to work either in small groups or individually toward specific, tailored goals based on recent interim or bi-weekly data. Students in the younger grades will also have the opportunity to work independently but will have the developmental support of online blended learning programs and adaptive technology to ensure that their learning time is focused on their unique developmental needs. BBACS will also ensure that this process is meaningful by ensuring that teachers support students to develop independence over time—by continuously collaborating with students to help them reflect on their performance, set personalized goals for development, and devise their own strategies for improving their performance over time.
- **BRICK Best Teaching Practices:** BBACS is also committed to learning from the best teaching practices that have been used successfully at BRICK to promote high levels of student achievement. These best practices have been codified over the last year as BRICK leaders have observed their highest performing teachers and described their high leverage teaching moves using language from the school’s professional development canon, including Teach Like a Champion by Doug Lemov, Culturally Responsive Teaching and the Brain by Zaretta Hammond, The Skillful Teacher by Jon Safier, Get Better Faster by Paul Bambrick, and The Knowledge Gap by Natalie Wexler. These practices, including concepts like clear what to do directions, scanning/radar, least invasive corrections, positive narration, and academic monitoring are described in detail in the BRICK Instructional Guidebook SY 21-22, which can be found in **R-23b - Supplemental Attachments – item BRICK Instructional Guidebook SY 21-22.**

d. Course or Subject Overview

Provide course descriptions for every subject and grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedules and specials (e.g., physical education, art, etc.). This should include, at minimum: a general description of the specific content and skills that would be addressed in the course, if known; the curricular programs (e.g., Core Knowledge, Singapore Math, FOSS, etc.) that would be used in each course; essential course specific assessments (e.g., the state’s 3rd – 8th grade assessments/Regents exams, end of course portfolios or performances, etc.); and, if serving students in 12th grade, provide an outline of course sequences leading to graduation.

R-06g - Draft Accountability Plan

Complete the Accountability Plan template available on the Institute's website at: newyorkcharters.org/reporting-requirements/accountability-plan-draft/. The web page includes additional detail to assist the applicant in drafting the required SUNY Accountability Plan. This Response should serve as a draft based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.

BRICK Buffalo Academy Charter School Draft Accountability Plan For the Accountability Period 2023-2028

Academic Goals

Goal 1: English Language Arts

Description: Students will demonstrate proficiency in reading, writing, comprehending, and speaking the English language.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State ELA exam for grades 3-8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

Goal 2: Math

Description: Students will show competency in their understanding and application of mathematical computation and problem solving.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3- 8.
- Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested.

Goal 3: SCIENCE

Description: Students will understand and apply scientific principles at a proficient level.

Absolute Measure

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Science exam for grade 4 and grade 8.

Comparative Measure

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

Goal 4: ESSA

Description: BRICK Buffalo Academy will make Adequate Yearly Progress. Under the state's accountability system, the school will be in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

Goal 5: Fiscal Responsibility

Description: BRICK Buffalo Academy will make sound financial decisions, ensuring effective and responsible use of financial resources to maximize student learning.

- Each year, the school will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.
- Beginning with the school's first operating year, at the end of each fiscal year, unrestricted net assets will be equal to or exceed two percent of the school's operating budget for the upcoming year.
- Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

Goal 6: Social Emotional Development

Description: Students will positively grow and develop as individuals each year, including by demonstrating a positive self-concept, mastery of age-appropriate social-emotional skills, and an investment in their school and community.

- Each year, at least 85% of students will answer "agree" or "strongly agree" to age-appropriate questions that ask students to describe their self-concept on the school culture survey.
- Each year, teachers will indicate that at least 85% of students demonstrate age-appropriate social-emotional skills when completing the teacher inventories for student culture.
- Each year, at least 85% of students will answer "agree" or "strongly agree" to age-appropriate questions that ask students to describe their investment in their school and community.

Goal 7: Parent Satisfaction

Description: Parents will demonstrate satisfaction with the quality of education their child receives at BRICK Buffalo Academy Charter School and the quality of support they receive as a family.

- Each year, at least 85% of families will answer "agree" or "strongly agree" that they are satisfied with the quality of education their child receives at BRICK Buffalo Academy Charter School (with at least 75% of families responding to this survey).
- Each year, at least 85% of families will "agree" or "strongly agree" that the ecosystem services offered by BRICK and its partner organizations are high-quality and provide meaningful support to their family.

R-07ac - Calendar and Schedules

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:

- *The total number of days of instruction for the school year, including whole and half days;*
- *The total number of hours of instruction for the school year, including and not including additional instructional time, such as tutoring;*
- *The first and last days of classes;*
- *The organization of the school year (e.g., semesters, trimesters, and quarters);*
- *All planned holidays, other days off, and half days; and*
- *Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.*

Provide a narrative to explain any aspects of the calendar that are not evident on the first-year calendar or where further explanation is necessary.

“Both research and practice indicate that adding time to the school day and/or year can have a meaningfully positive impact on student proficiency and, indeed, upon a child’s entire educational experience.”¹ Since BBACS is committed to ensuring that East Buffalo students receive the academic support they need to become college, career and life ready, the school plans to replicate BRICK’s proven approach of offering an extended school day and extended school year. To construct the proposed school calendar, BBACS reviewed recent calendars from BRICK’s flagship campus, the Achieve Community Charter School; the Buffalo Public Schools; and calendars from other high-performing charter schools, including SUNY-sponsored schools in New York state. Based on a review of these calendars, BBACS developed a calendar that will enable strong academic collaboration with Achieve because of the ability to jointly participate in summer professional development sessions and use the same scope and sequences. In addition, the draft calendar is similar to recently released BPS calendars because it aligns school breaks during the year to support families who have multiple children in different schools and maximize attendance. Importantly, the BBACS team also adopted several additional features that will help the school achieve even higher levels of performance—including a week of half days with students at the start of the school year to help establish a strong cultural foundation for the new school and a slightly longer school year to provide students with additional opportunities to achieve their academic goals.

The proposed annual calendar is organized into quarters and includes 191 total days of instruction (including whole and half days), comprising 1,491.50 hours at school and more than 1,066 hours of teacher-led instruction in the content areas. BBACS’s standard school day schedule will run from 7:30 a.m. to 4:00 p.m. from Monday through Thursday and from 7:30 a.m. to 1 p.m. on Friday. The length of the school day and year will allow students to receive access to both rigorous whole class instruction and time for small group, differentiated learning so that all students are supported to make as much academic progress as possible. In addition, the extended school day and year will also allow the school to provide all students with daily social emotional learning opportunities and meaningful, yet still age-appropriate, blocks of time that students can devote to the study of enriching specials subjects, including art, music, theater, dance, and physical education. BBACS does not view these enrichment courses as “extra” but rather as a part of the school’s important core curriculum. These courses play an important role in developing students’ social emotional competencies, promoting healthy lifestyles and giving students an opportunity to discover, explore and develop new talents and skills. Importantly, the extended day and year are also aligned with the

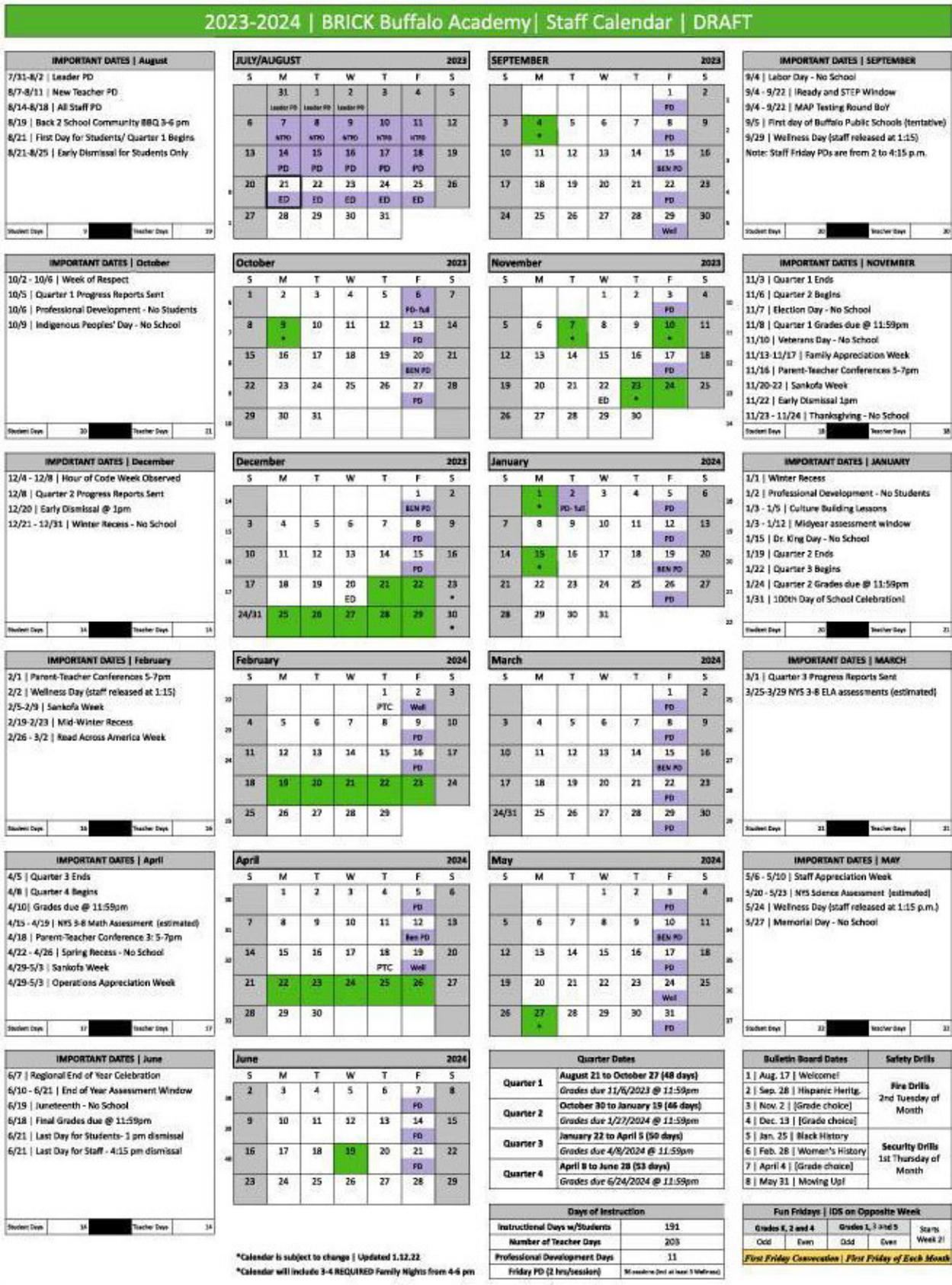
¹ <https://www.timeandlearning.org/sites/default/files/resources/caseformorelearningtime.pdf>
BRICK Buffalo Academy Charter School

needs of many Buffalo parents who will likely be a part of the school community. A later school dismissal prevents parents who struggle economically from having to make hard choices between needing to work fewer hours because they cannot afford childcare or using their limited financial resources to pay for such care. BBACS will also work to provide additional support to families by leveraging its City Year staff members to offer before and after care for students. Before and after care services will be offered each school day, including for extended hours on Fridays because of the school's earlier dismissal time. A summary of important information from the proposed calendar for students is provided below:

- The calendar includes 191 total days of instruction for students, which includes 44 early release days that will be used for professional development, data days, and parent teacher conferences.
- The calendar includes 1,491.50 hours at school and more than 1,066 hours of teacher-led instruction across the content areas.
- The standard school day schedule will run from 7:30 a.m. to 4:00 p.m. from Monday through Thursday and from 7:30 a.m. to 1 p.m. on Friday.
- The first and last days of classes are scheduled for August 21, 2023, and June 21, 2024, respectively.

During the 2023–2024 school year, teachers will be scheduled to work for 203 days, beginning on August 7, 2023. The additional work days for teachers will enable all teachers to participate in a summer professional development institute to prepare for the launch of the school year. The additional teacher work days, and the significant time dedicated to professional development throughout the year, including on Friday afternoons, will help to create a strong professional culture that supports teacher effectiveness, student performance and overall organizational health. Standard teacher hours will run daily from 7:15 a.m. to 4:15 p.m, with professional development on Fridays from 2:00 p.m. to 4:15 p.m. The complete draft calendar for the first year of operation is also shown in **Figure 7.1** on the next page:

Figure 7.1 - Draft 2023-2024 BRICK Buffalo Academy Charter School Calendar



b. Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- A narrative describing a typical school day (including approximate start and dismissal times and any regular variations, such as early dismissal for teacher professional development one day per week), components of the school day devoted to core academics, components of the school day devoted to before/after-school electives, and remediation or other non-core academic components of the proposed school design;
- A table that clearly identifies the minimum number of weekly minutes the school will devote to core academic subjects in each grade (e.g., ELA, mathematics, science, and social studies) and the total number of instructional minutes the school will offer per week (exclusive of lunch, recess, study hall, etc.); and,
- A sample student schedule for a typical week.

Below, you can find a brief narrative describing a typical school day for students in Grades K–2.

Grades K–2: Typical School Day

7:00-7:30 AM | Early Arrivals | To accommodate working parents, BBACS will utilize three City Year corps members to staff an optional and free before care program that opens at 7 a.m. This will likely take place in the school cafeteria with an administrator on hand to provide support (either the principal, Director of Operations, Family and Community Engagement Specialist, or a Vice Principal). Each corps member will supervise up to 10 students at a table; the corps members will help design engaging activities for students under the direction of the Family and Community Engagement Specialist.

7:30–8:00 AM | Arrival, Greeting, and Breakfast | Students enter the school building and are greeted at the front door by school leaders with welcoming hugs and high fives, if permissible based on current health regulations. Students arrive for breakfast in their classroom, greet their teacher, unpack their materials, and get started on their breakfast. If students finish breakfast early, students may work on independent work, work on online programs, read independently, or socialize with their classmates while quiet, calming music plays. Breakfast is complete by 7:50 AM, and students transition to the classroom rug for the morning meeting.

8:00–8:30 AM | Morning Meeting | Each day begins with a morning meeting, for which students gather in a circle in the classroom meeting space. The morning meeting is designed according to the principles of Ubuntu for the purpose of building collective identity. The teacher promotes the development of prosocial skills through the use of the SEL curriculum according to the following consistent routine:

- **Students and Teacher(s) form a circle** - circle participants can form a circle by standing, sitting on the floor, or positioning desks in a circle.
- **Greeting / Welcoming Routine** - circle participants engage in a welcoming routine to greet the other members of their classroom community by, for example, greeting the student next to them with a handshake or fist bump or repeating a positive classroom affirmation.
- **Sharing** - In sequential order, using a soft talking piece, circle participants share one word to describe how they are feeling at the moment. The teacher listens for any student in need of additional emotional support and, as needed, engages the class in following up to support their classmate or decides to follow up personally with the student later on (and whether or not to also engage other supportive school staff).

- **Appreciation** – In sequential order, participants share their appreciation for themselves or the person to their right. Teacher decides which appreciation focus will occur that day.
- **Activity** - Teacher leads students through the specific Ubuntu SEL lesson of the day and/or the alternative activity planned for that day. This time will be spent in flexible ways to build student culture in collaboration with the community. For example, a teacher may invite a local Black scientist to speak to students about her career in the sciences and how it relates to what they are currently studying in science class; a teacher may have students work to write Valentine’s Day cards to each other or to create a Valentine's Day present for their family; or the student could work on a community service project for Catholic Charities by helping to make peanut butter and jelly sandwiches for the food pantry next door.
- **Schedule Review** - Teacher briefly shares the schedule for the day.
- **Mindful Minute** - Students take a seat and close their eyes. Teacher moves students through a guided meditation which focuses on deep breathing and calming.
- **Wrap up**- The teacher then closes the circle by reminding students to remember and practice iDREAM values and SEL skills throughout the day and to catch their peers and teachers modeling these values as well. The teacher may also work with the class to set individual goals or classroom goals for the day.

8:30-10:10 AM | Guided Reading Rotations | Students spend approximately 100 minutes per day rotating through four distinct blocks of learning: guided reading, Reading Mastery, online learning and independent reading/intervention. During this time, both classroom teachers provide instruction to ensure that students can receive the small group support they need to accelerate their literacy growth. Each of these blocks is summarized below:

- Guided Reading | Students engage in guided reading instruction based on their instructional level using the Lifelong Learners curriculum. The lead ELA teacher designs lessons in alignment with the students’ current STEP level, and the students engage in conferencing with the teacher as well as a comprehension conversation with the group. Students will also learn to build their habits of discussion by participating in peer to peer discourse about what they are reading.
- Reading Mastery | Students engage in rigorous direct phonics instruction. The lead math teacher is trained to deliver Reading Mastery instruction and assesses the students’ progress through the lessons on a weekly basis. Reading Mastery engages students with fun, multisensory activities to move them toward grade-level proficiency. For example, teachers will establish classroom routines that include chants, call and response activities, and friendly competitions to build students’ pride in their growth within a healthy cultural atmosphere.
- Online Reading | All students will engage in online learning programs, including RAZ-Kids, Headsprout, and/or Lexia Learning. During this time, students work independently on online programs that adapt to their unique needs. By having time for student-directed work, BBACS is purposefully building each student’s sense of independence and personal agency over their learning.
- Independent Reading/Intervention Block | During this block, students who are on or above grade level read leveled texts independently and demonstrate comprehension through various independent activities. Students who are not on grade level may engage in another Reading Mastery lesson, another Guided Reading lesson, or a lesson tailored to their unique needs. This period is also an opportunity for students who are in the I&RS process or receiving resource support to engage in tailored learning. For example, City Year corps members may work one on one with individual students to support their reading growth in multiple ways; such as buddy reading a high-interest text.

10:15-10:50 AM | Writing | Students receive direct instruction in the process of writing through mentor texts

and conferencing. Students spend a significant portion of this block writing independently on topics of their choosing. To maximize engagement and help students realize the joy of writing, they will have regular opportunities to compose high interest pieces of writing and share them with their peers, have publishing parties to celebrate each other's work, and invite family members to hear their stories shared aloud.

11:00–11:40 AM | Lunch and Recess | Students have a chance to relax, have fun, and socialize with their classmates during lunch and recess. Every day, students will have the opportunity to eat a nutritious lunch and to go outside to play and socialize with their classmates. Students are responsible for keeping their spaces neat and clean and for helping with clean-up at the conclusion of lunch.

11:50 AM -12:35 PM | Strategic Read-Aloud | After lunch, students participate in a strategic read-aloud block guided by the lead ELA teacher. During this block, students receive grade-level instruction through an interactive read-aloud. Students engage with a high-interest, grade-level text through active listening, discourse, and text-dependent writing.

12:40–1:20 PM | Physical Education or the Arts | All students engage in special area/enrichment classes, including physical education or a comprehensive arts program that will grow to include visual art, music, dance and theater. The arts will be reinforced by bringing in local Buffalo artists and creating art that reflects the BBACS community. At full scale, the school will have a continuum of visual and performing arts classes that allows students to deeply explore their individual areas of interest.

1:30-2:25 PM | Math Core Lesson | Students participate in the Navigator Math curriculum guided by the lead math teacher. Students engage primarily in game-based lessons, in which they explore math concepts through structured games. During this block, students work in partnerships or triads to explore math concepts using hands-on manipulatives and work together to grapple with complex ideas. Each lesson ends with an exit ticket, allowing the math teacher to collect daily mastery data, which they will use to plan instruction for the next day.

2:25–2:50 PM | Math Power-Up | During this 30-minute block, students work to accelerate their learning through small, independent groups and individual tutoring. Both the lead ELA teacher and the lead math teacher work with small groups of students to close instructional gaps; City Year corps members may also work one on one with students during this time. This block also allows teachers to re-teach specific lessons to students who struggled with a particular concept based on data; have students redo exit tickets; and enable students who are above their grade level to move forward through independent assignments, group work, or online programs. Both teachers modify groups and instructional practices on an ongoing basis to keep students engaged and challenged.

2:55–3:40 PM | Science or Social Studies | On regular, full-length school days, students will also engage in science or social studies instruction (the content of focus will rotate throughout the year by unit). As a result, students will participate in a unit from the Full Option Science System, which allows them to engage in engaging, hands-on inquiry experiences in accordance with the Next Generation Science Standards. Alternately, students will engage in social studies instruction using Core Knowledge History and Geography, which will help students develop the background knowledge that is essential to reading comprehension as well as the knowledge of civics necessary to enable them to develop into a future community leader.

3:40–4:00 PM | Pack-Up and Dismissal | Students clean up their desks and work spaces, gather their materials, and pack up their homework. The teacher debriefs the day with students and sets an intention for

the next day.

Note: Throughout the day | iDREAM Scores | Multiple times per day, teachers will facilitate iDREAM score check-ins and assign individual student scores reflective of their embodiment of the iDREAM values. This process will ensure that each classroom continues to discuss the school’s values and encourages students to embody those values each day. This also provides the teacher(s) with an opportunity to discuss individual or whole class progress towards any goals established during morning meeting. This K-2 schedule will lead to the minimum number of weekly instructional minutes described in Figure 7.2 below.

Figure 7.2 - Weekly Instructional Minutes for K-2 Students

Course	Total Weekly Minutes
English Language Arts	845
Math	365
Science or Social Studies	180
Social Emotional Learning (including community meeting)	155
Specials classes (including physical education and the arts)	180
Weekly Total (including specials classes like physical education PE, art, and morning meeting)	1625

A sample weekly student schedule that aligns to this narrative and expectations for instruction can be found on the next page in Figure 7.3

Figure 7.3 - Sample K-2 student schedule for a typical week

[Teacher name]
Grade K | K-A | College name | Inclusion

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
7:35					
7:40	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45					
7:50	Transition & Unpack				
7:55					
8:00					
8:05	Morning Meeting 8:00 - 8:30	K-2 Community Meeting (8:00-8:30)			
8:10					
8:15					
8:20					
8:25	GR Block 1 25 min	Transition			
8:30					
8:35					
8:40	GR Block 2 25 min	Strategic Read Aloud/SWYK 45 min			
8:45					
8:50					
8:55					
9:00	GR Block 3 25 min	DNBAM Zones			
9:05					
9:10					
9:15					
9:20					
9:25					
9:30	GR Block 4 25 min	GR Block 1 30 min			
9:35					
9:40					
9:45					
9:50					
9:55					
10:00					
10:05	Transition	Transition	Transition	Transition	
10:10					
10:15					
10:20					
10:25	Writing 35 min	Writing 35 min	Writing 35 min	Writing 35 min	GR Block 2 30 min
10:30					
10:35					
10:40					
10:45					
10:50	DNBAM Zones	DNBAM Zones	DNBAM Zones	DNBAM Zones	
10:55	Transition	Transition	Transition	Transition	
11:00					
11:05	[Recess] 11:00-11:30	[Recess] 11:00-11:30	[Recess] 11:00-11:30	[Recess] 11:00-11:30	Math Core Lesson/SWYK 40 min
11:10					
11:15					
11:20					
11:25					
11:30					
11:35					
11:40	[Lunch] 11:30 - 11:40	[Lunch] 11:30 - 11:40	[Lunch] 11:30 - 11:40	[Lunch] 11:30 - 11:40	DNBAM Zones
11:45					
11:50					
11:55					
12:00					
12:05					
12:10					
12:15	Strategic Read Aloud 45 min	Lunch 11:50 - 12:50			
12:20					
12:25					
12:30					
12:35					
12:40					
12:45					
12:50					
12:55					
1:00	Physical Education or Art				
1:05					
1:10					
1:15					
1:20					
1:25					
1:30					
1:35					
1:40					
1:45					
1:50	Math Core Lesson 55 min				
1:55					
2:00					
2:05					
2:10					
2:15					
2:20					
2:25					
2:30	Math Power Up 25 min				
2:35					
2:40	DNBAM Zones	DNBAM Zones	DNBAM Zones	DNBAM Zones	
2:45					
2:50					
2:55					
3:00					
3:05					
3:10	Science or Social Studies 45 min				
3:15					
3:20					
3:25					
3:30					
3:35					
3:40	DNBAM Zones	DNBAM Zones	DNBAM Zones	DNBAM Zones	
3:45					
3:50	Pack-Up	Pack-Up	Pack-Up	Pack-Up	
3:55					
4:00					
4:05	Dismissal	Dismissal	Dismissal	Dismissal	
4:10					

Grade 3: Typical School Day

The school day for third grade students is very similar to the schedule described above for students in grades K-2. For example, students participate in the content blocks throughout the school day in the same formats previously described. As a result, student's experiences with morning meeting, special classes, their math classes, science and social studies are very similar. Students also have similar experiences with before and after care, lunch and recess. However, there are two strategic differences to the schedule to support all students to attain grade level proficiency in reading and writing by the end of third grade. These shifts are summarized below:

- **Core reading and writing classes shift.** In third grade, students begin to use the Achievement First reading and writing curriculum. This curriculum ensures that students have the opportunity to participate in whole class novel studies focused on engaging and rigorous texts. These novel studies provide students with daily opportunities to analyze literature, to engage in rigorous discourse about the texts they are reading with their classmates, and to write longer-form pieces of writing about their reading (including essays). This approach is designed to help students move beyond simply reading on grade level to developing the analytical skills necessary to become successful in college, career and life.
- **The number of guided reading rotations is reduced from four rotations to two rotations.** Since BBACS is committed to ensuring that all of its students read on grade level by the end of third grade, the third grade schedule still provides time for small group guided reading to ensure that all students have the additional differentiated, small-group support to achieve grade level proficiency. By third grade, students are engaging with much longer texts during guided reading and completing longer stretches of independent reading and writing about those texts. As a result, these two blocks are sufficient for the grade level ELA teachers to still ensure that they can support guided reading for all students each week, including daily guided reading groups for students who may still be below grade level in reading.

This schedule will lead to the minimum number of weekly instructional minutes described in Figure 7.4 below.

Figure 7.4 - Weekly Instructional Minutes for 3rd Grade Students

Course	Total Weekly Minutes
English Language Arts	695
Math	415
Science	90
Social Studies	90
Social Emotional Learning (including community meeting)	145
Specials classes (including physical education and the arts)	220
Weekly Total (incl. PE, art, and morning meeting)	1,660

A sample weekly student schedule that aligns to this narrative and expectations for instruction in third grade can be found below in Figure 7.5

Figure 7.5 - Sample 3rd Grade Student Schedule for a Typical Week

[Teacher name]
Grade 3 | 3-A | [college name]

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
7:35					
7:40	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45					
7:50	Transition & Unpack	Transition	Transition	Transition	Transition
7:55					
8:00					
8:05	Morning Meeting 8:00-8:30	Grades 3-4 Community Meeting 8:00-8:35	Morning Meeting 8:00-8:30	Morning Meeting 8:00-8:30	Morning Meeting 8:00-8:35
8:10					
8:15		Transition			Transition
8:20					
8:25					
8:30					
8:35					
8:40	Writing 45 min	Writing 45 min	Writing 45 min	Writing 45 min	Physical Education or the Arts 45 min
8:45					
8:50					
8:55					
9:00					
9:05					
9:10					
9:15	Transition	Transition	Transition	Transition	Transition
9:20					
9:25					
9:30	Social Studies 45 min	Social Studies 45 min	Science 45 min	Science 45 min	3-A Math Core Lesson 55 min
9:35					
9:40					
9:45					
9:50					
9:55					
10:00	INBAM Saver	INBAM Saver	INBAM Saver	INBAM Saver	
10:05	Transition	Transition	Transition	Transition	
10:10					
10:15					INBAM Saver
10:20	Math Power Up 30 min	Transition			
10:25					
10:30					
10:35					
10:40					
10:45					
10:50					
10:55					
11:00	3-A Math Core Lesson 60 min				
11:05					
11:10					
11:15					
11:20					
11:25					
11:30	INBAM Saver	INBAM Saver	INBAM Saver	INBAM Saver	
11:35	Transition	Transition	Transition	Transition	
11:40					
11:45	[Recess] 11:40-12:10	[Recess] 11:40-12:10	[Recess] 11:50-12:10	[Recess] 11:50-12:10	
11:50					
11:55					
12:00	[Lunch] 12:10-12:30	[Lunch] 12:10-12:30	[Lunch] 12:30-12:35	[Lunch] 12:30-12:35	
12:05					
12:10					
12:15					
12:20					
12:25					
12:30	Transition	Transition	Transition	Transition	
12:35					
12:40					
12:45					
12:50	Physical Education or the Arts 12:40-1:25				
12:55					
1:00	INBAM Saver	INBAM Saver	INBAM Saver	INBAM Saver	
1:05	Transition	Transition	Transition	Transition	
1:10					
1:15					
1:20					
1:25					
1:30					
1:35					
1:40					
1:45					
1:50					
1:55					
2:00					
2:05					
2:10					
2:15					
2:20					
2:25					
2:30	Transition	Transition	Transition	Transition	
2:35					
2:40					
2:45					
2:50					
2:55					
3:00					
3:05					
3:10					
3:15					
3:20					
3:25					
3:30	INBAM Saver	INBAM Saver	INBAM Saver	INBAM Saver	
3:35	Transition	Transition	Transition	Transition	
3:40					
3:45					
3:50					
3:55					
4:00					
4:05					
4:10					
4:15					
4:20					
4:25					
4:30					
4:35					
4:40					
4:45					
4:50					
4:55					
5:00					

Grades 4-5: Typical School Day

Beginning in fourth grade, the student schedule will continue to support the developing needs of students. While some structures will remain consistent (such as morning meeting, before and after care, lunch and recess), the academic experience for students will shift significantly to support their ability to engage in rigorous work across all core content areas. While the initial years of the BBACS program focused on ensuring all students were proficient in their foundational reading, writing and mathematics skills, the upper school schedule will provide students with significantly more minutes of weekly instruction in the areas of science and social studies. Consequently, students will begin to participate in longer blocks of instruction in their core classes—ELA, Math, Science, and Social Studies—in alignment with grade level standards. These longer blocks are developmentally appropriate at these grade levels and will support students to participate in rigorous work in the content areas, such as extended lab experiences in science class or the composition of an essay based on primary documents in social studies.

In addition, BBACS is committed to the belief that a culturally responsive academic program must support students to develop as independent learners. As a result, students in 4th and 5th grade will begin to have access to an independent learning time block in their schedules. During this time, students will work independently on skills and strategies that they have not mastered previously or will work to accelerate their learning past their current grade level. Students will be supported to develop their own work plans after major assessments and to identify resources and supports they can leverage to master additional material and skills, including by using online programs, revisiting previous work materials, or by requesting tutoring or small group instruction with an independent learning time teacher. During this period, a visitor should be able to walk into the classroom, ask a student what s/he is working on, and hear students articulate what they are working on, and why they believe that work is important for their development. The 4th and 5th grade schedule will lead to the minimum number of weekly instructional minutes described in Figure 7.6 below.

Figure 7.6 - Weekly Instructional Minutes for 4th and 5th Grade Students

Course	Total Weekly Minutes
English Language Arts	400
Math	400
Science	200
Social Studies	200
Social Emotional Learning (including community meeting)	150
Specials classes (including physical education and the arts)	200
Independent learning time	160 minutes (80 minutes of ELA and 80 minutes of mathematics)
Weekly Total (including specials classes and morning meeting)	1710

A sample weekly student schedule that aligns to this narrative and expectations for instruction in fifth grade can be found below in Figure 7.7

Figure 7.7 - Sample 5th Grade Student Schedule for a Typical Week

[College name]
Grade 5 | HR 5-A

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
7:35					
7:40	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:45					
7:50	Transition & Unpack	Transition	Transition	Transition	Transition
7:55					
8:00					
8:05	Morning Meeting				
8:10	8:00 - 8:30	8:00 - 8:30	8:00 - 8:30	8:00 - 8:30	8:00 - 8:30
8:15					
8:20					
8:25					
8:30	Physical Education or the Arts	Science or Social Studies			
8:35					
8:40					
8:45					
8:50					
8:55					
9:00					
9:05	DNBAM Scores				
9:10	Transition	Transition	Transition	Transition	Transition
9:15					
9:20					
9:25					
9:30	ELA Independent Learning Time	ELA Independent Learning Time	MATH Independent Learning Time	MATH Independent Learning Time	Physical Education or the Arts
9:35					
9:40					
9:45					
9:50					
9:55					
10:00	DNBAM Scores				
10:05	Transition	Transition	Transition	Transition	Transition
10:10					
10:15					
10:20					
10:25					
10:30					ELA 10:10 - 10:50
10:35					
10:40					
10:45					
10:50	Social Studies 10:10 - 11:45	Social Studies 10:10 - 11:45	Science 10:10 - 11:45	Science 10:10 - 11:45	DNBAM Scores
10:55					Transition
11:00					
11:05					
11:10					
11:15					
11:20					
11:25					
11:30					
11:35					
11:40	DNBAM Scores				
11:45	Transition	Transition	Transition	Transition	Transition
11:50					
11:55	[Lunch] 11:50-12:30	[Lunch] 11:50-12:30	[Lunch] 11:50-12:30	[Lunch] 11:50-12:30	Lunch and Fun Friday!
12:00					
12:05					
12:10	[Recess] 12:10-12:30	[Recess] 12:10-12:30	[Recess] 12:10-12:30	[Recess] 12:10-12:30	11:50 - 12:35 45 minutes
12:15					
12:20	Transition	Transition	Transition	Transition	Transition
12:25					
12:30					
12:35					
12:40					
12:45					
12:50					
12:55					
1:00	ELA 12:40 - 2:15	Pack - Up & Dismissal 12:40 - 1:00			
1:05					
1:10					
1:15					
1:20					
1:25					
1:30					
1:35					
1:40					
1:45					
1:50					
1:55					
2:00					
2:05					
2:10					
2:15					
2:20					
2:25					
2:30	Math Power Up 2:20-2:50				
2:35					
2:40					
2:45					
2:50					
2:55					
3:00					
3:05					
3:10					
3:15	Math Core Lesson 2:50 - 3:55				
3:20					
3:25					
3:30					
3:35					
3:40					
3:45					
3:50	DNBAM Scores	DNBAM Scores	DNBAM Scores	DNBAM Scores	
3:55	Transition	Transition	Transition	Transition	
4:00					
4:05	Dismissal	Dismissal	Dismissal	Dismissal	

c. Sample Teacher Schedule

For each division of the school, provide a sample teacher schedule for a typical week of instruction, including:

- Length of the teacher's work day;
- Time devoted to core teaching assignments, planning, and other activities; and
- A narrative describing key considerations in the development of an alternate teacher schedule for remote and/or hybrid instruction, should circumstances require (e.g., length of the remote school day, the number of synchronous vs. asynchronous lessons per day/week, planning time allotments, etc.).

Sample Teacher Schedules

BBACS believes that high-quality teachers are essential to supporting student success; as a result, the school is committed to maintaining teacher schedules that contribute to both student and staff success. As described in detail in **R-12ac Personnel**, teacher schedules were designed to provide strategic co-teaching and differentiated instruction to students, to enable teachers to develop content-specific expertise, and to support staff sustainability. Some key elements of teacher schedules that apply to all teachers include:

- Standing working hours from 7:15 a.m. to 4:15 p.m. Monday through Friday.
- Participation in weekly coaching sessions with their direct supervisor. These sessions generally last approximately 45 minutes in length. The content of these sessions is differentiated based on the needs of the individual teacher (for example, one teacher may participate in an observation and feedback coaching session while another teacher may participate in a weekly data meeting).
- Participation in ongoing school professional development, including on Friday afternoons where there is time for all staff to participate in professional development from 2 p.m. to 4:15 p.m.
- Participation in a weekly planning meeting led by a BRICK academic director. These meetings typically last one hour and involve teachers working with other teachers in their grade level and content area to internalize and discuss their next unit or a critical lesson for the next week. In addition, these meetings may also include practice of a critical part of an upcoming lesson to ensure teachers are prepared to successfully deliver those lessons to students.
- Up to 120 minutes per day are also devoted to planning (including individual intellectual preparation or collaborative work with grade level colleagues, special educators, ENL teachers or others as needed).
- Approximately 375 minutes per day are allocated to core teaching assignments.
- A streamlined number of courses to teach. The vast majority of BBACS teachers will teach one particular content area and grade level, maximizing their ability to provide high-quality instruction that reflects content area best practices in a sustainable way.

K-2 Teacher Schedules

Since BBACS prioritizes co-teaching for the youngest students, K-2 lead teachers will be organized into co-teaching teams and each team will be assigned to support a classroom of students. Since each teacher in those teams will specialize in teaching either literacy or mathematics, Figure 7.8 below describes which blocks are co-taught by both teachers and what blocks each teacher is responsible for leading independently.

Figure 7.8 K-2 Teacher Responsibilities

Co-Taught Blocks	Math Teacher Teaches	Literacy Teacher Teaches
Morning Meeting	Math Core Lesson	Strategic Read Aloud
Math Power Up	Science or Social Studies	Writing
Literacy rotations (one teacher teaches phonics, the other teaches guided reading)	Phonics	Guided Reading

An example weekly teaching schedule for a Kindergarten literacy teacher and Kindergarten math teacher can be found below.

Figure 7.9 Sample Kindergarten Literacy Weekly Teaching Schedule, Grades K–2

[Sample Literacy Teacher Schedule]
Grade K | K-A | College name | Inclusion

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
7:35	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast
7:40					
7:45					
7:50	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack
7:55					
8:00					
8:05	Co-Teach Morning Meeting 8:00-8:30	Co-Teach Morning Meeting 8:00-8:30	Co-Teach Morning Meeting 8:00-8:30	Co-Teach Morning Meeting 8:00-8:30	Attend K-2 Community Meeting (8:00-8:30)
8:10					
8:15					
8:20	Co-Teach GR Block 1 25 min	Co-Teach GR Block 1 25 min	Co-Teach GR Block 1 25 min	Co-Teach GR Block 1 25 min	Transition
8:25					
8:30					
8:35	Co-Teach GR Block 2 25 min	Co-Teach GR Block 2 25 min	Co-Teach GR Block 2 25 min	Co-Teach GR Block 2 25 min	Teach Strategic Read Aloud (WRK) 45 min
8:40					
8:45					
8:50	Co-Teach GR Block 3 25 min	Co-Teach GR Block 3 25 min	Co-Teach GR Block 3 25 min	Co-Teach GR Block 3 25 min	Transition
8:55					
9:00					
9:05	Co-Teach GR Block 4 25 min	Co-Teach GR Block 4 25 min	Co-Teach GR Block 4 25 min	Co-Teach GR Block 4 25 min	Co-Teach GR Block 1 30 min
9:10					
9:15					
9:20	Transition	Transition	Transition	Transition	Co-Teach GR Block 2 30 min
9:25					
9:30	Teach Writing 35 min	Teach Writing 35 min	Teach Writing 35 min	Teach Writing 35 min	Transition
9:35					
9:40					
9:45	EMM/AM Issues	EMM/AM Issues	EMM/AM Issues	EMM/AM Issues	Independent planning and preparation
9:50	Transition	Transition	Transition	Transition	
9:55					
10:00	[Recess] 10:00-10:30	[Recess] 10:00-10:30	[Recess] 10:00-10:30	[Recess] 10:00-10:30	Transition
10:05					
10:10					
10:15	[Lunch] 10:30-11:00	[Lunch] 10:30-11:00	[Lunch] 10:30-11:00	[Lunch] 10:30-11:00	Transition
10:20					
10:25	Transition	Transition	Transition	Transition	Lunch 11:00-11:30
10:30					
10:35	Teach Strategic Read Aloud 45 min	Teach Strategic Read Aloud 45 min	Teach Strategic Read Aloud 45 min	Teach Strategic Read Aloud 45 min	Support Fun Friday!
10:40					
10:45					
10:50	Transition	Transition	Transition	Transition	11:00-12:40 45 minutes
10:55					
11:00					
11:05	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation	Transition
11:10					
11:15					
11:20	EMM/AM Issues	EMM/AM Issues	EMM/AM Issues	EMM/AM Issues	Support Pack - Up & Breaks 12:40-1:00
11:25	Transition	Transition	Transition	Transition	
11:30					
11:35					
11:40					
11:45	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation	
11:50					
11:55					
12:00	Co-Teach Math Power Up 25 min	Co-Teach Math Power Up 25 min	Co-Teach Math Power Up 25 min	Co-Teach Math Power Up 25 min	Participate in all staff professional development
12:05					
12:10	EMM/AM Issues	EMM/AM Issues	EMM/AM Issues	EMM/AM Issues	
12:15					
12:20					
12:25	Weekly coaching meeting with supervisor	Independent planning and preparation	Independent planning and preparation		
12:30					
12:35					
12:40					
12:45					
12:50	EMM/AM Issues	EMM/AM Issues	EMM/AM Issues		
12:55					
1:00	Support Pack-Up	Support Pack-Up	Support Pack-Up		
1:05					
1:10					
1:15	Support Dismissal	Support Dismissal	Support Dismissal		
1:20					
1:25					
1:30					
1:35					
1:40					
1:45					
1:50					
1:55					
2:00					
2:05					
2:10					
2:15					
2:20					
2:25					
2:30					
2:35					
2:40					
2:45					
2:50					
2:55					
3:00					
3:05					
3:10					
3:15					
3:20					
3:25					
3:30					
3:35					
3:40					
3:45					
3:50					
3:55					
4:00					
4:05					

Figure 7.10 Sample Kindergarten Math Weekly Teaching Schedule, Grades K–2

[Sample Math Teacher Schedule]
Grade K | K-A | College name | Inclusion

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
7:35	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast
7:40					
7:45					
7:50	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack
7:55					
8:00					
8:05					
8:10	Co-Teach Morning Meeting 8:00 - 8:30	Co-Teach Morning Meeting 8:00 - 8:30	Co-Teach Morning Meeting 8:00 - 8:30	Co-Teach Morning Meeting 8:00 - 8:30	Attend K-2 Community Meeting (8:00-8:30)
8:15					
8:20					
8:25					
8:30					
8:35	Co-Teach GR Block 1 25 min	Co-Teach GR Block 1 25 min	Co-Teach GR Block 1 25 min	Co-Teach GR Block 1 25 min	Transition
8:40					
8:45					
8:50					
8:55	Co-Teach GR Block 2 25 min	Co-Teach GR Block 2 25 min	Co-Teach GR Block 2 25 min	Co-Teach GR Block 2 25 min	Independent Planning and Preparation
9:00					
9:05					
9:10					
9:15					
9:20					
9:25					
9:30					
9:35	Co-Teach GR Block 3 25 min	Co-Teach GR Block 3 25 min	Co-Teach GR Block 3 25 min	Co-Teach GR Block 3 25 min	INDEAM Scores
9:40					
9:45					
9:50					
9:55	Co-Teach GR Block 4 25 min	Co-Teach GR Block 4 25 min	Co-Teach GR Block 4 25 min	Co-Teach GR Block 4 25 min	Co-Teach GR Block 1 30 min
10:00					
10:05	Transition	Transition	Transition	Transition	
10:10	Independent Planning and Preparation	Independent Planning and Preparation	Independent Planning and Preparation	Independent Planning and Preparation	Co-Teach GR Block 2 30 min
10:15					
10:20					
10:25					
10:30					
10:35					
10:40					
10:45					
10:50	INDEAM Scores	INDEAM Scores	INDEAM Scores	INDEAM Scores	Transition
10:55	Transition	Transition	Transition	Transition	Teach Math Core Lesson/SWYK 40 min
11:00					
11:05	[Recess] 11:00-11:30	[Recess] 11:00-11:30	[Recess] 11:00-11:30	[Recess] 11:00-11:30	
11:10					
11:15					
11:20					
11:25					
11:30					
11:35					
11:40	[Lunch] 11:30-11:40	[Lunch] 11:30-11:40	[Lunch] 11:30-11:40	[Lunch] 11:30-11:40	INDEAM Scores
11:45					
11:50	Transition	Transition	Transition	Transition	Transition
11:55					
12:00					
12:05	Independent Planning and Preparation	Weekly Coaching Meeting with Supervisor		Independent Planning and Preparation	Support Fun Friday! 11:55-12:40 45 minutes
12:10					
12:15					
12:20					
12:25					
12:30					
12:35	Transition	Transition	Lesson Unpack Meeting with grade level content team	Transition	
12:40					
12:45	Independent Planning and Preparation	Independent Planning and Preparation		Independent Planning and Preparation	Support Pack-Up & Dismissal 12:40-1:00
12:50					
12:55					
1:00	INDEAM Scores	INDEAM Scores	INDEAM Scores	INDEAM Scores	
1:05	Transition	Transition	Transition	Transition	
1:10					
1:15					
1:20					
1:25					
1:30	Teach Math Core Lesson 55 min	Teach Math Core Lesson 55 min	Teach Math Core Lesson 55 min	Teach Math Core Lesson 55 min	
1:35					
1:40					
1:45					
1:50					
1:55					
2:00					
2:05					
2:10	Co-Teach Math Power Up 25 min	Co-Teach Math Power Up 25 min	Co-Teach Math Power Up 25 min	Co-Teach Math Power Up 25 min	Participate in all staff professional development
2:15					
2:20					
2:25					
2:30	INDEAM Scores	INDEAM Scores	INDEAM Scores	INDEAM Scores	
2:35					
2:40					
2:45					
2:50					
2:55					
3:00					
3:05					
3:10	Teach Science or Social Studies 45 min	Teach Science or Social Studies 45 min	Teach Science or Social Studies 45 min	Teach Science or Social Studies 45 min	
3:15					
3:20					
3:25					
3:30					
3:35					
3:40	INDEAM Scores	INDEAM Scores	INDEAM Scores	INDEAM Scores	
3:45	Support Pack-Up	Support Pack-Up	Support Pack-Up	Support Pack-Up	
3:50					
3:55	Support Dismissal	Support Dismissal	Support Dismissal	Support Dismissal	
4:00					
4:05					

3rd and 4th Grade Teacher Schedules

In the upper grades, students will typically have one teacher leading whole class instruction at a time. In addition, to ensure that teachers can continue to prioritize all students reading on grade level by the end of third grade, the school’s staffing model includes three literacy teachers for 3rd grade. In this approach, each literacy teacher can still focus their attention on attending to the literacy development of a single classroom. A sample schedule for a 3rd grade literacy teacher can be found in Figure 7.12 below:

Figure 7.12 Sample 3rd Grade Literacy Weekly Teaching Schedule

[Teacher name]
Grade 3 | 3-A | [college name]

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast
7:35					
7:40					
7:45					
7:50	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack
7:55					
8:00					
8:05					
8:10	Teach Morning Meeting 8:00- 8:30	Attend Grades 3-4 Community Meeting 8:00- 8:35	Teach Morning Meeting 8:00- 8:30	Teach Morning Meeting 8:00- 8:30	Teach Morning Meeting 8:00- 8:30
8:15					
8:20					
8:25		Transition			Transition
8:30					
8:35					
8:40					
8:45	Teach Writing 45 min	Teach Writing 45 min	Teach Writing 45 min	Teach Writing 45 min	Independent planning and preparation
8:50					
8:55					
9:00					
9:05					
9:10					
9:15	Transition	Transition	Transition	Transition	Transition
9:20					
9:25					
9:30	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation
9:35					
9:40					
9:45					
9:50					
9:55					
10:00	INBAM Sones	INBAM Sones	INBAM Sones	INBAM Sones	INBAM Sones
10:05	Transition	Transition	Transition	Transition	Transition
10:10					
10:15					
10:20	Co-Teach Math Power Up 30 min	Co-Teach Math Power Up 30 min	Co-Teach Math Power Up 30 min	Co-Teach Math Power Up 30 min	Transition
10:25					
10:30					
10:35					
10:40					Teach Lit Block 55 min
10:45					
10:50					
10:55					
11:00	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation	
11:05					
11:10					
11:15					
11:20					
11:25					
11:30					
11:35					
11:40	INBAM Sones	INBAM Sones	INBAM Sones	INBAM Sones	Lunch 11:30-11:50
11:45	Transition	Transition	Transition	Transition	Transition
11:50					
11:55					
12:00	[Recess] 11:50-12:00	[Recess] 11:50-12:00	[Recess] 11:50-12:00	[Recess] 11:50-12:00	
12:05					
12:10					
12:15	[Lunch] 12:00-12:30	[Lunch] 12:00-12:30	[Lunch] 12:00-12:30	[Lunch] 12:00-12:30	Support Fun Friday! 11:55 -12:40 45 minutes
12:20					
12:25	Transition	Transition	Transition	Transition	Transition
12:30					
12:35					
12:40					
12:45					Support Pack - Up & Down 12:40 - 1:00
12:50	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation	Independent planning and preparation	
12:55					
1:00					
1:05	INBAM Sones	INBAM Sones	INBAM Sones	INBAM Sones	
1:10	Transition	Transition	Transition	Transition	
1:15					
1:20					
1:25					
1:30	Teach Lit Block 55 min	Teach Lit Block 55 min	Teach Lit Block 55 min	Teach Lit Block 55 min	
1:35					
1:40					
1:45					
1:50					
1:55					
2:00					
2:05					
2:10					
2:15	Transition	Transition	Transition	Transition	Participate in all staff professional development
2:20					
2:25					
2:30	Teach Guided Reading Group #1 30 min	Teach Guided Reading Group #1 30 min	Teach Guided Reading Group #1 30 min	Teach Guided Reading Group #1 30 min	
2:35					
2:40					
2:45					
2:50					
2:55	Transition	Transition	Transition	Transition	
3:00					
3:05					
3:10					
3:15	Teach Guided Reading Group #2 30 min	Teach Guided Reading Group #2 30 min	Teach Guided Reading Group #2 30 min	Teach Guided Reading Group #2 30 min	
3:20					
3:25					
3:30					
3:35	INBAM Sones	INBAM Sones	INBAM Sones	INBAM Sones	
3:40					
3:45	Support Pack - Up	Support Pack - Up	Support Pack - Up	Support Pack - Up	
3:50					
3:55					
4:00					
4:05	Support Dismissal	Support Dismissal	Support Dismissal	Support Dismissal	
4:10					
4:15					
4:20					
4:25					

In addition, as the grade level content becomes more complex, teachers begin to further specialize in particular content areas. As a result, some teachers begin to deliver the same lesson content to different classes of students during the school day. For example, the 3rd grade math teacher will be responsible for teaching the core math block and math power up to each of the three 3rd grade classrooms. To ensure all staff receive equitable amounts of prep time, the 3rd grade math teacher will also not co-teach morning meeting. An example weekly teaching schedule for a third grade math teacher can be found in Figure 7.13 below.

Figure 7.13 Sample 3rd Grade Math Weekly Teaching Schedule

[Teacher name]
Grade 3 | Math | HR 3-B | [College name]

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30	Supervise Breakfast				
7:35					
7:40					
7:45					
7:50	Support Transition & Unpack				
7:55					
8:00					
8:05					
8:10	Independent Planning and Preparation				
8:15					
8:20					
8:25					
8:30	Teach 3-B Power-Up 8:30 - 9:00	Teach 3-B Math Core Lesson 8:30-9:15			
8:35					
8:40					
8:45					
8:50					
8:55					
9:00					
9:05					
9:10					
9:15					
9:20					
9:25					
9:30	Teach 3-B Math Core Lesson 9:00 - 10:05	Teach 3-B Math Core Lesson 9:00 - 10:05	Teach 3-B Math Core Lesson 9:00 - 10:05	Teach 3-B Math Core Lesson 9:00 - 10:05	Planning and Preparation
9:35					
9:40					
9:45					
9:50					
9:55					
10:00	IM2AM Saver				
10:05	Transition	Transition	Transition	Transition	Transition
10:10					
10:15	Teach 3-A Power-Up 10:10 - 10:40	Teach 3-C Math Core Lesson 10:10-10:55			
10:20					
10:25					
10:30					
10:35					
10:40					
10:45					
10:50					
10:55					
11:00	Teach 3-A Math Core Lesson 10:40 - 11:45	Teach 3-A Math Core Lesson 10:40 - 11:45	Teach 3-A Math Core Lesson 10:40 - 11:45	Teach 3-A Math Core Lesson 10:40 - 11:45	Teach 3-A Math Core Lesson 11:00-11:45
11:05					
11:10					
11:15					
11:20					
11:25					
11:30					
11:35					
11:40	IM2AM Saver				
11:45	Transition	Transition	Transition	Transition	Transition
11:50					
11:55					
12:00	[Lunch/Recess] 11:50-12:30	[Lunch/Recess] 11:50-12:30	[Lunch/Recess] 11:50-12:30	[Lunch/Recess] 11:50-12:30	Support Fun Friday!
12:05					
12:10					
12:15					
12:20					
12:25					
12:30	Transition	Transition	Transition	Transition	Transition
12:35					
12:40					
12:45	Teach 3-C Power-Up 12:40 - 1:10		Teach 3-C Power-Up 12:40 - 1:10		Lunch 12:40-1:00
12:50					
12:55					
1:00					
1:05					
1:10					
1:15					
1:20					
1:25					
1:30	Teach 3-C Math Core Lesson 1:10 - 2:15	Planning and Preparation	Teach 3-C Math Core Lesson 1:10 - 2:15	Planning and Preparation	
1:35					
1:40					
1:45					
1:50					
1:55					
2:00					
2:05					
2:10					
2:15					
2:20					
2:25					
2:30					
2:35					
2:40					
2:45					
2:50	Planning and Preparation		Planning and Preparation		Participate in all staff professional development
2:55					
3:00					
3:05					
3:10					
3:15					
3:20					
3:25					
3:30					
3:35					
3:40					
3:45					
3:50					
3:55	Weekly Coaching Meeting with Supervisor	Teach 3-C Math Core Lesson 2:50 - 3:55	Weekly Lesson Unpack	Teach 3-C Math Core Lesson 2:50 - 3:55	
4:00					
4:05					
4:10					
4:15					
4:20					
4:25					
4:30					
4:35					
4:40					
4:45					
4:50	Support Dismissal	Support Dismissal	Support Dismissal	Support Dismissal	

5th Grade Teacher Schedule

In fifth grade, student schedules will shift to reflect a schedule that closely reflects a traditional middle school schedule. Teachers will teach 90-minute class periods to support students to continue to engage with increasingly rigorous content (such as laboratory science experiments or document-based questions in history). An example weekly teaching schedule for a fifth-grade literacy teacher can be found in Figure 7.14 below.

Figure 7.14 Sample 5th Grade Literacy Weekly Teaching Schedule

[Teacher name]					
Grade 5 ELA HR 5-A [College name]					
Monday	Tuesday	Wednesday	Thursday	Friday	
7:30					
7:35	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast	Supervise Breakfast
7:40					
7:45					
7:50	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack	Support Transition & Unpack
7:55					
8:00					
8:05	Co-Teach Morning Meeting 8:00-8:30	Co-Teach Morning Meeting 8:00-8:30	Co-Teach Morning Meeting 8:00-8:30	Co-Teach Morning Meeting 8:00-8:30	Co-Teach Morning Meeting 8:00-8:30
8:10					
8:15					
8:20					
8:25					
8:30					
8:35					Teach Classroom 5-B
8:40					ELA
8:45					
8:50					
8:55					IBREAP Dates
9:00	Teach Classroom 5-C	Teach Classroom 5-C	Teach Classroom 5-C	Teach Classroom 5-C	Transition
9:05					
9:10	ELA 8:30 - 10:05	ELA 8:30 - 10:05	ELA 8:30 - 10:05	ELA 8:30 - 10:05	Teach Classroom 5-C
9:15					ELA
9:20					
9:25					
9:30					
9:35					
9:40					
9:45					
9:50					
9:55					
10:00	IBREAP Dates	IBREAP Dates	IBREAP Dates	IBREAP Dates	IBREAP Dates
10:05	Transition	Transition	Transition	Transition	Transition
10:10					
10:15					
10:20					
10:25					
10:30	Weekly Coaching Meeting with Supervisor		Lesson Unpack Meeting with grade level content team	Teach Classroom 5-A	ELA
10:35					
10:40					
10:45					
10:50					
10:55					IBREAP Dates
11:00	Independent Planning & Preparation	Independent Planning & Preparation		Transition	
11:05					
11:10					
11:15					
11:20	Independent Planning & Preparation		Independent Planning & Preparation	Independent Planning & Preparation	
11:25					
11:30					
11:35					
11:40					
11:45					
11:50					
11:55	[Lunch/Recess] 11:50-12:30	[Lunch/Recess] 11:50-12:30	[Lunch/Recess] 11:50-12:30	[Lunch/Recess] 11:50-12:30	Teach Classroom 5-B
12:00					ELA
12:05	[Lunch/Recess] 12:30-12:30	[Lunch/Recess] 12:30-12:30	[Lunch/Recess] 12:30-12:30	[Lunch/Recess] 12:30-12:30	
12:10					
12:15					
12:20					
12:25					
12:30	Transition	Transition	Transition	Transition	Transition
12:35					
12:40					Support Lunch
12:45					12:40-1:00
12:50					
12:55					
1:00					
1:05	5-A	5-A	5-A	5-A	
1:10	ELA 12:40 - 2:15	ELA 12:40 - 2:15	ELA 12:40 - 2:15	ELA 12:40 - 2:15	
1:15					
1:20					
1:25					
1:30					
1:35					
1:40					
1:45					
1:50					
1:55					
2:00					
2:05					
2:10					
2:15					
2:20					
2:25					
2:30					
2:35					
2:40					
2:45					
2:50					
2:55					
3:00					
3:05					
3:10					
3:15					
3:20					
3:25					
3:30					
3:35					
3:40					
3:45					
3:50					
3:55					
4:00	IBREAP Dates	IBREAP Dates	IBREAP Dates	IBREAP Dates	Participate in all staff professional development
4:05	Transition	Transition	Transition	Transition	
4:10					
4:15					
4:20					
4:25					
4:30					
4:35					
4:40					
4:45					
4:50	Dismissal	Dismissal	Dismissal	Dismissal	
4:55					

- *A narrative describing key considerations in the development of an alternate teacher schedule for remote and/or hybrid instruction, should circumstances require (e.g., length of the remote school day, the number of synchronous vs. asynchronous lessons per day/week, planning time allotments, etc.).*

BBACS is fortunate to be able to partner with the BRICK Education Network on the implementation of its academic program because BRICK already has experience developing alternate school schedules during the COVID 19 pandemic. During the last two years, BRICK has successfully adapted its in-person instructional program to provide fully virtual instruction and a hybrid of in-person and virtual instruction. BRICK also has experience rapidly changing between different instructional modalities based on changes in local infection rates and public health requirements. Based on BRICK's prior experiences, BBACS would carefully consider the following major factors when producing alternate teacher schedules:

- **Health and Safety.** BBACS understands that its first commitment is to the health and safety of students and staff. As a result, the school would first prioritize meeting all local health and safety requirements. In addition, the BBACS team would consider factors related to the school's capacity to implement additional health mitigation strategies if needed to facilitate in-person learning (such as upgrading internal air filtration systems or installing plastic barriers in classrooms) and the timeline necessary for implementing such strategies.
- **Equity.** BBACS believes that all students deserve equitable access to high quality instruction, even if students need to learn virtually from home based on public health requirements. BBACS is also acutely aware that many students, particularly low-income students of color, did not receive the same quality of virtual instruction as their wealthier suburban peers. As a result, BBACS would operate with the mindset that its students still needed to achieve the same academic and cultural goals despite learning virtually so that all of its students could continue to progress towards becoming college, career and life ready. Consequently, BBACS would attempt to implement its full core program in a virtual setting. In addition, BBACS would work with its community partners to attempt to establish in-person learning centers for the most vulnerable populations of students even during required school closures in an effort to support students and families who lack other access to childcare. BBACS would also prioritize opening space in these centers to families with a demonstrated need and its special populations of students, including economically disadvantaged students, students with disabilities, and students who speak English as a new language.
- **Developmental need.** BBACS recognizes that students of different ages need to be supported in their learning in different ways. For example, BRICK's experience during the COVID-19 pandemic has shown that students in grades K-2 benefited the most from small virtual classes and ongoing face time with a teacher. As a result, BBACS would work to create the smallest virtual classes possible for its youngest students, striving for a 12 to 1 student to teacher ratio whenever possible. BBACS would also consider allowing older students to engage in more independent work throughout the day based on the capacity of older students to work more independently.
- **Adjusting core content blocks.** BBACS understands that many students have struggled to engage with virtual learning during the pandemic—and that it can be detrimental for students to spend full days sitting at a computer. As a result, BBACS would consider adjusting how students engage with core content blocks to maximize learning while also creating opportunities for students to work independently. In this way, BBACS would likely replicate what BRICK did earlier in the pandemic by ensuring some content blocks could be completely asynchronously. Figures 7.15 and 7.16 on the next page show how this could be accomplished for different grade spans.

Figures 7.15 K-2 Content Block Instructional Delivery Method During Virtual Instruction

Synchronous Learning	Asynchronous Learning
<ul style="list-style-type: none"> • Morning Meeting • Guided Reading (6:1) • Strategic Read Aloud • Math Core Lesson • Math Power-Up (Restructured so that students receive two days of ELA support and two days of math support per week) 	<ul style="list-style-type: none"> • Online programs: Headsprout, Raz-Kids, iReady for Math • Writing • Social Studies/Science

Figures 7.16 3-5 Content Block Instructional Delivery Method During Virtual Instruction

Synchronous Learning	Asynchronous Learning
<ul style="list-style-type: none"> • Morning Meeting • ELA Core Lesson • Math Core Lesson • Science Lesson • Social Studies Lesson • Small group tutoring 	<ul style="list-style-type: none"> • Online programs: iReady for Math • Writing (for grades 3 and 4) • Independent Work Time

- **Serving staff needs.** While BBACS would work to prioritize implementing as much of its academic program as possible, it would also work collaboratively with its staff members to make reasonable efforts to support their evolving needs during any future shifts in instruction. In particular, BBACS would consider working to support staff members by:
 - Supporting the health accommodations of staff members by ensuring staff members who have a medical need, or who live with family members with a medical need, can request to provide virtual instruction when virtual instruction positions are available.
 - Offering staggered virtual schedules to accommodate the different needs of some families and some staff members (for example, one Kindergarten class could start and end an hour before another Kindergarten class if that better supported the needs of a group of families and staff members).
 - Providing additional support to make the transition to online instruction. BBACS would be able to rely on BRICK’s academic directors to create many of the materials needed to deliver online instruction. In addition, BRICK’s academic directors could provide the comprehensive professional development necessary to support staff to be able to effectively implement new online programs to deliver effective instruction.
 - Strategically reducing other demands on teacher’s time to provide them with the time necessary to successfully fulfill their responsibilities for delivering virtual instruction. For

example, by reducing expectations for the number of assignments that must be graded each week and reducing the number of staff meetings.

Ultimately, the BBACS team recognizes that it must be prepared to support both students and its staff to successfully navigate any future changes to its instructional model. BBACS would work, to the extent possible, to make such changes by working collaboratively with its staff and its families to ensure the needs of all stakeholders were adequately addressed. In addition, BBACS would implement a staff and family survey to gauge the effectiveness of its response to these situations. Fortunately, BRICK also has a track record of successfully navigating these transitions that could be leveraged in Buffalo. In fact, on the organizational health survey conducted by VIA evaluation in 2021, 97% of staff indicated that they thought their administrators were effective in their response to the COVID 19 pandemic.

R-08ad – Specific Populations

The BBACS applicant team believes that its mission requires serving all students, including a population of students that is truly representative of the East Side of Buffalo. Fortunately, BBACS will be able to rely on the prior experience of the BRICK Education Network, which shares its commitment to serving all students and, as a result, has prioritized building a strong inclusive academic program at its flagship charter school, the Achieve Community Charter School. Based on this model, BRICK has seen disadvantaged students make tremendous academic growth because of a robust system of academic and cultural supports as well as relevant outside of school services from ecosystem partners. Consequently, BBACS plans to implement the BRICK holistic model because of its emphasis on a culturally responsive approach that will recognize the cultural assets of the school's students and provide them with the inclusive school environment and strategic support necessary to help them achieve their goals.

Consistent with SUNY's enrollment targets, BBACS anticipates that approximately 21% of its students will qualify for special education services and 13% will be Multilingual Learners/English Language Learners. While the majority of charter schools serving students in the greater Buffalo area struggle to enroll these student subgroups at rates on par with the district, BBACS plans to utilize lottery preferencing for both categories to proactively maximize their enrollment from year one. BBACS also anticipates that approximately 87% of its students will qualify as Economically Disadvantaged, though this number will likely be significantly higher due to targeted outreach in East Buffalo's 14212, 14211, and 14215 zip codes. Based on the local achievement data described in **R-01ac Community Need and Proposed School Impact**, it is clear that many incoming students will require robust remediation and support to achieve at high levels, especially given the significant interruptions to learning time caused by COVID-19. Fortunately, BBACS has also identified key ways to strengthen BRICK's traditional inclusion model to meet the anticipated needs of students in Buffalo, including the special populations of students that the school is committed to serving. Both the BRICK academic program and the strategic adjustments to support the students in East Buffalo are described in detail throughout this response.

Learning Loss and COVID-19: Understanding Student Needs Before Day 1

BBACS understands that learning loss during the pandemic is a reality. While it may take years of longitudinal studies to understand the true impact of having schools shuttered during the pandemic, early indicators clearly point towards increased levels of trauma and anxiety as well as academic regression¹. As a result, BBACS plans to double down on its commitment to ensuring that its systems for identifying struggling students, and providing subsequent intervention, are data-driven and proactive – starting even before the first official day of instruction.

¹ http://ed.buffalo.edu/news-events/news.host.html/content/shared/university/news/expert-tipsheets/2020/054_detail.html

To understand the individual needs of incoming students each year, the school staff (including leaders, teachers, and support staff) will conduct home visits² for each newly enrolled student. The purpose of such visits is two-fold – (1) to begin to cement the school’s commitment to authentic family partnership and (2) to collect important baseline literacy and math data for each student. While the BRICK Network has previously conducted some home visits, the BBACS team felt strongly about making this a cornerstone of the school’s approach due to its potential to enable the school to better understand how to respond to the needs of the families in East Buffalo. During each visit, families will have the opportunity to share their own unique experiences related to schooling, the hopes they have for their student(s), and any of their questions or concerns. School staff will be able to share more information about the school’s model, what students and parents can expect during the first weeks of the school, and how families can connect with ecosystem partners to access additional supports. During home visits, BBACS staff will also administer a STEP literacy assessment and informal diagnostic math assessment to each student. This data will be inputted into the school’s data system (Illuminate) by the Operations team so that it can inform student groupings, class rosters, and any additional interventions the instructional team may need to prepare before Day 1 of instruction. BBACS will also complete the same diagnostics (for those families who are not able to complete a home visit) during Family Orientations to ensure that the school is able to assess every student prior to Day 1. This data-driven commitment to understanding the needs of all students, as well as proactively identifying struggling students, will continue over the course of the school year and is described in more detail below.

A. *Struggling Students*

Discuss the school’s methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention (“RTI”) program. The applicant should clearly define the term “struggling student” as it would be applied in the school.*

To provide interventions holistically and efficiently, BBACS will **identify struggling students** across the following three domains:

- (1) **academics,**
- (2) **behavioral/social-emotional,** and
- (3) **attendance.**

BBACS defines a student struggling **academically** as a student who may lag behind the following indicators:

- **Literacy:** Any student below identified STEP level benchmarks,

² While this narrative uses the term “home visit”, the intention is to have an individualized, one-on-one experience with each incoming family. According to family preference and/or public health constraints, the BBACS team will meet in alternate, public, appropriately socially distanced locations when needed (e.g library, outdoor community park).

- **Network benchmark assessments:** Any student who does not demonstrate appropriate rates of growth on elementary school interim assessments,
- **Unit assessments:** a student who consistently scores 70% or below on unit and/or interim assessments in the areas of English Language Arts or Mathematics, or
- **NWEA MAP:** Any student who scores below the 40th achievement percentile.

BBACS defines a student struggling **behaviorally and/or social-emotionally** as a student who underperforms on the following indicators:

- **iDreamers Paycheck tracking:** As described further in *R-10a - Student Culture and Discipline*, BBACS will leverage a positive behavior-intervention paycheck system to track student behavior. Students consistently scoring on Level 0³ as determined by their weekly paycheck will be identified as a struggling student for intervention.
- **Social Emotional Behavior Universal Screener:** Three times per year, teachers complete an inventory for each student and the results of these inventories are factored into student tiering for support services. In addition, students in grades 3-5 will take a student survey in addition to the teacher-completed inventory that will be reviewed by school leadership to determine if a student would benefit from additional behavioral or social-emotional support.

Relative to **attendance**, a struggling student is defined as a student who incurs at least:

- **Three or more unexcused absences** by the end of the first marking period,
 - **Six or more unexcused absences** by the end of the second marking period, or
 - **Nine or more unexcused absences** by the end of the third marking period.
- *The strategies, programs, specific curricula, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings (e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.)*
 - *How the school would ensure the effective implementation of these interventions in a remote setting.*
 - *Any research or evidence that supports the appropriateness of the proposed approach.*

Academic Response to Intervention Model – Key Elements

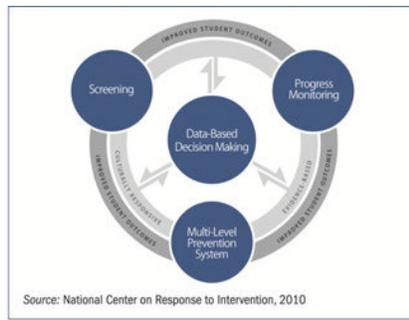
“Response to Intervention (RTI) is a comprehensive early detection and prevention strategy that identifies struggling students and assists them before they fall behind. RTI systems combine universal screening and high-quality instruction for all students with interventions targeted at struggling students.”⁴

³ For more information see Response 10a – Student Culture and Discipline.

⁴ Gersten, Russell & Compton, D. & Connor, Carol & Dimino, Joseph & Santoro, Lana & Thompson, Sylvia & Tilly, W. (2014). Assisting students struggling with reading: Response to intervention and multi-tier intervention in the primary grades.

BBACS will adopt a clear Response to Intervention Framework (RtI) that will allow the school team to identify student needs early, implement intervention plans with fidelity, and leverage data in improving instruction, in order to ensure all students achieve⁵. The BBACS RtI model is a multi-tiered framework used to maximize student learning, reduce behavior challenges, and, at times, as a referral tool for special education services. High-quality RTI programs are made possible by effective execution of the three pillars of appropriate screening, data-based decision making, and progress monitoring as shown in figure **Figure 08a-1** below.

Figure 08a-1: Elements of a Researched-Based, Data Driven Intervention Model⁶



The BBACS Academic RtI process centers data-based decision making by incorporating the following key elements of an effective RtI program:

1. **Intentional and early universal screening:** As described above, diagnostic assessments and universal screening will be leveraged before Day 1 for all newly enrolled students to ensure the school is aware of the unique needs of all students.
2. **Ongoing and flexible progress monitoring:** As described further below, interventions will be tracked on a six-week cycle by the classroom teacher (supported by grade-level teams and the instructional leadership team) so that students receive the support they need—and have those supports adjusted when needed.
3. **Tiered instruction and strategic supports:** The instructional leadership and student support teams will leverage a system of intentionally designed supports according to a student’s identified tier of need so that students in need of additional support receive that additional support.

⁵ Melnerney, Maurice Ph.D., and Ana Elledge, Ph.D. *Using a Response to Intervention Framework to Improve Student Learning: A Guide for State and District Leaders*. American Institutes for Research. May 2013.

https://www.air.org/sites/default/files/downloads/report/Response_to_Intervention_Pocket_Guide_2_0.pdf.

⁶ National Center on Response to Intervention

Tier 1: High-Quality Instruction, Screening, and Group Interventions: The BBACS RtI framework begins with Tier 1— daily, high-quality, standards-based, core instruction in all classrooms that proactively addresses inequities and achievement gaps.⁷ The school’s evidence-based curriculum (described further in **R-06af & R-23b**), individualized approach to setting student goals, commitment to differentiated instruction, and daily opportunities for flexible, small group instruction are the cornerstones of effective Tier 1 instruction at BBACS, as further described by content area below:

- **Literacy.** BBACS recognizes that it is critical to provide a high-quality early literacy experience for all students to maximize the likelihood that all students will read on grade level before the end of third grade. BRICK also recognizes that many students need additional support to obtain grade level proficiency in literacy and has created a literacy program that can provide the targeted support that all students need to be successful. As a result, the BBACS program will provide a differentiated literacy component where students are able to work in small groups on different literacy tasks that are appropriate given their current literacy development. This means that all students, including struggling students, are receiving differentiated literacy instruction during each full-length school day, including differentiated support in phonics and in guided reading. However, at BBACS, students who are identified as being below benchmarks for achievement on the STEP literacy assessment or ongoing interim assessments may also receive one or more of the following supports:
 - **Family support.** BBACS will facilitate additional meetings with parents/guardians to discuss ways that families can support the development of early literacy habits at home (for example, by modeling fun strategies for how families can work to practice learning sight words with their children or by modeling how to practice specific foundational skills their child needs help with—like how to use cross-checking to identify unfamiliar words in a text when they know the first letter of that word and can use a picture to support its identification).
 - **Extended phonics support.** Students who are struggling to master grade level phonics content could be scheduled to participate in two Reading Mastery rotations with a teacher instead of one to receive that additional support. Students who continue to demonstrate challenges in learning grade level skills could then have an opportunity to receive support from their teacher on a more intensive intervention program during this time, such as Wilson Reading.
 - **Extended guided reading support.** Students who are struggling to master grade level comprehension skills could be scheduled to participate in two Guided Reading rotations with a teacher instead of one to receive that additional support.
 - **One on one support for K-2 students.** BBACS’s partnership with City Year will ensure that additional staff members are available to provide targeted one-on-one support to students in grades K-2. City Year staff members can support students who are struggling in reading in a variety of ways. For example, City Year staff can join the differentiated literacy instructional blocks to work one on one with a student during the time that is reserved for their independent work. During

⁷ <https://www.learningsciences.com/blog/core-instruction-improve/>

this time, the City Year staff member could partner-read a high-interest book with the student or partner-read Reading A to Z books with them that are on their independent reading level. City Year staff members could also provide more targeted support by, for example, supporting individual Kindergarten students to learn letter sounds or sight words that they still need to master. Since City Year staff members will also help facilitate before and after care for students, interested families could also receive additional help from these staff members during these programs.

- **Strategic pre-teaching:** Research shows that strategically pre-teaching content to students can be an incredibly high-leverage way to ensure that students are prepared to be successful during whole group instruction. As a result, BRICK can provide pre-teaching opportunities to students who are struggling. Since each K-2 classroom has two lead teachers, one of these teachers could facilitate the morning SEL block of instruction for students while the other teacher provides strategic pre-teaching for a student that has been struggling in their content area. This could involve, for example, a literacy teacher supporting a struggling student by previewing the comprehension skill of focus for the Strategic Read Aloud lesson later in the day, front-loading explicit vocabulary instruction on words the student will need to understand the text, or even partner reading the text before it is introduced in class.

Math. BBACS believes that all its students can master rigorous mathematics problems aligned to New York's grade level standards. At the same time, BBACS also recognizes that different students may need varying levels of support to master grade level content in mathematics. As a result, BRICK's program also includes a differentiated math component where students are able to receive differentiated support to obtain mastery of grade level mathematics content. Consequently, all students at BBACS will receive differentiated instruction in mathematics on each full-length school day. However, at BBACS, students who are identified as scoring 70% or lower on interim assessments in mathematics, or who perform significantly below the class average on any unit assessment, may receive one or more of the following supports:

- **Family support.** Additional family meetings to discuss ways that families can support the development of early math habits at home (for example, by working with Kinder families on how to practice counting to 100 by 1s, 5s, and 10s, with their students or how to encourage students to share their strategies for solving math problems on their nightly homework).
- **Differentiated I-Ready assignments.** Each math teacher will use the I-Ready program to assign additional mathematics practice to all their students. After each unit assessment and interim assessment, teachers will adjust the work assigned so that students have opportunities to work on the skills that they most need support with. As a result, all students, including struggling students, will receive access to additional practice opportunities with skills that they still need to master.

- **Small group targeted skill reteaches.** Math teachers also have the opportunity during the differentiated Power Up math block to plan reteach lessons that target high-leverage skills that small groups of students are struggling to master. As a result, a teacher could pull a small group of struggling students to provide additional instruction and support on a particular skill.
- **Homework club.** Each student at BBACS will receive a packet of homework to complete each week that is aligned to the content of what students are learning during their classes. As a result, students that need additional support in mathematics can receive additional support in completing their homework from a City Year staff member while other students are working independently on I-Ready assignments during the Power Up block. City Year staff members could also work one on one on with interested students to complete their homework during before or after care.
- **Strategic pre-teaching:** Just like in literacy, BBACS math teachers can also provide pre-teaching opportunities for students who need additional support during the morning SEL block. This could involve a variety of approaches, including, but not limited to, supporting a struggling student by previewing the mathematical skill of focus for the whole group math lesson later in the day, front-loading explicit math vocabulary instruction, or even practicing some example problems that students will encounter later in the day.
- **Additional academic monitoring or in-class support:** One key practice of BBACS will be academic monitoring, the process of ensuring that teachers strategically monitor the quality of student work so that they can adjust their instruction in the moment to accelerate student mastery. If a student is struggling in mathematics, the student could receive additional academic monitoring support from the co-teacher that is in the classroom during the math block. For example, during independent work time, the co-teacher could be assigned to strategically monitor and support a small group of students that are struggling to ensure they can receive more feedback and support to help aid in their mastery. If necessary, the co-teacher could also pull these students to the classroom kidney table and review more example problems with the small group to ensure mastery.
- **Structured peer support:** A key component of the Achievement First math program involves ensuring that students can work collaboratively with their peers to solve rigorous math problems. As a result, teachers are always encouraged to strategically partner students to ensure that each partnership is prepared to solve the problems of the day. If a student is struggling in math, that student could be assigned to partner with a strong math student so that they are able to receive support from a peer during each class period.

Tier 2: Targeted Interventions: If students do not make adequate progress with the supports provided in Tier 1 (e.g., scoring below appropriate STEP benchmarks at the Fall testing window and subsequent windows throughout the year, showing lagging progress on interim/benchmark assessments, or consistently scoring below 70% on unit assessments) they will be referred to the

Student Support Team (SST) for more intensive tracking and intervention. The SST will be made up of the following staff members when hired: the Principal, Vice Principal of Culture, the Director of Special Education, school social worker, Coordinator of English as a New Language ("ENL"), the School Psychologist and the Associate Dean of Culture. In addition, the SST will include rotating teacher representation. This team will partner with the identified struggling student's teachers and family to build an intervention plan and then track the efficacy of interventions over the intervention period. This period typically lasts 6 weeks and may not exceed 8 weeks. This team will also collaborate to identify the most appropriate Tier 2 supports for the student. At BBACS, Tier 2 supports are more individualized, targeting specific student needs, and can be delivered as push-in within the classroom or as pull-out in small groups or one-on-one.

Some examples of Tier 2 support at the school may include: modified activities for additional practice, individual work plans, additional time on assessments and/or assignments, preferential seating, tailored assignments via online learning platforms and/or additional opportunities for small group or individualized instruction. Tier 2 supports can also happen during guided reading rotations where an additional rotation is available for students requiring a smaller group, or more targeted instruction than what is offered in Tier 1. In addition, the Independent Learning Time block also allows for small group instruction based on goals. Teachers will track the frequency and duration of the intervention as well as student progress (or lack thereof) as result of the intervention in the school SST tracker. The SST will reconvene with the student's family at the end of the intervention period to review the efficacy of interventions and to determine the most appropriate next steps. Students who do not demonstrate adequate progress at this level of intervention are escalated to Tier 3 for more intensive interventions.

Tier 3: Intensive Interventions and Comprehensive Evaluation: At BBACS, Tier 3 interventions are more intensively tailored to the demonstrated needs of the identified student. BBACS expects that approximately 5-7% of its students will need Tier 3 supports over the course of any given school year. As with Tier 2 supports, interventions at this level will be tracked by the classroom teacher and designated members of the SST over the course of the intervention period, typically between 6 and 8 weeks. Students who do not achieve the desired level of progress in response to these targeted Tier 3 interventions are then referred, with the written consent of the parent, for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Act (IDEA). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision. It should be noted that at any point in an RtI process, IDEA allows parents to request a formal evaluation to determine eligibility for special education. A RtI process cannot be used to deny or delay a formal evaluation for special education.

BBACS's identification of struggling students will not be limited to those experiencing academic difficulties but will also consider behavioral and social-emotional challenges that impact students' ability to succeed. BBACS will implement a similarly structured RtI protocol leveraging the data from the daily iDreamers behavior tracker to monitor and inform relevant support. The school social worker will also advise teachers in providing behavioral intervention and redirection and, in concert with the school leadership team, support teachers in the creation of behavioral support plans for individual students. Upon referral, the SST will closely monitor students' behavioral progress over the stated intervention window.

To support student behavior/social-emotional challenges, the SST will closely monitor student I-Dream scores as a key metric. As a result, the SST will be aware of which students are modeling the school values in class and which students would benefit from additional behavioral support. If a student's I-Dream scores indicate that they may need more support in class, the SST will initiate a process of identifying specific behaviors to address, conducting a root cause analysis, and establishing an intervention plan to support the student to make progress. This could involve a variety of strategies. For example, closely collaborating with a family to establish a system where a student earns rewards at home and school for reaching specific I-Dream score goals at the end of a day or week. It could also involve additional check-ins with the school social worker or a preferred adult during the day or adding the student to a social work group focused on developing positive social skills or anger management strategies. The SST would then monitor the impact of the intervention over time and adjust the supports provided as needed to ensure student success.

To support and maximize student attendance, the SST will monitor students' daily attendance data as another key metric. As a result, during the weekly meetings, the student support team will identify which students are not meeting the school's attendance targets. If a student is not meeting those targets, the SST would ensure that the school team is following through on its attendance protocols and contacting families to discuss attendance challenges. In addition, the SST would work collaboratively with the family to break down any other barriers to consistent student attendance (for example, by addressing a school transportation issue that is hindering attendance or enrolling the child in before or after school care to support the child to successfully be able to attend school each day).

To ensure fidelity in execution of the three tiers, all members of the BBACS school team will engage in regular professional development and coaching around the school's approach to RtI. As described further in **Response R-23b, R-06af & R-09ad**, during BBACS's Summer Institute, the principal and SST will lead sessions detailing the school's RtI framework, the referral process and relevant SST meeting protocols (described further below). The school's instructional leadership team will also lead sessions detailing Tier 1 and 2 instructional strategies, the school's data management platform, and how teachers can strategically embed intervention strategies into their lessons during the intellectual preparation process. Over the course of the school year, the school instructional leadership team will also provide regular observations of teachers and support staff with a prioritized focus on developing teachers' ability to support all learners through tiered strategies. Given BBACS's commitment to authentic partnership with its families, school leadership team members will also strive for ongoing family engagement at each stage of the RtI process.

The BBACS SST plays a critical role in ensuring that all students receive the ongoing support they need to be successful. SST meetings will initially be led by the BBACS Principal and then, over time, will be led by the Vice Principal of Culture. During these weekly meetings, the SST team will review the school's performance dashboard and performance disaggregated by sub-group to determine what additional supports need to be provided to individual students or subgroups of students. In addition, the team will review the status of support plans for students to ensure they are being implemented with fidelity and to determine what adjustments need to be made, if any, to ensure student success. As a result, the SST will prove to be instrumental in

helping to address issues that relate to student challenges with academics, behavior and attendance.

BBACS also recognizes that **interruptions in schooling, like those caused by COVID-19 can have a disproportionate impact on at-risk students, particularly students with special needs.** As a result, if instruction were interrupted due to COVID 19, BBACS would prioritize offering in-person classes first to its special populations, including students with special needs, ENL students, and students who are struggling. If BBACS had to pivot to virtual instruction at any point, the staff would continue to provide the tiered supports mentioned throughout this response through virtual platforms that allow for small group interventions (for example, via Zoom breakout rooms) and by scheduling individualized sessions with students when needed.

- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.*

Program Evaluation

BBACS's instructional leadership team (the Principal, Director of Special Education, Coordinator of English as a New Language, Vice Principal of School Culture and Vice Principals of Instruction) will be responsible for working with the SST to monitor implementation of the RTI process and evaluating its impact. At least quarterly throughout the school year, all members of these two teams will meet to review the efficacy— inclusive of successes and identified opportunities for growth — of the existing Rtl process and protocols. The team will leverage STEP, interim assessment, internal grades, and mandated state assessment data, as well as behavioral and attendance data, to determine whether the Rtl process is being rigorously implemented and resulting in measurable student growth and performance. In addition, this team will also evaluate the extent to which students that enter the Rtl process are meeting the goals established for them as a part of this process. By analyzing the likelihood that the school will meet student's needs through the Rtl process, the team will be able to identify any gaps in the school's Rtl processes and develop action plans to address those gaps.

B. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;*
- *The process for identifying students with disabilities (child find), especially within the context of the school's RTI process.*
- *The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling,*

planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;

- *Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;*

Preparing for New York state

BRICK is deeply committed to ensuring that all students thrive. In keeping with this overarching organizational commitment, the BRICK network has thoughtfully refined its instructional approach to special education according to the learnings from its decade-long presence in the traditional public school turnaround space in New Jersey. At the same time, BBACS also recognizes that it will be critical to build its capacity to ensure that the team fully understands all compliance requirements associated with special education in New York state, including the nuances of working in Buffalo in particular. As a result, BBACS would use the incubation period to interview the Directors of Special Education at charter schools in Buffalo to ensure that it could update its internal special education processes and protocols to ensure that they meet the requirements of the state of New York and the SUNY Charter Schools Institute. For example, BBACS would like to create a checklist to guide the execution of quarterly internal special education audits to ensure ongoing compliance but would want to ensure that its checklist appropriately addresses the nuances of collaborating with the Buffalo Public Schools.

Serving Students with Special Needs

BBACS will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125 and will provide appropriate notification to parents. Once a student is found to qualify as a student with a disability, the school will work with the BPS CSE to adhere to all applicable laws and regulations regarding implementation of services, including regular review of the IEP and student progress towards these goals. If a review reveals that the student's IEP is no longer appropriate to the child's needs, the SST (inclusive of the Director of Special Education and rotating teacher representation) will work with the BPS CSE to review, reevaluate, or adapt the IEP in order to best serve the student. The SST communicates all findings, recommendations, or changes in intervention with the child's family.

The school will also provide each family with the opportunity to disclose whether or not their student has an IEP or received qualifying services at a previous school(s). This form, which is distinct and separate from the initial application form, will be translated into the dominant home language of the family. The Director of Special Education will then be responsible for partnering with the Director of Operations to maintain and verify the accuracy of the student records for students with disabilities. Students not identified for qualifying services but with unmet needs will be supported through the school's RTI framework as previously described in **R-08a – Struggling Students**.

BBACS will provide a **Free and Appropriate Public Education (FAPE)** designed to serve all children identified to have disabilities under the law or whom it suspects to have such disabilities. The school will comply with all relevant state and federal law, including Title II of the Americans

with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. BBACS's philosophy is to provide the **least-restrictive environment** (LRE) for students with disabilities alongside their neurotypical peers through its general education program, which will be supplemented with individualized services according to each student's identified areas of need. BBACS will work to ensure that its supports for diverse learners do not isolate nor stigmatize students. Rather, the school will work to operate a meaningful inclusion model that ensures all students with disabilities have daily access to the general education environment. BBACS does not discriminate in its admission or enrollment practices against students having or suspected to have disabilities. The school is deeply committed to working in authentic partnership with the BPS Committee on Special Education (CSE) and any other relevant partnership organizations to ensure that its students with disabilities are meaningfully supported and receive all required services.

A brief summary of the school's supports for students with disabilities includes:

- Ensuring all BRICK Buffalo teachers receive ongoing, high-quality professional development and support related to supporting all students – inclusive of diverse learners and students with Individualized Education Plans (IEPs);
- Carefully evaluating, re-evaluating, and re-classifying students at regular intervals to ensure that students receive the targeted interventions they need;
- Collaborating closely with families and with the students themselves in the design and monitoring of their IEPs;
- Working with BPS to ensure that all necessary and appropriate transportation to and from school is provided;
- Connecting families with external services to support the mental and physical health of students when appropriate;
- Working with parents on strategies they can use at home to help their children succeed in school and in life;
- Aggressively recruiting and hiring highly qualified, experienced educators who have strong track records for raising the achievement for students with disabilities; and
- Supporting additional teachers to pursue special education certification to ensure that more teachers at BBACS are trained to provide additional support to students with disabilities.

Implementation of Services

BBACS will hire experienced and highly qualified special education staff to meet the needs of all students with disabilities. The school will also ensure that all special education staff carry the necessary certifications within the state of New York. Each special education teacher will be responsible for providing direct special education services to a caseload of students. Each special education teacher, with the support of the Director of Special Education, will also liaise with the BPS CSE and support compliance with all city and federal guidelines regarding serving students with special needs. The Director of Special Education will coordinate with all related service providers and support organizations that serve students and families to ensure necessary delivery of services. The Director of Special Education will also provide staff professional

development around serving students with disabilities; develop and review IEPs; keep all files related to student supports for this population; and coordinate with staff to support accommodation in classes (as described above).

BBACS is committed to offering various service delivery models to provide specially designated instruction to students with disabilities according to the provision of services outlined in students' IEPs, including **one integrated co-teaching classroom ("ICT") setting at each grade level** (consisting of a certified special education teacher and a general education teacher that work together to design and implement differentiated lessons and provide adapted student assignments as needed), **special education teacher support services ("SETSS")** to provide push-in and pull-out support, and **counseling**. Co-teaching models are well-established in research as an effective instructional delivery method to provide instruction to diverse students in an inclusive general education setting. "Research of inclusive classrooms where general education and special education teachers co-instruct indicates learning for students with learning disabilities is improved."⁸ The school will partner with the BPS CSE in determining the areas of exceptionality and work from a strength-based perspective in order to decide what instructional support is needed in order for the student to participate successfully in the general education curriculum. Related services and supports will be offered to the student, including accommodations and modifications that are directly designed to support the student in his/her general education class. The school will deliver specially designated instruction and related services to address specific skill deficits. Other services may or may not be provided in settings with nondisabled peers, depending on the needs of the student. Placement options are directly related to least restrictive environment ("LRE") decisions.

Staffing

The BBACS team believes that the knowledge and skills possessed by special education teachers regarding how to adjust instruction to meet the needs of students benefits all learners. As a result, the school will include a preference in its staff application process for general education teachers who are also special education certified. BBACS also recognizes that it may need to support some interested staff members to obtain these dual certifications and, as a result, BRICK is budgeting additional professional development funds to support teachers to pursue this certification and related training opportunities, such as Relay's Advanced Certificate in Special Education. The draft budget included as part of **R-21e - Budget template** includes funding to cover these costs on a contingency basis.

504 Plans

BBACS will provide FAPE designed to serve all children identified to have disabilities under the law or whom it suspects to have such disabilities. The school will comply with all relevant state and federal law, including Title II of the Americans with Disabilities Act of 1990 (ADA), the

⁸ Cramer, Elizabeth & Liston, Andrea & Nevin, A. & Thousand, Jacqueline. (2010). CO-TEACHING IN URBAN SECONDARY SCHOOL DISTRICTS TO MEET THE NEEDS OF ALL TEACHERS AND LEARNERS: IMPLICATIONS FOR TEACHER EDUCATION REFORM. *International Journal of Whole Schooling*. 6. 59.

Individuals with Disabilities Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. The Director of Special Education will oversee the compliance and provision of services related to student 504 plans. Teachers will have the opportunity to review 504 plans and support required therein during summer professional development. The Director of Special Education will oversee the data review and parent communication systems for student 504 plans.

Confidentiality of Student Records

In accordance with state and federal provisions, BBACS will ensure that all student documentation—inclusive of physical student 504 plans, IEP files, reevaluation reports, annual reviews, progress monitoring, and teacher reports—will be kept in a locked file cabinet (with key under limited access to the Director of Special Education and the principal) in a secured office. Teachers will be able to access these physical files upon approval and provision by the Director of Special Education. All staff members who view said files will need to notate their review and reason for review within the filing system.

- *The services or settings that will be provided by the school district of the student's residency or through a third-party contract (pursuant to the Act);*

BBACS will coordinate occupational, physical, and speech therapies for eligible students through BPS; if such services are not provided in a timely and high-quality manner to meet the students' needs, BBACS will contract with third party providers. The draft budget included as part of **R-21e - Budget template** includes funding to cover these costs on a contingency basis.

- *The process for coordination between general education teachers and special education teachers or service providers.*

BBACS's Director of Special Education will oversee the implementation of programming for students with disabilities. S/he will also reinforce clear expectations for high-quality student support and will facilitate systems for efficient coordination between general education teachers, special educators, intervention staff, and City Year staff as appropriate to ensure all teaching and learning is optimized to meet students' diverse learning needs. For example, all teachers will be responsible for appropriately modifying their lessons to serve students with special needs. Teachers will receive training, each year, from the Director of Special Education on how to do this, and there will be specific expectations in their intellectual prep protocols for updating their lessons accordingly. In addition, special education teachers will have access to all of the intellectual prep work completed by teachers so that they can use this work to further customize lessons for the students that they serve if needed. All intellectual prep work by general education staff members will be completed before the end of the day on Thursdays for the following week so that special education staff can complete additional modifications to lessons on Fridays during their planning time. In addition to the digital sharing of intellectual preparation and lesson materials, teacher schedules will also include regularly scheduled meeting times to plan together

and discuss student progress. The Director of Special Education will also coach ICT teachers in the areas of understanding goals, responsibilities, and accommodations and in identifying effective instructional strategies to support their students with disabilities. In addition, the Director of Special Education will contribute to school-wide professional development for general education teachers on providing differentiation for struggling and special education students.

- *The process that will be used to monitor the achievement and progress of students with disabilities including how the school would do so in a remote setting.*

At BBACS, the principal will coach and supervise the Director of Special Education so that these two individuals can frequently collaborate to monitor the achievement and progress of students with disabilities. For example, the Director of Special Education and principal will monitor and evaluate the progress of special education students by analyzing disaggregated student performance data on major school-wide assessments. In addition, these two leaders will also review student progress towards individualized IEP goals as part of their ongoing check in structure. These leaders will also collect a combination of other quantitative and qualitative data throughout the year, including anecdotal notes, classroom observations, and common planning meeting notes to collaboratively assess the adequacy of programming for students with disabilities and to identify areas for supplementation. All of this data collection and analysis can also be done virtually, should BBACS need to conduct school remotely in the future.

- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.*

The Director of Special Education will work to ensure that the school is in compliance with all local requirements and federal laws governing students with special needs by training staff on these expectations and then implementing an internal compliance monitoring system to ensure ongoing compliance. The Director of Special Education will also monitor and evaluate the efficacy of special education programming based on student performance in relation to their IEP goals—including any academic and cultural goals. In addition, the Director of Special Education will analyze the extent to which special education students are mastering grade level standards and meeting schoolwide culture standards as well as the progress made by special education students over time. For example, the Director of Special Education will monitor the rates of student growth of special education students on nationally normed assessments like the NWEA to ensure that special education students are receiving the academic support they need to thrive. The Director of Special Education will also oversee the professional development of staff in regard to serving students with special needs; monitor the collaboration between the special education and general education staff; observe classroom practices; and review discipline data to ensure that all students with special needs are receiving adequate support. BBACS will also regularly solicit feedback from staff on the efficacy of professional development they receive related to serving students with special needs and the effectiveness of collaboration between general education and special education teachers. The Director of Special Education will also analyze their performance data of students with special needs on a regular basis to gauge individual student

progress, as well as disaggregated by type of disability and the type of services provided, to ensure that all students are being served well by all staff members and services. The Director of Special Education will use this comprehensive data to gauge the overall effectiveness of the special education program.

- *Specific professional development for identifying, supporting, and evaluating the progress of special education students, including the implementation of RTI and behavioral intervention plans (“BIPs”) in the classroom.*

Building an Instructional Team Equipped to Support all Learners

BBACS is fiercely committed to ensuring that every student that crosses the threshold into the school receives a high-quality, college preparatory education that unlocks their fullest potential. Therefore, BBACS has identified ways to further supplement the traditional BRICK inclusion model to ensure the school is prepared to serve the students of East Buffalo. In particular, BBACS has decided to commit significant funds to employ a robust team to meet the needs of its diverse and most vulnerable learners, including a Director of Special Education, Coordinator of ENL, three special education teachers, an ENL staff member, a school social worker, a paraprofessional, and a psychologist. Further, BBACS recognizes the importance of continuously building upon the pedagogical skills of all teachers to ensure that all students with unique needs receive the targeted support they need to thrive.

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The BBACS approach to teacher development is centered on how to meet the individual needs of all students, including special education students. All teachers participate in a summer professional development institute, attend weekly content meetings, and receive weekly coaching from an experienced administrator. Through these structures, all teachers are supported to learn and develop techniques that help them meet the individual needs of students. All teachers are also required to adjust their daily lessons and plan any small group instruction based upon the needs of their classroom, including their students with special needs. All teachers are also required to scaffold their lessons to ensure they shift the cognitive load to students. While these techniques are used with all students, they have also proven to effectively support special education students.

To ensure BBACS is able to deliver on this commitment, it understands that all teachers, not just special education teachers, must have a deep understanding of how to support all learners, including students with disabilities. As such, the instructional leadership and student support teams will design a comprehensive professional development scope and sequence (aligned with the teacher coaching model) dedicated to supporting students with disabilities and ensuring execution of student’s IEP provision of services with fidelity. During summer professional development the school’s principal and Director of Special Education will lead the special education related sessions. Examples of some of the past sessions led in this area include:

- The school’s approach to special education and understanding FAPE and LRE;
- Appropriately accessing, reading, and making sense of IEPs;
- The negative impacts of overidentification in Special Education and the BBACS RtI framework;
- Writing appropriate and effective teacher reports for student IEPs;

- Intellectual preparation to support all learners;
- The IEP meeting cycle – annual review, re-evaluations, and teacher reports;
- Building relationships with families of students with disabilities – the annual review and beyond;
- Effective collaboration to support student learning – general education teachers and special education teachers;
- Classroom strategies to meet the unique needs of new students.

English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs.*

BBACS will comply with all applicable and relevant federal and state education laws, including Title IV of the Civil Rights Act of 1964 and the Education Opportunities Act of 1974. BBACS will comply with the New York State Education Law 3204, Section 3, which sets forth protections for students speaking home languages other than English in educational settings. Based on an analysis of current demographics and school enrollment on the East Side of Buffalo and Buffalo Public schools, BBACS expects that approximately 13% of students will be English Language Learners (“ELL”)/Multi-Language Learners (“MLL”). With over 80 home languages represented within BPS enrollment, BBACS is deeply committed to providing an English as a New Language (ENL) program of the highest quality. The principal and Coordinator of ENL will be responsible for managing the provision of ENL programs, including teacher coaching, ongoing professional development, and coordination of ENL services and compliance.

BBACS will comply with all state mandated procedures for identifying students who qualify as ELL/MLL. The Coordinator of ENL will also oversee the Student Support and Operations team in requesting records from all students' prior schools. BBACS will include the Home Language Questionnaire (“HLQ”) as part of the school's initial enrollment packet. This packet is separate and distinct from the initial application for admission. If English is the only language spoken in the home as indicated on the Home Language Survey, the screening process need not continue.

If the home language is one other than English or the student's native language is one other than English, then an individual interview will be scheduled as part of the ELL/MLL screening and identification process. The interview will be conducted by an instructional staff member certified in Teaching English to Speakers of Other Languages (“TESOL”) in the state of New York (and supported by the Director of Special Education and/or principal as necessary). The interview of the student and the parent/guardian is conducted in English and/or when necessary in the native language of the family with support of a qualified translator from Journey's End. After the interview, the New York State Identification Test for English Language Learners (“NYSITELL”) will be administered no later than 10 days after the student's initial enrollment. If a

student is identified as a possible Student with Interrupted/Inconsistent Formal Education (“SIFE”), the SIFE questionnaire will also be administered.

Families will be notified of ELL/MLL eligibility in writing in their preferred language within 5 business days of ELL/MLL identification. The Student Support team will then hold a placement meeting, with a qualified translator available, to review ENL supports and services. After placement into ELL services, student achievement or progress in the English language is measured annually with the NYS English as a Second Language Achievement Test (“NYSESLAT”). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student’s level of English proficiency is high enough to exit ELL services.

- *The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings) including a brief discussion about how specifically the school would ensure that students continue to receive language acquisition supports in a remote setting, and*
- *The research and evidence that supports the appropriateness of this approach.*

BBACS’s education program is specifically designed to meet the needs of students with varying language capacities. The school’s strong curriculum, purposeful approach to inclusion – which provides constant opportunities for language learners to practice and internalize their interpersonal and academic language skills - and an extended school day and year will produce strong results. The significant increase in instructional time will ensure that ELL students receive significantly more hours of instruction to hasten their language acquisition. The National Center on Time and Learning finds that extended day school models, such as the one proposed by BBACS, have demonstrated positive effects on growth and achievement of ELLs.⁹ Their study highlights the following key strategies for supporting ELLs- each of which is embedded within the BBACS model:

- Extended Literacy Blocks,
- Designated Academic Intervention,
- Continual Support, and
- Teacher collaboration, planning and professional development.¹⁰

Teacher collaboration and planning will occur regularly, as teachers’ daily and weekly schedules include a significant number of prep periods; many of these periods will be used to collaborate and plan with different instructional teams, such as the ENL team. This will ensure that classroom teacher practice and lesson materials align with best practices for language acquisition and students’ progress is being monitored both inside and outside of the classroom. In addition, ENL teachers will also have access to all of the intellectual preparation materials produced by other teachers so that they can further adjust upcoming lessons to meet the unique needs of their students.

⁹ https://www.timeandlearning.org/sites/default/files/resources/ell_report_12.14.15.pdf

¹⁰ Ibid.

The ENL program will be overseen and supported by a Coordinator of ENL. The Coordinator is responsible both for providing direct services and for coordinating the program. BBACS will provide the Coordinator of ENL with a stipend and any release time needed each week to coordinate the program. Depending on the number of families served, BBACS estimates that this could take significant time because it will involve working closely with Journeys End to ensure ongoing school communication artifacts are appropriately translated for families. To ensure the highest quality services for students, this staff member will try to cluster students together in the same classrooms who speak the same native language to streamline service delivery. The Coordinator will also be responsible for providing training to all staff on the requirements for serving students who speak a language other than English, including how to adjust their lessons to integrate strategies that serve any ENL students in their class. For example, the Coordinator will also train teachers on how to adjust their lessons to best serve their ENL students as a part of their intellectual preparation protocols.

Every ENL teacher at BBACS will be TESOL certified in the state of New York. In year 1, according to enrollment projections, BBACS will hire one full-time Coordinator of ENL. In accordance with the findings of the 2010 report "Raising the Achievement of English Language Learners in Buffalo Public Schools"¹¹, BBACS will leverage a blended Structured English Immersion with additional MLL/ELL supports to ensure all students receive full access to rigorous standards-based education.

To support all learners, BBACS will ensure that teachers include a purposeful plan for ELL students in their lesson plans. The school-wide vision for literacy emphasizes strong text access skills in the lower grades (e.g. decoding, phonemic awareness, vocabulary development, oral language development, fluency) and reading comprehension/text analysis in the upper grades. All students at BBACS, inclusive of the MLL/ELL students, receive targeted, rigorous literacy instruction each day. Key elements of the school's approach to literacy within the general education program also intentionally reinforce ELL/MLL best practices. For example, BBACS will utilize the following the strategies that are supportive of all learners, and specifically ELLs:

- Explicit vocabulary instruction
- Dedicated extended daily blocks for literacy instruction
- Guided reading and close reading in the upper grades
- Focus on oral language development through habits of discussion
- Explicit phonics, decoding, and fluency instruction/drills daily in the lower grades
- Culturally relevant materials that reflect the cultures of the school's students in each classroom

To support MLL/ELL students, the school's ENL teachers will both "push-in" to core content classes throughout the day and "pull-out" MLL/ELL students for additional support and small-group intervention. Small group, or pull-out services, will be coordinated by the Student Support Team and led by a certified ENL teacher. During this time, students receive targeted instruction to supplement the supports within the general education classroom. Additionally, ENL teachers may also:

¹¹ <https://files.eric.ed.gov/fulltext/ED511361.pdf>

- Facilitate small group SEL morning meeting groups at times for students who speak a common language;
- Provide pre-teaching of key concepts and vocabulary that will help ENL students be more successful in the week ahead;
- Help students complete homework during their independent time;
- Enlist the help of City Year staff members as described above.

If BBACS has to transition to remote instruction, the school's ENL staff will ensure students receive uninterrupted language acquisition supports through a virtual learning platform on school-provided devices. ENL teachers will provide push-in support into virtual classrooms and provide pull-out services in breakout rooms to target specific skills.

- *The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs.*

BBACS teacher schedules will include regularly scheduled meeting times to plan together with ENL staff to discuss student progress. These meetings will be added to teacher schedules each year based on the needs of the students in their classrooms. In addition, ENL staff will participate in intellectual preparation meetings to ensure they are closely collaborating with each classroom serving students who are learning English as a new language so that lesson plans and activities are appropriately modified to support their success. The Coordinator of ENL will also coach the ENL teacher in the area of understanding goals, responsibilities, accommodations, and identifying effective instructional strategies. He or she will also deliver school-wide professional development for general education teachers on providing language acquisition supports to students who are learning English as a new language.

- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria.*

BBACS will use Pearson's Stanford English Language Proficiency Test (SELP 2) to maintain data and track growth for students receiving English Language intervention. SELP 2 is a research-based, computerized assessment aligned to the Common Core and WIDA standards and is used to predict students' preparation for state language assessments by evaluating listening, reading, writing and speaking skills.

Each week the ENL team will share student progress updates from small group instruction with the general education team. During staff PD sessions and/or SST meetings each week, general education teachers and ENL teachers will review disaggregated student data to track the academic progress of MLL/ELL students and discuss strategies for support during Tier 1 instruction. BBACS staff will not conflate the need for language support with the need for literacy remediation or special education services, but ELL students will be eligible for RtI for explicit content area tutoring. Further, the staff will exercise caution against misidentifying ELLs for

disabilities and consider the following research-based factors¹² prior to making a referral for a special education evaluation:

1. Consider Environmental Factors First.
2. Consider the Whole Child: Use Guiding Questions to Build a Body of Evidence.
3. Consider Student Strengths During Meaningful Activities.
4. Consider Student Progress in Relation to the Progress of Similar Peers.
5. Consider How to Intentionally Foster Successful Interdepartmental Collaboration.

Internally, BBACS will evaluate ELL student performance on standards-based interim assessments and growth in reading level to ensure that these students are making regular progress in comparison with their peers. The Coordinator of ENL will oversee compliance with all city, state and federal laws and regulations with regard to serving MLL/ELL students.

BBACS students will exit ENL programming when they score at the Commanding/Proficient level on the NYSESLAT exam. BBACS will continue to provide its 'former ELL' students with instructional support services and testing accommodations on state exams for two years.

- *The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met.*

To evaluate the effectiveness of the ENL program, the principal, Director of Special Education, and Coordinator of ENL will disaggregate student performance data to review ELL/MLL student progress on assessments on a regular basis and to make curricular and/or instructional adjustments accordingly. BBACS will also stay in close contact with its MLL/ELL students' families to keep them informed of students' rate of progress, strengths, and weaknesses, enable them to make informed decisions, and to solicit their feedback, questions, and concerns about the programming offered by BBACS. In addition, like the Director of Special Education, the Coordinator of ENL will also implement an internal compliance audit system to ensure that the school remains in compliant with all state and federal regulations related to supporting students who are learning English as a new language.

- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand.*

Family involvement is crucial for the success of ELL students at BBACS. Families will be consistently updated on their children's progress and notifications will be written in each family's preferred language. These translation services will be provided through the school's partnership with Journey's End. As needed, the school will also obtain interpreters for all family conferences.

- *How the school will make after school and other extra-curricular programming accessible to ELLs.*

¹² <https://wida.wisc.edu/sites/default/files/resource/FocusOn-Identifying-ELLs-with-Specific-Learning-Disabilities.pdf>

BBACS will utilize translation services through its partner, Journey's End, in order to ensure that parents/guardians are aware of after school and any other extra-curricular programming. The Coordinator of ENL and ENL teachers will also conduct direct outreach to families regarding opportunities; he/she will also support enrollment in these activities as needed.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students.*

BBACS will use the BRICK Education Network's *Road To Success* system in which all students transition through a battery of academic and social and emotional learning diagnostics. Based on the data, students who exhibit exceptional skills on the diagnostics are provided additional resources throughout the year in the classroom and outside of the classroom to support their development. In addition, the school will constantly look for students who are gifted but may be underperforming due to particular circumstances, such as boredom from a lack of being challenged in their classes.

- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.*

BBACS's individualized academic model is tailored to support gifted students through existing pedagogical approaches, especially when those approaches are modified to support students to take ownership of accelerating their own learning. Examples of how these existing approaches will be adjusted to meet the needs of gifted students are described below:

- **Small group instruction.** BBACS teachers already plan for small group instruction in math and literacy based on student assessment data, ensuring that the content and strategies of this instruction is tailored to the unique needs of each group. BBACS will utilize these differentiated structures to allow gifted students to tackle above-grade level work (for example, by planning an above grade level novel study to support gifted students during guided reading). Small group instruction can also take place virtually, should BBACS need to transition to remote instruction at any time, utilizing Zoom and breakout rooms.
- **Individualized learning.** During independent learning time in the upper grades, students are also provided opportunities to work either in small groups or individually toward specific, tailored goals. During this time, students needing more academic challenge can access extended opportunities for project-based learning to promote critical thinking and middle school readiness skills. These assignments could also extend beyond independent time in the classroom into after school clubs facilitated by City Year staff members. BBACS staff will solicit ideas from students and families to inform specific offerings based on interest, but some examples may include: students working on engineering design challenges from the FOSS curriculum that are not already given to all students, having

students complete supplemental computer science work, such as the Code.org modules, and/or having students complete extended projects to reinforce social studies content, such as producing videos about their experience in Buffalo as part of the “My Home is Buffalo” unit.

- **Online adaptive technology:** At BBACS, students will also have daily access to online adaptive learning technology to meet their individual needs. Teachers monitor progress, provide feedback as necessary and tweak the online platform to better meet the needs of students. As a result, these programs independently, and with teacher assistance, can adjust to ensure gifted students receive access to above grade level coursework. For example, a math teacher could assign their gifted students above grade level work in I-Ready and then meet with small groups of gifted students to support their efforts to complete this work and to provide any necessary assistance.

R-09ad - Instructional Leadership

a. Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

- *Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;*
- *The process and criteria for identifying and selecting instructional leaders including how such criteria aligns with the school's educational philosophy and mission; and,*
- *How instructional leaders will monitor the effectiveness of the academic program and at risk students' academic performance.*

BBACS recognizes that strong instructional leadership is essential to the success of a charter school. Strong instructional leaders can support the development of teachers to ensure classrooms are joyful and academically rigorous, which will help ensure that all students develop the knowledge and skills necessary to be college, career and life ready upon graduation. As a result, having a strong plan for identifying, training and empowering instructional leaders is essential to fulfilling the BBACS mission. Consequently, the BBACS staffing model includes instructional leadership roles that are critical to the success of the school during the five year charter term. These instructional leadership roles are named and briefly described in Table 9a.1 below.

Table 9a.1 Instructional Leadership Responsibilities

Instructional Leader	Responsibilities
Principal	<p>The Principal is the academic and cultural leader of the school and will report directly to the Board of Trustees. He or she is responsible for the overall performance of the school. The principal serves as the school's primary instructional leader and will manage the day-to-day delivery of instruction and the implementation of the school's culture plans to build and sustain strong student and staff culture.</p> <p>Their primary responsibilities include:</p> <ul style="list-style-type: none">● Deeply internalizing New York state standards and expectations for schools to ensure that the school can remain focused on student learning and compliant with all expectations from the SUNY Charter Schools Institute, the state of New York and the federal government;● Establishing and maintaining a strong school culture that supports high levels of student achievement, aligns to the school's values, and inspires stakeholder investment;

- Setting the school calendar and instructional schedule for all grades;
- Managing the other instructional leaders by providing support and feedback on their work deliverables and coaching responsibilities;
- Overseeing all professional development activities for school staff to ensure their ongoing growth and ability to meet the school's performance goals;
- Driving assessment administration, data analysis, and action planning throughout the year;
- Ensuring that all stakeholders (students, family, board members, staff, partners and community members) have a positive experience with the school and are kept abreast of the schools' goals and progress.

BBACS principals are also expected to serve as model instructional leaders by personally executing high leverage instructional leadership practices to model these practices for other campuses leaders and to support other campus instructional leaders to build expertise in these practices.

BRICK Buffalo's Principal will model effective instructional leadership in a variety of ways, including, but not limited to:

- Facilitating a weekly school leadership team meeting designed to review the school's data dashboard and annual priorities to inform the setting of short-term priorities at the campus and to set direction for other leaders;
- Modeling high-quality coaching and development of teachers using BRICK's coaching frameworks (including the execution of planning meetings, observation feedback meetings and weekly data meetings);
- Supervising and coaching members of the instructional leadership team to ensure that they are prepared to execute their roles successfully and have the necessary tools and supports to do their jobs well;
- Leading the weekly student services team meeting, which will focus specifically on disaggregated subgroup performance data, a review of individual student support plans, and associated instructional strategies and adjustments;
- Determining the focus of school based professional development sessions; developing content for those sessions; leading those sessions to model effective adult learning practices or supporting other leaders to deliver high-quality PD as needed;
- Conducting frequent school walkthroughs to progress monitor student culture and the quality of teaching and learning and to identify next steps to strengthen student culture and instructional delivery;
- Modeling the cultural and academic expectations of the school and BRICK by living and embodying the school's mission and values.

<p>Vice Principal of Instruction (Year 1, 1 FTE; Years 3-5, 2 FTEs)</p>	<p>Vice Principals of Instruction serve as coaches and content area supervisors (specifically by leading K-5 mathematics and science instruction or by leading K-5 literacy and social studies instruction). Vice Principals are expected to have deep personal mastery of effective instructional practices in the content areas in which they lead and coach, a mastery of the BRICK education approach in that content area, and a deep knowledge of the New York state standards and assessments.</p> <p>Their responsibilities include:</p> <ul style="list-style-type: none"> ● Supervising up to 15 teachers in their specific content areas; ● Coaching and developing teachers on their instructional practices; ● Implementing high-quality externally validated curricular resources and adapting them, as needed, to ensure strong alignment with New York standards and the needs of the specific students served; ● Serving as a data-driven leader, including by conducting analysis of student learning in their content areas of focus and creating follow up action plans to improve achievement; ● Participating in, and leading, aligned professional development opportunities.
<p>Vice Principal of Culture (Years 2-5, 1 FTE)</p>	<p>The Vice Principal of Culture ensures that the school environment provides a safe space for children to explore their identities, develop social emotional intelligence, and achieve their academic goals. The Vice Principal of Culture is responsible for implementing the school’s Code of Conduct as well as the expectations stated in the school’s Parent and Family Handbook.</p> <p>Their responsibilities include:</p> <ul style="list-style-type: none"> ● Ensuring high-quality implementation of the school’s social and emotional learning program; ● Ensuring that each classroom reflects the school’s expectations for student learning and engagement; ● Implementing the school’s Code of Conduct as well as the expectations stated in the school’s Parent and Family Handbook, including by creating and or maintaining school culture systems; ● Coaching the school’s specials teachers (including the physical education teacher and fine arts teachers), including by conducting observation and feedback coaching sessions and supporting their ability to successfully internalize and adapt BRICK’s curriculum resources; ● Supporting teachers with classroom management and engagement, which may include, but not be limited to, providing intensive classroom management support to a teacher who needs assistance, helping to redirect students, or

	<p>meeting collaboratively with families to build partnerships to support student success in school.</p>
<p>Coordinator of ENL</p>	<p>The Coordinator of ENL will work to provide direct services to students who are learning to speak English as a new language and to ensure that the school meets all state and federal requirements related to serving these students. As a result, the Coordinator of ENL plays a pivotal role in modeling how to serve these students and in training other staff members how to serve these students successfully.</p> <p>Their responsibilities include:</p> <ul style="list-style-type: none"> ● Delivering professional development sessions to educate the entire staff about state and federal requirements and best practices to support ENL students; ● Modeling strong, research-based instructional practices in their own delivery of services to ENL students (including in how they plan for their lessons, how they collaborate with teachers to ensure strong preparation and lesson delivery, and how they use data to inform their instructional planning and execution); ● Collaborating with the school leadership team each year to adjust the school’s intellectual preparation protocols to ensure that all teachers are customizing their planning to ensure they meet the needs of the school’s ENL students; ● Strategically scheduling ENL students to ensure effective ongoing service delivery; ● Supervising and coaching any additional ENL staff members; and ● Building strong relationships with ENL students and their families and ensuring these students have the support they need to achieve their goals—and that their families receive any critical support services necessary to support their engagement with the school, including all required translation services. <p>The Coordinator of ENL position will require a master’s degree and the ability to meet all state and federal guidelines to be fully licensed at the “High Qualified” ESSA level.</p>
<p>Director of Special Education</p>	<p>The Director of Special Education will work to provide direct services to students with special needs and will ensure that the school meets all state and federal requirements related to serving these students. The Director of Special Education plays a pivotal role in modeling how to best meet the needs of special education students and in training other staff members how to serve these students successfully.</p>

	<p>Their responsibilities include:</p> <ul style="list-style-type: none">● Delivering professional development sessions to educate the entire staff about state and federal requirements for supporting students with disabilities and best practices to support students with disabilities.● Modeling strong, research-based instructional practices in their own delivery of services to special education students (including in how they plan for their lessons, how they collaborate with teachers to ensure strong preparation and lesson delivery, and how they use data to inform their instructional planning and execution);● Collaborating with the school leadership team each year to adjust the school’s intellectual preparation protocols to ensure that all teachers are customizing their planning to ensure they meet the needs of the school’s special education students;● Strategically scheduling special education students to ensure effective ongoing service delivery;● Collaborating with the Buffalo Public Schools to ensure high-quality administration of the special education program, including the timely identification and evaluation of students who may need additional special education support and the provision of appropriate services to ensure compliance with student IEPs and student success;● Leading weekly special education compliance meetings focused on IEP services, goals, and requirements;● Conducting differentiated professional development sessions for all special education teachers;● Supervising and coaching any special education staff members; and● Building strong relationships with special education students and their families and ensuring these students have the support they need to achieve their goals—and that their families receive any critical support services necessary to support their engagement with the school. <p>The Director of Special Education position will require a master’s degree and the ability to meet all state and federal guidelines to be fully licensed at the “High Qualified” ESSA level.</p>
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Network Supports for Instructional Leadership

BBACS believes that its partnership with the BRICK Education Network will ensure that the school’s instructional leadership team is able to receive significant additional training and support. While Buffalo charter schools have historically relied on their own founding teams for instructional leadership, BBACS will be able to benefit from extensive coaching support from BRICK content specialists that would simply not be possible for new independent charter schools with smaller teams. BRICK’s network academic directors have a wide variety of expertise—

including expertise in core content instruction, student culture and restorative practices—and a track record of effectively supporting instructional leaders. For more information on the prior experience of BRICK’s academic directors, please see **R-23b - Supplemental Attachments**.

In addition, BRICK recently added Jeremy Esposito as the BRICK Buffalo Regional Director of Instruction/Superintendent to its team. Mr. Esposito brings 16 years of education experience to the team. He has been a teacher, a coach, a school leader, a founding principal and a regional leader—all within the charter sector. He is also an adjunct faculty member at the Relay Graduate School of Education where he has significant experience training principals in the areas of strategic planning, data driven instruction, coaching adults and leading professional development. For more information on Mr. Esposito’s prior experiences see **R-23b - Supplemental Attachments**. In this role, Mr. Esposito will be responsible for working with the BBACS Board to provide ongoing coaching and supervision to the BBACS principal. Mr. Esposito is based in Buffalo and will be fully dedicated to supporting the needs of BBACS. As a result, the BBACS Principal will be able to receive ongoing professional development support based on their specific developmental needs. Some of the specific ongoing development experiences planned for the BBACS principal include:

- Extensive and targeted summer professional development designed specifically for principals that includes training on all aspects of the BRICK model and implementation support relative to the principal’s individual needs;
- Weekly coaching sessions with the BRICK Buffalo Regional Director of Instruction/Superintendent to review school performance data and receive coaching targeted to the needs of the school at that time of the year/based on the school’s developmental needs;
- Weekly check in meetings with a BRICK academic director to assist with deepening their expertise in a priority content area (such as the Director of Elementary Literacy if the principal is coaching literacy teachers during the first year of operation)
- Monthly content specific school reviews throughout each school year that are led by BRICK academic directors to assess the strength and areas of growth for a specific part of the academic program (such as elementary literacy instruction, special education or school culture).
- Collaborative training sessions with the BRICK Buffalo Superintendent and/or BRICK academic directors to analyze the results of priority assessments and develop action plans for how to continue to strengthen instruction in that content area

The Vice Principals of Instruction and Culture are also a vital part of the school’s Instructional Leadership Team. They will work in conjunction with the principal to provide high-quality coaching, support, and direct supervision to BBACS teachers. As a result, Vice Principals can have a significant impact on the quality of instruction students receive. Consequently, the BRICK Education Network will also provide ongoing professional development for all VPs of Instruction and Culture. Some of the specific ongoing development experiences planned for the BBACS Vice Principals include:

- Extensive summer professional development that prepares them for success in their role, that is content area specific, and that is aligned to BRICK protocols and resources. (for

example, a VP of Instruction that will coach literacy teachers will receive significant support from the BRICK Elementary Literacy Director, including sessions designed to train them on all aspects of BRICK’s approach to literacy as well as additional content area training sessions from the Lifelong Learners curriculum team to deepen their understanding of elementary literacy content);

- Weekly check-ins with the BRICK academic director that leads their content area of focus that involve collaboratively observing classrooms in the focus content area, identifying action steps for the teachers observed and planning professional development based on teacher needs and observations;
- Periodic school reviews conducted in tandem with other school and network leaders focused on identifying key strengths and areas of growth for the school’s instruction in the content areas they supervise, and identifying major areas for development moving forward;
- Opportunities to collaboratively build action plans with their BRICK academic director that are designed to leverage the school’s academic systems (such as walkthroughs, coaching sessions and professional development session) to address major areas of development for teachers in their focus content area;
- Opportunities to participate in weekly content planning meetings led by the relevant BRICK academic director that model the facilitation of a high-quality planning meeting;
- Monthly opportunities to engage in communities of practice with other BRICK Vice Principals to learn new skills, share best practices, and troubleshoot current challenges with a cohort of supportive colleagues.

Supporting Special Populations

BBACS is committed to ensuring that it can serve a population of students that reflects the community served. As a result, all instructional leaders must make strategic efforts to ensure that they are supporting the school’s special populations, including economically disadvantaged students, students with disabilities and students who speak English as a new language. In addition, BBACS also believes that it is critical to ensure that the school also has additional instructional leaders who are specifically focused on the success of these students. As a result, BBACS has updated the standard BRICK model to ensure that the school can hire a Coordinator of ENL and a Director of Special Education during the first year of operation. Some of the specific ongoing development experiences planned for these instructional leaders are described in Table 9a.2 below:

Table 9a.2 Supports for Instructional Leaders Focused on Special Populations

<p>Supports for both the Director of Special Education and Coordinator</p>	<ul style="list-style-type: none"> ● A weekly one on one check in with the BRICK Network Director of Special Education to review performance goals and provide targeted assistance.
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of ENL	<ul style="list-style-type: none"> ● Support in implementing an internal audit system for their functional areas that is designed to ensure ongoing compliance with federal and state requirements. ● The creation of standard professional development sessions that can be turnkeyed for the BBACS campus based on ongoing compliance requirements (such as trainings related to staff confidentiality). ● Additional leadership development training opportunities (such as the ability to attend internal PD delivered to Vice Principals or School Leaders that is relevant to their role or relevant external PD, such as the ability to participate in the Relay Graduate School of Education’s Inclusive Schools Leadership Institute)
Additional Supports for the Director of Special Education	<ul style="list-style-type: none"> ● Comprehensive training on the legal requirements for serving students with disabilities
Additional Supports for the Coordinator of ENL	<ul style="list-style-type: none"> ● Comprehensive training on the legal requirements for serving students who are learning English as a New Language.

Instructional Leader Selection

- *The process and criteria for identifying and selecting instructional leaders including how such criteria aligns with the school’s educational philosophy and mission; and,*

External candidates

BBACS will implement a rigorous, five-step process to select all of its employees. This process will involve an application review, phone interview, project submission, live interview and reference checks. This process is described at length in *R-12 Personnel*. However, BRICK’s standard five-step hiring process also includes the flexibility necessary to ensure that each candidate can be evaluated based on their readiness for the particular position they are applying for. Since instructional leadership is critical to the school’s ability to accomplish its mission, BRICK has invested significant time and resources over the last year to partner with the BBACS Board and to update the processes for selecting instructional leaders for Buffalo in particular. That internal work led to the creation of a clear, aligned vision for the leadership qualities that would make a leader successful at BRICK Buffalo—as well as clarity on the prior knowledge, skills and experiences leaders should possess to ensure they are prepared to thrive as BRICK principals.

BRICK then codified this work by creating BRICK's School Leader Readiness Criteria. The specific criteria can be found in **R-23b - Supplemental Attachments**.

Producing the BRICK School Leader Readiness Criteria, led the team to identify core competencies that all future instructional leaders must demonstrate. Each of these core competencies is described below:

- **Aspiration and self-awareness.** Candidates must be highly reflective and personally committed to serving in a leadership role to advance educational equity.
- **Professionalism.** Candidates must bring a high-level of personal organization and serve as models of professional behavior (for example, they arrive on time, meet deadlines, follow through on commitments, etc...).
- **Adult leadership.** Candidates must have already held leadership positions and have demonstrated the ability to achieve ambitious student achievement and culture goals.
- **School alignment.** Candidates must be invested in the models and structures that the school uses and able to explain how those structures help to promote and sustain high levels of achievement and family satisfaction.
- **Cultural presence.** Candidates must have successful prior experience leading large groups of students and working closely with families; they demonstrate mission alignment and a community-focused approach.
- **Academic knowledge.** Candidates must have successful prior academic experience that can translate into success in their role (for example, successful former experience as a math teacher if they are applying to become a Vice Principal of Instruction for K-5 math and science).
- **Staff investment.** Candidates must have strong references from individuals that they have worked with previously, including individuals that have managed them *and* individuals that they have led.
- **Community fit.** Candidates must have relevant experience with, knowledge of, and a commitment to the East Buffalo community that the school intends to serve.
- **A belief in all BBACS students.** Candidates must possess an unwavering belief that all BBACS students, including students who are economically disadvantaged, students with special needs, and students who are new to learning English, are assets to the school community and can achieve ambitious academic and social goals each year.

In addition, BBACS and BRICK identified two additional competencies that were essential in identifying and selecting the Coordinator of English as a New Language and the Director of Special Education. Those additional competencies are described below:

- **Knowledge of Compliance and Pedagogy.** Candidates for these two leadership positions must possess a deep knowledge of New York state and federal requirements for their areas of coordination. They must also understand best practices in providing instruction for students in their areas of expertise as well as a deep understanding of how to leverage different models of co-teaching to support all learners.

- **An ability to build strong partner relationships.** Candidates for these two leadership positions must be able to build and maintain strong relationships with outside partners, including BRICK’s ecosystem partners and the Buffalo Public Schools, to ensure students receive the support services they need to thrive.

BRICK’s School Leader Readiness Criteria also provides a clear continuum to help BRICK and BBACS identify what prior experience a candidate should be able to demonstrate before being offered a particular leadership role. Table 9a.3 provides an example of how the criteria helps to distinguish how one of the competencies named above could be applied differently for leaders seeking more senior leadership positions. For example, while a Vice Principal candidate may only need to have demonstrated that they have led a grade level or department to achieve its goals, a principal candidate must demonstrate that they have led a group of stakeholders around a schoolwide initiative that demonstrates impact on student achievement requiring him/her to establish a schoolwide vision, create a strategy, and measure outcomes.

Table 9a.3 Example of School Leader Readiness Criteria

Team Members’ Name:		Current Role:		Potential Next Role:	
THE 7 LEADING FOR LEARNING ACTIONS OF HIGHLY EFFECTIVE SCHOOL LEADERS Aspiration and Self-Awareness 1) Set vision and goals	Teacher to become GLL, ILTL, or Course Lead <i>(criteria that a teacher should demonstrate to move into a teacher leader role)</i>	Teacher Leader to become novice AP <i>(criteria that a teacher leader should demonstrate to move into an Assistant Principal role)</i>	Novice AP to become Experienced AP <i>(criteria that a novice AP should demonstrate to be characterized as 1-year-away from school leadership)</i>	To become Principal/School Leader <i>(criteria that an experienced AP should demonstrate to move into the School Leader role)</i>	
	<input type="checkbox"/> Expresses interest in leading a team	<input type="checkbox"/> Expresses interest in being in a School Leadership role	<input type="checkbox"/> Expresses interest in being a Principal	<input type="checkbox"/> Displays passion for being a Principal and commitment to the school community	
	<input type="checkbox"/> Sets ambitious student achievement goals for his/her own classroom	<input type="checkbox"/> Leads a grade/department team to reach its vision and goals	<input type="checkbox"/> Demonstrates success in leading a school-wide initiative to reach vision and goals, in partnership with the School Leader	<input type="checkbox"/> Demonstrates success in leading a group of stakeholders around a school-wide initiative that demonstrates impact on student achievement requiring him/her to establish a school-wide vision, create a strategy, and measure outcomes	

Immersion Days

BBACS has also partnered with BRICK to develop an immersion day process to select instructional leaders. These immersion days provide the additional time necessary to assess the extent to which each leader possesses the competencies and successful prior experience described in the BRICK School Leader Readiness Criteria. These rigorous days ensure that leaders participate in a variety of tasks and interviews to demonstrate their readiness. For example, recent Principal immersion days have included tasks like asking prospective principal candidates to deliver a presentation to share their leadership story and rationale for wanting to serve as a BRICK principal in East Buffalo; submitting a project that requires future leaders to watch a

sample lesson video and then plan and practice a follow-up coaching conversation with the teacher; as well as participate in a panel interview with senior BRICK leaders.

In future years of the charter term, internal leaders would participate in the same processes, and be measured against the same readiness criteria, when applying for a leadership position at the school.

Alignment to Philosophy, Mission

BBACS recognizes that it is responsible for having a rigorous selection process to identify talented, mission-aligned staff members who are passionate about closing the opportunity gap in Buffalo. As a result, BBACS is committed to ensuring that its interview processes assess a candidate's alignment to the school's philosophy and mission. Some of the specific ways that BBACS believes its process aligns to the school's philosophy and mission include:

- **By modeling high expectations.** BBACS wants to create a school that is capable of supporting the students on the East Side of Buffalo to achieve at the highest levels; as a result, the school plans to hold high expectations for its staff members to ensure that they are able to provide strong support to students. Consequently, BBACS has intentionally worked to ensure that its selection process is rigorous—not only so the best candidates are selected—but also so that candidates understand the level of commitment required when working at BBACS.
- **By assessing alignment through scenario-based questions.** BBACS also has created its interview process to ensure that candidates are aligned to the school's vision, mission and values and supportive of its key design elements. For example, the interview process provides candidates with scenario-based questions related to student discipline to ascertain whether or not the candidate is committed to BRICK's restorative approach to discipline rather than exclusionary disciplinary practices. In addition, the school's interview process will also ask teachers to describe how they would plan to deliver culturally responsive instruction to students so that the team can ascertain whether or not their approach aligns with the perspective of BBACS.
- **By having an inclusive interview process.** BBACS wants to create a school that is deeply rooted in the East Buffalo community and provides students with a culturally responsive education. As a result, the school plans to include community representatives in live interview panels after the school is launched. BBACS believes that families possess a wealth of knowledge about their community, and their children, and can provide valuable perspectives in evaluating the extent to which prospective staff members can support their children.
- **By understanding commitment to the community served.** BBACS has also added a selection task to the immersion days that requires candidates to deliver a presentation on why they would like to lead a BRICK school in East Buffalo in particular. While many charter networks may not be rooted to their communities, BRICK is different. Their extensive community involvement in the South Ward of Newark, including their efforts to serve as an anchor institution for a federal Promise Neighborhood, demonstrates their commitment to the community surrounding their school. Since BBACS wants to replicate

this community-focused approach, it also wants to identify instructional leaders who share its commitment to both school excellence and community development.

How instructional leaders will monitor the effectiveness of the academic program and at risk students' academic performance.

Instructional leaders monitor the effectiveness of the academic program through formal and informal observations and during leadership and teacher data meetings. The schedules of the school's instructional leaders were built to ensure that they can spend significant time observing teacher classrooms to monitor the effectiveness of the academic program—and to provide teachers with related coaching support. In addition, the school will hold a weekly leadership team meeting where school leadership team members discuss the school's performance goals and current academic data, information from classroom observations and coaching, and student culture (such as attendance metrics and iDREAM character scores) to ensure that the school's short-term priorities are focused on improving the school's ability to achieve its goals. Instructional leaders also hold frequent data meetings with the teachers they manage, including after all major assessments, to ensure they are aware of student performance and can support teachers to identify strategic ways to improve performance. Across all of these data analysis and action planning structures, instructional leaders analyze both data for the entire student population and data disaggregated by subgroups (such as data specifically for economically disadvantaged students, students with special needs, and students who are learning English as a new language) to ensure that the school is meeting the needs of all of its students and adjusting its academic program as needed to maximize student success. More details regarding the strategies BRICK Buffalo's instructional leaders use to monitor the efficacy of the academic program can also be found in ***Response-6af Curriculum and Instruction.***

B. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

BBACS believe that staff development is crucial to excellent instruction. At BBACS, **teacher support and supervision** occurs via a continuous cycle of coaching and feedback. This cycle begins with a **goal-setting** process at the start of each school year. Instructional leaders, including the principal, Vice Principals, Director of Special Education and Coordinator of ENL, will meet with the teachers they manage to clarify each teacher's performance goals and how they connect to the school's overall goals. In addition, instructional leaders will work with each of their teachers to identify specific teacher development goals that are aligned with BRICK's Best Practices and

the Danielson Framework¹. These performance and development goals then serve as the basis for each teacher's individual professional development plan (IPDP). The IPDP will then help to guide future coaching throughout the year. For example, the instructional leader will work to provide relevant coaching and development opportunities that align to the teacher's needs as stated in their plan. Both the instructional leader and teacher will continue to revisit the IPDP to assess what aspects of the development goals have been mastered and to establish new goals when appropriate. Teacher IPDPs will be maintained in the school's online coaching system (SchoolMint Grow) to support the principal's efforts to ensure that all instructional staff are receiving ongoing coaching and support aligned to their goals.

Coaching will be a core component of instructional leadership at BBACS. All BBACS instructional leaders coach teachers on a weekly basis. Teacher coaching at BBACS will take a variety of forms, including classroom observations and follow up coaching conversations focused on classroom practice; real-time coaching during classroom instruction; model teaching in the teacher's classroom; data analysis and action planning meetings; and instructional planning meetings. Regardless of the format of coaching provided, each coaching session concludes with a definitive, bite-sized action step for the teacher to work to master by the following week. The type of coaching support provided, and the frequency of coaching, are also adjusted to meet the development needs of each teacher. As an example of this process, instructional leaders will utilize the "See It. Name It. Do It" framework from the Relay Graduate School of Education to support teachers to improve specific areas of their instructional delivery. This type of coaching session ensures that the teacher sees a model of the expected teacher practice; identifies what is effective about the model; and then practices how they will apply that practice in their own classroom. The instructional leader then assigns a bite-sized action step that defines what aspect of the teacher's practice they will work to improve during the following week and how they are expected to implement that practice. The instructional leader then shares how he or she will continue to support the teacher's ability to implement the action step (for example, by supporting with real-time coaching during future lessons). Each teacher action step is then added to SchoolMint Grow so that both the instructional leader and coach can continue to revisit past action steps to ensure that the teacher continues to develop.

Between weekly coaching sessions, instructional leaders also provide follow-up and feedback to teachers. The follow-up and feedback loop begins with **informal snapshots** that provide teachers with on-the-spot coaching and feedback. These snapshots occur minimally once per week for all teachers. On-the-spot coaching involves tapping in and out of the lesson, modeling, and/or other types of real-time feedback. Instructional leaders take notes during each snapshot visit, which are then recorded in SchoolMint Grow. The notes include tagged teacher performance indicators to use for future reference to assist with developing future coaching sessions for that teacher and the school's professional development plan. To maximize time for

¹ The Danielson Group. (2013). The Danielson Framework. Retrieved June 19, 2018 from <https://www.danielsongroup.org/framework/>.

feedback and on-the-spot corrections of teacher actions, administrators are asked to refrain from using laptops during the snapshot.

Each core content area (ELA, math, science, social studies) also has an **Arc of the Year (AotY) rubric** that outlines specific teacher practices that are prioritized for development during a specific part of the school year. These arcs are designed to support instructional leaders and teachers to ensure that their coaching sessions are focused on the highest-leverage teacher practices teachers should implement to drive high levels of student achievement. Instructional leaders ensure that each teacher receives comprehensive professional development on the skills that will be prioritized during each arc and then provides follow up coaching support that is aligned to the arc of the year and the unique needs of each teacher through both the formal weekly coaching sessions and weekly informal snapshots.



Formal observations will occur two to four times annually, depending on qualitative and quantitative evidence of each teacher’s pedagogical strengths and weaknesses and the prior year’s evaluation rating (beginning in year 2 of the charter term). Formal observations are an opportunity to observe a staff member, record observations, and score their performance for all or almost all indicators of the evaluation rubric. Instructional leaders are expected to observe teachers for a full lesson during a formal observation to ensure that they can rate the teacher on as many of the indicators as possible and develop a comprehensive understanding of the teacher’s performance. All new teachers will be formally observed at least once in a quarter. These frequent formal observations are done to ensure that instructional leaders deeply understand the development needs of new teachers and can provide effective follow up coaching to support their development.

Each formal observation cycle includes a pre-observation activity (such as a teacher reflection based on their IPDP), a classroom observation, and a post-observation conference. Prior to the observation, the teacher also informs their instructional leader about the lesson they will be teaching so that the instructional leader understands the content of the lesson and suggested activities for that lesson. To prepare for the meeting, the instructional leader also reviews the teacher’s IPDP and historical coaching notes in SchoolMint Grow as well as relevant academic dashboards so that they are prepared to ascertain teacher progress against their development goals and performance goals. During formal observations, the instructional leader will look for items such as student mastery, student ownership of the content, and classroom engagement as well as other aspects of the teacher evaluation rubric. For more information on the teacher evaluation rubric see **R-23b -Supplemental Attachments**. During the post-observation conference, the instructional leader and teacher reflect on the lesson observed together. This reflection process and collaborative analysis is the centerpiece of professional growth, refinement of instruction, and continuous improvement. This post-conference must occur not more than 10 teaching days after the observation (though it is recommended to take place within three days of the observed lesson in order to provide timely feedback).

Formal evaluations for teaching staff will occur at least two times annually, once at mid-year and the other at end-of-year, and they function as official measurements of teacher practice. The evaluation will combine evidence from formal observations, academic dashboards and other evidence collected during previous observations and coaching sessions. The mid-year evaluation will provide an opportunity for the teacher and instructional leader to discuss progress made toward achieving student, classroom, school, and network performance goals. The end-of-year annual evaluation will include a final assessment of teacher progress made toward the professional and student learning goals established at the start of the school year. The instructional leader considers evidence gathered from the aforementioned snapshots and accompanying performance indicators and formal observations. The instructional leader will then use this evidence to assign the teacher a performance level. Should a teacher's annual summative evaluation rate his/her performance as ineffective/partially effective, or if there is evidence that a teacher is struggling to effectively meet the school's expectations, then a Corrective Action Plan (CAP) will be issued. The CAP will detail measurable goals for each competency identified as in need of improvement, the related leadership support that will be offered, and milestones for performance improvement that the teacher must meet to maintain their employment at BRICK Buffalo.

C. Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- ***An overview of the frequency and format of professional development;***
- ***Who will be responsible for leading and providing professional development;***
- ***How the school will identify professional development topics;***
- ***How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;***
- ***How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,***
- ***The process for evaluating the efficacy of the professional development program.***

BBACS' professional development (PD) program is uniquely designed to assist teachers in meeting students' academic and social-emotional needs and achieving the school's goals. Each year, the BBACS principal, in partnership with the BRICK Buffalo Regional Director of Instruction/Superintendent, will produce a comprehensive professional development plan for all school staff that is based on the school's performance goals and the developmental needs of its staff. This professional development plan will include specific goals for the improvement of teacher practice that the school believes will lead to achieving the school's goals. This plan will include clarity on what professional development sessions will be provided locally by the instructional leaders at BBACS as well

as what sessions will be provided by BRICK's academic directors. The proposed professional development plan will also be reviewed by the BBACS Board before it is finalized.

The BBACS annual professional development plan will use an ARC of the Year framework that further clarifies how the school will support the professional development of all staff during each phase (or arc) of the year. For example, the school's first arc of the year will likely focus on two key areas of focus: 1) ensuring that all teachers establish warm cultures of belonging in their classrooms characterized by strong relationships with students and families and strong systems and routines and 2) ensuring that all teachers successfully complete high-quality intellectual preparation each day to deliver rigorous and engaging lessons. These arcs of the year will provide instructional leaders with the overarching clarity necessary to help guide the professional development opportunities they plan and the support they provide to their staff members. The **frequency and format** of BBACS' PD program is as follows:

- Annually: All BBACS staff participate in significant staff professional development each summer. This professional development includes at least three days of professional development for instructional leaders as well as 10 additional days for teacher professional development. In addition, the proposed BBACS schedule also includes five early release school days at the start of the year. Each of these days will be followed by additional professional development sessions designed to support the school to build a strong school culture. Each year, typically in October, all school staff will also participate in a full day of professional development to strengthen school culture.
- Weekly: As mentioned previously in this response, all teachers receive weekly, individual coaching from an instructional leader. All teachers will also participate in a weekly content meeting with all the other BRICK teachers in their grade level content team. These meetings historically take place on Wednesdays or Thursdays. The school's early release day each Friday also enables all staff to participate in weekly professional development from 2 p.m. to 4:15 p.m.

When possible, professional development activities will be conducted in person at the BBACS campus. However, BRICK network directors will also leverage online learning platforms like Zoom to deliver professional development to multiple BRICK campuses when necessary. Some of the key structures that will be used to deliver ongoing professional development to BBACS staff are also summarized below:

- Summer Teacher Institute: Each August, the BRICK network will provide all BRICK teachers with comprehensive professional development during the Summer Teacher Institute. During this institute, teachers will receive comprehensive information on the mission, vision and values of BRICK as well as sessions that train them on implementing BRICK's cultural and academic models. During summer institute, the BBACS instructional leadership will also have an opportunity to deliver professional development that is unique to their campus (such as their plans to sustain staff culture or to practice specific routines that are unique to their school).

- BBACS Strong Start PD: Each year, the first week of classes at BBACS will include half days of instruction for students. These half days of instruction will enable the school staff to implement a modified schedule that supports all teachers to build relationships with their students while also teaching and practicing critical school routines (such as in-class expectations and the expectations for hallway transitions). After school, all teachers will participate in professional development from 2 p.m. to 4:15 p.m. each day. During this time, the principal and instructional leadership team will debrief the day with their staff, discuss the extent to which the day reflected the school's vision for student culture, and identify specific bite-sized ways that the team can work together to improve school culture during the next school day. In addition, the principal or other instructional leaders will also facilitate specific practice clinics designed to help teachers build proficiency in the skills they need to strengthen school culture (for example, by practicing how to successfully execute a particular routine that was challenging during the school day).
- Weekly Early Dismissal PD: The Friday early release schedule enables all staff to participate in professional development each Friday from 2 p.m. to 4:15 p.m. During these Fridays, staff will participate in professional development sessions that are designed to meet the unique needs of the school at that time. Some sessions will be delivered virtually by BRICK network directors via Zoom. Other sessions will be delivered in person at BBACS by its instructional leaders. Whenever possible, multiple different PD sessions will occur simultaneously to meet the needs of different groups of staff members. (As an example, BRICK network PD will typically be differentiated so that each teacher is able to meet with their content area grade level team so that, for example, specials teachers, special education staff, and K-2 literacy teachers are able to participate in differentiated sessions based on their needs). The content of weekly professional development sessions will also align to the ARC of the Year for each content area. As a result, BBACS anticipates that these weekly PD sessions during the first quarter will focus on sessions designed to strengthen school culture and intellectual prep. By the second quarter, BBACS anticipates that weekly Friday professional development will shift to focus on the implementation of weekly data meetings.
- Weekly Coaching: All teachers participate in weekly coaching sessions with an instructional leader. These meetings may take a variety of formats, from an observation and feedback meeting to a weekly data meeting to an instructional planning meeting. The formats of these individual meeting types will be aligned to the templates used at the Relay Graduate School of Education and adapted as needed to meet the needs of the school team. In addition, all instructional leaders who are executing these meetings will receive significant training in how to facilitate these meetings from the BRICK Buffalo RDI who is an adjunct faculty member at Relay and has earned national certifications in leading these meetings through his participation in the Leverage Leadership Institute.
- Weekly Content Meetings: BRICK academic directors will work to ensure that all BBACS teachers have access to a weekly instructional planning meeting that is designed to help them complete the intellectual preparation for an upcoming unit

or for an upcoming lesson. These meetings will enable BRICK teachers to collaborate with other teachers across the BRICK network that teach the same grade level and content area. These meetings will be led by BRICK academic directors or by teacher leaders that have received training from an academic director. This stretch leadership development opportunity can also support strong teachers who are interested in future leadership opportunities to continue to develop their instructional skills. Instructional leaders will also attend these meetings so that they can continue to develop their content area expertise and increase their effectiveness as coaches.

- Teacher Mentors: Beginning in year two of the charter term, all new BBACS teachers will also be provided with a mentor with whom they will work for an entire year, meeting at least once a week during their first and possibly second years teaching at BBACS. Teacher mentors are responsible for supporting teachers to learn the BRICK model, effectively manage their classrooms and prepare appropriately for lessons. Mentors can also differentiate their support to teachers to ensure that all teachers are improving their effectiveness and can demonstrate high levels of job satisfaction.
- Cultural Responsiveness Professional Learning: All BBACS staff will also be provided with numerous opportunities to deeply engage with the East Buffalo community; to learn about and honor the community's assets; and to develop their understanding of community needs. This increased awareness of the community will assist BBACS staff in leveraging student strengths to support their ongoing growth and development. To ensure that all staff members develop their understanding of how to provide culturally responsive instruction, BBACS plans to ensure that each year's annual PD plan includes a focus on cultural responsiveness. During the incubation period, the BBACS team plans to begin this work by participating in a book study of Culturally Responsive Teaching and the Brain by Zaretta Hammond. BBACS leaders will also work to take the "Blacks in Buffalo" class at Buffalo State led by Professor Marcus Watson (or a professional development course that addresses this content). Dr. Watson's class discusses the history of the Black experience in Buffalo and will provide rich information to assist the school's leaders with infusing an awareness of the experiences of Black residents in Buffalo into the school's instruction and culture. Professor Watson is also prepared to deliver related professional development sessions throughout the founding year of the school to ensure that all BBACS staff have a firm understanding of how they can embody the school's key focus of providing a culturally responsive education.

BBACS' PD plan is **aligned to its mission** of providing students with a culturally responsive education by educating staff on how they can increase their responsiveness—and providing the additional training teachers will need to successfully meet the needs of all students. Because much of the professional development is already job-embedded (that is, included within each teacher's workflow) it is **supportive of BBACS' design** and **addresses the learning and performance needs** of both teachers and students. Furthermore, the frequent and ongoing

collection, analysis, and use of data described above will support the academic learning and social and emotional development of all students, including the school's special student populations.

BBACS will determine the **efficacy of its PD program** through multiple avenues. Collecting staff feedback on professional development is essential to ensure that the instructional leadership team can refine subsequent sessions to best meet the needs of staff. As such, BBACS will ask staff to provide feedback on the quality of professional development at the end of each day during Summer Institute and at the end of each Friday PD. The BRICK network will also support this work by sharing a comprehensive teacher survey twice per year. This survey contains questions regarding the quality of PD support they receive for professional growth. In addition, BBACS believes that all PD should be planned based on specific data from the school (such as from classroom walkthroughs or achievement data collected) and delivered with the intent of having a positive impact on student outcomes. Therefore, BBACS instructional leaders will engage in a cycle of collecting data on the quality of teaching and learning; planning professional development to strengthen teaching and learning; and measuring the impact of that development on student achievement data. This ongoing school improvement cycle will provide powerful information to the school leadership regarding whether or not PD is effective as measured by its capacity to improve student outcomes. Such a cycle also helps to reinforce that a key aspect of instructional leadership involves observing classrooms and providing teachers with the ongoing support they need to strengthen their instruction to improve student outcomes.

D. Teacher Evaluation and Accountability

Describe how the school will formally evaluate teachers and hold them accountable for student achievement, including:

- ***An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,***
- ***A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.***

BBACS believes that clearly establishing expectations for staff performance and student achievement are a critical part of building a high-performing school culture. As a result, the BBACS Board will collaborate with BRICK each year to set annual performance goals that align to the school's performance targets established by the SUNY Charter Schools Institute. The BRICK Buffalo Regional Directors will then work in collaboration with the Board's personnel committee to finalize aligned performance goals for the principal and Director of Operations as well as the evaluation instruments that will be used to further define the expectations for their performance, including any supporting rubrics (for additional context, a sample principal evaluation rubric is also included in ***R-23b-Supplemental Attachments***). Each BRICK Buffalo regional director will then meet with the senior leader they support (the RDI with the principal and the RDO with the Director of

Operations) to clarify their performance goals and the expectations for their work during the following year and to review any supplementary documentation that helps to clarify this information. These meetings, called Individual Performance and Development Plan (IPDP) meetings, will also enable the BRICK Buffalo regional directors to discuss the specific ways that they can support the senior school-based leaders throughout the year. Collectively, these performance goals, expectations for performance and aligned plans for development, will be used to create Individual Performance and Development Plans for each leader. These plans will then be shared with the BBACS Board personnel committee and will help to inform how the RDI supports the principal and how the RDO supports the Director of Operations throughout the year. BRICK regional directors will also complete a full performance management cycle with the senior school leaders by conducting formal midyear and end of year evaluation meetings. Prior to each of these evaluation meetings, the principal and Director of Operations will complete a reflection regarding their progress towards their performance goals, a self-assessment of their strengths and areas of growth relative to the expectations for their position; and their progress against the development milestones named in their IPDP, sharing supporting artifacts where appropriate. BRICK regional directors will then collaborate with the Board personnel committee to finalize evaluations before following up with the senior school leaders. After conducting the formal midyear and end of year evaluation meetings, BRICK regional directors will share the contents of those evaluations with the Board personnel committee and debrief the evaluation process.

The BRICK Buffalo Regional Directors will then work with the school principal and Director of Operations to replicate a similar process each year for school-based staff members. The BRICK Buffalo regional directors will support the principal and Director of Operations to develop performance goals for each school-based staff member that align to the school's performance goals. In addition, the BRICK Buffalo regional directors will collaborate with the principal and Director of Operations to review the expectations for staff member performance as outlined in school's evaluation rubrics to determine what changes, if any, need to be made to these documents. For additional context, a copy of the teacher evaluation rubric is included in **R-23b - Supplemental Attachments**. Once this work is completed, the principal and Director of Operations will begin to implement the processes for IPDP meetings, midyear evaluation meetings, and formal evaluations meetings with school-based staff. All documentation produced during these meetings will also be shared with both the BRICK Buffalo regional directors and the BBACS Board.

R-10a – School Culture and Discipline

a. School Culture

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- *The school’s general approach to school culture and rationale for this approach.*

BRICK schools are warm, nurturing, learning environments where students are both embraced for who they are and engage daily with rigorous, culturally-relevant materials aimed at unlocking their fullest potential. BBACS is deeply committed to building a belonging-based school that reinforces the worth of each individual student while also affirming the power of solidarity. The school’s approach to building school culture is rooted in the key design element of Ubuntu. “Ubuntu” is an African humanistic philosophy that prioritizes interdependence amongst community members. Plainly stated, Ubuntu means, “I am who I am, because of who we all are.” Ubuntu recognizes that there is value in every member of the community. As a greeting, Ubuntu means “I see you,” affirming the holistic value of the individual as well as the contributions of their family and ancestors. It recognizes that no one person can be successful without the other and informs the school’s culture of high expectations where students are supported to feel heard, seen, and respected. The Ubuntu philosophy also amplifies the virtues of social well-being and solidarity which are conducive to social justice work.

BBACS understands that all its stakeholders – inclusive of parents, staff, students, and BRICK ecosystem partners¹ - must work seamlessly as a true community if the school will achieve its ambitious mission. As a result, the BBACS approach to school culture has been intentionally designed to uphold this vision of Ubuntu and rests on the following core tenets:

- (1) **We start with culturally-responsive instruction.** Each BBACS classroom will be a space of rich intellectual curiosity and wonder. BBACS believes that engaging instruction – that is both culturally-responsive and rigorous – is cornerstone to a productive, safe school culture and catapults students on their journey towards becoming independent learners².
- (2) **We attend to the SEL needs of our staff.** Research shows that when school staff are supported in building their own social and emotional competencies, they are better equipped to lead caring, supportive classrooms for their students³. As a result, BBACS has intentionally crafted a suite of professional development and coaching experiences to ensure its staff feels supported in their own SEL development. Many districts have realized how important this work is during the pandemic, as teachers are dealing with additional stressors that are causing many to leave the profession altogether.⁴

¹ Additional details re: ecosystems partners can be found in R-01ac-Community Need and Proposed School Impact

² Hammond, Zaretta. *Culturally Responsive Teaching & The Brain*. 2015.

³ The Collaborative for Academic, Social, and Emotional Learning (CASEL) “Strengthening Adult SEL.” <https://casel.org/wp-content/uploads/2019/11/SEL-Trends-7-11182019.pdf>

⁴<https://www.usnews.com/news/health-news/articles/2021-06-23/stress-has-many-us-teachers-leaving-profession-survey>

- (3) **We always aim to be restorative and trauma-informed.** BBACS understands that instances of trauma are closely correlated with experiencing poverty in this country. With over 80% of students enrolled in BPS classified as “economically disadvantaged” and reports of trauma on the rise⁵, BBACS knows that many of its students will be navigating increased trauma in a post-COVID-19 world. To reinforce emotional and psychological safety in the school building, BBACS will strive to build a predictable and warm school environment. BBACS will leverage developmentally-appropriate, logical consequences – both positive and negative – to support student learning. BBACS will also implement a school-wide behavior management system that is grounded in restorative practices.
- (4) **Our core values intentionally support student SEL development.** – BBACS has adopted iDREAM core values that support student SEL development. BBACS will incorporate explicit instruction and reflection time on the iDREAM values into the daily experience of all students at BBACS.
- (5) **Our classroom tools/rituals reinforce our values and school culture.** To ensure consistent culture across classrooms, BBACS has developed a number of classroom and schoolwide rituals to reinforce the school’s values and commitment to Ubuntu and to support teachers in using them to ensure a predictable, safe learning environment. These tools and rituals, which reinforce and operationalize the student culture approach, will include the:
 - a. School wide behavior system;
 - b. iDreamer Paychecks;
 - c. Classroom calming corners;
 - d. Classroom environments that reflect students’ cultural identities;
 - e. Daily morning meetings; and
 - f. Weekly community meetings.
- (6) **We build authentic partnerships with families and support our students holistically through the BRICK education ecosystem.** BBACS believes that true student SEL support begins with authentic family relationships. As a result, the school will conduct home visits for each new student to begin building strong relationships with each of its families. BBACS also understands that if a child is struggling with other social factors (like uncontrolled asthma or housing instability), then the child may struggle to thrive at school. As a result, BBACS leverages strong relationships with its families to help identify and provide the unique supports that each family needs to thrive and then collaborates with its ecosystem partners to provide those services.

BBACS will create the systems to establish and maintain the culture described during the school’s incubation period and will refine implementation on an ongoing basis. During the incubation period, the BRICK Buffalo Regional Director of Instruction/Superintendent and BRICK Senior Director of Student Supports will work with the BBACS Principal to create a culture plan for the school to help drive success against the school’s cultural goals and this broader vision by

⁵https://buffalonews.com/news/local/i-didn-t-know-i-was-numb-for-three-years-trauma-takes-a-toll-on/article_ace1ac76-88fc-5daa-b335-38532b680b52.html

updating shared network culture plan templates as needed. The resulting BBACS culture plan will include detailed plans for all the school’s major routines (such as in-class expectations, hallway transitions, and guided reading transitions). In addition, this plan will include specific focus areas for student culture for each of the first six weeks of the school year. For additional context, the table below outlines recent school wide focus areas for the first four weeks of the school year at BRICK’s Achieve Community Charter School:

Week of Instruction	Schoolwide Culture Focus Areas
Week 1	Moving Between Spaces, Accountable Listening <i>We are a team. We move together and listen to each other.</i>
Week 2	When we do it, we ALL do it <i>We are a team. When we do it, we ALL do it at 100%.</i>
Week 3	Speaking to One Another <i>We are a team. We respectfully speak to each other to learn from each other.</i>
Week 4	Best Written Work <i>We are a team. We take PRIDE in always giving our Best Work.</i>

The principal will have time dedicated during the Summer Staff Professional Development Institute to share the broader vision with his/her team, the specific week to week goals the team will focus on, and to train his/her team on the campus specific routines and expectations before introducing them to students.

BBACS will also shorten the daily schedule during the first five days of the year to strategically build a strong school culture. Students will get out of school at 1 p.m. on these days. Staff will then engage in 90 minutes of culture-focused PD from 2 to 3:30 p.m. During this time, the principal or his/her designee will lead a culture-focused debrief of the day to celebrate the ways that school culture reflected the school and network’s expectations for student culture and to identify specific bite-sized ways to improve culture during the next school day. The principal or his/her designee will then facilitate practice activities related to these focus areas (for example, providing opportunities for teachers to practice leading successful whole group transitions during guided reading rotations).

For at least the first six weeks, the principal will also implement a cycle of culture monitoring walkthroughs with their school leadership team. During these walkthroughs, the principal will focus his/her observations on the priority student culture areas of focus and identify any gaps that still need to be addressed. He/ she will then collaborate with the leadership team and the BRICK Buffalo RDI to plan subsequent PD to address those areas. The BBACS Principal may also receive additional support, as needed, from BRICK’s Senior Director of School Supports or BRICK’s Director of Restorative Practices to support their ability to create a strong school culture.

After the first six weeks, the BRICK network team will conduct an evaluative site visit to the school for a school-culture focused review (named a “Strong Start review.”) During this review, BRICK staff, including at least the Chief Academic Officer, the Achieve principal, the Senior Director of School Supports, the Director of Restorative Practices, and the BRICK Buffalo RDI will spend a full day observing the campus to identify strengths in student culture and potential areas of growth. The team will then meet with the principal to share their findings and to support him/her to build an action plan to strengthen student culture before the end of December. After that site review, BBACS staff will also have a full day of professional development led by the principal or his/her designee to reflect on school culture; to share the results of the network’s Strong Start observations; and to update the team on their plan to continue to strengthen culture throughout the school year. BRICK’s Senior Director of School Supports will also conduct a follow up culture visit for a full day in December to determine progress and to support additional follow up action planning.

For an example of the resources provided to principals to support them in building their school culture plan, see the BRICK School Culture Guidebook in R-23b - Supplemental Attachments.

- *Any specific programs (e.g., Responsive Classroom, restorative justice, etc.) the school intends to implement and the rationale for their selection.*

Start with Instruction: Culturally-Responsive, Engaging Classrooms Rooted in Choice

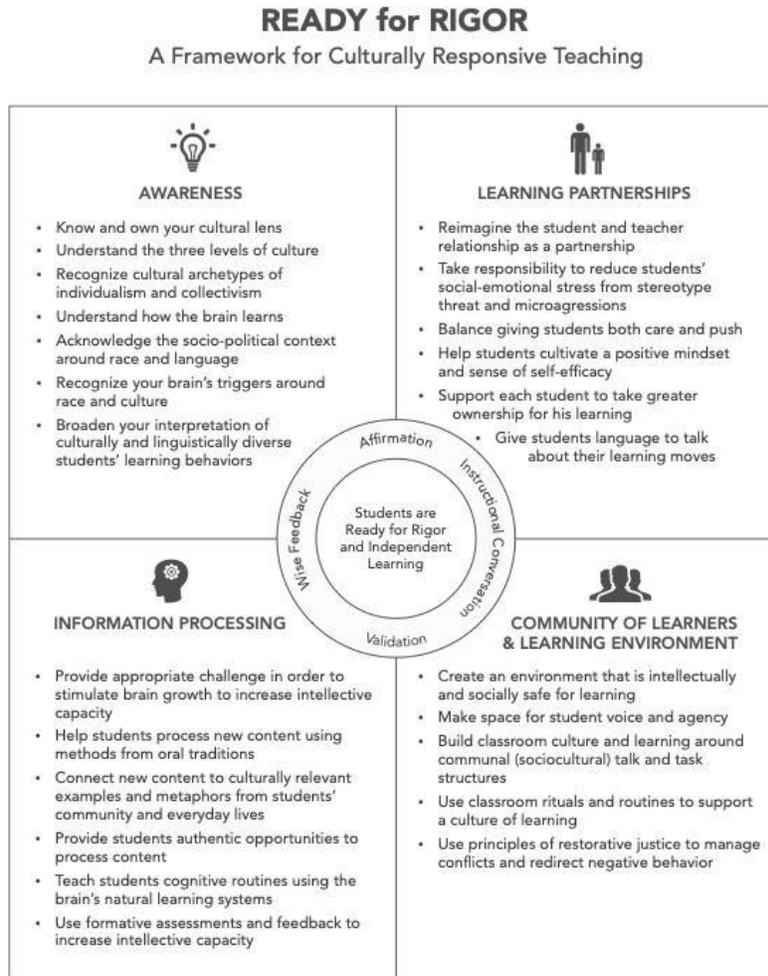
BBACS is committed to ensuring that all of its students transform into independent, 21st century learners. The school believes that engaging, culturally-responsive teaching is cornerstone to this vision and the foundation of a strong school culture. When students feel empowered to take control of their education, they are more engaged, attentive, and hone their executive functioning skills – they also experience higher levels of school connectedness⁶. BBACS embraces Zaretta Hammond’s *Culturally Responsive Teaching and the Brain* model which provides a framework for transforming dependent learners – or those that passively memorize and depend on the teacher to carry the cognitive load – to independent learners through culturally-responsive teaching. **Hammond defines Culturally Responsive Teaching as “an educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing...all the while, the educator understands the importance of being in a relationship and having a social-emotional connection to the student in order to create a safe space for learning.”** Culturally Responsive Teaching is an integral component of both the school’s approach to instruction and to building school culture. With its emphasis on supporting teachers in building trust with students, creating an environment that is intellectually/socially safe for learning, and a focus on principles of restorative justice, Culturally Responsive Teaching

⁶ Kaylanpur, M., & Harry. B (2012). *Cultural reciprocity in special education: Building family-professional relationships*. Baltimore: Paul H. Brookes.

⁷ Hammond, Zaretta. *Culturally Responsive Teaching & The Brain*. 2015.

provides the optimal foundation for the school’s vision for student culture. Shown in further detail in Figure-10a.1, Hammond’s Ready for Rigor Culturally Responsive Teaching Framework will serve as the school’s North Star for how to create engaging, emotionally safe school cultures.

Figure 10a.1 – Hammond’s Ready for Rigor Framework for Culturally Responsive Teaching⁸



© Zaretta Hammond, 2013

www.ready4rigor.com

BBACS aims to create classrooms that are rooted in trusting learning partnerships and that reflect the cultural realities of its students and community. As a result, the school will leverage Hammond’s framework during staff professional development and teacher coaching experiences to develop staff capacity to provide culturally responsive instruction and create culturally responsive classroom environments, which, in turn, will create a strong foundation for school culture.

⁸ *ibid*, page 17

Attending to the Social-Emotional Learning Needs of Staff

According to Hammond, in order to execute the Ready for Rigor Culturally Responsive Teaching framework with fidelity, all student-facing staff members must first build their own awareness and knowledge of social emotional learning and deepen their social, emotional and cultural competence. In fact, research shows that when school staff are supported in building their own social and emotional competencies, they are better equipped to lead caring, supportive classrooms for their students⁹. As a result, BBACS has intentionally crafted a suite of professional development and coaching experiences for all its staff members to ensure that BBACS staff feel supported in their own SEL development. This commitment to staff SEL development will start before the first day of instruction for students. During summer professional development, all BBACS staff will be immersed in a variety of SEL-related sessions aimed at orienting staff to the school’s student culture values and systems as well as the community served. Sessions will also be designed to help staff build a deeper understanding of their own triggers, biases, and identity as well as how they fit as an invaluable member of the BBACS team. A sampling of professional development sessions that has been offered in recent years to establish BRICK’s approach to school culture is provided in Figure 10a.2 below.

Figure 10.a2 – Sample School Culture PD Topics presented during Summer PD

Topic	Description	Category
CRT and the Brain – Our Approach to Building Trusting Learning Partnerships	Introduction to the Hammond CRT and alignment with our approach	Culturally-Responsive Teaching
Circles and Restorative Practices	Overview of the role of circle discussions in Restorative Practice	Restorative Practices, School Rituals/Systems
Leading an Effective Morning Meeting	Skill-based practice opportunities for running an exemplary Morning Meeting	Restorative Practices, School Rituals/Systems
Our iDream Core Values	Deep dive into our school’s student values	School Rituals/Systems
SEL Competencies in Work and Life	Overview of the SEL competencies with opportunities for teachers to reflect on where they sit on	Self-Awareness, School Rituals/Systems

⁹ The Collaborative for Academic, Social, and Emotional Learning (CASEL) “Strengthening Adult SEL.” <https://casel.org/wp-content/uploads/2019/11/SEL-Trends-7-11182019.pdf>

	any given competency and share with teams	
Ubuntu – What is it and Roll-Out	Overview of Ubuntu SEL student curriculum and deep dive into Unit 1 of lessons	School Rituals/Systems
Trauma -Informed Practices 101	Overview of Adverse Childhood Experiences (ACEs) and how trauma shows up in classrooms for both students and adults	Restorative Practices, Culturally-Responsive Teaching, Self-Awareness
Buffalo and the East Side	An immersive learning experience about where we work and live	Culturally-Responsive Teaching, Self-Awareness
Logical Consequences and our School-wide Behavior Management Systems	Overview of our iDreamers paycheck system and the importance of logical developmentally appropriate consequences	School Rituals/Systems
Using Kickboard to facilitate student reflection on SEL development	Overview of how teachers will use Kickboard to track behavior data	School Rituals/Systems

Over the course of the school year, teachers will continue to be supported in building their SEL competencies – and those of students - through the school’s professional development and coaching cycle¹⁰. During each professional development cycle, teachers will be coached on bite-sized teacher skills and classroom systems aligned with the Hammond Ready for Rigor framework. Figure 10.a3 provides a snapshot of the support that is typically given to teachers during the first quarter of the instructional year to support the launch and implementation of Morning Meetings (an integral component of building trust and restorative practice). The implementation map and coaching next steps highlighted below build directly from the content covered during summer professional development to support all teachers to successfully launch circles and morning meetings.

Figure 10a.3 – Snapshot of Teacher Support for SEL Morning Meetings

¹⁰ Our approach to teacher professional development and coaching is described further in R-09ad - Instructional Leadership.

Implementation (K-5)

- During **Summer PD** and the **first 6 weeks of school**, teachers will participate in culture-focused sessions daily and/or weekly.
- **Grade Level Teams** will meet at least once per month for planning and peer-to-peer feedback on instructional strategies (e.g. team builders related to the monthly theme or iDREAM values).
- **SEL Survey** will be administered during the first morning meeting session and at other points throughout the year.
- **SEL Morning Meetings weekly sequence of activities:**
 - Day 1 **Ubuntu SEL Lesson / iDREAM Values** - Engage students in Ubuntu SEL Lesson or explicit SEL lesson from Positive Action curriculum.
 - Days 2-4 **iDREAM / SEL Question** of the day - Pose daily question. Using the talking piece, circle participants answer the question in either a sequential or non-sequential order. Sequential circles are recommended for students in Grades K-4, and with groups that require more structure. Examples of these sample iDREAM/SEL questions are provided *in R-23b - Supplemental Attachments*.
- **Standard SEL Morning Meeting daily structures:**
 - **Students and Teacher(s) form a circle** - circle participants can form a circle by standing, sitting on the floor, or positioning desks in a circle.
 - **Greeting / Welcoming Routine** (e.g. handshake, fist bump, etc.)
 - **Sharing** - In sequential order, using a soft talking piece, circle participants share one word to describe how they are feeling at the moment. Teacher listens for any student in need of additional emotional support.
 - **Appreciation** – In sequential order, participants share their appreciation for themselves **OR** the person to their right. Teacher decides which appreciation focus will occur that day.
 - **Activity** - Teacher either leads students through the specific Ubuntu SEL lesson of the day or the alternative activity planned for that day.
 - **Schedule Review** - Teacher briefly shares the schedule for the day.
 - **Mindful Minute** - Students take a seat and close their eyes. Teacher moves students through a guided meditation which focuses on deep breathing and calming.
 - **Wrap up**- A reminder and tip for helping students retain and practice iDREAM values and SEL skills throughout the

	<p>day. Remind students to catch their peers and teachers modeling these values.</p>
Coaching	<ul style="list-style-type: none"> ● Teachers will be observed by the principal (in year one) or the Vice Principal of Culture (when hired in year two) on a weekly basis with an emphasis on effective implementation. ● Teachers in need of additional support may: <ul style="list-style-type: none"> ○ receive real time coaching during their morning meeting block or model teaching from a peer or instructional leader. ○ receive dedicated coaching sessions devoted to morning meeting implementation. ○ be asked to observe another teacher on their grade level who is successfully implementing morning meeting. ○ be assigned additional planning meetings related to morning meeting.

We always aim to be restorative and trauma-informed.

Research shows instances of trauma are closely correlated with experiencing poverty in this country¹¹. Children living in trauma are more likely to experience Adverse Childhood Experiences (“ACEs”) than their more affluent peers. In addition, Black and Latinx students and recent immigrant students are more likely to experience ACEs than their White and native-born peers respectively¹². In fact, according to the 2017 Youth Risk Behavior Surveillance Survey administered to BPS high school students, BPS students are at higher risk than their peers across the state in experiencing the following: physical fighting (including at school and those serious enough to result in injury), marijuana use under the age of 13, and some high-risk sexual activity (including having sex before age 13 and having had 4 or more partners)¹³. The survey also found that 1 in 3 BPS high schoolers have personally witnessed acts of physical violence (such as shootings, stabbings, beatings) in their neighborhood and 1 in 10 have missed school to avoid unsafe conditions on their route to school¹⁴.

Given these realities and the likelihood that many of the school’s students may have endured one or more ACEs, BBACS prioritizes physical, emotional, and psychological safety within the school building. Research demonstrates that maintaining a sense of predictability, consistency, and belonging greatly mitigates the cortisol/stress response experienced by

¹¹ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5765853/>

¹² *ibid*

¹³ <https://www.buffaloschools.org/cms/lib/NY01913551/Centricity/Domain/8/BPS%20District%20High%20School%20YRBS%20Report%202017%20FINAL.pdf>

¹⁴ *Ibid*, areas of community need are further highlighted in Response R-01-ac- Community Need and Proposed School Impact

students who have experienced trauma¹⁵. Through the school’s school-wide behavior management system, daily routines, developmentally-appropriate, logical consequences – both positive and negative – students will know what to expect as a member of the BBACS learning community. The first layer of creating a predictable trauma-informed environment begins with the BBACS behavior management system – a system which includes the student core values/practices, logical consequences, and clear routines, policies and procedures. Figure 10a.4 depicts how the behavior management system fits into the overall approach to school culture.

Figure 10a.4 – BBACS Culture of Excellence – BRICK HABITS, SEL, and Intervention Systems

BBACS Culture of Excellence Road to Rigor Framework						
BRICK HABITS (BRICK Behavior Management System)			Social Emotional Learning (SEL)			BRICK Road to Success (BRtS) via MTSS
Beliefs, Mindset, and Practices	Rules, Rewards, & Logical Consequences	Policies, Routines, and Procedures	Adult Social Emotional Competence	Explicit SEL Instruction -Ubuntu	Student Voice and Leadership	Academic, Behavior, Attendance & Resource Referrals

Beliefs, Mindset and Practices: iDREAM Core Values

BBACS will utilize a set of core values to build student and school culture. An iDREAM culture is one in which everyone is accountable for adhering to high expectations and students are consistently acknowledged and rewarded for appropriate behavior and receive developmentally-appropriate, equitable and logical consequences for misbehavior. The iDREAM core values promote a sense of community and foster positive adult to student and peer to peer relationships. In alignment with the Hammond framework, the iDREAM values help foster the foundational sense of trust that must be established before independent learning can happen. The iDREAM values are as follows:

1. **Identity** | Who I am and my perspective matters.
2. **Diligence** | I persist toward my individual and team goals.
3. **Respect** | I honor personal and school-wide boundaries.
4. **Empathy** | I am my brothers’ and my sisters’ keeper.
5. **A+ Self-Control** | I stay focused and maintain my cool.
6. **Model Student** | I am here on purpose with purpose.

¹⁵<https://traumasensitiveschools.org/trauma-sensitive-remote-learning-maintaining-predictability-consistency-and-belonging/>

Figure 10a.5 below provides a deep dive into the *i*DREAM values, including some of the language that BBACS staff members will use to positively discuss and reinforce these values with students.

Figure 10a.5 – BBACS *i*DREAM student values and examples

Diligence <i>I persist toward my individual and team goals.</i>	Respect <i>I honor personal and school-wide boundaries.</i>	Empathy <i>I am my brothers' and my sisters' keeper.</i>	A+ Self Control <i>I stay focused and maintain my cool.</i>	Model Student <i>I am here on purpose with purpose.</i>
Know my goals & if I am on track Make an effort, not an excuse Get started right away Always keep striving Believe I can do it Recognize my strengths Ask for help when needed	Follow directions and school procedures. Follow class rules and school policies. Listen to others & learn from them Maintain academic posture so I am ready to learn Help take care of classroom & equipment Be ready for learning & speedy transitions Use good manners	Show others I care how they feel Respect other points of view & ideas Help to motivate the team Praise peers for doing well & encourage peers when they fail or get upset Do good deeds Use kind words and actions Consider how my actions affect others	Stay focused & resist distractions Remain calm when provoked or criticized Use self-talk to de-escalate Maintain personal space Be safe at all times Control my impulses	Ask & answer questions Make connections Reflect & reconsider ideas Be curious Notice & appreciate beauty or excellence Take risks Stay aware of my feelings Work well with others

	Make decisions that help me achieve my goals			
Identity: Who I am and my perspective matters.				

SEL Infusion

Research demonstrates that student engagement in SEL leads to improved academic and life outcomes. According to CASEL, results from a landmark meta-analysis¹⁶ that looked across 213 studies involving more than 270,000 students found that: (1) SEL interventions that address the five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate and (2) Students participating in SEL programs showed improved classroom behavior, increased ability to manage stress and depression, and better attitudes about themselves, others and school.

As a result, BBACS will utilize a multi-pronged approach to SEL development. This approach includes time for all students to receive direct instruction to support social and emotional development during the morning meeting block using BRICK's Ubuntu morning meeting curriculum as tier 1 SEL support. These SEL lessons at the start of the day also provide a recurring theme throughout the rest of the school day to help make the core competencies of SEL more real to students. A brief summary of the main components of tier 1 SEL instruction via Ubuntu are described below:

1. All morning meetings occur in a **circle**. Circles have traditionally been used in indigenous communities to establish consensus, solve problems and engage in other rituals. They help to neutralize power, position participants to make better eye-contact, and ensure everyone has an opportunity to speak. A soft talking piece should be used to maintain order in designating a speaker.
2. The welcoming routine helps to establish a **culture of belonging** and lets students know that their classroom community looks forward to seeing them daily. It sends the message that students are invaluable to the school community. This component of the meeting builds each student's sense of connectedness to the classroom and supports high levels of student attendance.
3. Sharing out of feelings allows students to build their **emotional vocabulary**. As students develop their vocabulary, they are better able to recognize and communicate their needs before escalating to crisis. As students express their "feeling word," the teacher actively listens for evidence that any student who may be having a rough morning. It will be important to check in with that student to identify any immediate needs whether it be some time in the calming corner, a visit with the social worker, or 1:1 time with the teacher later in the day.

¹⁶<https://casel.s3.us-east-2.amazonaws.com/impact-enhancing-students-social-emotional-learning-meta-analysis-school-based-universal-interventions.pdf>

4. **iDREAM / SEL questions** are the main dialogue component of the morning meeting. This time helps build student understanding of the iDREAM values and engages them in conversation that helps them better understand themselves, their peers and the world around them. Teachers use this time to define the values and solicit and give examples of positive ways that values and SEL skills can be applied to everyday life. This is a great chance for teachers to model specific behaviors aligned to the values and focus SEL skills. Teachers also will intentionally acknowledge student demonstration of the SEL / iDREAM values to show students that these skills and values are meaningful to the school community.
5. **Activities and team builders** serve a dual purpose. These activities provide teachers with an opportunity to plan fun and engaging activities for students to start their day that are unique to the needs of their individual students and classroom. In addition, these activities help provide ongoing ways for students to continue to strengthen their connection to peers, staff and school community while practicing focus social emotional skills and competencies.
6. **Appreciations** are great ways to keep students invested in participating in morning circles and becoming a part of their classroom community. It is also a great way to give positive feedback to students who may be struggling to develop a positive self-concept. It is well known that individuals with positive self-concept and esteem perform better and are more confident to take healthy risks.
7. **Schedule Review** allows teachers to provide a roadmap for what students will experience throughout the day, including any changes to the schedule. This schedule review also helps to provide a predictable school environment, which is helpful to all students, especially those that have been impacted by trauma.
8. **Mindful Minutes** can be presented with a guided meditation from the teacher, or by video. This helps students to relax before getting into the rigor of the day. The more frequently and proactively the skill is practiced, the more likely students are to use the technique independently when in crisis.
9. Wrap up is the group's closing and provides a moment for the teacher to **remind students of the values or any SEL skills learned that day**. In addition, teachers can take this opportunity to help students establish goals for the remainder of the day to encourage the class to continue to build strong classroom culture.

Uniforms

BBACS students will wear school uniforms, which is another example of a culture-building and maintenance strategy. School uniforms will help contribute to a positive learning environment by enhancing school safety, promoting school pride, creating a sense of unity amongst students, bridging the socio-economic differences between students, promoting good behavior, improving students' self-respect and self-esteem, and producing cost savings for participating families.

Students are to wear a uniform every day unless the school sends out a communication to families regarding updated uniform expectations for a special event (such as celebratory dress down days, events encouraging students to wear special clothing such as Buffalo Bills gear or

pajamas, or a formal “dress for success event”). The uniform policy will be consistently enforced and students out of uniform will be addressed and parents notified. An initial draft of the BBACS uniform expectations is described below:¹⁷

- Students may wear a green polo and khakis or navy blue uniform pants/skirts/jumper.
- Alternatively, students may wear a green button-down with a school logo and khakis or navy blue uniform pants/skirts. A tie is not required.
- Shirts are to be tucked into bottoms with a belt.
- A long sleeve undershirt can be worn if it is black, navy or white.
- If wearing tights or if socks are visible, black, navy or white tights/socks are expected.
- Black shoes/sneakers with a rubber bottom.
- On gym days, students are permitted to wear a special gym uniform (green t-shirt and navy blue shorts/sweatpants) and sneakers.
- Only solid navy hoodies and sweaters, or hoodies and sweaters with a school logo, may be worn.

BBACS believes that requiring students to wear uniforms supports families by reducing the amount of clothing required for the school year. BBACS will also support families by working with local uniform providers each year to negotiate competitive costs for school uniforms to ensure the lowest possible cost to families. However, BBACS recognizes that some families may still need financial assistance to provide uniforms for their children. As a result, families who need uniform assistance can let the school know this information as a part of the school’s new student onboarding processes or at any time during the year when a financial hardship emerges. All requests received in this manner will be reviewed by the school’s social worker, who will oversee the school’s budget line item for uniforms. During the first charter term, BBACS has budgeted \$1,000 per year for this expense. In addition, the board development committee will work to raise additional funds to supplement this amount if necessary.

- *How the school will maintain a safe and orderly environment.*

Maintaining a Culture of Restorative Practices at BBACS

In alignment with the school’s commitment to establishing a predictable, trauma-informed school environment, BBACS will adopt a number of proactive and restorative classroom management strategies to ensure the school is safe and orderly. Core to the BBACS model are logical, equitable, restorative and developmentally appropriate consequences. As a result, BBACS will utilize a comprehensive positive behavior intervention and support system that looks at the interconnectedness of how behavior is monitored and responded to both in and out of the classroom. BBACS defines restorative practice (“RP”) as an evidence-based alternative to punitive and exclusionary school discipline that requires a shift in both mindset and practice. Traditional discipline responses focus on doing something *to* the offender, while RP places emphasis on working *with* all affected parties to repair the harm. Relationships are fundamental in this

¹⁷ The BBACS team will provide opportunities for families to provide feedback on the proposed uniform guidelines/dress code before this is finalized.

approach to discipline. Combined with the Progressive Discipline Framework, this approach focuses on rejecting *the deed* and not *the doer* and uses incremental consequences to address inappropriate behavior in the least intrusive way possible. Figure 10a.6 below provides an overview of how the school’s systems, policies, and actions come together to support RP at BBACS.

Figure 10a.6 – Drivers of Restorative Practices at BBACS

Drivers	Task
<p>Student Support Teams</p>	<p><i>BBACS will have an intervention system put in place to proactively identify students in need of additional support; to set targets for student development; and to put in place interventions for those students requiring Tier 2 and Tier 3 supports. All/nearly all students will meet their targets and demonstrate mastery of identified skills.</i></p> <p>To accomplish this task, BBACS commits to having:</p> <ul style="list-style-type: none"> ● The principal (or VP of Culture after year one) provide training in the intervention and referral process during summer institute ● The principal (or VP of Culture after year one) facilitate training for school staff on the Request for Assistance (RFA) process. ● All staff trained on Multi-Tiered System of Supports ● Weekly whole team Student Support Team (SST) meetings to review trends specific to student discipline, attendance, social emotional learning, school culture, and the intervention and referral processes. ● SST meetings, including intervention and referral meetings, as scheduled on the master calendar. ● Establishing eligibility criteria for students to participate in Tier 2 interventions. ● Training all staff on the eligibility criteria and process to access Tier 2 services. <p>The success of the Student Support Team will be measured based on the school’s priority cultural data points (such as student attendance, persistence, and suspension information). In addition, the effectiveness of this particular system will also be measured by the percentage of students who are able to successfully achieve the individual goals in the support plans created for them by the SST.</p>

<p>Social - Emotional Learning</p>	<p><i>BBACS will have a Social-Emotional Learning Curriculum to ensure that students gain skills in the areas of self-awareness, self-management, social awareness, responsible decision making and positive relationships. Staff will recognize that social-emotional skills must be taught and will commit to providing differentiated supports for all students when needed. Staff will also recognize that their social emotional competence and positive behavior modeling are necessary to foster student SEL development and staff well-being.</i></p> <p>To accomplish this task, BBACS commits to having:</p> <ul style="list-style-type: none"> ● Ongoing professional development for new teachers, beginning with Summer Institute, related to effective implementation of the SEL Curriculum ● Teachers collaborate to plan daily morning meeting SEL activities. ● Teachers receive weekly observations of their morning meeting during the first quarter and monthly observations later in the year, as well as related coaching, to support the implementation of the SEL Curriculum. ● Admin conduct weekly Community Meetings to close out the week and open up the new week in a way that reinforces prioritized social emotional skills and school values. ● All classrooms include a Calming Corner to support students with self-regulation as well as the appropriate training to effectively leverage that space, including, but not limited to: <ul style="list-style-type: none"> ● Introducing the Calming Corner as an opportunity, not as a consequence. ● Establishing and teaching students silent signals to activate use of the resource. ● Allowing students to “try it out” in advance of being assigned. ● Ensuring a diverse group of stakeholders collaborates on creating and updating the protocols related to these calming corners (including, for example, school leadership team members, teachers, clinicians, students and families). ● Stocking Calming Corners with visual aids and sensory objects to guide self-calming and reflection. ● Furnishing Calming Corners with soft, soothing items such as bean bags. ● Training teachers on how to positively acknowledge a student’s proactive use of the Calming Corner.
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	<p>The success of the Social Emotional Learning program will be measured by the school’s internal Ubuntu SEL survey as well as staff observations and the information reported by staff and families on school culture surveys.</p>
<p>Progressive Discipline Framework</p>	<p><i>BBACS will have a progressive discipline plan and systems in place to proactively teach students prosocial skills and create opportunities for restoration and behavior modification that both hold students accountable and support them to develop new skills.</i></p> <p>To accomplish this task, BBACS commits to having:</p> <ul style="list-style-type: none"> ● 100% of all classroom requests for student culture support followed up on within each week of school (a practice which will be monitored via Kickboard). ● 75% of conduct referrals responded to restoratively. ● Teachers in grades K-5 create strategic induction plans as part of their classroom culture plan and then implement those plans during weeks 1 and 2 to clearly teach students the school rules and routines. ● Student suspensions primarily reserved for student behaviors that present a danger to self or others. ● A Restorative Team subcommittee of the SST in place to review discipline trends and suggest ways to mitigate challenges to student behavior. ● 100% of staff trained in Restorative Practices. ● Annual professional development provided in Crisis Prevention and Intervention to the VP of Culture, Associate Deans, and school social worker. <p>The success of the progressive discipline framework will be measured based on the reviews of classroom culture conducted by internal staff and by external partners as well as additional cultural data (such as student attendance, persistence, and suspension information).</p>
<p>Positive Behavior Reward and Recognition System</p>	<p><i>BBACS will have a Positive Behavior Reward and Recognition system that is consistent across all classrooms, creates shared language related to the school’s values, and reinforces positive student behaviors, including academic achievement and character development.</i></p> <p>To accomplish this task, BBACS commits to having:</p>

	<ul style="list-style-type: none"> ● Professional development during Summer Institute related to the school’s iDREAMs Values. ● Clear behavior expectations outlined for each value so that the same messaging and language is being used across the school. ● Systems in place to determine which students will be invited to Fun Fridays based on how they demonstrated school values throughout the week. ● The principal (or VP of Culture when hired) complete weekly review of teacher implementation of Kickboard to ensure that students receive iDream scores and to identify any students in need of additional support. ● Coaching cycles for staff that initially focus on proper implementation of the schoolwide Positive Behavior Reward and Recognition system and then progress to differentiated action steps based on the unique needs of each teacher. ● Students learn to use Kickboard reports to track their progress and determine if they have met the threshold to be invited to celebrations. ● Sharing student iDream scores at least weekly with families to ensure strong collaboration with families. ● Teachers use data collected from Kickboard to determine students to celebrate at community meetings or special events. ● Weekly Community Meetings to celebrate success and recognize outstanding student behavior and academic performance. ● Bulletin boards throughout the school building and each classroom to display and celebrate recent student work and accomplishments. ● Training families to use the Kickboard app to track the progress of their student in real time. <p>The success of the Positive Behavior Reward and Recognition System will be measured based on the reviews of classroom culture conducted by internal staff and by external partners as well as additional cultural data (such as student attendance, persistence, and suspension information).</p> <p>In addition, the effectiveness of this system will also be measured by the percentage of students who are involved in school culture</p>
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	celebrations as well as the iDream scores for each class and grade level.
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Building a Predictable and Trauma-Informed Community: Logical, Developmentally Appropriate Consequences

BBACS will also implement a schoolwide approach to classroom management that is based on the use of the iDREAMers paycheck system. This system ensures that all teachers continue to reference the iDream values throughout the school day by pausing between instructional blocks and debriefing with students the extent to which the class is embodying the school’s values. This system allows all students to earn scores based on their behavior in class. These scores are then tied to school incentives (like the ability to attend Fun Friday activities) and are communicated to families. Each year, the BBACS staff will also be immersed in professional development regarding the equitable implementation of the paycheck system to ensure that this system is implemented in a way that positively reinforces the school values and encourages students to model those values each day. The iDREAMers paycheck system is further described in Figure 10a.7.

Figure 10a.7 – The iDREAMers Paycheck System in Action

When	What	Who	How
Daily	When a student does something positive or negative, his/her teacher may verbally acknowledge the action by naming the value reflected in the behavior, and then recording the behavior on the iDREAM Tracker. At strategic times throughout the day, teachers will guide students through a reflection activity related to this data, celebrating achievements via “shout outs” and will score each student in Kickboard from 0-3.	Teacher	At strategic times throughout the day, teachers will score each student in Kickboard 0-3 as described below <ul style="list-style-type: none"> • 3: Exhibited <i>both academic</i> values (Diligence, Model Student) and <i>interpersonal</i> values (Respect, Empathy, Self-Control) consistently • 2: Exhibited either academic values or interpersonal values, but not both consistently • 1: Attempted to exhibit the values, but

			<p>struggled to do so consistently</p> <ul style="list-style-type: none"> ● 0: Behaviors were mostly contrary to the values <p>Students may also earn +1 Buffalo point if they did an exceptional job supporting their classroom community or by demonstrating personal academic excellence. These points will help improve the student's overall iDream score for the week.</p> <p>If a teacher assigns a student a Level 1 or 0, then he or she must enter specific notes on the student's behavior during class to enable a strong follow up conversation with the student and his or her family.</p>
Weekly	Each week, all students will receive a paycheck in Grades K-5. (More information about the paycheck system can also be found in the Rewards/Incentives chart below).	Associate Dean/ Admin	<p>iDREAMer Paychecks are printed and distributed to students every Friday during Morning Meeting or Community Meeting.</p> <ul style="list-style-type: none"> ● Level 0 and 1 Students will get individualized time with a staff member to plan goals for the following week during either iDREAM Dollar Store or Fun Friday time. ● Level 2 students will be encouraged to strive for level 3 next week. These students will be invited to Fun Friday or the iDREAMer Dollar Store ● Level 3 students will earn space on the iDREAMer Wall of Fame. These students will

			also be invited to Fun Friday or the iDREAMer Dollar Store.
Weekly Fun Fridays	<p>Each week, the school staff will plan Fun Friday activities to positively engage students in celebrating their accomplishments (such as the iDream Dollar Store where students have the opportunity to select small rewards and prizes).</p> <p>Each week, students that did not meet or exceed the iDREAM paycheck goal will create goals for improved performance with staff encouragement instead of attending Fun Friday activities.</p>	Associate Dean/ Admin	<ul style="list-style-type: none"> • Students earning below the designated number of iDREAM dollars will not earn the Fun Friday event • Every other week, Fun Fridays will be the iDREAM Dollar Store • Students not invited to Fun Fridays complete a reflection in a predetermined location with admin supporting. <p>Note: To ensure that all students are effectively supported, some students may receive a modified personal goal to earn Fun Friday (for example, as a part of a student’s support plan developed by the SST).</p>

Rewards/Incentives

BBACS’s paycheck system is also just one part of the school’s broader approach to building positive school culture. In addition, the school will focus on providing students with appropriate rewards and incentives to encourage students to demonstrate the school’s values and academic excellence. Some additional examples of rewards and incentives are described further in Figure 10a.8 below.

Figure 10a.8 – Rewards and Incentives

Frequency	Rewards/Incentives	Who	System, Tool, Resource
Daily	<ul style="list-style-type: none"> • Praise • Positive Note/Call Home • iDREAM scores • Classroom teacher designed rewards (such as scholar of the day) 	<ul style="list-style-type: none"> • Teacher 	<ul style="list-style-type: none"> • iDREAM Dollars • Kickboard • Classroom Behavior Charts

<p>Weekly</p>	<ul style="list-style-type: none"> ● Positive Note/Call Home ● Picture on the school's Wall Of Fame ● Community meeting shout-outs and certificates (such as for perfect attendance, scholar of the week, demonstrating particular school values of focus, for RAZ Kids or I-Ready achievements and/or growth, etc...) ● Grade level team designed rewards ● iDREAMer Dollars Store or Fun Fridays (alternating) 	<ul style="list-style-type: none"> ● Teacher ● Administration 	<ul style="list-style-type: none"> ● iDREAM Dollars ● Kickboard ● Classroom Behavior Charts ● Community Meeting
<p>Each unit/quarterly</p>	<ul style="list-style-type: none"> ● Most improved scholar awards for students who have demonstrated the most growth in their character or academics ● Honor Roll ● STEP Celebration for students who have achieved a new STEP level ● School Leadership designed rewards 	<ul style="list-style-type: none"> ● Student Support Team ● School leadership 	<ul style="list-style-type: none"> ● Kickboard ● Community Meeting

Consequences

BBACS believes that the purpose of a consequence is to decrease the occurrence of problematic behavior and to teach the desired replacement behaviors. A *Progressive Discipline Framework* should be implemented from the least intrusive (e.g. error correction with rule reminder) to the most intrusive (e.g. conduct referral). It is important to keep in mind, however,

that negative consequences alone are not an effective strategy. They must be used in conjunction with a comprehensive management system that is based on the proactive practices of reinforcement, positive student-teacher interactions, and effective classroom management strategies such as active supervision.

Exclusionary Discipline as a Last Resort

The rise in popularity of restorative approaches to school discipline has been driven largely by the growing realization that the zero-tolerance policies popular during the 1980s–1990s have had a negative impact on students and schools.¹⁸ Further, research indicates critical disparities among students who receive exclusionary punishments such as suspension and expulsion. For example, a 2014 report on a prior study¹⁹ found African American students were 26.2 percent more likely to receive out-of-school suspension for their first offense than White students. Data from other studies also indicate the disproportionate use of punishment for minorities and students with disabilities.²⁰ Restorative, responsive, and positive disciplinary methodologies are viewed as remedies to both the negative consequences of exclusionary punishment and its disproportionate application. The BBACS team sees discipline as an issue of equity for the student population it aims to serve, and also a logistical one; to achieve the school’s ambitious mission and goals, students need to be in attendance and on task every day that school is in session. Voluminous data demonstrate that exclusionary discipline (removal from the classroom environment, suspension, and/or expulsion) has a strongly negative correlation with rates of student academic performance and, ultimately, high school graduation—particularly for students who have experienced trauma, as BBACS anticipates many of its incoming students have.²¹

This approach indicates a key difference between the proposed school and the Buffalo Public Schools, namely that the district has incredibly high suspension rates while BBACS is committed to an approach that utilizes exclusionary discipline practices (such as suspension) only as a last resort. As evidence of this commitment, BBACS has met with Carly Hite, an attorney at the Legal Aid Bureau of Buffalo and Skadden Foundation Fellow, who works with the Education Advocacy Project and Buffalo Public Schools Discipline Diversion Project on multiple occasions over the past year. As a result of ongoing collaboration with Ms. Hite, the team has reviewed the efforts made by the Syracuse School District (“SPS”) to reduce suspensions across the district. In addition, BBACS has compared the codes of conduct from BPS and SPS to identify ways that NY districts clarify their four levels of consequences and how much discretion is given to administrators in determining the lengths of suspensions. In creating BBACS’s own code of conduct, staff also reviewed Advocates for Children’s 2015 study, *Civil Rights Suspended*,²² which analyzed the discipline practices of NYC charters and found that many implement exclusionary

¹⁸<https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/state-reports/disturbing-inequities-exploring-the-relationship-between-racial-disparities-in-special-education-identification-and-discipline/losen-et-al-disturbing-inequities-2014.pdf>

¹⁹ <https://www.ojp.gov/ncjrs/virtual-library/abstracts/breaking-schools-rules-statewide-study-how-school-discipline>

²⁰ *ibid.*

²¹ Data on the percentage of Buffalo youth experiencing traumatic life events is included in R2ab,

²² https://www.atlanticphilanthropies.org/wp-content/uploads/2015/09/civil_rights_suspended.pdf.

discipline practices that violate state law. By contrast, even with instances of severe disciplinary infractions, the BBACS team will continue to utilize consequences that minimize time out of school. For instance, the BBACS principal will follow the code of conduct and may assign a one day in-school or out-of-school suspension as necessary depending on the level of the incident, but out of school suspensions of longer than one day will require approval from the Superintendent and will trigger a comprehensive review of the situation and Rtl supports being provided to the student.

BBACS’s philosophical commitment to a restorative and trauma-informed approach to behavior management that minimizes suspension has been implemented at BRICK schools with fidelity for years, with demonstrable efficacy. Please see the table below, which outlines the extremely low historical numbers of student suspension, often zero, at BRICK’s fresh start charter school, the Achieve Community Charter School:

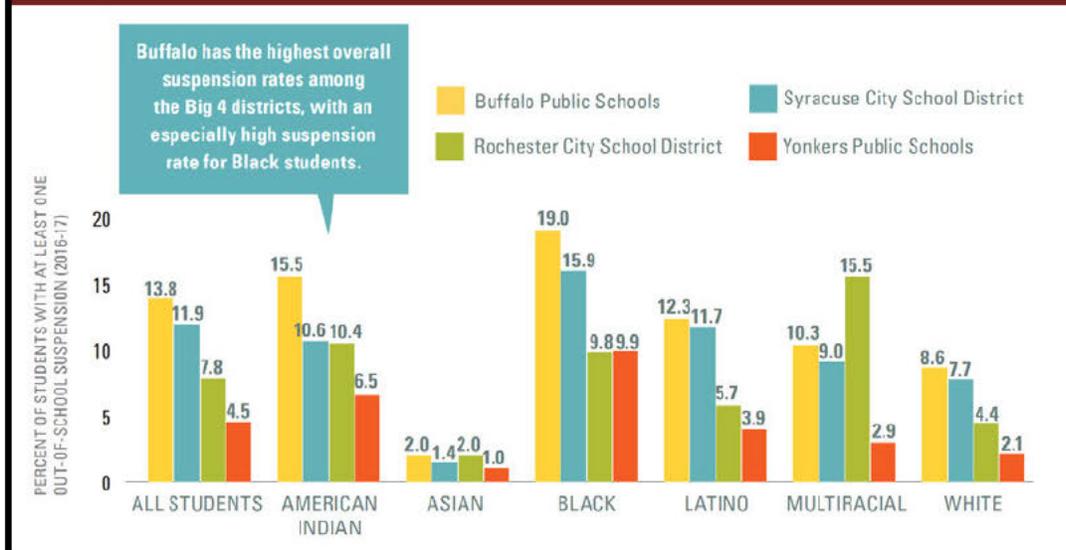
Discipline at Achieve	2017-18	2018-19	2019-20	2020-21
Total Number of In-School Suspensions	0	0	5	0
Number of Students Receiving In-School Suspension	0	0	5	0
Total Number of Out of School Suspensions	0	0	26	0
Number of Students Receiving Out of School Suspension	0	0	14	0
Number of Expulsions	0	0	0	0

These numbers demonstrate BRICK’s track-record of effectively leveraging restorative disciplinary practices to build strong school culture without over relying on suspension. By contrast, the BPS currently has one of the highest student suspension rates when compared to its peers around the state—including a suspension rate higher than Rochester, Syracuse and Yonkers. In fact, a 2016-2017 report found that nearly 14 percent of students in Buffalo had received at least one suspension, and BPS is twice as likely to suspend minority students than White students.²³ The following table²⁴ shows the high levels of suspensions in Buffalo and the disproportionate impact on Black students in particular:

²³https://buffalonews.com/news/local/education/report-black-students-in-buffalo-twice-as-likely-to-be-suspended-as-white-classmates/article_ccaa99aa-fbbc-5584-88d1-4232e2ae3a7e.html#:~:text=Buffalo%20had%20the%20highest%20overall,received%20at%20least%20one%20suspension

²⁴ Source: New York State Education Department. Unpublished 2016-17 data. N-sizes are less than 100 students for the following groups; American Indian and Multiracial students in Rochester and American Indian students in Yonkers. All other groups include more than 200 students. Analysis conducted by The Education Trust–New York.

Figure 6: Percent of students with at least one out-of-school suspension in the Big 4 school districts



While 19% of Black students in BPSs were suspended from school during the 2016-2017 school year, Achieve’s suspension rate has never been above 1.67%.²⁵ *The school’s proposed discipline policy is included in Response R-10b-Discipline Policy.*

Student and Family Engagement

The BBACS team knows that trust is the foundation of every relationship; however, trust is not formed magically or overnight. There are intentional moves that BBACS must make each day to build trust with students and families. Over the course of the first six weeks of school, the school will focus its attention on building authentic student-teacher and parent-teacher relationships that are based on mutual trust and respect. This is not to say that practices and strategies for ensuring that classrooms are safe and run smoothly are not important. BBACS is also committed to teaching practices that maximize instructional time for learning; however, the school will also invest in relationships **first** so that it can more effectively accelerate learning for the remainder of each school year.

A critical component of relationship building with families is the transparent sharing of information and providing opportunities for input into policies and systems that impact their children. As a result, BBACS will share its culture priorities²⁶ with students’ families through an annual welcome back to school letter and newsletter distributed during the first week of school.

²⁵https://buffalonews.com/news/local/education/report-black-students-in-buffalo-twice-as-likely-to-be-suspended-as-white-classmates/article_ccaa99aa-fbbc-5584-88d1-4232e2ae3a7e.html#:~:text=Buffalo%20had%20the%20highest%20overall,received%20at%20least%20one%20suspension

²⁶ Priorities may include concrete metrics such as “By June 2024, 80% of BBACS students will demonstrate Tier I SEL progression evidenced by attendance, discipline, and academic performance indicators.”

The school team will also use this as an opportunity to get feedback on those priorities, which will then be incorporated into evolving iterations of school policies. Parents/guardians will then be asked to sign to acknowledge they have received a copy of the Student and Parent Handbook, which outlines important school policies and procedures, including the discipline policy, and includes a one page family appendix that summarizes the answers to questions frequently asked by families (e.g., attendance expectations, the interventions process, and the school's cell phone policy). In addition to ongoing communications between teachers and families, parents/guardians are more formally notified of their child's behavior in a number of ways, including:

- Calls home by their child's teacher for both positive and negative behaviors. A teacher may call home for a student's misbehavior after redirection and classroom-based consequences have not led to improved behavior.
- Calls home by BBACS's student support staff in response to repeated Level II behaviors or Level III incidents (e.g., chronic classroom disruption, fighting, bullying).
- By receiving weekly iDreamer paychecks that help families understand how their child is demonstrating the school's values while in class.
- Through a quarterly character report card and follow up parent teacher conferences where families have an opportunity to meet with members of the school team to discuss their child's progress, including their academic performance, behavior in class and social emotional development.

Viewed collectively, The strategies described above represent a **comprehensive positive behavior intervention and support system** that is designed to clearly communicate the school's values and expectations to students, celebrate students for living out those values while at school, and respond effectively to instances of misbehavior that occur.

- *How the school would ensure the development of a strong school culture in a remote setting including behavior expectations for students in the context of a remote classroom. [While this prompt is not officially part of the 2022 RFP, the BBACS team is proactively planning for how it would address any future changes to its instructional model due to COVID 19]*

During all major school events, BBACS staff will share information about what would happen if the school would need to temporarily move to remote or hybrid instruction (including plans for updated student schedules, processes for picking up hard copy physical resources like student notebooks/pencils, the process for checking out school Chromebooks, how to access ongoing information about instruction online, and any modified approaches to grading, etc.). For example, this will happen at the Back to School Barbecue and at all four parent teacher conferences proactively, to minimize any stress families may feel associated with future changes in instruction and to ensure strong changes to the school's model whenever necessary.

Each year, the principal will also determine how each routine would be modified for a virtual setting and proactively draft new routines accordingly (for example, clarifying the expectations for participation via Zoom as a modification of existing in-class learning expectations).

During the planning year, the BBACS team will also produce updates to each staff member's job description that clarifies how their duties will shift if staff need to participate in virtual or hybrid instruction, as well as how BBACS and the BRICK network will support them to successfully navigate that transition.

R-10b – Discipline Policy

b. Discipline Policy

- Provide the school's discipline policy for general education students.

Student Culture Philosophy

BBACS strives to build and sustain a safe, warm and supportive school environment. As a result, the school has adopted an approach to building and sustaining school culture that creates a sense of predictability and consistency while also cultivating a sense of belonging. Research shows that this approach is beneficial for all students, particularly for students who have experienced trauma. Consequently, BBACS has created a comprehensive approach to school culture that supports all students to positively engage in school and master rigorous academic work. This approach includes a schoolwide approach to behavior management, ongoing opportunities for social emotional learning, and a robust intervention system to ensure that students receive the individualized support they need. This approach to school culture is shown in the graphic below:

BRICK School Culture of Excellence Road to Rigor Framework						
BRICK HABITS (BRICK Behavior Management System)			Social Emotional Learning (SEL)			BRICK Road to Success (BRtS) via MTSS
Beliefs, Mindset, and Practices	Rules, Rewards, & Logical Consequences	Routines, and Procedures	Adult Social Emotional Competence	Explicit SEL Instruction -Ubuntu	Student Voice and Leadership	Academic, Behavior, Attendance & Resource Referrals

One part of BBACS's overall approach to school culture involves ensuring that the school has clear rules, rewards and logical consequences. As a result, BBACS has created policies and protocols to reduce student disruption and misconduct by adapting policies from the Achieve Community Charter School and the Syracuse Public Schools. BBACS believes that this resulting Code of Conduct will support and reinforce positive behavior and enhance children's character development while helping them succeed in school.

BBACS's Code of Conduct emphasizes the use of a wide range of strategies to reduce poor behavior and maintain a safe learning environment, including conflict resolution, restorative practices, counseling, and a structured system of positive reinforcement. This Code of Conduct also minimizes the use of exclusionary practices such as in-school suspension, out-of-school suspension, and expulsion. BBACS believes this approach will best maximize instructional time

while simultaneously helping students to develop the positive social skills necessary for success in college and career.

The standards set forth in the Code of Conduct apply to behavior:

- In school during school hours
- Before and after school, while on school property
- While traveling on vehicles to and from school as arranged by BBACS or the BPS
- At all school-sponsored events and
- On other-than-school property when such behavior can be demonstrated to negatively affect the educational process or endanger the health, safety morals, or welfare of the school community
- When misbehavior involves communication, gestures or expressive behavior; the infraction applies to oral, written or electronic communications, including, but not limited to, texting, e- mailing, and social networking.

Parents as Partners

It is important that families collaborate with the school to help nurture the skills students need to succeed in school and in society. All members of the school's staff are responsible for keeping parents informed of their child's progress, and communicating both successes and concerns regularly. Outreach to parents includes, but is not limited to, a phone call and/or a written communication as well as the home visits conducted for all newly enrolled students.

Parents are asked to become familiar with the Code of Conduct to ensure they become active and involved partners in promoting a safe and supportive school environment. This includes meeting with school officials (when requested), attending report card conferences, and participating in school community events.

Determining the Disciplinary Response

School personnel consult the Code of Conduct when determining which disciplinary measures to impose. The following facts are taken into consideration prior to determining the appropriate disciplinary measures:

- The student's age and maturity;
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and intervention measures applied for each);
- The nature, severity and scope of the behavior;
- The circumstances/context in which the conduct occurred;
- The frequency and the duration of the behavior;
- The number of persons involved in the behavior;
- The students IEP (Individualized Education Plan), BIP (Behavioral Intervention Plan) and 504 Accommodation Plan, if applicable.
- The student's response to intervention

School personnel must also respond to disciplinary problems in ways that ensure that all students are treated fairly with respect, dignity and decency and without favor or prejudice against any one group of students according to ability, talent, age, gender/gender identity/gender expression, developmental and acquired disabilities, race and ethnicity, socio-economic status, religious and spiritual orientation, national origin and home language, sexual orientation and indigenous heritage. In practical terms this means that:

- All opportunities and interventions must be accessible to every student, including students with disabilities
- Consequences and interventions at each tier must be consistently applied across all groups of students with fidelity and integrity
- Data must be transparent to determine the use and impact of all consequences and interventions, paying particular attention to indicators of overuse and disproportionality of suspension among various student groups.

Discipline in Kindergarten through Grade 2

Aggressive behavior in young children is rarely an intentional act to harm another. Rather, aggressive acts are often a result of children's unskillful attempts to communicate what they want, what they need, and what they don't like. As a result, when a young child engages in a violent act that threatens or harms others or makes the learning environment feel unsafe, special procedures need to be in place to ensure that both children involved in the incident (the child who has been threatened or hurt and the child who has engaged in the violent act) receive immediate attention and care.

As a result, if aggressive behavior occurs with young children in K-2, parents or guardians can expect that:

- A staff person may temporarily remove the child who has engaged in the violent act immediately without the use of corporal punishment or restraint (unless the restraint is aligned to the guidance provided under the law and can be carried out by a trained staff member). This removal will help the child regain a sense of calm so that the staff member can speak with the child about the incident.
- A staff person will speak to the child who has been threatened or harmed immediately to ensure that the child has an opportunity to talk about the incident and to help the child regain a sense of safety.
- Parents of children involved in the incident will be contacted and school staff will explain the incident, including what happened before the incident and how adults responded to the incident. In addition, the staff member will discuss the short-term plan for restoring a sense of calm and safety as well as long-term plans for preventing similar incidents in the future.
- Parents of either child involved in the incident can request a mediated conference with the other parent and school leadership team members present.

If a student in grades K-2 engages in pervasive or serious aggressive acts that cause injury or threaten children's safety in the classroom, the principal can determine the most appropriate interventions and request an in-school or out-of-school suspension. However, any suspension of

a student in grades K through 2 requires prior approval, in writing, from the BRICK Buffalo Superintendent.

Progressive Discipline

Understanding discipline as a “teachable moment” is fundamental to a positive approach to discipline. Progressive discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching prosocial behavior. Progressive discipline does not focus on punishment. Instead, the goal is to prevent a recurrence of negative behavior by helping students learn from their mistakes. In this approach, every reasonable effort is made to correct student behavior through restorative practices and other school-based resources. Restorative practices, as described in detail in the next section, are essential because inappropriate behaviors or violations of the Code of Conduct may be symptomatic of more serious problems that students are experiencing. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs. Appropriate disciplinary responses emphasize prevention and effective intervention, prevent disruption to education, and promote the development of a positive school culture.

For students with disabilities whose behavior impedes the student’s participation in school, a functional behavioral assessment (FBA) is conducted to understand the causes of the student’s behavior.

Restorative practices

To promote positive behavior and build school culture, BBACS encourages the use of restorative practices rather than exclusionary discipline practices. Restorative practices recognize that school culture is built on the relationships between students and staff. As a result, restorative practices focus on responding to behavior violations through strategies that seek to repair the relationships between the person who caused the harm while also strengthening the community in which the harm was felt. Some examples of restorative practices that are recommended for use include:

- Reflection activities using restorative questions
- Peer mediation
- Mentoring
- Mediated conflict resolution conferences
- Enrollment in social skills groups to support positive social skill development
- Restorative circles
- Community building circles
- Establishing and reestablishing classroom norms and agreements

When used consistently and appropriately, restorative practices help to improve student behavior, lower repeated misbehavior and contribute to a more positive school environment. As a result, BBACS recognizes that restorative practices are an important part of a school’s response to behavior violations and recommends that these strategies are used when appropriate.

Progressive Infraction Levels

To ensure that staff, students, and parents are aware of all expected standards of behavior, the school Code of Conduct provides graduated accountability measures for students who engage in repeated misbehavior despite prior interventions and/or prior impositions of appropriate disciplinary measures. More severe accountability measures are imposed on those students who commit more serious infractions, or who engage in a pattern of persistent misconduct. Whenever possible, school officials use restorative practices and/or the least severe appropriate discipline responses prior to imposing strict penalties.

Infractions are grouped into four levels. Each level contains possible restorative practices as well as possible disciplinary responses that can be imposed by a teacher/administrator. A general explanation of the four levels can be found below:

Level 1	Level 2	Level 3	Level 4
Classroom support and student support team	Intensive support staff and appropriate administration	In-school suspension	Out of school suspension or request for expulsion
May be appropriate when the behavior is a minor infraction, the student has no prior incidents, and/or interventions have not been put in place.	May be appropriate when supports have been put in place in the classroom to address behavior, but the behavior has become persistent and has continued to negatively influence the learning of the student and others.	May be appropriate given the seriousness of the offense and impact on the school community, and/or when documented interventions and supports have been put in place but the behavior is escalating.	May be appropriate when behavior is illegal, presents an imminent threat of serious harm to the school community, or when the student's behavior seriously affects the safety of others in the school and/or educational process.

Each of the levels of infraction can involve different interventions and responses. As a result, the table below is designed to explain some of the ways that teachers and administrators can work together to respond to behavior violations at each level. Please keep in mind that the tables below are not meant to be exhaustive. Rather, all teachers are encouraged to utilize the school's student culture systems as well as a variety of teaching and engagement strategies to build culture in their classrooms.

Level	Teacher-led classroom interventions and responses	School leadership-led interventions and responses
1	Positive directions that state	Reflection activity

	<p>expectations Positive and specific feedback/positive narration Re-teaching and rehearsal of skill or procedure Increased opportunity to respond during instruction Increase teacher proximity Verbal prompt, redirection and/or correction Reminders and redirections Student/teacher conference Use of Restorative Questions Restorative conference Develop relationship with families Call/note home Family conference Temporarily assign to classroom calm down/reset/reflect seat Daily progress sheets on behavior Create a classroom check-in plan Assign a reflection activity Issue a reset pass for a brief reset with a trusted adult or in another classroom (5 minutes or less) Restitution/restoration strategies Other evidence based student specific strategies</p>	<p>Check in with school leadership (such as principal, or Vice Principal) Mentoring Peer mediation Mediated conflict resolution conference Referral to school-based health or mental health providers Service to the school community Restitution plan Referral to other supportive community organizations Utilize support staff to support student</p>
2	<p>All level 1 strategies Collaborate with the family Collect progress monitoring data about the behavior and interventions attempted Student/teacher conference Referral to DASA Coordinator Review of cumulative folder and academic progress to create, implement and monitor an academic support plan Collaborate with academic coaches to build on student strengths Issue a reset pass for a reset with a trusted adult or in another classroom (for no more than one instructional block)</p>	<p>All level 1 strategies Utilize support staff to assist with a root cause assessment/trauma assessment Conflict mediation Administrative and/or support team conference Mentoring/coaching Individualized case management for students with 504 plans or IEPs Referral and coordination of community based supports Referral to social worker or school psychologist for behavior skill building interventions Seat change</p>

	<p>Monitor student plans and reevaluate every two weeks</p> <p>Peer mediation</p> <p>Collaborative family conference</p> <p>Conflict resolution</p>	<p>Loss of recess time</p> <p>After school detention up to 1 day, scheduled collaboratively with the parent/guardian</p> <p>Transportation suspension up to 1 day</p> <p>In-School Suspension up to 1 day and Family/Guardian notification of due process rights</p>
3	<p>All level 1 and 2 strategies</p> <p>Initiate a student-centered discussion about the incident (and Repair, Restore and Reteach expectations)</p> <p>Create, implement and monitor a transition plan for student returning to the classroom, including a restorative circle</p> <p>Create a plan to support classmates as the student returns to class</p>	<p>All level 1 and 2 strategies</p> <p>Referral to social worker or school psychologist for ongoing behavior skill building interventions</p> <p>Schedule or classroom change</p> <p>After school detention up to 3 days, scheduled collaboratively with the parent/guardian</p> <p>In-School Suspension up to 3 days (requires Family/Guardian notification of due process rights)</p> <p>Out of School Suspension for up to 3 days (any Out of School suspension for a student in grades K-2 requires prior approval from the Superintendent in writing; Out of School suspensions of longer than one day in grades 3-5 also require this approval. All suspensions require family/guardian notification of due process rights)</p> <p>Suspension from transportation for up to 3 days</p>
4	<p>All level 1, 2 and 3 strategies</p>	<p>Request for student support team meeting to plan for the successful reintegration of a student after an explosive/violent incident</p> <p>Develop a functional behavioral assessment and behavior intervention plan</p> <p>Out of school suspension of up to 5 days may be imposed by the Principal (requires Superintendent approval and family/guardian notification of due process rights)</p>

		Transportation suspension of up to 10 days may be imposed by the Principal (requires Superintendent approval) Principal can request a formal hearing to consider an out of school suspension for more than five days or, in rare cases, expulsion
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The table below provides a list of possible behavior violations and illustrates how the school classifies the levels of those violations. The table below is intended to serve as a guide for the principal or Vice Principal of Culture to use in determining the appropriate consequences for students:

Behavior Violation	Level 1	Level 2	Level 3	Level 4	Notes
Absences					
Occasional refusal to attend class	●	●			Classroom teachers are required to inform the social worker and operations staff to follow up on excessive absences.
Persistent or excessive absences from school	●	●			
Habitual truancy (unlawfully absent for a number of days in excess of 20 percent of any marking period, quarter, or year)	●	●			
Academic Dishonesty					
Plagiarism, copying another's work, cheating or altering records	●	●			Student may receive a failing grade for assignment
Alcohol					
Under the influence		●			School staff is required to refer students to appropriate substance
Using or possessing		●	●		

Distributing or selling			●	●	abuse counseling and to make any law enforcement referrals required by NY state. School nurse must be immediately notified.
Arson					
Starting a fire			●	●	NYS Uniform Fire Prevention Building Code 401.3 requires building principals to contact the fire department for any and all unwanted fires Principals must complete NYSED Office of Facilities Planning Fire Incident Report Form 2014
Starting a fire causing destruction of property				●	
Attack on Student					
Attack on student with injury			●	●	DASA investigation may be required. The school nurse will be consulted regarding student injuries and will assist students with getting help from other medical professionals if needed.
Attack on student with serious bodily injury (hitting, kicking or punching another student)				●	
Two or more persons intentionally attacking a student with injury			●	●	
Two or more persons intentionally attacking a student with serious bodily injury				●	
Bomb Threat					
Making threats or providing false information about the presence of explosive materials or devices on school			●	●	

property					
Bullying-Verbal, Physical and Electronic					
Intentional conduct (including verbal, physical or written conduct) or electronic communication that is threatening	●	●			DASA investigation is required.
Persistent and repeated incidents of bullying targeted at same person or group		●	●		
Very serious incidents that are seriously harmful or personally damaging to the person who is targeted				●	
Classroom Distraction					
Does not work silently or independently without bothering others	●	●			
Throws objects without physical injury to others	●	●			
Talking out in class or talking out of turn	●	●			
Makes excessive, distracting, or disruptive movements or noises	●	●			
Damage to Personal or School Property					
Minor damage (less than \$50)	●	●			Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school work project.
Damage to another person's or school property (\$50 to \$500)		●	●		
Damage to another person's or school property (over \$500)			●	●	
Drugs					

Under the influence		●			School staff is required to refer student to appropriate substance abuse counseling and to make any law enforcement referrals required by NY state. School nurse must be immediately notified.
Using or possessing		●	●		
Distributing or selling			●	●	
Electronic Devices					
Use of cell phones, handheld mobile devices, electronic game devices, and other similar items	●	●			Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police. Students are not permitted to use electronic devices, including cell phones, at school. As a result, staff may confiscate these devices and require parents or guardians to pick them up from the school.
Use of electronic devices that lead to the threat of harm to another person		●	●		
Recording or publishing a fight		●	●		
Use of electronic devices for which it is determined that such use directly causes physical or emotional harm to another person			●	●	
Emotional Outburst or Rage					
Emotional outburst or rage which causes harm		●	●		
Extortion					
Obtaining money or property from another student through coercion, intimidation, or threat of physical harm			●	●	
False Activation of Fire Alarm					
Intentional false activation of fire alarm			●	●	If the fire alarm is activated, the fire department must be notified and they have

					jurisdiction until the event/source is investigated.
Fighting					
Physical aggression with another student		●	●		DASA investigation may be warranted. Documentation of emergency procedures must be submitted to the Superintendent's office.
Fighting which causes the principal to initiate emergency procedures and prevents large numbers of students from moving through the hallways, disrupts the educational process for large numbers of students across the school, and poses a serious and grave threat to the safety of large numbers of students, such as a threat of substantial bodily harm to students				●	
Fighting with serious bodily injury				●	
Fighting that continues without change, even after the documented implementation of interventions have been given ample time to be effective				●	
Gambling					
Gambling with money or exchangeable goods	●	●			
Hallway misbehavior					
Running, making excessive noise, loitering, or persistent hall-walking	●	●			
Harassment based on race, ethnicity, gender/gender identity/gender expression, sexual orientation, disability or religion, including cyber-harassment, against members of the school					

community					
Minor harassment	●	●			DASA investigation is warranted.
Serious harassment		●	●		
Very serious incident that is life-threatening, seriously harmful or personally damaging to the person who is targeted				●	
Inhalants					
Under the influence		●			
Using or possessing		●	●		
Distributing or selling			●	●	
Leaving classroom or school without permission					
Leaving classroom or school without permission	●	●			
Non-compliance					
Failure to comply with school rules, regulations, policies or procedures	●	●			This section applies to nonviolent/nonphysical instances of non-compliance.
Failure to follow directions	●	●			
Failure to respond to school staff directives, questions or requests	●	●			
Misleading or giving false information to school staff	●	●	●		
Physical contact					
Unintentional physical contact with school personnel	●	●			Due to the large developmental differences between Kindergarteners and 5th graders, school
Unintentional striking a staff		●	●		

member who is intervening in a fight or other aggressive behavior					leaders should carefully consider the student's maturity and intention when assigning consequences related to these infractions.
Intentional physical attack on school personnel			●	●	
Offensive touching, poking, pushing, shoving or physical intimidation of school personnel or student		●	●		
Public space misconduct					
Minor public space misconduct		●			A large disruption is defined as a disruption which disturbs the learning environment for more than just a single class, including significant misbehavior at school wide assemblies, on field trips, or at large student gatherings, like lunch
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption			●	●	
Using an electronic device to bring others to initiate or engage in a disturbance			●	●	
Robbery					
Taking money or property from another by force			●	●	
Sexual Assault					
Sexual harassment (for example, inappropriate verbal or written conduct of a sexual nature)			●	●	School staff is required to refer students to appropriate counseling, including the school social worker and/or school psychologist. Possession and/or transmission of child pornography is subject to prosecution and must be
Sexual harassment (for example, inappropriate physical conduct of a sexual nature)			●	●	
Sexual misconduct			●	●	

					reported to the police.
Tardiness					
Excessive tardiness to class or school	●	●			Classroom teachers are required to inform the social worker and operations staff to follow up on excessive tardiness.
Technology Acceptable Use Policy Violation					
Violation of the school's technology acceptable use policy	●	●			Refer to the policy posted on the school's Website. Possession and/or transmission of child pornography is subject to prosecution and must be reported to the police.
Theft					
Under \$500		●	●		Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or the student's assignment to a school work project.
Over \$500			●	●	
Threats against school personnel					
Verbal or written threat against school personnel or school community			●	●	
Tobacco					
Use or possession	●	●			School staff is required to refer students to appropriate substance abuse counseling.
Verbal aggression against school personnel					

Name calling, insults, making inappropriate gestures, symbols, or comments, or using profane or offensive language		●	●		A documented intervention must occur.
Confrontational and aggressive arguing		●	●		
Confrontational or aggressive arguing that repeatedly impacts the school environment and persists after interventions have been put in place			●	●	
Weapons, firearms, explosives					
Verbal or written threat involving weapons against school community (no weapon present)			●	●	
Firearms (possession of a firearm as defined in 18 USC 921 of the federal code; e.g., handguns, rifles, shotguns, and bombs)				●	Expulsion for no less than one calendar year is mandated by state law for firearms violation, but can be modified on a case-by-case basis by the Superintendent of Schools.
Other guns (possession of any gun of any kind, loaded or unloaded, operable or inoperable including BB guns and pellet guns, etc.)				●	
Possession of weapons (knife, mace, etc.)				●	
Instruments or objects used as weapons with intent to cause injury				●	
Explosives (possession, sale, distribution, detonation, or			●	●	

threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substances or combination of substance or articles, other than a firearm)					
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Due Process

All students are entitled to due process for all disciplinary actions. In all disciplinary matters, students will be given notice and an explanation of why the action is being taken, and will have the opportunity to present their version of the facts and circumstances to the staff member imposing discipline. In any situation that leads to a student being removed from class for disciplinary reasons, the child’s parent or guardian will be notified of the incident.

Each year, BBACS distributes the school’s complaint policy to all families of students enrolled in the school. This policy ensures that students and their parents or guardians have the right to appeal disciplinary decisions. Such appeals are typically considered informal complaints. As a result, students and their parents have the right to appeal disciplinary decisions to the school Principal, then to the BRICK Buffalo Superintendent and, if necessary, to the BRICK Buffalo Board of Trustees.

If the parent/guardian believes that a breach of law or the BBACS charter agreement has contributed to or caused the issue, they can file a formal complaint (via the BBACS Complaint Policy) directly with the Board of Trustees. Parents or guardians of students may file formal complaints with the Board related to disciplinary decisions or any other matters if such matters represent a violation of an aspect of the school’s charter or a specific law. The BBACS Board of Trustees may delegate the responsibility for handling such complaints to the BRICK Buffalo Superintendent. If the parent/guardian is not satisfied with the Board’s decision related to a formal complaint, then they can further pursue the complaint to the SUNY Charter Schools Institute.

Approach to Suspension

BBACS’s Code of Conduct was created based on the belief that the school should focus on creating a safe, warm and supportive school environment that actively teaches students to build their social skills and commitment to the community through restorative practices. In addition, BBACS believes that exclusionary practices, such as in-school suspension, out of school suspension, and expulsion, are often not effective as discipline tools because students see these efforts as opportunities to miss school rather than punishments. BBACS also recognizes that exclusionary discipline practices often result in significant disruptions of the educational process and have lasting impacts on student attitudes towards school and academic achievement. As a result, BBACS generally reserves the use of out of school suspension for only the most serious

offenses, specifically those situations where a student's continued attendance poses a threat to his or her own welfare or to the learning or welfare of other school community members.

Short-Term Suspensions

If the Principal or his or her designee believes that a student has committed a behavior violation that warrants a suspension, the Principal or his or her designee must provide formal notice of the proposed suspension. The Principal or his or her designee will inform the student verbally of the suspension, the reason or reasons for it, and whether it will be served in school or out of school. The student shall be given an opportunity to deny or explain the charges. The principal or their designee shall also immediately notify the parent(s) or guardian(s) by phone and in writing of the proposed suspension by sharing a description of the incident, what section of the Code of Conduct was violated, the proposed suspension length and its location. At that time, the principal or his or her designee will inform the family of their right to request an informal principal's conference to discuss the incident prior to finalizing the short-term suspension. If the family requests such a conference, the principal will convene the informal conference to determine the final terms of the suspension. The principal will then issue a final suspension decision that is shared with the family. **The BBACS Principal can suspend a student for up to 5 days from school or up to 10 days from transportation, if approved by the Superintendent.** Families that disagree with a short-term suspension determination may appeal the decision to the BRICK Buffalo Superintendent.

Long-Term Suspensions

The principal or his or her designee can also request that a student be considered for a longer term suspension of greater than 5 days from school or greater than 10 days from the bus. In these cases, the principal must provide a notice of suspension, rather than a final suspension decision, that also includes a Superintendent's Notice of Hearing. This notice must include the date, time and place for a formal hearing; a statement of charges, and information about the student's due process rights, including their right to retain or secure an attorney, to question all witnesses, to present witnesses/evidence and to have interpreter services present. In these cases, the Superintendent or his or her designee will facilitate a Superintendent's hearing. Based on this hearing, the Superintendent will then issue a final suspension decision that is shared with the family. **The BRICK Buffalo Superintendent can suspend a student for up to 180 days from school or up to 180 days from transportation.** Families that disagree with a long-term suspension determination may appeal the decision to the BBACS Board of Trustees.

Additional Suspension Information

Formal suspension return conferences are required for suspended students to be readmitted to class. These conferences provide an opportunity for the family to meet with the principal or his or her designee to discuss ways for the student to successfully return to class and to receive any follow up support necessary.

Written notice

All suspension communication with families should occur in the dominant language of the family, including any letters sent home related to suspensions. In addition, the school will make arrangements for translators to be present for suspension conferences.

Alternative Instruction for Suspended Students

When students are suspended for more than one day (either in- or out-of-school), BBACS will provide alternative instruction to prevent disciplinary consequences from significantly inhibiting their opportunities to learn. BBACS will provide students with all classwork, homework assignments, and assessments as well as access to all New York State assessments so that students can stay on track with their classes and requirements for grade-level promotion. If a student does receive an out-of-school suspension, he/she will receive alternative instruction provided by a certified teacher for at least two (2) hours per day during the period of the suspension.

Expulsion

Students may be expelled from BBACS for the following reasons:

- a. selling, using, or possessing weapons, fireworks, or other dangerous instruments
- b. selling, or transferring cigarettes, alcohol, drugs, or other controlled substances or drug paraphernalia
- c. assault or repeated incidents of threats, bullying, or use of force
- d. commission of a felony
- e. conduct that poses an immediate or ongoing danger to the health and welfare of the students and/or faculty
- f. sexual harassment or abuse
- g. ongoing incidents of misconduct that persist even after repeated intervention by school staff and that represent a pattern and are damaging to the school community such as fighting, stealing, and vandalism
- h. any other act which school officials determine reasonably warrants an expulsion

Expulsion Steps

1. The principal or his/her designee will investigate and document the incident. Suspension procedures will be followed. In extreme cases, parents will be asked to immediately pick up the child from school.
2. The principal or his/her designee will consider the circumstances and determine whether the conduct warrants expulsion. Once a decision is made to begin expulsion proceedings, the Principal will immediately notify in writing (via certified letter) the student's parents or guardians of the intent to expel, provide a copy of the expulsion policy, and assure receipt of such notice within 24 hours. This notification would also include the date, time and place for an expulsion hearing, a statement of charges, and information about the

- family's due process rights, including their rights to retain/secure an attorney, to question witnesses, to present witnesses and evidence and to have interpreter services.
3. The Superintendent would then convene a formal hearing to determine whether or not to recommend an expulsion to the BBACS Board of Trustees.
 4. The BBACS Board of Trustees would then determine whether or not to expel a student. Families who disagree with the Board's decision may appeal the decision to the SUNY Charter Schools Institute.

Discipline for Special Education Students

The aforementioned discipline rules and procedures apply to students with disabilities to the extent that they are consistent with federal laws and regulations regarding the placement of students with disabilities. This includes procedures for parent and student notification and appeal.

The BBACS disciplinary policy, with regards to any student with a disability, will be in accordance in all respects with the Individuals with Disabilities Education Act (IDEA), including but not limited to the requirements and procedures set forth at sections 121(d) and 519-529 of Part 300 of Title 34 of the Code of Federal Regulations. The school will cooperate with the CSE of the local district of residence of the student's school district of residence to ensure compliance with Part 300 of the IDEA. In cases where the discipline policies described above violate the provisions of IDEA, the provisions of IDEA will take precedence.

In addition, BBACS will implement the following rules and procedures with respect to the discipline of students with disabilities:

1. BBACS will provide parents of students with disabilities with a copy of the rules and procedures regarding discipline, including the appeals process.
2. During suspensions or removals for periods up to five (5) school days in a school year (that are not a change in placement), students with disabilities shall be provided alternative instruction on the same basis as all students. During the suspension period students with disabilities will be provided services to continue their progress in the general education curriculum and meet their IEP goals. The principal and the Director of Special Education will determine which services are necessary and will keep records of the number of times a student has been suspended or removed for disciplinary reasons.
3. When suspending or removing a disabled student for more than 10 school days in a school year or imposing a suspension that would constitute a change in placement, BBACS will immediately contact the CSE of the local district of residence to convene a Manifestation Determination Review (MDR) meeting no later than 10 school days after a decision is made to impose a disciplinary change and ensure that the student's parent is provided with a copy of their procedural due process rights.
 - a. Upon the CSE of the local district of residence completion of the manifestation determination, those students whose behavior is not a manifestation of their disability will be subject to the same disciplinary measures as non-disabled students.
 - b. In addition, this or another meeting will serve to develop or review a functional assessment and behavior plan or to modify the existing plan, and if necessary,

determine education services or the interim alternative educational setting consistent with the free appropriate education (FAPE) requirements. The school will cooperate fully with the CSE of the local district of residence to gather data to define the behavioral problem and implement the behavior plan.

- c. If the behavior is determined to be a manifestation of the student's disability, the student will be returned to his or her current placement unless the parent agrees to a change or there is an impartial hearing or court order permitting the placing of the student in an interim alternative education setting.
4. During suspensions, the charter school will guarantee the child's right to a free appropriate education (FAPE), and instruction will continue to be provided in a manner consistent with the child's IEP goals that provides progress in the general education curriculum. This will be provided by an appropriately certified teacher.
5. The principal or his or her designee must consult with the Director of Special Education before issuing a proposed suspension to a student with a disability.

Physical Contact between Staff and Students

BBACS believes that establishing nurturing and caring relationships between staff and students is important, and that appropriate and positive physical contact between staff and students is acceptable and beneficial to the educational process. Examples of permissible physical contact include:

1. Indications of encouragement, affection, and support, including but not limited to:
 - touching a child on the shoulder
 - patting a child on the back
 - shaking hands with a child
 - holding hands with a child (only for safety and to avoid danger to the child and others)
2. Attempts to awaken or attract the attention of a child who is sleeping or not responding to verbal cues, including but not limited to:
 - Tapping a child on the shoulder or hand
 - Patting a child on the back
3. Educational interventions intended to improve academic skills, help a child participate in an activity, or complete a task, including but not limited to:
 - Grasping a child's hand to help him guide a pencil
 - Helping a child to tie her shoe
 - Touching a child's shoulder in a game of tag
4. Safety interventions intended to protect a child's physical well-being, or the well-being of another person, including but not limited to:
 - Restraining a child who is fighting
 - Removing from a room a child who is throwing things at others
 - Stopping a child from stepping into the street

BBACS does **NOT** condone physical contact in the following cases:

- Contact as a part of disciplining a child or correcting a child's behavior (corporal punishment), unless used as a safety intervention (see # 4 above)

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- Contact that is forceful enough to purposefully or accidentally cause injury or harm to a student, unless a safety intervention (see # 4 above)
- Contact that results in harm to a student
- Contact that is sexual in nature

The New York State Dignity for All Students Act (Dignity Act)

The New York State Dignity for All Students Act (Dignity Act) was signed into law on September 13, 2010. This legislation amended State Education Law by creating a new Article 2 – Dignity for All Students. The Dignity Act states that NO student shall be subjected to harassment or discrimination by employees or students on school property or at a school function based on their actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

- The Dignity Act amended New York State Education Law to include instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others, and dignity.
- The Dignity Act also amended Education Law, instructing Boards of Education to include language in the codes of conduct to comply with the Dignity Act.

Dignity Act Highlights:

- All public elementary and secondary school students are protected by the Dignity Act.
- The Dignity Act prohibits the harassment and discrimination of students by students and by school personnel.
- Bullying and hazing are forms of harassment and discrimination and will be considered violations of the Dignity for all Students Act (DASA).
- The Dignity Act applies to behavior on school property (including athletic fields, playgrounds, and parking lots), in school buildings, on a school bus/vehicle, as well as at school-sponsored events or activities.
- All incidents that involve the type of harassment and bullying stated in the DASA will be documented. A school must also document what steps it is taking to stop the harassment.
- Each school will assign a Dignity Act Coordinator, who will document and handle all incidents regarding Dignity for All Students Act violations. At BBACS, the social worker will serve as the school’s DASA Coordinator.

R-10c - Special Education Discipline Policy

Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act ("IDEA") and regulations.

BRICK Buffalo Academy Charter School's Special Education Discipline Policy conforms with the federal Individuals with Disabilities Education Act (IDEA) and its regulations. In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities:

- A student not specifically identified as having a disability, but whose school district of residence or charter school, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists, may request to be disciplined in accordance with these provisions. BBACS shall comply with Sections 300.530-300.536 of the Code of Federal Regulations ("CFR") and the following procedures, except when the following procedures are inconsistent with federal law and regulations, in which case, such federal laws and regulations shall apply.
- The school shall maintain written records of all suspensions and expulsions of students with a disability, including the student's name, a description of the behavior, the disciplinary action taken, and a record of the number of days the student has been suspended or removed for disciplinary reasons.
- For infractions that do not entail a change in placement or that entail a change in placement of 10 days or less (cumulative), students with disabilities shall be subject to the same disciplinary policy as students without disabilities. Suspended students will receive the same legally required compensatory education as other students, although they are not required to receive their IEP services.
- If a student identified as having a disability is suspended during the school year for a total of more than 10 days, such a student will be referred immediately to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for more than 10 days during the school year without specific involvement of the CSE of the student's district of residence prior to the 11th day of suspension, as such suspensions may be viewed as a change in placement.
- In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its usual policies with respect to parental notification and involvement. The CSE will be notified in the event of:
 - 1) The commission of an infraction by a student with a disability who previously has been suspended for the maximum allowable number of days.
 - 2) The commission of any infraction resulting from the student's disability.
 - 3) The commission of any infraction by a disabled student, regardless of whether the student previously has been suspended during the school year if, had such an infraction been committed by a non-disabled student,

the principal would seek to impose a suspension in excess of 10 days.

- BBACS will also ensure that when the suspension or removal of a student with a disability entails a disciplinary change of placement, the CSE will be notified immediately so that the CSE can meet its required obligations to:
 - 1) Convene a CSE meeting within 10 school days to make a manifestation determination;
 - 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan;
 - 3) Provide the student's parents with a copy of their procedural due-process rights;
 - 4) Work closely with the CSE of the student's district of residence in determining education services or the interim alternative educational setting consistent with FAPE requirements.

Provision of Services During Removal: Those students removed for a period of fewer than 10 days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction within the 10 days and appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals 10 or more school days during the school year, but does not entail a change in placement, services must be provided to the extent determined necessary to enable the child to progress appropriately in the general curriculum and achieve his or her IEP's goals. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the child to progress appropriately in the general curriculum and achieve his or her IEP's goals. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g).

During any subsequent removal that entails a change in placement, but in which the behavior is not a manifestation of the disability, services must be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and achieve his or her IEP's goals. The CSE of the student's district of residence will make the service determination.

Due Process: If discipline that would entail a change in placement is contemplated for any student with an IEP, the following steps shall be taken:

- (1) no later than the date on which the decision to take such action is made, the parents

of the student with a disability shall be notified by the school that made this decision and provided with the procedural safeguards notice described in 34 CFR §300.504 and 530(h); and

(2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to the CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and BBACS agree otherwise.

R-10d – Dress Code Policy

d. Dress Code Policy

- *If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the school would subsidize the cost of uniforms for parents unable to afford them.*

Uniforms

BBACS students will wear school uniforms, which is another example of a culture-building and maintenance strategy. School uniforms will help contribute to a positive learning environment by enhancing school safety, promoting school pride, creating a sense of unity amongst students, bridging the socio-economic differences between students, promoting good behavior, improving students' self-respect and self-esteem, and producing cost savings for participating families.

Students are to wear a uniform every day unless the school sends out a communication to families regarding updated uniform expectations for a special event (such as celebratory dress down days, events encouraging students to wear special clothing such as Buffalo Bills gear or pajamas, or a formal “dress for success event”). The uniform policy will be consistently enforced and students out of uniform will be addressed and parents notified. An initial draft¹ of the BBACS uniform expectations is described below:

- Students may wear a green polo and khakis or navy blue uniform pants/skirts/jumper.
- Alternatively, students may wear a green button-down with a school logo and khakis or navy blue uniform pants/skirts. A tie is not required.
- Shirts are to be tucked into bottoms with a belt.
- A long sleeve undershirt can be worn if it is black, navy or white.
- If wearing tights or if socks are visible, black, navy or white tights/socks are expected.
- Black shoes/sneakers with a rubber bottom.
- On gym days, students are permitted to wear a special gym uniform (green t-shirt and navy blue shorts/sweatpants) and sneakers.
- Only solid navy hoodies and sweaters, or hoodies and sweaters with a school logo, may be worn.

BBACS believes that requiring students to wear uniforms supports families by reducing the amount of clothing required for the school year. BBACS will also support families by working with local uniform providers each year to negotiate competitive costs for school uniforms to ensure the lowest possible cost to families. However, BBACS recognizes that some families may still need

¹ The BBACS team will provide opportunities for families to provide feedback on the proposed uniform guidelines/dress code before this is finalized.

financial assistance to provide uniforms for their children. As a result, families who need uniform assistance can let the school know this information as a part of the school's new student onboarding processes or at any time during the year when a financial hardship emerges. All requests received in this manner will be reviewed by the school's social worker, who will oversee the school's budget line item for uniforms. During the first charter term, BBACS has budgeted \$1,000 per year for this expense. In addition, the board development committee will work to raise additional funds to supplement this amount if necessary.

R-11ab - School Management and Leadership

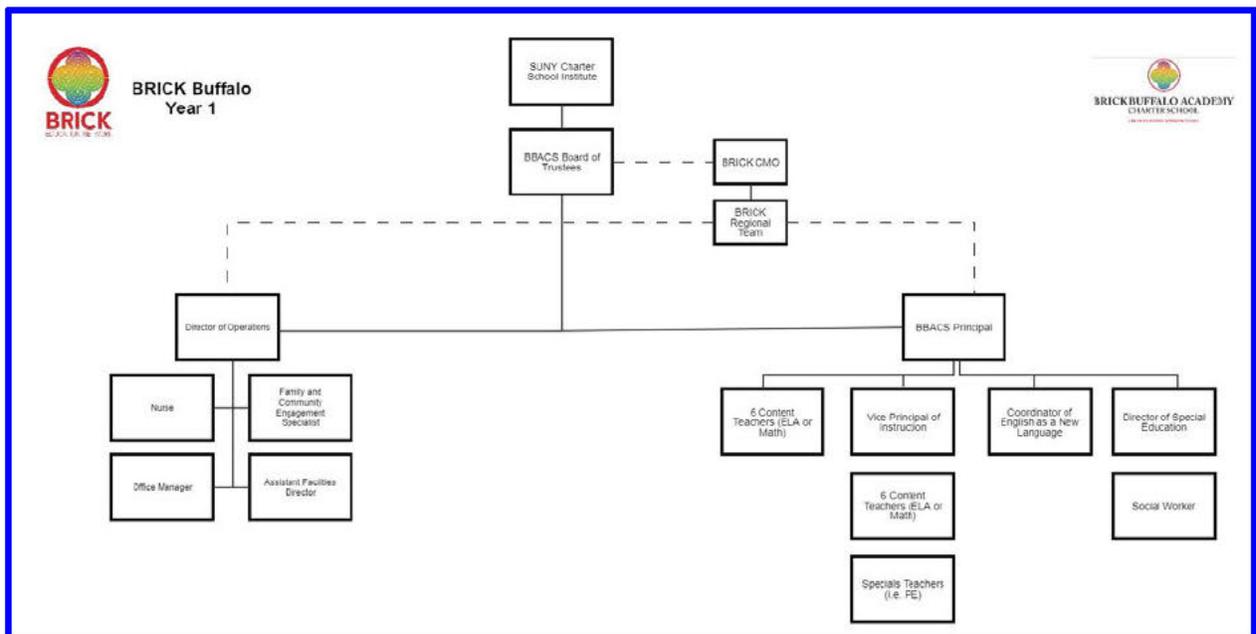
11. School Management and Leadership

a. Organizational Chart

Provide organizational charts for both the first and fifth years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

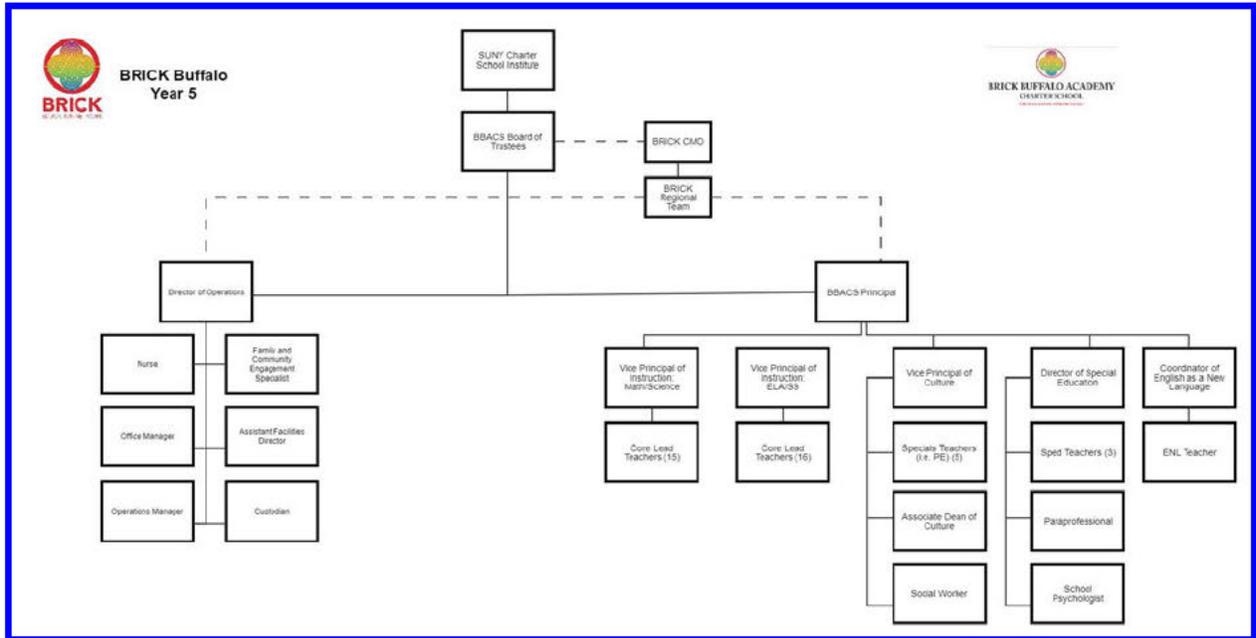
Year One 2023-2024

The organizational chart for the school's first year of operation is shown below:



Year Five 2027-2028

The organizational chart for the school's fifth year of operation is shown on the next page:



b. School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- a. Describe the management practices and procedures (e.g., how the school will set priorities and make key organizational decisions);*
- b. Outline the evaluation procedures for staff in management positions; and,*
- c. Describe recruitment plans for the school leader including:

 - o The process and criteria the school will use to select the school leader;*
 - o Who has been or will be involved in the selection process; and,*
 - o The role of any CMO or partner organization (if any) in the selection process.**

Organizational Structure

The charter for BRICK Buffalo Academy Charter School will be held by the school’s Board of Trustees. The board of trustees is the school’s governing body and is directly responsible for the academic, operational, and fiscal success of the school. The proposed board currently includes nine community members who represent a broad range of skills and expertise; are deeply connected to the Buffalo community; and have a commitment to ensuring the success of the school. Each member of the Board has shown their dedication to launching the school by participating actively in the development of this charter application during the two-year period that Mr. Barlow, a community resident, has worked to start a school in the East Side community where he grew up.

Board Development

During the last year, all board members participated in board member training led by FBW Consulting, LLC., an external organization led by Fatima Burnham-Watkins, the former Executive Director of Teach for America New Jersey. Mr. Burnham Watkins provided comprehensive training sessions to the full Board as well as individual coaching to the proposed Board Chair and proposed Vice Chair. Her sessions included training focused on ensuring that the local Board was able to review and evaluate BRICK's history and approach to education; to understand their responsibilities to provide effective governance as Board members; and to understand how to distinguish the role of the Board and a charter management organization. As a result, the Board is fully aware of its responsibilities, including that the Board of Trustees is responsible for setting the vision for the school and ensuring that the school is able to achieve its goals for students and remain in compliance with the school's charter as well as state and federal law. Through this training, the BBACS Board of Trustees also learned that creating a clear organizational structure, with clear lines of reporting and accountability, would enable them to provide effective governance over the school.

The Power of the Network

The BBACS Board plans to contract with the BRICK Education Network to provide comprehensive management services for the school. The board recognizes that this contract will enable the school to access significant supports that many start-up charter schools in Buffalo do not have—including a back office staff with expertise in talent recruitment, human resource management, finance, curriculum development, and instructional leadership. Many of the charter schools in Buffalo are small, independently-run organizations and it can be incredibly challenging for such organizations to execute the comprehensive services necessary to run a high-quality charter school. Consequently, the BBACS Board is excited about the prospect of working with a nationally recognized charter management organization that could provide an unprecedented level of support to the school that empowers school staff to inspire groundbreaking achievement results that will benefit the students of East Buffalo.

During the last year, the full Board has dedicated time during its monthly meetings to discuss a draft educational services agreement that defines the specific supports BRICK would offer for the school and to provide feedback. For example, the BBACS board dedicated meeting time to analyzing specific excerpts from that agreement that helped to define how the board and CMO collaborate to ensure the success of the school (such as the role each entity plays with respect to supporting the principal). Each board committee also collaborated with BRICK Buffalo regional directors to create a matrix that defines exactly what support will be provided by the CMO in their area of expertise—and outlining how each committee can provide effective oversight of those services on an ongoing basis. The result of this work is that board members understand that, after charter approval, they will become the school's official governing body and will be directly responsible for the success of the school, including by providing oversight of the management services provided by BRICK. The BBACS Board recognizes that, while they plan to contract with the CMO to provide services, these services do not release the Board from its ultimate responsibility to set the vision for the school and to ensure the effectiveness of the school on an ongoing basis. Copies of the draft educational services agreement and the sample

CMO evaluation tool are provided in *R-23b - Supplemental Attachments*. Table 11.a below provides an example from that evaluation tool that shows how the specific criteria from the educational services agreement with the CMO have been mapped to ongoing oversight actions that the Board’s robust committee structure will take to ensure effective service delivery.

Table 11.a - Board Oversight of CMO Services

Criteria	Status	Discussion	Notes and Commentary
CMO shall recommend finalists for hire for the Principal and Director of Operations positions	Full Compliance	When needed	Personnel Committee collaborates with the CMO on recruitment and selection process and reviews proposed terms of employment. Full Board votes to formally approve terms of employment.
CMO shall effectively supervise the Principal and Director of Operations.	Full Compliance	Ongoing	Personnel Committee collaborates with the CMO on developing the evaluation process and finalizing the formal evaluations of each staff member in July of each year.
CMO shall provide an intensive leadership program for the school's Principal and Director of Operations.	Full Compliance	July	Academic Committee reviews annual leadership development plans for both leaders.
CMO shall recruit and recommend qualified personnel for all open positions.	Full Compliance	Monthly from January through September	Personnel Committee reviews annual talent plan, including projected openings based on five year projections in charter, as well as proposed recruitment strategies. Dashboard of hires made relative to open positions is shared with the full board from January through September.
CMO shall provide general human resources support, including but not limited to, assisting the Principal and the Director of Operations with the selection and training of the School’s staff, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and School leadership in setting compensation levels of the School's staff, and supporting the School in its development and training of administrative staff and consulting with the School in the establishment of procedures for hiring substitute staff.	Full Compliance	July	Personnel Committee reviews the Talent and Human Resources Guidebook, which is updated annually, and includes comprehensive information on the CMO's approach to staff selection, training, and supervision. In addition, the Personnel Committee reviews the staff salary assumptions as part of each year's budgeting process and provides feedback before the budget is finalized.

Lines of Reporting and Accountability

As the organizational charts provided in ***R-11a Organizational Charts*** show, the Board of Trustees is responsible for the overall performance of the school and is directly accountable to the SUNY Charter Schools Institute. The BRICK Education Network will provide services for the Board and, as a result, is accountable to the BRICK Buffalo Board of Trustees. The BBACS Board plans to use the CMO evaluation previously described to provide effective oversight of the services provided by the CMO. The CMO evaluation tool is designed to ensure that the Board has a strong system for monitoring the extent to which the CMO is providing the services outlined in the educational service agreement, the level of academic performance of the school, and other critical metrics that boards need to monitor closely. The governance functions named in this tool will also be used to create an annual calendar for Board meetings as well as an annual calendar for committee meetings to ensure that the board is able to provide effective oversight of key metrics throughout the year (such as by ensuring the Audit and Finance committee receives weekly reporting of enrollment information during the incubation period). The BRICK Buffalo regional directors will be responsible for updating this tool prior to each board meeting so that they can provide the board with a comprehensive update on the services provided to the school and the overall level of school performance; these reports, in turn, will support the board to effectively exercise its governance responsibilities and set direction for the school as needed.

The BRICK Buffalo Regional office, including the Regional Director of Instruction/Superintendent and the Regional Director of Operations, are employees of the BRICK Education Network who are based in Buffalo and dedicated full time to supporting BBACS, a fact which is outlined in the educational services agreement. As a result, they are employed by the BRICK Education Network rather than the BBACS board. At the same time, they are dedicated to ensuring that the board receives high-quality support from the CMO and, as a result, maintain strong lines of communication with the board, including by meeting with board committees each month and making formal reports at monthly board meetings.

The BBACS principal will be appointed by the board of trustees and will supervise and oversee the instructional and cultural program of the school. The school principal, with support from the BRICK Buffalo Regional Superintendent/Director of Instruction, will work to achieve the school's mission, execute on the strategic priorities, achieve the school's academic and cultural goals, and ensure the school's success. The principal will oversee, and report on all matters including, but not limited to, student achievement, character education, school culture, teacher training, and curriculum implementation. Additional information about the role of the BBACS Principal can be found in ***R-12ac Personnel*** and ***R-9 Instructional Leadership***.

The BBACS Director of Operations will also be appointed by the board of trustees and will provide operational leadership and oversee all non-instructional operational matters, including but not limited, to school operations, administrative matters, facilities, enrollment, student records management, logistics, technology, budget and financial matters, contracts, school safety, and health services. The Director of School Operations, with support from the BRICK Buffalo Regional Director of Operations, will work to implement BRICK's operational model and

frameworks to ensure the school can achieve its operational goals. Additional information about the role of the BBACS Director of Operations can be found in ***R-12ac Personnel***.

The BBACS Principal and Director of Operations will be the most senior school-based staff and will serve as co-equal leaders of the school. Both will be responsible for formally reporting to the BBACS Board of Trustees at its monthly meetings. These staff members are formally employed by the board, which finalizes the terms of their employment and retains final authority over their evaluations and employment status with BBACS. Based on the educational services agreement, BBACS plans for BRICK to provide support in coaching and supervising these employees. In particular, the BRICK RDI will provide these services to the principal and the BRICK RDO will provide these services to the Director of Operations. However, given that these school-based staff members are formally employees of the Board, the RDI and RDO will collaborate with the board personnel committee each year to develop the evaluation system for these staff members and to collaboratively author their evaluations.

All other school-based staff are also employees of the BBACS Board and are directly accountable to one of the two senior campus leaders, either the principal or the Director of Operations as shown in the organizational charts provided. As such, the BBACS Board is responsible for the terms of their employment and retains the authority to hire or terminate these positions as well. The BBACS Board of Trustees believes that this organizational structure will serve the dual purpose of ensuring the board is empowered to set the vision for the school while also ensuring that school-based staff members have the additional support they need to launch and maintain a high-performing charter school for the children of East Buffalo.

Setting Priorities and Making Key Decisions

The BBACS Board of Trustees plans to implement a robust **annual strategic planning process** that engages a wide variety of stakeholders in the process of setting key organizational priorities and making decisions that will help the school achieve its mission and goals. This process is modeled after a strategic planning process used by Bain Consulting that has been modified to meet the needs of a charter school. A draft timeline for how this process could take place during each school year is described below:

- **November and December: Assemble a fact base.** During this time, the BBACS Board will set direction for what data should be compiled to help inform its strategic planning process for the next school year. Based on this input, the BRICK Buffalo Regional team will then compile this information to help describe the current state of the school (including, but not necessarily limited to, the data dashboards shared with the Board since the start of the year, the narratives from ongoing academic and operational site visits to the school, and the fall staff survey data). The BRICK Buffalo RDI and RDO will then work together to synthesize this information into a presentation describing the “State of the School.”
- **January: Comparing to our north star.** The Buffalo RDI and RDO will then meet with the BBACS Principal and Director of Operations to deliver the “State of the School” presentation and to compare the current state of the school to the vision described in the school’s original charter application. This team of people (the school’s strategic planning team) will then collaboratively work to identify their ambitions for improving the school during the next school year, including key areas of the program to strengthen and key

performance goals that would indicate that the team has improved the program in those areas. The team will also devise a plan for how to engage all BBACS stakeholders in this process (including staff, families, students and community members).

- **February and March: Engaging our team.** The strategic planning team would then work to lead a series of meetings to engage all stakeholders in a process to identify key priorities for the next school year. This process would involve conducting focus groups with different stakeholders, including school leadership, instructional staff, operational staff, families, students, Board members, and CMO staff that support the school. During each focus group, stakeholders would receive a presentation that is anchored in the original charter and the state of the school data to enable conversations regarding the key priorities for the school in the year ahead.
- **April: Starting a priority plan.** The strategic planning team would then add additional representatives to include other stakeholders (including, for example, a teacher representative, a representative from the operations team, and a family representative). The strategic planning team would then create an initial priority plan for the next school year that included the key priorities for the school as well as sample performance goals and benchmarks for performance.
- **May: Revising a priority plan.** The strategic planning team would then work together to revise the initial priority plan to ensure that it was feasible. To assess feasibility, the team would create an implementation plan that went beyond priorities and goals to also include key initiatives that staff members would take on to drive success on those priorities and the specific action steps necessary to achieve those initiatives with related timelines and clear owners. The draft priority plan and implementation plan would then be shared with the BBACS Board of Trustees for feedback.
- **July: Finalizing a priority plan.** The RDI, RDO, principal and DO would reconvene during summer Leader PD to review the revised priority plan and to update any aspects of the plan necessary before the upcoming school year (including, for example, by revising based on end of year student achievement results or to address current health circumstances related to COVID). The strategic planning team would then collaboratively present the strategic plan to the Board of Trustees for final approval.

This process is intended to ensure that the school has an intentional annual plan for executing an inclusive strategic planning process. Over time, this draft process will likely be updated to meet the evolving needs of the school or to address unique challenges that may arise (such as the need to shift this process based on evolving public health conditions).

It is also important to note that the BRICK Buffalo RDI and RDO as well as the principal and Director of Operations will also participate in quarterly Executive Leadership Committee meetings with the entire leadership of the BRICK network. These meetings will enable these staff members to have a voice in the evolving organizational priorities of the CMO to ensure that the CMO continuously provides the best possible service to BBACS.

Evaluation Procedures for Management

BBACS believes that clearly establishing expectations for staff performance and student achievement are a critical part of building a high-performing school culture. As a

result, the BBACS Board will collaborate with BRICK each year to set annual performance goals that align to the school's performance targets established by the SUNY Charter Schools Institute. The BRICK Buffalo Regional Directors will then work in collaboration with the Board's personnel committee to finalize aligned performance goals for the principal and Director of Operations as well as the evaluation instruments that will be used to further define the expectations for their performance, including any supporting rubrics (for additional context, a sample principal evaluation rubric is also included in ***R-23b-Supplemental Attachments***). Each BRICK Buffalo regional director will then meet with the senior leader they support (the RDI with the principal and the RDO with the Director of Operations) to clarify their performance goals and the expectations for their work during the following year and to review any supplementary documentation that helps to clarify this information. These meetings, called Individual Performance and Development Plan (IPDP) meetings, will also enable the BRICK Buffalo regional directors to discuss the specific ways that they can support the senior school-based leaders throughout the year to support their ongoing development. Collectively, these performance goals, expectations for performance, and aligned plans for development, will be used to create Individual Performance and Development Plans for each leader. These plans will then be shared with the BBACS Board personnel committee and will help to inform how the RDI supports the principal and how the RDO supports the Director of Operations throughout the year.

BRICK regional directors will also complete a full performance management cycle with the senior school leaders by conducting formal midyear and end of year evaluation meetings. Prior to each of these evaluation meetings, the principal and Director of Operations will each complete a reflection regarding their progress towards their performance goals, a self-assessment of their strengths and areas of growth relative to the expectations for their position; and their progress against the development milestones named in their IPDP, sharing supporting artifacts where appropriate. BRICK regional directors will then collaborate with the Board personnel committee to finalize evaluations before following up with the senior school leaders. After conducting the formal midyear and end of year evaluation meetings, BRICK regional directors will share the contents of those evaluations with the Board personnel committee and debrief the evaluation process.

The BRICK Buffalo Regional Directors will then work with the school principal and Director of Operations to replicate a similar process each year for the managers that they supervise. Each summer, the BRICK Buffalo regional directors will support the principal and Director of Operations to develop performance goals for each manager that align to the school's performance goals (for example, the K-5 Vice Principal of Instruction for math and science would be responsible for ensuring that the school achieves its math and science goals). In addition, the BRICK Buffalo regional directors would collaborate with the principal and Director of Operations to review the expectations for staff member performance as outlined in school's evaluation rubrics to determine what changes, if any, need to be made to these documents. The BRICK Buffalo regional directors would then provide additional support based on the needs of the principal or Director of Operations. For example, by helping to collaboratively author a vice principal's evaluation or to role play an upcoming evaluation conversation. BRICK Buffalo regional directors could also partner with the BRICK Human Resources team and BBACS personnel committee to produce professional

development sessions designed to train school-based managers on how to effectively write and facilitate evaluations.

School Leader Recruitment

The BBACS team strives to hire candidates that are mission driven and dedicated to closing the opportunity gap in Buffalo. As a result, the school plans to recruit and select staff that not only have strong credentials, but also an unwavering belief in the students and community served. BBACS is also committed to identifying, recruiting and retaining a diverse group of teachers and leaders that represent the backgrounds of the students served. As a result, BBACS recognizes that it must have clear plans in place to recruit the founding principal and Director of Operations.

A brief summary of how BBACS and BRICK have worked together to recruit these staff members is provided below:

- The BRICK talent team has provided comprehensive support during the last year that is aligned to the talent recruitment processes described in ***R-12ac Personnel***, including:
 - Posting for these positions on the network's Lever hiring site as well as on other sites frequented by educators, including LinkedIn, Glassdoor, and Indeed.
 - Administering an internal referral campaign with BRICK Education Network staff and the staff at its campus in Newark, the Achieve Community Charter School, to source potential staff members for Buffalo.
 - Providing BRICK Buffalo regional directors with the talent recruitment materials they could use to personally recruit candidates (including by producing job descriptions for these positions, informational fliers about the positions, and standard materials to use in delivering presentations about BRICK).
 - Holding information sessions about these senior roles with partner organizations (like Teach for America) and with educational institutions (like Teachers College at Columbia University, the University at Buffalo, Canisius College, and Buffalo State).
 - Sharing information about these roles via social media (including the school's Facebook page) and its monthly newsletter
- The BBACS Board also played an active role in helping to recruit senior leaders to become a part of the founding team. Some of the actions taken by board members included:
 - Connecting the BRICK Buffalo regional directors to the leaders of nonprofit organizations in the community so that these leaders could share the open positions with their networks.

- Referring the BRICK talent team to specific educators that they had worked with previously who may be interested in the positions or individuals who could help refer other interested educators
- Sharing the open positions via e-mail with their professional contacts
- Posting information about these roles on their social media accounts or directly messaging individuals that may be interested in these roles

Collectively, these robust ongoing efforts were successful in generating significant numbers of staff members that were interested in these senior roles. In fact, the Director of Operations position has already had more than 20 qualified candidates apply and the team is currently evaluating several finalists. The school has also already been able to interview more than five finalists for the principal position that have successfully passed all of the school's interviews and participated in the immersion day activities for instructional leaders described in ***R-9 instructional leadership***.

BBACS also recognizes that it is important to ensure an inclusive interview and selection process for these senior leaders. While BRICK and the BRICK Buffalo regional directors provide comprehensive support in recruiting and vetting prospective candidates, BRICK also recognizes that it is the responsibility of the BBACS Board of Trustees to formally employ all staff members and, as a result, the Board retains the governance ability to appoint staff members and to terminate the employment of staff members at its discretion. As a result, all finalists for the principal and Director of Operations positions will be presented to the board personnel committee for consideration and then to the full BBACS Board of Trustees. Prospective principals and Directors of Operations will also be asked to make a formal presentation to the Board of Trustees that explains their leadership journey and passion for leading a BRICK school on the East Side of Buffalo before being appointed. In future years of the charter term, BBACS would also expand the leader selection process to include a panel interview with school stakeholders (including representatives from families, students, community members and staff) as described in ***R-12ac Personnel***.

R-12ac – Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). The narrative should also address how the proposed staffing structure would lend itself to the provision of instruction in a remote setting.

The table below lists all instructional and non-instructional staff positions during the first five years of operation at BRICK Buffalo Academy Charter School:

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	2.0	3.0	3.0	3.0
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	2.0	2.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	6.0	7.0	9.0	9.0	9.0
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	12.0	18.0	22.0	26.0	30.0
Teachers - SPED	0.0	1.0	1.0	2.0	3.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	2.0	2.0	3.0	4.0	5.0
Aides	0.0	1.0	1.0	1.0	1.0
Therapists & Counselors	1.0	1.0	1.0	2.0	2.0
Other	1.0	1.0	1.0	1.0	2.0
TOTAL INSTRUCTIONAL	16.0	24.0	29.0	36.0	43.0
NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	2.0	2.0	2.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	2.0	2.0	3.0	3.0	3.0
TOTAL PERSONNEL SERVICE FTE	24.0	33.0	41.0	48.0	55.0

The rationale for the staffing structure is based on the experience and success of the BRICK Education Network, which has experience running traditional public-school turnarounds, start-up charter schools, and turnaround charter schools. BBACS plans to replicate the BRICK model with fidelity in Buffalo but will also be strategically adding staff member capacity to make sure the school is prepared to best serve all students—including those with disabilities and English language learners—and can successfully and proactively navigate New York’s compliance requirements. For example, the school plans to hire a Director of Special Education in year one

to support this important work. BBACS believes the proposed staffing structure underscores its commitment to serving a student population that represents the community served.

The proposed staffing structure is also similar to the staffing models that have been utilized by other high-performing charter school networks, including IDEA Public Schools in Texas and Uncommon Schools on the East Coast. In creating its staffing model, BBACS reviewed the staffing models for these organizations because of their track record for success and recent experience expanding across state lines. This analysis helped BBACS deepen its understanding of the importance of ensuring teachers were adequately assisted by leadership and student-support staff so that they can focus on providing robust support and differentiation for their students, including students with diverse learning needs. For that reason, this model includes both a robust school leadership team and some staff not commonly seen in traditional elementary schools, including co-teachers for all K-2 classrooms. This additional instructional staff member per class will ensure that all students receive the additional support they need to attain grade level proficiency by the end of third grade. This staffing structure is also designed to support teachers to specialize in a particular content area. This is important to prepare students for New York State's rigorous P-12 Common Core Learning Standards. BBACS is confident in its proposed staffing model because it has proven successful at BRICK in the past, reflects lessons learned from other high-performing charter schools, and has been updated based on collaborative efforts to ensure the model meets the unique needs of the Buffalo community.

The BBACS staffing model was finalized to ensure that it addressed the key priorities described below:

1. **Co-teaching.** BBACS will prioritize having two teachers in early elementary classrooms, specifically K-2. In these grades, students need significant support from adults and benefit from smaller teacher to student ratios. In addition, prioritizing co-teaching in these grade levels ensures that all BBACS students will be able to develop the mastery of foundational literacy and mathematical skills that is critical for future academic success. In grades 3-5, BBACS will also have at least one co-taught classroom per grade level to provide support for students with disabilities in alignment with their IEPs.
2. **Enabling instructional leadership.** BBACS will prioritize ensuring that all instructional leaders and teachers have the support necessary to ensure that they can focus on ensuring high-quality instruction happens in all classrooms each day. In some schools, administrators must take on numerous tasks that prevent them from focusing on teaching and learning. As a result, BBACS will use a co-leader model that ensures the school is led by both a principal and a Director of Operations. The Director of Operations will serve in a key leadership capacity that enables the principal to devote themselves entirely to serving as an instructional and cultural leader. In addition, BBACS wants to ensure that teachers receive ample support to deliver high-quality instruction each day. As a result, the proposed staffing model includes instructional leaders that each oversee a critical part of the instructional program (including a Vice Principal of Instruction - K-5 Math and Science, Vice Principal of Instruction- K-5 Literacy and Social Studies, Vice Principal of Culture, Director of Special Education and a Coordinator of English as a New Language). In addition, each of these staff members has a manageable coaching load that permits them to provide high-quality content-specific support to their teams.

3. **Developing content expertise.** BBACS also has created a staffing model that is designed to ensure that staff members can develop functional expertise in specific instructional content areas. Rather than teach all subjects, as is common in many elementary schools, teachers will specialize in one or two content areas so that they can commit themselves to mastering content-specific best practices and can dedicate the time necessary to fully prepare to deliver high-quality lessons to their students.
4. **Promoting staff sustainability.** BBACS also recognizes that the work of a teacher can be demanding, especially for elementary teachers who teach all subjects. As a result, ensuring that elementary teachers do not have to prepare for all subjects each day helps to promote staff sustainability. BBACS is committed to supporting teacher sustainability by minimizing the number of different courses that teachers must prepare for and by ensuring that all teachers have ample prep time during the day to prepare for lessons. In addition, ensuring that campus leaders have a reasonable number of staff members to manage and can focus in specific content areas also helps to promote leader sustainability.
5. **Supporting special populations.** BBACS is also committed to serving a population of students that is representative of the East Side of Buffalo. As a result, BBACS has customized the standard BRICK staffing model to ensure that there are additional supports for students with disabilities and students who speak English as a New Language. For example, the BBACS model includes hiring both a Director of Special Education and Coordinator of English as a New Language in year one. In addition, even though BBACS will be able to access special education services from the Buffalo Public Schools, the school budget also includes funds for special education teachers and a school psychologist to ensure that it can effectively serve all students. The school's proposed budget also includes supplemental funds for special education services to ensure that the school's special education students always receive the services they need to thrive.

Staff salary and compensation

The BRICK Education Network worked with the BBACS Board to develop a compensation model for BBACS. As part of this work, BRICK shared the results of an internal compensation and benefits study conducted by Stronger Consulting. In this study, current BRICK teachers, and other teachers from New York and New Jersey, indicated that they preferred compensation models that prioritized larger base salaries for staff, rather than an expanded benefits package. As a result of this information, the BBACS Board evaluated the compensation structures of other local charter schools and traditional school districts. The Board found that many local charter schools actually pay salaries that are below the salaries offered by local traditional school districts. The Board also learned that several local charter schools have attributed recent increases in teacher attrition to teachers finding new jobs in nearby suburban school districts.

In response, the BBACS Board committed to paying staff salaries at the 75th percentile as determined by local compensation levels. BBACS believes such salaries will appropriately compensate staff for the work they do, while also supporting staff recruitment and retention. Based on subsequent review of publicly available teacher salary schedules prior to starting the budgeting process, BBACS decided to anchor to the salary scale used by BPS. However, BBACS

also added an additional increment of 10% above that scale to produce its own draft pay scale. Both the current Buffalo Public Schools pay scale and the draft BBACS pay scale can be found in ***R-23b-Supplemental Attachments***. Since BPS currently starts staff members on the second step of the scale, this means that a first year BBACS teacher with a bachelor's degree would receive a starting salary of \$43,484 and a first-year teacher with a masters' degree would receive a salary of \$49,345. These starting salaries are approximately \$4,000 higher than the salaries of new BPS teachers. These salaries are also higher than the publicly available starting salaries from many local suburban districts, including Amherst and Clarence.

In addition, BBACS recognizes that strong salaries are only the starting point for creating a strong employee value proposition. As a result, BBACS also plans to offer additional benefits to all of its employees as well, including:

- Comprehensive medical, vision and dental coverage
- a 4% 403b match for all eligible employees
- Access to a staff laptop
- Eight sick days and three personal days per calendar year
- Additional scheduled vacation time each July for 12-month employees

BBACS also plans to offer additional incentives to ensure a strong founding team is in place in Buffalo, including:

- A longevity bonus for founding staffing members. Modeled after a similar program in Newark, founding Buffalo staff members will be eligible for a \$5,000 retention bonus if they are employed at BBACS for at least five years in a position that requires certification or a leadership position. Staff members employed at BACS for at least five years in a position that does not require certification would be eligible for a \$2,500 bonus.
- The BBACS Principal and Director of Operations will also be eligible for an annual performance-based bonus.

BBACS recognizes that it is important to continue to review its overall employee value proposition to ensure that it is providing strong support to staff and remaining competitive in the local market. As a result, the BBACS Board will review its employee value proposition each year to determine what adjustments need to be made to adjust for cost of living or other factors.

Remote instruction

During the COVID 19 pandemic, BRICK was able to provide significant support to its schools as they worked to transition instruction online, to update their facilities to meet new health and safety requirements, and to update their policies and procedures to support different methods of instruction. As a result, BBACS believes that its staffing model and partnership with BRICK would enable the school to transition successfully between different methods of instruction based on changing community health requirements.

Last year, BRICK's flagship campus, the Achieve Community Charter School, was able to successfully make the transition to provide online instruction to all of its students. At Achieve, elementary students received daily synchronous lessons in reading and math, including small group synchronous lessons to ensure students received the differentiated support they needed.

Students also had dedicated time in their daily schedules to complete asynchronous activities, which were developed and placed online by BRICK's academic directors. In addition, student schedules included time for daily check-ins with their teachers so that they could receive any necessary assistance with school technology platforms and additional personalized academic support. As a result, unlike many schools in the Buffalo area, BRICK was able to ensure that all of its students had access to the technology necessary to participate in remote learning and were able to receive synchronous lessons each day from their teachers in ways that closely reflected the school's standard approach to in-person learning. For more information on BRICK's transition to remote learning, you can access a draft of the network's virtual reopening guidebook in **R-23b-Supplemental Attachments**. In addition, since the BBACS staffing model is based on the Achieve staffing model, the BBACS team is confident that it would be able to use the proposed staffing model to deliver daily synchronous lessons opportunities and strategic small group support, even during virtual instruction. Some examples of how the current staffing model and partnership with BRICK can support this transition are found below:

- **Network curriculum.** Since all BRICK schools use the same curriculum, assessments, and instructional resources, BRICK would update these resources as needed to use in online or hybrid settings. This includes ensuring that teachers have ready access to the materials necessary to deliver their synchronous lessons online and that students have access to asynchronous content as well to support their learning.
- **Instructional training.** BRICK would also offer comprehensive training for instructional staff regarding how to deliver instruction online. For example, the network has previously provided training on how to use Zoom and Nearpod effectively to engage students as well as how to deliver each of its content blocks online (for example, by delivering elementary math lessons online via Nearpod and guided reading lessons using RAZ kids resources).
- **Shared lessons.** Since BRICK schools will use the same scope and sequence documents, schools would also be able to share lesson delivery in an online setting. This means, for example, that a 1st grade student in Buffalo would be able to receive a remote lesson from a 1st grade teacher in Newark or even a BRICK network literacy director, if needed. This flexibility would enable the school to ensure it can best support families by offering additional times for live lessons and additional opportunities for small group tutoring support in a virtual setting.
- **Staffing flexibility.** The partnership with BRICK would also offer additional staffing flexibility. If needed, a BRICK staff member in a different region or a BRICK network director could fill in to provide online instruction if necessary. This staffing flexibility would enable the school to successfully navigate the staffing challenges faced by many schools as a result of COVID 19.
- **Special populations.** In the past, when BRICK schools needed to provide remote instruction to students, they worked closely with staff and community partners to ensure that some students were still able to access in-person learning, especially students with special needs and students who are learning to speak English as a new language. BBACS has added additional staffing at its campus to support these special populations of students and would be able to leverage its additional staffing in these areas to prioritize providing additional in-person learning opportunities for its special populations of students during future pandemic related school closures.

B. QUALIFICATIONS AND RESPONSIBILITIES

Provide a list of qualifications and responsibilities for each position, including all instructional and administrative positions.

b. Qualifications and Responsibilities

Instructional Leadership

School Principal: The BBACS Principal will report to the BBACS Board of Trustees and will be supported by the BRICK Buffalo Regional Director of Instruction/Superintendent. The primary responsibilities of the principal are to provide instructional leadership and oversee all academic matters and school culture, including but not limited to student outcomes, character education, student culture, teacher training, curricula, academic data analysis, and testing. The BBACS principal must have at least 5 prior years of experience, preferably in a high-performing charter school, have a passion and commitment for the community served, a track record of leading stakeholders to achieve ambitious goals, and have demonstrated the ability to develop the leadership capacity of others. In addition, the BBACS Principal must also meet the network readiness criteria for Principals. That criteria can be found in ***R-23b-Supplemental Attachments*** and is described in detail in ***R-09ad-Instructional Leadership***. This role requires a master's degree and New York state School Building Leader certification is preferred.

Vice Principals of Instruction: Vice Principals of Instruction are instructional leaders and managers that report directly to the principal. They coach and evaluate teaching staff that deliver instruction in a similar content area (one VP of Instruction manages all K-5 mathematics teachers and a science teacher; the other VP of Instruction manages all K-5 literacy teachers and a social studies teacher). BBACS Vice Principals of Instruction have demonstrated strong academic results as a teacher and have also led a grade level or department to reach its vision and goals. Vice Principals of Instruction have a deep understanding of the instructional expectations in New York state, including state standards and state assessments. In addition, Vice Principals of Instruction must have a deep understanding of best instructional practices in the content area they will coach. BBACS Vice Principals of Instruction must also meet the network readiness criteria for Novice Vice Principals. This role requires a master's degree and New York state School Building Leader certification is preferred.

Vice Principal of Culture: The Vice Principal of Culture assists the principal to foster a positive school culture. He/she is responsible for the planning, coordination, and administration of school activities and programs, including the implementation of social emotional learning curricula, student conduct and attendance, athletics and extracurricular programs, and the supervision and evaluation of assigned personnel, including specials teachers (i.e. physical education, music, art, etc.). BBACS Vice Principals of Culture have demonstrated an ability to lead school culture because they have experience managing large groups of students and a track record of building relationships with families and successfully navigating parent concerns while also demonstrating

a knowledge of and respect for the communities served. Vice Principals of Culture have a deep understanding of the cultural expectations for students in New York state, including expectations related to student discipline and family engagement. Vice Principals of Culture must also meet the network readiness criteria for Novice Vice Principals. This role requires a bachelor's degree. However, a master's degree and New York state School Building Leader certification is preferred.

ENL Coordinator: The ENL Coordinator is responsible for ensuring that the school provides comprehensive programming to meet the needs of students who are learning to speak English as a new language. As a result, the ENL Coordinator is responsible for ensuring that the school meets all New York state and federal requirements for serving students who are learning English as a new language and for supervising any ENL teachers. In addition, the ENL Coordinator provides direct services to students when needed. This position requires a master's degree and NY state certification as a teacher of English to speakers of other languages (TESOL). The ENL Coordinator should have at least two prior years of experience teaching ENL students as well as knowledge of collaborative teaching and how to differentiate and scaffold instruction at the elementary level.

Director of Special Education. The Director of Special Education is responsible for ensuring that the school provides effective programming to meet the needs of its students with disabilities in accordance with both federal and state law. The Director of Special Education is responsible for ensuring that all aspects of the school's special education model are implemented effectively, including integrated collaborative teaching, direct and indirect SETSS, and the school's resource room. In addition, the Director is responsible for ensuring the ongoing effective delivery of related services (such as physical therapy, occupational therapy, and counseling). The Director of Special Education also provides direct services to students when needed. In addition, the Director of Special Education plays a pivotal role in serving as a liaison to the CSE of the Buffalo Public Schools to ensure that students with disabilities are appropriately identified, that students have effectively written IEPs, and that students receive the services in those IEPs in a high-quality way to ensure student success. The Director of Special Education position will require a master's degree and New York state certification as a Teacher of Students with Disabilities. In addition, this position requires the ability to meet all state and federal guidelines to be fully licensed at the "High Qualified" ESSA level. This position requires at least three prior years of experience as a special education teacher or administrator in New York state and deep knowledge of special education compliance in New York. This position also requires a knowledge of collaborative teaching and how to differentiate and scaffold instruction at the elementary level. Prior experience working successfully with the CSE of the Buffalo Public Schools is strongly preferred.

Instructional Staff

Teachers: Teachers are responsible for teaching classes of students to ensure they achieve their academic goals in a supportive and positive classroom environment. They maintain and enrich their expertise in the subject area(s) they teach as well as the curriculum; foster a positive school culture; develop lesson plans that ensure students' attainment of grade-level learning standards

in alignment with the school's curriculum; provide instruction (full class, small group, and individual); create customized and flexible lesson plans to meet individual student needs; prepare students for all required assessments; analyze data and use it effectively to improve instruction and student learning; provide an inclusive, exciting, innovative learning environment; manage the classroom; serve as mentors to students; implement students' individualized education programs (IEPs), if applicable; ensure the needs of students with disabilities, ENLs, and advanced students are served at the highest levels; and perform other duties as deemed appropriate by the principal. This role requires a bachelor's degree, with a master's degree preferred, and valid NY state teacher certification. Two prior years of successful classroom teaching experience is preferred.

Special Education Teachers: Special Education Teachers are licensed in New York to teach students with special needs. They provide instruction to students that is consistent with the special education program offered by the school (which includes ICT, direct and indirect SETTS, resource room and related services). As a result, special education teachers both provide direct instruction to students and also collaborate with other teachers to ensure that instruction effectively meets the needs of students with disabilities. This position requires a master's degree and the ability to meet all state and federal guidelines to be fully licensed at the "High Qualified" ESSA level. Two prior years of successful classroom teaching experience is preferred.

ENL Teachers: ENL Teachers are licensed to teach English to speakers of other languages (TESOL) in New York. They work closely with non-native speakers to help them learn to speak, read, understand, and write in English. ENL teachers provide direct instruction to students and collaborate with other teachers to ensure lessons are appropriately differentiated to meet the needs of ENL students. This position requires a master's degree and the ability to meet all state and federal guidelines to be fully licensed at the "High Qualified" ESSA level. Two prior years of successful classroom teaching experience is preferred.

Specials Teachers: Special area teachers instruct elective-style classes, including art, music, theater, dance, and physical education. Specials teachers have the same responsibilities as other teachers and a passion for their particular content area. These roles require a bachelor's or master's degree and a valid NY state teacher certification. Two prior years of successful classroom teaching experience serving multiple grade levels of students is preferred.

Cultural Staff

Associate Dean: The Associate Dean assists the Vice Principal of Culture to foster a positive school culture. He/she supports the planning, coordination, and administration of school activities and programs, including the implementation of SEL curricula, student conduct and attendance, athletics and extracurricular programs. This position requires a bachelor's degree. A prospective Associate Dean must also demonstrate at least two prior years of successful work supporting and building relationships with students and their families. Prior experience working directly with families on the East Side of Buffalo is preferred.

Social Worker: The school's social worker helps parents, students, and school staff identify needs that interfere with learning and work with students to get the services they need. This role requires a master's degree. A prospective social worker must also demonstrate at least two prior years of successful work supporting and building relationships with students and their families. In addition, a prospective social worker must possess strong knowledge of the social service agencies that serve the community of East Buffalo and the specific services they provide. A successful track record of partnering with social service agencies to support students and families on the East Side of Buffalo is preferred.

School Nurse: The School Nurse provides physical, emotional, mental and social support services to scholars and staff. The school nurse will also be responsible for working with the operations team to ensure that the school is in compliance with all state and federal health regulations and policies. The nurse will be a licensed registered nurse with a valid and current New York State license. Experience working in a school setting or with a pediatric population for at least a year is preferred. In addition, a preference is given to nurses that have experience providing services to families on the East Side of Buffalo.

School psychologist. The school psychologist provides individual and group counseling to students to support their overall social and emotional development and well-being. The school psychologist also supports the school's administration and staff to identify students who may need additional counseling support, including by reviewing student survey data and information from families. The school psychologist also supports school staff to continue to refine its program and support of students based on the needs of students. The school psychologist also collaborates with the Director of Special Education to ensure the school has an effective partnership with the CSE of the Buffalo Public Schools. The school psychologist position requires a masters' degree and NY state certification as a school psychologist. Prior experience working directly with families from the East Side of Buffalo is preferred.

Operations Staff

Director of Operations: The Director of Operations serves as a co-leader of the school, partnering with the school's principal. The Director of Operations is responsible for operations leadership and overseeing all non-instructional operational matters, including but not limited to school operations, administrative matters, facilities, communications, enrollment, student-records management, logistics, technology, budget/financial matters, contracts, and school-safety and health matters. As a result, they supervise a team of operations and administrative personnel. This position requires a bachelor's degree and at least two years of management-related experience. Prior experience leading the operations of a charter school is preferred.

Operational manager: The Operational Manager assists the Director of Operations in ensuring that the school has strong school-based operations. This staff member is primarily responsible for back office operational tasks, including, but not limited to, maintaining the school's student information system, executing the school's procurement policies, and assisting with state reporting. The Operational Manager supports the Office Manager by ensuring that the

information collected from families is appropriately entered into the school's student information system and appropriately filed as part of each student's records. The Operational Manager also uses this information to produce the student information needed for ongoing reports to internal and external stakeholders. This position requires a bachelor's degree. Prior experience supporting school-based operations of a charter school is preferred.

Office Manager: The Office Manager also assists the Director of Operations in ensuring that the school has strong school-based operations. This staff member is primarily responsible for running the main office in a way that provides strong customer service and support to students, families, and staff. The Office Manager is responsible for warmly greeting stakeholders that enter the main office and providing strong support to those stakeholders based on their individual needs. The Office Manager answers the school's phone, takes messages as needed, and ensures that school staff follow up appropriately. The Office Manager also works closely with all new families to make sure that they successfully complete all of their enrollment paperwork. This position requires strong interpersonal skills and the ability to build relationships with students, families and staff. This position also requires the ability to work in a fast-paced environment and to effectively multi-task. Prior experience in customer service is preferred.

Family and Community Engagement Specialist: The Family and Community Engagement Specialist supports families in accordance with BBACS's belief that students achieve their greatest potential when parents are active partners in their child's education. Through frequent dialogue and consistent communication, the Family and Community Engagement Specialist creates strong relationships with parents to help them support their children in school and at home, thereby creating a school environment in which parents feel welcome to voice their concerns and participate as full members of the community. This staff member plays a pivotal role in supporting each family to access the appropriate services they need from BRICK's ecosystem partners (for example, by supporting a family in need to access specific health care supports through Jericho Road). This staff member also works with the school leadership team and families to provide strong extra-curricular programs to students and families, including any before and after school care and activities. This staff member is also a part of the school-based recruitment team and, as a result, supports community outreach and the recruitment of students. This role requires a bachelor's degree or two years of systems and operations experience. In addition, prior experience supporting families on the East Side of Buffalo to access community resources is highly preferred.

Assistant Facility Manager: The Assistant Facilities Manager (AFM) is responsible for maintaining the BBACS school building and grounds in a healthy, safe and sanitary manner. As a result, the AFM is responsible for developing an annual schedule for the care of the building and grounds that includes scheduling required inspections and ongoing preventative maintenance. In addition, the AFM partners with the DOO to state the expectations for ongoing custodial service as well as any modifications to those services that are necessary because of changes to local health department guidelines. The AFM provides leadership to ensure both the successful completion of annual tasks and routine custodial tasks. At the start of the charter term, the AFM executes these custodial tasks personally. However, once a custodian is hired, the AFM

supervises the custodian. The ideal candidate has prior experience as a custodian and experience managing school facilities.

Custodian: The school custodian cleans the building, equipment, and furnishings of a school. Prior experience as a school custodian is preferred.

c. Staff Recruitment and Retention

Describe plans to recruit and retain staff, particularly high-quality teachers, including:

- *The processes and policies to recruit and hire teachers and other staff, and*
- *The strategies for retaining high-quality teachers*

NOTE: If a business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan response in lieu of addressing these questions in full in the proposal.

The BBACS team strives to hire candidates that are mission driven and dedicated to closing the opportunity gap in Buffalo. As a result, the school plans to recruit and select staff that not only have strong credentials, but also an unwavering belief in the students and community served. BBACS is also committed to recruiting, selecting and retaining educators with deep ties to the East Buffalo community—including educators that look like the community they serve. In this regard, BBACS is fortunate to be able to rely on the expertise of BRICK, which has a strong track record of recruiting a diverse staff that reflects the community served. Since the staff of most Buffalo city schools does not reflect the students they serve, BBACS recognizes that it must prioritize finding, recruiting and retaining diverse, talented educators. A brief summary of how the school plans to recruit and retain staff members is provided below:

To recruit high-quality staff:

BBACS will use the following strategies to recruit high-quality staff members:

- **BRICK support.** BBACS will be able to rely on the BRICK Education Network to provide comprehensive talent recruitment and selection services, even during the school’s incubation period- a distinct advantage over most local charter schools that do not have full time talent staff members during the first year of operation. BRICK will provide talent recruitment supports that are based on national best practices, such as those identified in a recent report by the National Alliance for Public Charter Schools, “National Best Practices: Teacher Recruitment and Pipelines - Understanding best practices, case studies, and resources from across the nation”¹ as well as strategies that have proven effective in the network’s multiple schools in New Jersey. Each of the three pillars of BRICK’s talent recruitment approach are named below along with additional information regarding the specific supports that will be provided to the school by BRICK staff:

¹http://www.edfuel.org/wp-content/uploads/2017/08/National-Best-Practices_Teacher-Recruitment-and-Pipelines_FINAL-2.pdf

○ **Pillar 1: Build a community around talent**

- *Focus on retention.* At BBACS, all leaders will be focused on staff member retention as a critical part of ensuring that the school is always fully staffed with high-quality teachers. As a result, BRICK leaders will conduct stay conversations with high performing staff members earlier in the year so that they know that their work is appreciated and can gain any support they need, including access to information about future leadership opportunities. BRICK talent staff members also conduct personal one on one check ins with all staff members approximately 30 days after they are hired to ensure that they have had a strong start with the organization and can access any support they need. BRICK talent staff also help administer the network's organizational health survey so that leaders have the data they need to understand the staff culture of their school and take efforts to continually strengthen that culture. In addition, BRICK talent staff conduct structured exit interviews with all staff members that leave BRICK schools to determine how the school can adjust its approach as needed to maximize staff retention.
- *Focus on internal referrals.* BBACS recognizes that research shows that employee referrals often lead to the greatest proportion of new hires and the most effective new hires. As a result, BRICK talent staff will lead internal employee referral campaigns to identify prospective staff members for BBACS. In addition, the BRICK talent staff will work to also create referral programs with BRICK Buffalo's partner organizations. Since BRICK will be relatively new to the Buffalo community, the team is committed to expanding its traditional approach to referral campaigns so that staff members at partner organizations in Buffalo are also eligible for referral bonuses.
- *Focus on collaborative recruitment.* BRICK Buffalo will also work collaboratively with partner organizations to launch aligned recruitment campaigns. For example, the BRICK talent staff will work with City Year Buffalo and the Relay Graduate School of Education to recruit City Year staff members to the school.

○ **Pillar 2: Build a Data-Informed Recruitment Plan**

- *Focus on tracking and analyzing data.* BBACS recognizes that it is important to set clear goals to measure the experience of potential staff members (for example, by setting goals related to the time it takes for candidates to complete the entire recruitment process and the average response time from a member of the talent team). In addition, BBACS recognizes that it must track how hires initially heard about BRICK so that the team can prioritize the highest-leverage recruitment strategies. Fortunately, the BRICK talent team uses an applicant tracking system (ATS) that tracks a variety of measures related to the candidate experience and talent sourcing. As a result, BRICK talent staff members share these resources

with the school so that the school can respond to any gaps in the talent recruitment process and ensure a high-quality candidate experience.

- *Focus on an annual recruitment calendar.* BBACS has learned that it is important to implement a year-round recruitment strategy to identify and recruit candidates to Buffalo. As a result, BBACS will create an annual recruitment calendar that includes a series of events to help the school attract high-quality candidates. The specific events will involve members of the school but will be planned, facilitated, and publicized by members of the BRICK talent team. A draft list of events for the pre-launch year includes:
 - Monthly informational sessions and tours of the BBACS campus
 - Information sessions directly for the staff members of partner agencies and ecosystem partners (such as City Year, Teach for America Buffalo, Jericho Road and Catholic Charities).
 - A monthly social media newsletter that shares information about the school and includes information about founding positions
 - A monthly series of free online professional development sessions that are open to all Buffalo educators that will be led by BRICK staff.
 - Participating in local job fairs for schools of education (including University at Buffalo, Buffalo State, and Canisius College).
 - Posting directly on the job sites most commonly used by teachers in the Buffalo area, specifically the Erie 1 BOCES Western New York Applicant Tracking system, as well as sites that are commonly used across the country (such as on LinkedIn, Glassdoor, and Indeed).
- **Pillar 3: Actively Recruit Talented, Mission-Aligned Staff**
 - *Focus on online marketing.* BBACS recognizes that it is important to have a strong online presence that clarifies the mission and vision of the school and ensures that talented, mission-aligned staff are aware of opportunities at the school. As a result, BRICK talent staff will collaborate with the school team to produce an employee value proposition that clarifies what is unique about BBACS by distinguishing how the school is different from other schools in Buffalo. The BRICK talent team will then produce aligned recruitment materials to support online recruitment, including: professional fliers describing why applicants should work at BRICK, job descriptions for projected positions, job postings for those positions, and social media blurbs to market those positions across a variety of platforms, including on the BRICK Website, Facebook, Twitter and Instagram. The BRICK talent team will manage all of these postings and ensure that prospective BRICK employees receive timely responses to any employment inquiries. BRICK talent team members will also conduct targeted recruitment to individuals that may be interested in working at BRICK (for example, by reaching out directly to local educators via LinkedIn).

- *Focus on pipeline programs.* BBACS recognizes that charter schools also need to develop strong pipeline programs for recruiting future staff members. As a result, BBACS has spent the last year working to develop relationships with community partners to build these pipelines. Three high-leverage partnerships are described below:
 - **City Year/Relay Partnership.** BBACS has formed a partnership with City Year Buffalo and the Relay Graduate School of Education. This partnership will lead to placing seven City Year staff members at BRICK each year throughout the charter term. While at BRICK, these staff members will provide high-leverage support to the school, including by assisting with before and after care and providing one on one mentoring and instructional support. However, City Year staff members that have bachelor's degrees will also be able to enroll in Relay New York's teacher residency program to obtain teacher certification. BRICK will also reimburse City Year staff members for the full costs of Relay's residency program if they become certified lead teachers at BRICK.
 - **Teach for America Buffalo.** Both BRICK and the BRICK Buffalo regional office are led by Teach For America alumni. As a result, BBACS has partnered with Teach for America Buffalo to work together to recruit additional staff members to BBACS. TFA Buffalo has agreed to help directly to source potential staff members for BBACS and to collaboratively hold events to ensure that TFA corps members and alumni are aware of opportunities in Buffalo.
 - **Buffalo State Internship.** BBACS has also partnered with Dr. Marcus Watson, a member of the Buffalo State faculty, to begin providing internships for students in the Africana Studies department. Since BRICK has an emphasis on creating schools with a diverse faculty and a school culture rooted in the African humanistic principle of Ubuntu, there is a natural connection to Africana Studies.

To select a high-quality staff:

BBACS recognizes that it is responsible for having a rigorous selection process to identify talented, mission-aligned staff members who are passionate about closing the opportunity gap in Buffalo. As a result, BBACS will follow the five-step selection process that BRICK has developed over time; a process which has already proven successful at BRICK's fresh start school, the Achieve Community Charter School. This rigorous five step selection process applies to all positions and is briefly described below:

1. Application review: The selection process starts after a candidate completes a formal application for an open position. These applications require a candidate to submit a

resume and to answer some additional questions, including open ended questions. A member of the BRICK talent team then reviews the application to determine if:

- a. the candidate meets the baseline expectations for the position
 - b. there is positive evidence from the resume or application that indicates that the applicant is a strong candidate for a position (such as successful prior experience in the same role or familiarity with a particular system or approach the school uses).
 - c. there is any negative evidence from the resume or application that would suggest that the candidate may not be a strong candidate (such as frequently changing positions, or open-ended answers that do not express an adequate appreciation of and respect for the community served).
2. Phone interview: A member of the BRICK talent team then conducts a phone interview with each candidate. During these interviews, candidates respond to a variety of questions about their prior experiences as well as questions that are designed to gauge their alignment with the organization's mission and approach. Each interview also includes at least one scenario-based question that requires candidates to respond to a scenario that may commonly occur in the position they are applying for.
 3. Project submission: Prospective candidates that advance then complete a project to demonstrate that they have the knowledge and skills required for the position they are applying for. Since these projects are specific to the individual positions, they vary widely depending on the position. For example, teachers are assigned to internalize and then teach a lesson in the content area that they are applying to teach. School Leaders are assigned to conduct a coaching session with a teacher. A member of the BRICK talent team reviews the quality of the project and debriefs the project with the applicant, celebrating the effective parts of their work and sharing feedback on any part of the project that could be improved.
 4. Live interview: Prospective candidates will then participate in a live panel interview with members of the BBACS team. These panel interviews offer the members of the school team an opportunity to get to know each candidate by learning about their personal leadership journey and commitment to educational opportunity in Buffalo. Staff members are also able to ask the staff member questions related to the candidate's past experiences and the type of school team that they would like to join. Panelists are also able to ask the candidate follow-up questions from previous parts of the process (for example, questions about specific things that occurred during a teacher's sample lesson or follow up questions about a written response on their application). These panels will include a diverse mix of staff members and, once the school has students enrolled, a parent or guardian whenever possible.
 5. Reference checks: Prospective candidates then submit at least three professional references, including at least one reference from a current or former supervisor. A member of the BRICK talent team or the hiring manager then completes a reference for

each of the references to determine if they would like to extend an offer of employment to the applicant.

To ensure an equitable experience for candidates, BBACS will work with the BRICK Talent team to ensure that all parts of the selection process include clear selection criteria of positive and negative evidence for each question and stage in the process. All staff that will participate in this process receive anti-bias training. In addition, prior to conducting any formal interviews, participating staff members will review the selection rubrics for each position, the standardized questions and tasks for each stage of the interview process, and information about legal requirements for interviewing. BBACS believes that a clear process and effective training will help to mitigate bias in selection and ensure that the school is able to select the strongest possible team.

At each step in this selection process, prospective candidates must display examples of BRICK Buffalo Academy's core values to be advanced. Demonstration of any behavior that deviates from these core values may result in the candidate being dismissed from the selection process.

To retain high-quality staff:

BRICK Buffalo Academy Charter School recognizes that it must also have strategic plans for retaining high-quality staff members. As a result, BBACS will use the following strategies to retain high-quality staff:

- **Sustaining a high-quality work environment.** Most importantly, BBACS believes that having a strong organizational culture leads to high levels of staff satisfaction and retention. BRICK has been able to demonstrate its ability to create strong school cultures, even during the COVID 19 pandemic. For example, 95% of Achieve staff agreed with the statement "this is a positive place to work" on an organizational health survey administered during the COVID 19 pandemic. This data is particularly impressive because a RAND study from the same time period found that other teachers across the country were experiencing increased levels of stress and planning to leave their jobs at higher rates. As a result, BBACS will ensure that it adopts a similar approach to creating a strong staff culture by:
 - Holding an annual series of staff development sessions designed to strengthen the team's overall mission alignment.
 - Administering an annual organizational health survey to measure the strength of staff culture
 - Supporting the school leadership team to build action plans to respond to staff survey data
 - Ensuring campus leaders have annual 360 evaluations and use the data from these evaluations to inform their personal development plans
 - Holding regular office hours with school leadership and BRICK Talent team members for staff to voice concerns as they come up

- **Career advancement opportunities.** BBACS has also designed its staffing model to ensure that staff members have numerous opportunities for career advancement if they achieve success in their roles. For example, a strong Kindergarten math teacher could become a Vice Principal of Instruction for K-5 mathematics and science and then a principal. A strong Operational Manager could become a Director of Operations. The presence of a variety of leadership roles at the campus creates career ladders for all staff and, as a result, will contribute to high staff retention.

- **Leadership opportunities.** BBACS also believes providing staff members with access to stretch leadership opportunities can help with retention. As a result, BBACS will offer several leadership roles that staff members can access if they would like to assume more leadership at the campus. During the charter term, BBACS plans to begin offering the leadership roles described below:
 - **Grade level chairs.** Grade level chairs (GLCs) help lead the efforts of a particular grade level at the campus. They are responsible for planning grade level culture events, such as community meetings or Fun Friday. They also facilitate grade level team meetings and take on other responsibilities to support the other teachers on their grade level.
 - **Course leaders.** Course Leaders help to lead the BRICK Network’s efforts to develop teachers in a particular content area. For example, a Course Leader may be responsible for kindergarten literacy. In this role, the Course Leader may provide professional development to all BRICK Kindergarten literacy teachers and may facilitate weekly lesson unpack meetings designed to help teachers internalize their lessons for the next week.
 - **Mentor teachers.** Mentor teachers help to support the development of new teachers, including teachers that are enrolled in the Relay teacher residency. Mentor teachers help their residents prepare for lessons, deliver those lessons, and reflect on how to continually increase their effectiveness.

- **Teacher planning time.** BBACS also believes that it is critical to ensure that the work of a teacher is sustainable. Nationally, research has shown that teachers of at-risk populations leave the profession at higher rates and cite higher rates of teacher burnout. As a result, BBACS will structure the schedules so that teachers have ample prep time during the school day. The current draft schedules for teachers include approximately 90 minutes of preparation time as well as a 45-minute lunch break. While some time each week will be used for important meetings (like instructional coaching meetings, department meetings or grade level meetings), BBACS will focus on ensuring that significant teacher prep time is preserved each week to ensure teacher job satisfaction and retention. In addition, the sustainability of BBACS teachers will also be supported by the work of BRICK’s directors. For example, BRICK’s academic directors produce all instructional materials necessary for daily instruction and BRICK’s performance team will produce all data reports that teachers need to analyze their data. As a result, teachers can use their prep time focused on preparing for their lessons and analyzing student work to best support their students,

rather than other administrative tasks that have been shown to contribute to teacher burnout.

High-leverage partnerships

BBACS also recognizes that successful expansion will require that the school develops clear plans for developing its own teachers. As a result, BBACS is excited to have developed a partnership with City Year Buffalo and the Relay Graduate School of Education that is designed to ensure that BRICK has access to an ongoing supply of effective, mission-aligned educators. As part of this partnership, BBACS will maintain a contract with City Year that will lead to the placement of seven City Year staff members at BRICK during each year of the first charter term. While at BBACS, these staff members will provide high-leverage support to the school, including by assisting with before and after care and providing one on one mentoring and instructional support. City Year staff members that have bachelor's degrees will also be able to enroll in Relay New York's teacher residency program to obtain teacher certification. BRICK will also reimburse City Year staff members for the costs of Relay's residency program if they become certified lead teachers at BBACS. Over time, BBACS estimates that it could have three potential teachers each year who are interested in moving from their City Year placement into full-time teaching positions at BBACS.

R-12d - Personnel Policies

Submit a copy of the proposed education corporation's personnel policies.

Over the last year, the BRICK Buffalo Academy Charter School Board has worked with the BRICK Buffalo regional office to create draft personnel policies for the proposed school. These policies can be found in the draft employee handbook for the proposed school. That handbook begins on the next page of this document.



**BRICK BUFFALO ACADEMY
CHARTER SCHOOL**

A BRICK EDUCATION NETWORK SCHOOL



BRICK BUFFALO ACADEMY CHARTER SCHOOL EMPLOYEE HANDBOOK

HANDBOOK INTRODUCTION

1.1 Welcome to **BRICK Buffalo Academy Charter School**, a partner school of the **BRICK Education Network**

BRICK Buffalo Academy Charter School's VISION

BRICK Buffalo Academy Charter School (BBACS) believes in relentlessly knocking down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that every child will have an unimpeded path to unlocking their limitless potential.

BRICK Buffalo Academy Charter School'S MISSION

At BBACS, we will graduate a community of learners who will contribute positively to our global society and embrace their role as architects in building a just and better world. We use a holistic approach to ensure that students from East Buffalo neighborhoods have the knowledge, skills and support needed to be college, career and life-ready upon graduation. Our school provides a rigorous, inclusive and culturally responsive curriculum that challenges students academically and builds their social emotional competencies. We also immerse our families in an ecosystem of rich community partnerships to support them in maintaining the stable and healthy homes necessary for children to thrive. In partnership with our families, we empower our students to draw strength from their identity and become leaders in their communities.

BRICK Buffalo Academy Charter School'S CORE VALUES

All staff within the BRICK Education Network adopt and exemplify the same core values. These values are described below. Regular professional development covers the core values and gives staff a chance to practice using the core values and receiving feedback on their behaviors as they align to the core values.

- **Relentlessness:** We pursue our mission to give all children a world-class education with fierceness and urgency, and we don't back down from tough fights.
- **Restless improvement:** We never stop pushing ourselves to innovate and we aren't afraid to take risks if it means that we can better serve our students.
- **Savvy ambition:** We are visionary thinkers who are never satisfied with the status quo. We work tirelessly toward a vision of transforming public education with a pragmatism and political astuteness that leads to real change right now.
- **Faithful commitment:** We are driven in our work by a deep faith: in the children and families we serve, in the mission of our work and in the attainability of our vision for the future.
- **Compassion:** We serve our students and families with empathy and understanding. Our work is rooted in love.
- **Accountability:** We honor our commitments and keep our promises to ourselves, each other and the students and families we serve.

To foster a positive school culture, BRICK Buffalo Academy Charter School has also adopted a set of student-friendly core values called iDREAM values. These values include identity, diligence, respect, empathy, A+ self control, and model student. At BRICK Buffalo, these core values serve as a foundation for our academic and student cultural program and help guide our students to draw strength from their identity and become leaders in our community.

The table below helps to further define each of our I-Dream values. The table starts with Identity, and our guiding cultural principle of Ubuntu, an African Humanistic philosophy. This philosophy teaches our students that they can only fully realize their humanity through their positive interactions with others and reminds students to simultaneously strive for their own personal development and to uplift their community. The table also names the key mindsets we hope to instill in our scholars and the specific behaviors scholars can model to live out these values.

Identity: <i>"I am who I am, because of who we all are."</i>				
I see value in others. · I believe we can all win. · I reach back as I climb. · I believe that we are stronger together.				
<u>Diligence</u> <i>"I persist toward my individual and team goals."</i>	<u>Respect</u> <i>"I honor personal and school-wide boundaries."</i>	<u>Empathy</u> <i>"I am my brothers' and my sisters' keeper."</i>	<u>A+ Self Control</u> <i>"I stay focused and maintain my cool."</i>	<u>Model Student</u> <i>"I am here on purpose with purpose"</i>
I... <ul style="list-style-type: none"> ● Know my goals and my progress ● Make an effort, not an excuse ● Work through personal and academic frustrations ● Get started right away ● Work with peers and solve problems ● Believe I can do it 	I... <ul style="list-style-type: none"> ● Follow class agreements & school policies ● Actively listen when others speak ● Demonstrate accountability ● Keep school environment clean ● Use good manners and kind words 	I... <ul style="list-style-type: none"> ● Assist struggling peers ● Encourage classmates ● Show compassion to others ● Shout-out peers for doing well ● Seek to understand other points of view and ideas ● Do good deeds 	I... <ul style="list-style-type: none"> ● Avoid distractions ● Remain on task ● Verbalize academic and/or social-emotional needs ● Use self-talk to de-escalate 	I... <ul style="list-style-type: none"> ● Come to class prepared ● Builds on class discussions ● Make connections ● Reflect on & reconsider ideas ● Take risks (No Opt Out)

At BRICK Buffalo, we believe that our staff members should live by these values as well. As a result, it is important for all BRICK Buffalo staff to understand that they are responsible for living out these values each day so that they can serve as positive role models for our scholars.

1.2 Purpose of the Handbook

This Employee Handbook ("Handbook") is designed to acquaint you with the BRICK Buffalo Academy Charter School Charter School ("BRICK Buffalo Academy Charter School") and to provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. After reading the handbook you will sign several agreements and acknowledgements to demonstrate your understanding and commitment to these policies.

This handbook is not a contract. It is a set of guidelines. It supersedes any and all previous employee handbooks and management memos that have been issued on subjects covered within it. The handbook and all BRICK Buffalo Academy Charter School policies and guidelines are, of course, subject to modification or rescission by BRICK Buffalo Academy Charter School from time to time to deal with changing conditions. BRICK Buffalo Academy Charter School reserves the right to modify this handbook and all policies—such as personnel policies, wage policies, and all other terms and conditions of employment—at any time without notice. Also, state and local laws may require some modification to these guidelines, and this handbook shall be automatically deemed amended to comply with such laws.

You should read, understand, and follow the provisions of the Handbook that apply to your conduct within the workplace as it describes many of your responsibilities as an employee. The Handbook also outlines the programs developed by BRICK Buffalo Academy Charter School to benefit its employees by providing a work environment that promotes both personal and professional growth.

No employee handbook can anticipate every circumstance or question about policy or procedure. As BRICK Buffalo Academy Charter School continues to grow, the need may arise to change policies described in the Handbook. Many of those changes will affect the benefits afforded to you, and some will involve your responsibilities to BRICK Buffalo Academy Charter School

Of course, we encourage every employee to ask questions about, comment upon, or generally discuss the policies and procedures contained in this Handbook with his or her manager. Each employee's participation in this process can only improve the working environment at BRICK Buffalo Academy Charter School, and we look forward to receiving that feedback and welcome your contributions at any time.

1.3 National Labor Relations Act Disclaimer

Nothing in this Handbook is designed or intended to, nor should it be construed to, interfere with, restrain, prevent, or dissuade employees from engaging in legally protected activities, including those protected by the National Labor Relations Act, such as discussing wages,

benefits, or other terms and conditions of employment, raising complaints about working conditions, and/or engaging in other activities for their and their fellow employees' mutual aid or protection. School employees have the right to engage in or refrain from such activities.

EMPLOYMENT POLICIES

2.1 SUNY Charter Schools Institute Requirements

BRICK Buffalo Academy Charter School is authorized by the SUNY Charter Schools Institute. As a result, BRICK Buffalo ensures that its personnel policies align to all requirements of the Institute and the Charter Schools Act, including that all staff members receive a fingerprint supported criminal background check and that all employees receive a copy of the Board approved Code of Ethics, Conflict of Interest Policy, and Whistleblower policy.

BRICK Buffalo reserves the right to modify this handbook and all of its policies at any time without notice. However, should any requirement of the SUNY Charter Schools Institute conflict with the policies in this handbook, then this handbook shall be automatically deemed amended to comply with those requirements.

2.2 Equal Employment Opportunity (EEO)

BRICK Buffalo Academy Charter School provides equal employment and advancement opportunities without regard to gender, race, color, ethnicity, religion, sex, national origin, age, sexual orientation, disability that can be reasonably accommodated, or any other characteristic protected by applicable law. In addition, BRICK Buffalo Academy Charter School complies with applicable state and local laws governing nondiscrimination in employment. It is the obligation of every employee to adhere to the spirit as well as the letter of these practices. This EEO policy governs all terms and conditions of employment, including, without limitation, selection, job assignment, compensation, discipline, termination, access to benefits and training, and all other conditions and privileges of employment.

BRICK Buffalo Academy Charter School will not tolerate discrimination and expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, sexual orientation, national origin, age, disability, marital or veteran status, or any other basis prohibited by applicable law. It is a condition of employment that employees cooperate in all of BRICK Buffalo Academy Charter School investigations, including those involving a complaint of discrimination or harassment. Any employees with questions or concerns about any type of discrimination or harassment in the workplace are encouraged to bring these issues to the attention of their immediate supervisor. No retaliation will be taken against an employee who makes a good-faith report of illegal discrimination or harassment.

As is true with respect to all other BRICK Buffalo Academy Charter School policies, disregarding this BRICK Buffalo Academy Charter School policy may result in disciplinary action, up to and including termination of employment.

Any employee aware of violations of this policy must report the conduct immediately to HR at hr@brickeducation.org. Employees can also contact the Chief Talent Officer, Mindy Weidman, directly at (717) 471-5407 or arrange to meet her at the BRICK Education Network office at 534 Clinton Ave., Newark, NJ 07108 or at the BRICK Buffalo Academy Charter School campus. The Chief Talent Officer can provide information on this policy and investigates complaints when needed.

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a “Charge of Discrimination.” The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

2.3 Individuals with Disabilities (ADA and Accommodations)

BRICK Buffalo Academy Charter School complies with the Americans with Disabilities Act and applicable state and local laws providing for nondiscrimination in employment against qualified individuals with disabilities. BRICK Buffalo Academy Charter School also provides reasonable accommodation for such individuals in accordance with these laws.

Qualified individuals with disabilities may make requests for reasonable accommodation. Requests must be submitted using the BRICK Buffalo Academy Charter School Accommodation Request Form. On receipt of an accommodation request, BRICK Buffalo Academy Charter School will discuss and identify with the employee the precise limitations resulting from the disability and the potential accommodation(s) that BRICK Buffalo Academy Charter School might make to help overcome those limitations.

2.4 Religious Accommodation Policy

BRICK Buffalo Academy Charter School complies with Title VII of the Civil Rights Act of 1964, the New York Human Rights Law, and all applicable state and local fair employment practices laws, and is committed to providing equal employment opportunities to all individuals, regardless of religion. Consistent with this commitment, BRICK Buffalo Academy Charter School will provide a reasonable accommodation of an applicant's or employee's sincerely held religious belief unless doing so would create an undue hardship for the employer.

If you believe you need an accommodation based on your religious beliefs, please contact your supervisor. BRICK Buffalo Academy Charter School encourages you to suggest specific reasonable accommodations. However, the employer is not required to make the specific accommodation requested by you and may provide an alternative, effective accommodation, to the extent any accommodation can be made [REDACTED]

[REDACTED] requesting an accommodation in good faith. BRICK Buffalo Academy Charter School expressly prohibits any form of discipline, reprisal, intimidation, or retaliation against any individual for requesting an accommodation in good faith.

2.5 Sexual Harassment Policy for All Employers in New York State

BRICK Buffalo Academy Charter School is committed to maintaining a workplace free from sexual harassment. Sexual harassment is a form of workplace discrimination. BRICK Buffalo Academy Charter School has a zero-tolerance policy for any form of sexual harassment, and all employees are required to work in a manner that prevents sexual harassment in the workplace. This Policy is one component of BRICK Buffalo Academy Charter School commitment to a discrimination-free work environment.

Sexual harassment is against the law. All employees have a legal right to a workplace free from sexual harassment, and employees can enforce this right by filing a complaint internally with BRICK Buffalo Academy Charter School, or with a government agency or in court under federal, state or local antidiscrimination laws.

Policy:

1. BRICK Buffalo Academy Charter School's policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business with BRICK Buffalo Academy Charter School.
2. Sexual harassment will not be tolerated. Any employee or individual covered by this policy who engages in sexual harassment or retaliation will be subject to remedial and/or disciplinary action, up to and including termination.

3. Retaliation Prohibition: No person covered by this Policy shall be subject to adverse employment action including being discharged, disciplined, discriminated against, or otherwise subject to adverse employment action because the employee reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. BRICK Buffalo Academy Charter School has a zero-tolerance policy for such retaliation against anyone who, in good faith complains or provides information about suspected sexual harassment. Any employee of BRICK Buffalo Academy Charter School who retaliates against anyone involved in a sexual harassment investigation will be subjected to disciplinary action, up to and including termination. Any employee, paid or unpaid intern, or non-employee¹ working in the workplace who believes they have been subject to such retaliation should inform a supervisor, manager, or Mindy Weidman, BRICK's Chief Talent Officer. Any employee, paid or unpaid intern or non-employee who believes they have been a victim of such retaliation may also seek compensation in other available forums, as explained below in the section on Legal Protections.

4. Sexual harassment is offensive, is a violation of our policies, is unlawful, and subjects BRICK Buffalo Academy Charter School to liability for harm to victims of sexual harassment. Harassers may also be individually subject to liability. Employees of every level who engage in sexual harassment, including managers and supervisors who engage in sexual harassment or who knowingly allow such behavior to continue, will be penalized for such misconduct.

5. Buffalo Academy Charter School will conduct a prompt, thorough and confidential investigation that ensures due process for all parties, whenever management receives a complaint about sexual harassment, or otherwise knows of possible sexual harassment occurring. Effective corrective action will be taken whenever sexual harassment is found to have occurred. All employees, including managers and supervisors, are required to cooperate with any internal investigation of sexual harassment.

6. All employees are encouraged to report any harassment or behaviors that violate this policy. Buffalo Academy Charter School will provide all employees a complaint form for employees to report harassment and file complaints.

7. Managers and supervisors are required to report any complaint that they receive, or any harassment that they observe to Mindy Weidman, BRICK's Chief Talent Officer.

8. This policy applies to all employees, paid or unpaid interns, and non-employees and all must follow and uphold this policy. This policy must be posted prominently in all work locations and be provided to employees upon hiring.

What Is "Sexual Harassment"?

¹ A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in the workplace. Protected non-employees include persons commonly referred to as independent contractors, "gig" workers and temporary workers. Also included are persons providing equipment repair, cleaning services or any other services provided pursuant to a contract with the employer.

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, gender identity and the status of being transgender. Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the complaining individual is not the intended target of the sexual harassment;
- Such conduct is made either explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

A sexually harassing hostile work environment consists of words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.

Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. This is also called "quid pro quo" harassment.

Any employee who feels harassed should complain so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

Examples of sexual harassment

The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited:

- Physical assaults of a sexual nature, such as:
 - Touching, pinching, patting, grabbing, brushing against another employee's body or poking another employees' body;
 - Rape, sexual battery, molestation or attempts to commit these assaults.
- Unwanted sexual advances or propositions, such as:
 - Requests for sexual favors accompanied by implied or overt threats concerning the victim's job performance evaluation, a promotion or other job benefits or detriments;
 - Subtle or obvious pressure for unwelcome sexual activities.

- Sexually oriented gestures, noises, remarks, jokes or comments about a person's sexuality or sexual experience, which create a hostile work environment.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as:
 - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity and the status of being transgender, such as:
 - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
 - Sabotaging an individual's work;
 - Bullying, yelling, name-calling.

Who can be a target of sexual harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. New York Law protects employees, paid or unpaid interns, and non-employees, including independent contractors, and those employed by companies contracting to provide services in the workplace. A perpetrator of sexual harassment can be a superior, a subordinate, a coworker or anyone in the workplace including an independent contractor, contract worker, vendor, client, customer or visitor.

Where can sexual harassment occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer sponsored events or parties. Calls, texts, emails, and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from the workplace premises or not during work hours.

What is "Retaliation"?

Unlawful retaliation can be any action that would keep a worker from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation.

Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- filed a complaint of sexual harassment, either internally or with any anti-discrimination agency;
- testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;

- opposed sexual harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of harassment;
- complained that another employee has been sexually harassed; or
- encouraged a fellow employee to report harassment.

Reporting Sexual Harassment

Preventing sexual harassment is everyone's responsibility. BRICK Buffalo Academy Charter School cannot prevent or remedy sexual harassment unless it knows about it. Any employee, paid or unpaid intern or nonemployee who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to a supervisor, manager or Mindy Weidman, Chief Talent Officer. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to a supervisor, manager or Mindy Weidman, Chief Talent Officer.

Reports of sexual harassment may be made verbally or in writing. A form for submission of a written complaint can be found on the school's shared file server, and all employees are encouraged to use this complaint form. Employees who are reporting sexual harassment on behalf of other employees should use the complaint form and note that it is on another employee's behalf.

Employees, paid or unpaid interns or non-employees who believe they have been a victim of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities

All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, are required to report such suspected sexual harassment to Mindy Weidman, Chief Talent Officer.

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

Supervisors and managers will also be subject to discipline for engaging in any retaliation.

Complaint And Investigation Of Sexual Harassment

All complaints or information about suspected sexual harassment will be investigated, whether that information was reported in verbal or written form. Investigations will be conducted in a timely manner, and will be confidential to the extent possible.

An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough, and should be completed within 30 days. The investigation will be

confidential to the extent possible. All persons involved, including complainants, witnesses and alleged perpetrators will be accorded due process to protect their rights to a fair and impartial investigation.

Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. Employees who participate in any investigation will not be retaliated against.

Investigations will be done in accordance with the following steps:

- Upon receipt of complaint, Mindy Weidman, Chief Talent Officer, will conduct an immediate review of the allegations, and take any interim actions, as appropriate. If complaint is oral, encourage the individual to complete the “Complaint Form” in writing. If he or she refuses, prepare a Complaint Form based on the oral reporting.
- If documents, emails or phone records are relevant to the allegations, take steps to obtain and preserve them.
- Request and review all relevant documents, including all electronic communications.
- Interview all parties involved, including any relevant witnesses;
- Create a written documentation of the investigation (such as a letter, memo or email), which contains the following:
 - A list of all documents reviewed, along with a detailed summary of relevant documents;
 - A list of names of those interviewed, along with a detailed summary of their statements;
 - A timeline of events;
 - A summary of prior relevant incidents, reported or unreported; and
 - The final resolution of the complaint, together with any corrective actions action(s).
- Keep the written documentation and associated documents in the employer’s records.
- Promptly notify the individual who complained and the individual(s) who responded of the final determination and implement any corrective actions identified in the written document.
- Inform the individual who complained of their right to file a complaint or charge externally as outlined below.

Legal Protections And External Remedies

Sexual harassment is not only prohibited by BRICK Buffalo Academy Charter School but is also prohibited by state, federal, and, where applicable, local law.

Aside from the internal process at BRICK Buffalo Academy Charter School, employees may also choose to pursue legal remedies with the following governmental entities **at any time**.

New York State Division of Human Rights (DHR)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to employers in New York State with regard to sexual harassment, and protects employees, paid or

unpaid interns and non-employees regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with DHR or in New York State Supreme Court.

Complaints with DHR may be filed any time within one year of the harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, within three years of the alleged discrimination. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to BRICK Buffalo Academy Charter School does not extend your time to file with DHR or in court. The one year or three years is counted from the date of the most recent incident of harassment.

You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that discrimination has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If discrimination is found after a hearing, DHR has the power to award relief, which varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused, including paying monetary damages, attorney's fees and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458, (718) 741-8400, www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

United States Equal Employment Opportunity Commission (EEOC)

The EEOC enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred.

If an employee believes that he/she has been discriminated against at work, he/she can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can

be filed. Contact the EEOC by calling 1-800-669-4000 (1-800-669-6820 (TTY)), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 40 Rector Street, 10th Floor, New York, New York; call 311 or (212) 306-7450; or visit www.nyc.gov/html/cchr/html/home/home.shtml.

Contact the Local Police Department

If the harassment involves physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

2.6 Policy Against Harassment

Whatever form harassment takes, BRICK Buffalo Academy Charter School will not permit any employee to illegally harass others with whom he/she has business interactions, including, but not limited to, other employees, customers, vendors, or clients, or permit any outsider to harass its employees. This is true not only in the workplace, but also during business-sponsored activities.

This policy applies to all employees, applicants for employment, interns (paid or unpaid), contractors and non-employees² conducting business, regardless of immigration status. In this policy, the term “employees” refers to this collective group.

Complaint Procedure

BRICK Buffalo Academy Charter School management considers it imperative to create and maintain an atmosphere free of discrimination and harassment, sexual or otherwise. In addition, each employee has the responsibility to respect the rights of coworkers. If an employee experiences any job-related harassment or believes he or she has been treated in an unlawful manner, he or she should promptly report the matter to Mindy Weidman, BRICK Chief Talent Officer. Managers who become aware of harassment must report it to Mindy Weidman, BRICK Chief Talent Officer.

² A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in the workplace. Protected non-employees include persons commonly referred to as independent contractors, “gig” workers and temporary workers. Also included are persons providing equipment repair, cleaning services or any other services provided pursuant to a contract with the employer.

In addition, all employees are encouraged to report any prohibited conduct of which they become aware.

After a report of unlawful conduct or harassment has been made, an investigation will be undertaken. Because of the personal and sensitive nature of harassment complaints, the investigation will be conducted discreetly and confidentially to the extent possible, and the nature of the complaint shall be provided on a need-to-know basis only. The investigation of such complaints will generally require disclosure to the accused individual and to other witnesses in order to gather pertinent facts.

It is imperative that both the report of harassment, discrimination, or other unlawful conduct and the investigation itself remain confidential at the discretion of BRICK Buffalo Academy Charter School. Any employee who discloses information obtained during an investigation of this type, who discloses the fact that a complaint has been lodged, or who reveals that an investigation has been undertaken may also be subject to disciplinary action, up to and including termination of employment.

BRICK Buffalo Academy Charter School prohibits any form of retaliation against an employee for filing a good-faith complaint pursuant to this policy, or for participating in or providing assistance in, the investigation of a complaint of harassment. Conversely, employees will be subject to discipline with respect to complaints intentionally made in bad faith.

Responsive Action

Inappropriate behavior or conduct that rises to the level of sexual or other unlawful harassment will be dealt with promptly and appropriately. Some responsive action will occur during an investigation and some responsive action will only occur afterward. Responsive action may include, but is not limited to, sensitivity training, referral to counseling, and other disciplinary actions, such as warnings, reprimands, withholding of promotions or pay increases, reassignment, and temporary suspension without pay.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate, we will also impose disciplinary action, up to and including termination of employment.

All BRICK Buffalo Academy Charter School staff members are required to complete anti-harassment training, in Tri-Net, as part of their onboarding.

2.6 Potentially Missing or Abused Children

All staff working in the school shall immediately notify designated child welfare authorities whenever they have reasonable suspicion that a child is missing, or has been abused, and/or neglected.

Reports of incidents of alleged missing, abused, or neglected children shall be reported to the New York State Child Protection Services at 1-800-635-1522. If the child is in immediate danger a call shall be placed to 911 as well as to the CPS.

The person having reason to believe that a child may be missing or may have been abused or neglected may, prior to notifying designated child welfare authorities, inform the Principal or his or her designee, if the action will not delay immediate notification. The person notifying designated child welfare authorities shall inform the Principal or designee of the notification, if such had not occurred prior to the notification. Notice to the Principal or his or her designee need not be given when the person believes that such notice would likely endanger the reporter or pupil involved or when the person believes that such disclosure would likely result in retaliation against the pupil or in discrimination against the reporter with respect to his or her employment.

The Principal or his or her designee, upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities of incidents of potentially missing, abused, or neglected child situations. Notification to appropriate law enforcement authorities shall be made for all reports by employees, volunteers, or interns working in the school. Confirmation by another person is not required for a school district employee, volunteer, or intern to report the suspected missing, abused, or neglected child situation.

School officials will cooperate with designated child welfare and law enforcement authorities in all investigations of potentially missing, abused, or neglected children.

Non-Retaliation

BRICK Buffalo Academy Charter School prohibits any manager or other employee from retaliating or taking any adverse action against any employee for reporting incidents of alleged missing, abused or neglected children.

Penalties for Violations

In addition to applicable criminal or civil penalties, any employee who fails to comply with this policy shall be subject to disciplinary action, up to and including termination of employment. Such discipline may also apply to such actions as requesting others to violate this policy, failing to cooperate with any child abuse investigation or retaliating against an employee for making a report of child abuse.

Employees should also be aware that if, in the judgment of the Principal, they have engaged in abusive or inappropriate conduct directed at a student, the Principal may report the incident to the authorities and implement disciplinary action, up to and including termination.

2.7 Personnel Records

BRICK Buffalo Academy Charter School maintains a personnel file on each employee. The personnel file may include an employee's resume, documentation of performance appraisals and salary increases, and other employment records and information. Personnel files are the property of BRICK Buffalo Academy Charter School. Access to the information they contain is restricted,
BRICK Buffalo Academy Charter School

and restricted access will only be provided to current employees. Current employees may only obtain copies of the following documents from their personnel files: performance appraisals, W-4 forms, and status change documents. Requests for copies of these documents must be made in writing and submitted to Mindy Weidman, BRICK Chief Talent Officer.

In addition, it is important for BRICK Buffalo Academy Charter School to maintain accurate current information concerning its employees for benefits administration and other business purposes. It is the responsibility of each employee to promptly notify BRICK Buffalo Academy Charter School of any changes in personnel data. Please keep BRICK Buffalo Academy Charter School currently informed of changes in your personal mailing address, telephone number, number and names of dependents, individuals to be contacted in the event of an emergency, immigration status, educational accomplishments, and other such personal data. If you need to change any of your employee information, you should do so in the HRIS.

Confidential health and medical records are kept in a separate private medical file. BRICK Buffalo Academy Charter School will safeguard such records from disclosure and will divulge only that information: (1) as allowed by law, as referenced in the Health Insurance Portability and Accountability Act of 1996 (“HIPAA”) or other federal or state law; (2) to the employee's personal physician upon written request of the employee; (3) as required for Workers' Compensation cases; (4) on a need-to-know basis, in connection with matters in which the employee has put his/her health or ability to perform his/her job in issue; or (5) as otherwise required or permitted by law.

Finally, the Chief Talent Officer will respond in writing only to those reference checks or verification of employment inquiries that are submitted in writing. Responses to such inquiries will confirm only dates of employment and position(s) held. No employment data will be released without a written authorization and release signed by the individual who is the subject of the inquiry. No employment data will be released over the telephone, and any BRICK Buffalo Academy Charter School employee that receives a reference check inquiry should refer the requesting party to Mindy Wediman, BRICK Chief Talent Officer.

2.8 Certification

All personnel hired shall have proper certification as required for their position. BRICK Buffalo Academy Charter School will take the appropriate steps to avoid the employment of teachers or staff members with revoked or suspended certificates. If your position requires a license or certification, it is your responsibility to ensure that it is kept up to date and to provide a copy of your current license or certification to BRICK Buffalo Academy Charter School. If you do not meet these requirements, your employment at BRICK Buffalo Academy Charter School may be subject to immediate termination.

2.9 Employment of Relatives

Usually, BRICK Buffalo Academy Charter School Charter School will not refuse to hire someone simply because he or she is related to one of our current employees. If you have a relative who

might be perfect to fill an open position, please do not hesitate to refer this person to the Talent Department.

There are times, however, when employing relatives is inappropriate and has the potential to affect the morale of other employees and to create conflicts of interest for the relatives involved. Therefore, we will not hire relatives of current employees where one relative will be responsible for supervision of the other.

Under this policy, the term "relatives" encompasses husbands, wives, live-in partners, parents, children, siblings, in-laws, cousins, aunts, uncles, and others in the familial relationship. This policy covers biological relationships, marriage relationships and step relationships.

It is the responsibility of both the current employee and newly hired employee to disclose familial and personal relationships upon hire. Failure to disclose such information can lead to disciplinary action, up to and including termination.

2.10 Child Support Reporting Requirements

Federal and state laws require employers to report basic information about new employees, including your name, address, and Social Security number, to the State Directory of New Hires. The state collects this information to enforce child support orders. If the state determines that you owe child support, it will send us an order requiring us to withhold funds from your paycheck to pay your child support

2.11 Employee Evaluations

Employees will undergo a performance evaluation at least once a year. The evaluation tool is shared with the employee as part of onboarding and referenced during ongoing coaching meetings with their supervisor. Renewal of employment is contingent upon the results of the performance evaluation and shall be determined prior to the end of a fiscal year.

The BRICK Education Network evaluation guidebook provides detailed information about the employee evaluation process. This guidebook is updated each year with any necessary changes to evaluation templates and processes. The BRICK Buffalo Academy Charter School Board approves the evaluation guidebook each year and ensures that the approved guidebook is shared with employees.

BRICK Buffalo Academy Charter School's evaluation practices are consistent with New York State requirements for charter schools. As a result, any change to New York State requirements may lead to the revision of existing evaluation practices and additional Board review to ensure ongoing alignment with New York State requirements.

2.12 Employment At Will

EMPLOYMENT AT WILL

NOTHING IN THIS MANUAL CONSTITUTES A PROMISE OR GUARANTEE AS TO THE TERMS AND CONDITIONS OF YOUR EMPLOYMENT. The employment policies described in this handbook are general guidelines and not conditions of employment. There is no promise or guarantee that BRICK Buffalo Academy Charter School will use any set procedures for discipline or termination of employment, nor is there any promise or guarantee that employees will be terminated only for reasons traditionally considered to be cause for dismissal. BRICK Buffalo Academy Charter School remains free to change the terms or conditions of your employment at any time, with or without prior notice, and with or without cause.

NOTHING IN THIS MANUAL CONSTITUTES A PROMISE OR GUARANTEE AS TO THE DURATION OF YOUR EMPLOYMENT. As an employee, you are free to leave your employment with BRICK Buffalo Academy Charter School at any time, for any reason. Similarly, BRICK Buffalo Academy Charter School has the absolute power to terminate your employment at any time, with or without notice or warning, for any reason or for no reason. This is known as employment at-will. ALL EMPLOYEES OF BRICK Buffalo Academy Charter School ARE AT-WILL EMPLOYEES.

This handbook and any other BRICK Buffalo Academy Charter School documents do not constitute contracts of employment, either express or implied. The policies in this manual may be changed, revoked, or modified without notice or employee approval at any time by BRICK Buffalo Academy Charter School; however, such changes may only be made by the issuance of written policy revisions issued by the BRICK Buffalo Academy Charter School Board of Trustees.

At all times, BRICK Buffalo Academy Charter School remains solely responsible for the interpretation of the provisions in this manual and their applications. If you have any questions, please do not hesitate to contact your direct supervisor. Any written or oral statement that conflicts with anything contained in this notice or this manual is not the policy of BRICK Buffalo Academy Charter School and is not binding upon BRICK Buffalo Academy Charter School.

2.13 Whistleblower Policy

BRICK Buffalo Academy Charter School (the “Corporation” or the “School”) requires its Trustees, Officers, employees and volunteers (each, a “Protected Person”) to observe high standards of business and personal ethics in the performance of their duties on the Corporation’s behalf. As employees and representatives of the Corporation, Protected Persons are expected to practice honesty and integrity in fulfilling their responsibilities and are required to comply with all applicable laws and regulations.

The objectives of this Whistleblower Policy are to encourage and enable Protected Persons, without fear of retaliation, to raise concerns regarding suspected unethical and/or illegal conduct or practices on a confidential and, if desired, anonymous basis so that the Corporation can address and correct inappropriate conduct and actions.

Reporting Responsibility

It is the responsibility of all Protected Persons to report in good faith any concerns they may have regarding actual or suspected activities that may be illegal or in violation of any of the Corporation's policies with respect to, without limitation, fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, and misuse of the Corporation's assets, as well as any violations or suspected violations of high business and personal ethical standards, as such standards relate to the Corporation (each, a "Concern"), in accordance with this Whistleblower Policy.

No Retaliation

No Protected Person who in good faith reports a Concern shall suffer intimidation, harassment, coercion, discrimination or other retaliation, express or implied, or, in the case of employees, adverse employment consequences. Any employee who retaliates against someone who has reported a Concern is subject to discipline up to and including termination of employment.

Procedure for Reporting

All Concerns should be reported to the Chair of the Board of Trustees (the "Board") or the School's Principal or Director of Operations (the "Designated Officials"). Any Designated Official receiving such a report shall promptly provide written notice of same to the Personnel Committee, if any, or to such other committee of independent Trustees formed by the Board to oversee all whistleblower matters as they may arise, or if there is no such committee, to the independent Trustees on the Board, as defined in the School's Conflict of Interest Policy; or, if there are allegations against one or more Board members, to at least one other Officer and one Trustee not named in the report (in each case, the "Independent Committee").

Handling of Reported Concerns

The notified Designated Official will acknowledge receipt of each reported Concern to the reporting person within five (5) business days, but only to the extent the reporting person's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Independent Committee, and appropriate corrective action will be taken if warranted by the investigation. The person who is the subject of a reported Concern may not be present at or participate in Board or Committee deliberations or vote on the matter relating to such Concern, provided that nothing herein shall prohibit the Board or Committee from requesting that the person who is subject to the reported Concern present information as background or answer questions at a Committee or Board

meeting prior to the commencement of deliberations or voting relating thereto. The Corporation will take appropriate corrective action if warranted by the investigation.

Investigations

The Independent Committee (or the Designated Official(s) receiving such notice under the general oversight and direction of the Independent Committee) shall investigate all reports filed in accordance with this Whistleblower Policy with due care and promptness. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Concern shall be determined by the Independent Committee in its sole discretion and the Corporation and its employees shall cooperate as necessary in connection with any such investigation. The Independent Committee (or the Designated Official) may delegate the responsibility to investigate a reported Concern, whether an accounting Concern or otherwise, to one or more employees of the Corporation or to any other individual, including persons not employed by the Corporation, selected by the Independent Committee or the Designated Official; provided that the Independent Committee or Designated Official may not delegate such responsibility to an employee or other individual who is the subject of the reported Concern or in a manner that would compromise either the identity of an employee who reported the Concern anonymously or the confidentiality of the Concern or resulting investigation. Reported matters will be investigated to determine if the allegations are true, whether the issue is material, and what actions, if any, are necessary to correct the problem. Investigators will issue a full report of all matters raised under this Whistleblower Policy to the Independent Committee, which will, in turn, issue a full report to the Board. The Board may conduct a further investigation upon

Good Faith

Anyone reporting a Concern must act in good faith and have reasonable grounds for believing that the information disclosed may indicate a violation of law and/or ethical standards. The Corporation will treat any proven knowingly false allegation as a disciplinary offense.

Confidentiality

The Corporation takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any person reporting a Concern to identify himself or herself so as to facilitate any resulting investigation. Notwithstanding the foregoing, in reporting a Concern, a Protected Person may request that the Corporation treat such report in a confidential manner (including that the Corporation take reasonable steps to ensure that the identity of the reporting person remains anonymous). Protected Persons may also report Concerns on an anonymous basis. The Corporation will keep reports of Concerns confidential to the extent possible, consistent with the need to conduct an adequate investigation and take any necessary remedial action.

Record Retention

All records relating to any report or any investigation of a report shall be maintained for at least seven (7) years.

Distribution of the Whistleblower Policy

The Corporation shall distribute a copy of this Whistleblower Policy to all Protected Persons upon the commencement of their employment by and/or service to the School.

2.14 Complaints under Section 2855 of the Charter Schools Act

Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) states that any individual or group may bring a complaint directly to the Board of Trustees alleging a violation of the CSA, the School’s charter, or any other provision of law relating to the management or operation of the School. All such complaints should be in writing and include the following:

1. Name, address, and phone number of the complainant;
2. Detailed statement by the complaint, including the specific provision of the School’s charter or law that allegedly has been violated;
3. The relief sought by the complainant; and
4. The response, if any, received from the School thus far.

The Board of Trustees will respond to the complaint in a reasonable amount of time. Where possible, determinations will be made in 30 days or by the next regularly-scheduled Board meeting unless extenuating circumstances in the complaint require an expedited review. If the complainant believes that the Board of Trustees hasn’t resolved the complaint, they may present the complaint to the School’s authorizer, the Board of Regents of the State University of New York (“Board of Regents”). The process for bringing a complaint to the Board of Regents can be found here: <http://www.nysed.gov/charter-schools/complaint-process>.

The Board of Regents has delegated authority to handle charter school-related complaints to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints that are appropriately filed, and has the power and duty to issue appropriate remedial orders.

COMPENSATION POLICIES

3.1 Employee Classifications

BRICK Buffalo Academy Charter School clearly defines its specific employment classifications so that employees understand their employment status and benefit eligibility. These classifications are not intended to and do not guarantee employment for any specified period of time.

Accordingly, the right to terminate the "at-will" employment relationship, at any time, is retained by both the employee and BRICK Buffalo Academy Charter School as per the "Employment At-Will" section in the Introduction of this Handbook.

Exempt and Non-Exempt: Each employee is designated as either:

- Non-exempt — an employee who is eligible for overtime at the rate of time and one-half their regular rate for payable, actual hours worked beyond 40 hours a week in accordance with applicable federal and state wage and hour laws; or
- Exempt — an employee who is not eligible for overtime pay, in accordance with applicable federal and state wage and hour laws, for work performed beyond 40 hours a week.

An EXEMPT employee is an individual who qualifies for an exemption from the overtime requirements of the Fair Labor Standards Act or other similar state laws. The major exemptions apply to individuals employed in an executive, administrative, or managerial capacity, or an individual who is employed in a professional capacity. Typically, all other employees will be classified as NON-EXEMPT.

All overtime by non-exempt employees must be authorized in advance (in writing) by your supervisor.

BRICK Buffalo Academy Charter School's workweek begins each Monday at 7:15 a.m. Overtime pay is based on actual hours worked within a workweek. Hours worked do not include meal periods, vacation days, personal days, holidays or any leave of absence. Employees may not work through their meal periods without written permission from their supervisor.

Employment Category: In addition to the above categories, each employee will belong to one other employment category:

- Full-Time — employees regularly scheduled to work a minimum of 30 hours a week. Generally, they are eligible for BRICK Buffalo Academy Charter School's benefit package, subject to the terms, conditions, and limitations of each benefit program.
- Part-Time — employees regularly scheduled to work less than 30 hours a week. While receiving all legally mandated benefits (i.e., workers' compensation insurance and Social Security), they are ineligible for most of BRICK Buffalo Academy Charter School's other benefit programs.
- Temporary — employees hired to perform specific assignments for a specified duration and whose employment will be terminated at the completion of that assignment. Employment beyond any initially stated period does not in any way imply a change in employment status; temporary status remains unless and until an appropriate BRICK Buffalo Academy Charter School representative notifies the employee of a change. While temporary employees receive all legally mandated benefits (i.e., workers' compensation insurance and Social Security), they are ineligible for most of BRICK Buffalo Academy Charter School's other benefit programs.

Employees within each Employment Category may be classified as either Exempt or Non-exempt, depending upon their job description and responsibilities. If you have any questions regarding your employment status, please contact Mindy Weidman, Chief Talent Officer.

3.2 Hours of Work

The School opens at 7:15 a.m. and closes at 4:15 p.m., Monday through Friday, except holidays. These are considered the School's core operating hours for employees, during which all employees generally are expected to be at work, except for authorized meal periods or unless absent for approved leave.

There will be an early release day for students on Friday of each week. Students will be dismissed by 1:00 p.m. However, all school employees will report for mandatory Professional Development that begins at 2:00 p.m. and ends at 4:15 p.m.

While the school doors will open at 7:30 a.m., some students may arrive to school before that time. In addition, some students may remain on the premise after the last scheduled bus departure at 4:15 p.m. due to delayed parent pick ups, transportation challenges, or after school activities. Since we always want to make sure that our students are safe and supervised, actual work schedules may vary by employee, based on the needs of the school. Employees should discuss their individual work schedules and expectations with their supervisor, the Principal or the Director of Operations.

3.3 Pay Schedule

Salaried staff are paid bi-monthly. TriNet has a calendar for when payroll is run and when employees can expect their pay to be deposited.

For hourly staff, the calendar of pay period end dates, shares what dates are covered for each paycheck. For example, the 7/30/21 paycheck will include hours from 7/12 – 7/23. Part-time, hourly, staff are encouraged to print this calendar out so they keep track of what days are covered on each paycheck.

BRICK Buffalo Academy Charter School and its entities do not permit employees to receive pay advances.

Your paycheck reflects your total earnings for the pay period, as well as any mandatory or voluntary deductions. Mandatory deductions are deductions that we are legally required to take. Such deductions include federal income tax, social security tax (FICA), and any applicable state taxes. Voluntary deductions are deductions that you have authorized, such as deductions for your:

- Flex Spending Account
- Automatic savings
- Additional employee paid benefits: AXA, Colonial, Pre-Paid Legal
- Pension loans

All positions run concurrently with the school year – in this case 2023-2024. The school year runs from August 1, 2023 to June 30, 2024. 12-month staff start July 1, 2023 and their contract, pay, and benefits run to June 30, 2024. Staff that work 10.5/11 months start August 1, 2023 and their pay and benefits run through July 30, 2024.

If you have any questions about your paycheck, please contact the BRICK Buffalo Regional Director of Operations, Antwan Barlow, at abarlow@brickeducation.org.

EMPLOYEE BENEFITS

4.1 Introduction to Employee Benefits Programs

Eligible BRICK Buffalo Academy Charter School employees are provided a range of benefits. Several programs, such as Social Security, workers' compensation insurance, short-term disability insurance, and unemployment insurance cover all employees in the manner prescribed by law.

Benefit eligibility is dependent upon a variety of factors, including employee classification.

The following benefit programs are among those available to eligible employees:

- Group Health and Related Benefits
 - Comprehensive Health (Medical, Dental and Vision)
- Leaves
 - Vacation
 - Personal/Sick Time
 - Parental Leave
 - Jury Duty, Military Leave, Bereavement Leave

4.2 Vacation

The vacation benefit year runs from July 1 to June 30. Only 12-month staff members are granted vacation. BRICK Buffalo Academy Charter School 12-month staff are given two weeks of paid time off to be used when school is not in session (July); and the annual personal and sick day accumulation of all school based staff for August to June.

Vacation time off is paid at the employee's base rate at the time of vacation. It does not include overtime, commissions, or bonuses. No unused vacation days may be carried into the next year (the "year" is a July 1 fiscal year). If BRICK Buffalo Academy Charter School, in its discretion, permits an employee to take vacation time in excess of the amount earned, such overpayment of vacation pay will, to the extent permitted under applicable law, be deducted by BRICK Buffalo Academy Charter School from any compensation or amounts otherwise owed to the employee at the time of termination.

Advance notice is required to take vacation time. Two weeks' notice and consultation with the appropriate supervisor is required for more than two consecutive vacation days.

All vacation days are to be logged centrally in the HRIS. Days will be approved in the HRIS directly. If a day is not approved, the employee should not take the day off until approved.

BRICK Buffalo Academy Charter School will endeavor to schedule vacations to meet an employee's request as long as it does not unreasonably interfere with the operational needs of BRICK Buffalo Academy Charter School. However, vacations normally cannot be scheduled for periods longer than two consecutive weeks.

4.3 Sick Time

BRICK Buffalo Academy Charter School provides paid time off for Full-Time and Part-Time employees. This time off is to be used for temporary absences due to illness (the employee or his/her immediate family), personal emergencies, or to tend to other personal needs. Employees receive eight sick days each year.

In accordance with the New York State's Paid Sick Leave Law, employees shall accrue up to forty (40) hours of paid sick time per year (defined for this policy as the period from July 1st through June 30th for 12 month employees and from August 1st through July 30th for staff that work 10.5/11 months).

Here are some additional policies with respect to the use of sick time:

- Sick time shall accrue at a rate of one (1) hour for every thirty (30) hours worked.
- Staff are asked to provide as much notice as possible when requesting a sick day. However, staff must ensure that they submit their request to use a sick day in the HRIS system no later than 6 a.m. on that day. In extreme circumstances where an employee cannot enter their request into the HRIS system or becomes ill after 6 a.m., he or she should contact their direct supervisor.
- Sick days can only be used consecutively for bona fide illness or for circumstances approved by the employee's supervisor and the Chief Talent Officer. If an employee takes 3 or more sick days, a medical note may be required to be given to the Talent Office and logged in your personnel file for the employee to be paid for the days.
- Days are not compensated upon termination of employment with BRICK Buffalo Academy Charter School.
- Employees who are out sick after having exhausted their annual sick days may use accrued, unused vacation days. Employees who are out sick after having exhausted all paid time off will not be paid for such absences.
- Sick days cannot be used the day before a holiday or the immediate day following a paid holiday, unless the employee has a medical note.

In addition to sick time, staff receive three personal days each year. Personal days are to be used for personal emergencies or to tend to other personal needs. Personal days require pre-approval from the principal, at least 5 days in advance. Personal days do not carry over.

In addition, employees may use sick time as “safe time” for purposes related to domestic violence, family offenses, sexual offenses, stalking or human trafficking. Such “safe time” can be used for the employee’s personal needs or for the employee to assist family members, and may take many forms, including, but not necessarily limited to the following:

- to obtain victim services
- for safety planning
- to meet with law enforcement or civil attorneys
- to relocate
- to enroll children in a new school
- to take any other actions necessary to ensure safety for themselves or others.

Employees requesting “safe time” should indicate that they are requesting “safe time” in the HRIS system. Employees requesting “safe time” will not be required to share additional information regarding their request.

Perpetrators of these offenses are not allowed to use sick time for these purposes.

For more information about NY state’s sick and safe leave law, visit https://www.ny.gov/sites/default/files/atoms/files/PSL_FAQ_PaidSickLeaveFAQ.pdf. For more information regarding NY’s services to prevent domestic violence, visit the Office for the Prevention of Domestic Violence at <https://opdv.ny.gov/> or call the office at 800-942-6906.

4.4 Holidays

Employees will be notified at the beginning of each calendar year of the holidays BRICK Buffalo Academy Charter School will observe during that year and the actual dates these holidays will be observed. **Dates will also be shared in the HRIS system.**

Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day.

4.5 Bereavement Leave

Up to five consecutive business days of paid bereavement leave for the death of an immediate family member will be provided to eligible employees that are full-time employees.

Bereavement leave pay is calculated based on the base pay rate at the time of absence and will not include any special forms of compensation, such as incentives, commissions, or bonuses.

Bereavement pay will not be provided on a day that holiday pay or other form of time off is provided. If an employee wishes to take time off due to the death of an immediate family member, the employee should notify his or her supervisor immediately.

An employee may, with the supervisor's approval, use any other available paid leave for additional time off as necessary.

BRICK Buffalo Academy Charter School defines "immediate family" as the employee's spouse, life partner, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren.

Employees must notify their supervisor as soon as possible in the event of a death in the family. The bereavement leave is to be logged in the HRIS.

Employees may be granted up to (1) day paid leave in the event of a friend or relative outside of the immediate family, but shall be limited to one (1) such day per school year.

4.6 FMLA Leaves of Absence

NOTICE: Some of the leave policies and laws referenced below and in this Handbook can run concurrently. When this is permitted by law, employees will be required to take all leaves for which they are eligible concurrently. For example, if an employee is eligible for both unpaid leave under the federal Family and Medical Leave Act and paid leave under the New York State Paid Family Leave Program, BRICK Buffalo Academy Charter School will designate both leaves to run at the same time. To the extent that employees have any available paid time off, to the extent permitted by law, employees will be required to use that paid time off while on any type of leave of absence that is unpaid or partially paid. However, an employee shall not be able to collect pay or wage replacement in excess of 100% of base pay from all sources combined during his or her leave. The use of any paid time off while on any type of leave of absence does not extend the employee's length of leave.

FMLA does not affect any state or local law that provides greater family or medical leave rights. Please contact the Executive Officer with any questions concerning individual state laws. Unless state law requires otherwise, FMLA leave runs concurrent with, not in addition to, time off due to a worker's compensation injury or disability, or any other applicable leave policy or law.

Family and Medical Leave (FMLA)

The federal Family and Medical Leave Act of 1993 ("FMLA") entitles employees to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave. Employees eligible are entitled to twelve (12) work weeks of leave in any twelve (12) month period for:

- the birth and care of a newborn child (“Bonding Leave”);
- the placement of a child with the employee for adoption or foster care and for bonding with the newly-placed child (“Bonding Leave”);
- to care for an immediate family member (spouse, child or parent) with a serious health condition (“Family Care Leave”);
- when the employee is unable to perform the essential functions of his/her job due to the employee’s own serious health condition (“Serious Health Condition Leave”);
- any “qualifying exigency” for military operations arising out of the fact that the employee’s spouse, child or parent is on active duty or has been notified of an impending call or order to active duty in the US National Guard or Reserves in support of a “contingency operation” declared by the U.S. Secretary of Defense, President or Congress, as required by law (“Military Exigency Leave”); or
- twenty-six (26) workweeks of leave during a single 12-month period to care for a covered service member who is a spouse, child, parent or next of kin (nearest blood relative of an individual) who is an Armed Forces member with a serious injury or illness incurred in the line of duty while on active duty that may render the individual medically unfit to perform his/her military duties (“Military Caregiver Leave”)
- employees to address certain qualifying exigencies due to the employee’s spouse, child or parent being on covered active duty or call to covered active duty status (“Military Family Leave”)

More information on FMLA can be accessed on the [Department of Labor website](#).

To be eligible for FMLA leave and benefits, an employee:

- Must be employed and work at a worksite within 75 miles of which BRICK Buffalo Academy Charter School employs at least 50 people;
- Must have worked for BRICK Buffalo Academy Charter School for at least twelve (12) months (which need not be consecutive) prior to the date on which his/her leave is to begin; and
- Must have worked at least 1,250 hours during the previous twelve (12) months preceding the leave;

Advance Notice

An employee requesting a leave pursuant to the FMLA must submit a written leave request to HR at least thirty (30) days before the date that the leave is expected to begin. BRICK Buffalo Academy Charter School recognizes that unexpected emergencies can arise where it is not possible to provide thirty days’ notice of the intended leave. In such situations, employees are expected to provide as much advance notice as possible. Employees may be required to explain why they provided less than thirty days’ notice of the need for foreseeable leave. If an employee fails to give timely advance notice with no reasonable excuse when thirty days’ notice is required for foreseeable leave, FMLA coverage may be delayed. The employee must provide sufficient information to enable HR to determine if the leave is FMLA-qualifying and the anticipated timing and duration of the leave. If the employee fails to respond to BRICK Buffalo Academy Charter School’s reasonable inquiries for additional information, the leave may be denied.

Medical Certification

In cases where an employee is requesting a medical leave because of the employee's own serious health condition or that of a spouse, child or parent, BRICK Buffalo Academy Charter School will require the employee to submit a written medical certification from a healthcare provider verifying the need for the leave. The employee must provide a complete and sufficient certification within fifteen calendar days after the request, unless it is not practicable despite the employee's diligent, good faith efforts. The failure to provide the required medical certification within the time allotted may result in the denial of the FMLA leave.

During the employee's leave, the employee may also be required to provide additional physicians' statements at regular intervals, attesting to the employee's or family member's continued serious health condition and inability to work.

Insurance Premium Payment during Leaves of Absence

Employees on paid or unpaid leave are responsible for paying their benefits premiums. If the school pays the employee while he/she is on leave, deductions will come out of your paycheck as usual. If on unpaid leave, you will be responsible for sending the School payments to cover your benefits premiums. Failure to make payments within the provided deadline will result in loss of coverage. If this occurs, you will have the option to continue coverage of eligible benefits by enrolling in COBRA.

Leave During School Closings

For purposes of determining the amount of FMLA leave used by an employee, the fact that a holiday may occur within a week taken as FMLA leave has no effect; the week is counted as a week of FMLA leave. However, during extended School closings where the School's activities have temporarily ceased and employees generally are not expected to report for work for one or more weeks (e.g., winter vacation, summer vacation), the days the School is closed do not count against the employee's FMLA leave entitlement, unless the employee is one who would otherwise work year-round on an administrative schedule.

Reporting in While on Leave

During a FMLA leave, an employee is expected to maintain periodic contact with his/her supervisor and/or the School Operations Leader to advise them of his/her progress and anticipated return-to-work date. Approximately two weeks prior to the anticipated end of the employee's leave period, the employee is expected to notify their supervisor and the School Operations Leader of their expected return-to-work date.

FMLA Leave for Instructional Employees Near the End of an Academic Term

Special FMLA rules apply to employees who work in an instructional capacity. For purposes of this policy, instructional employees are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also athletic coaches, driving instructors, and special education assistants such as signers for the hearing impaired. It does not include, and the special rules do not apply to, teacher assistants or aides who do not have as their principal job actual teaching or instructing, nor does it include

auxiliary personnel such as counselors, psychologists, or curriculum specialists. It also does not include cafeteria workers, maintenance workers, or bus drivers.

Instructional employees will be required to continue their FMLA leave until the end of the semester under the following circumstances:

- If the leave is scheduled to begin more than five weeks prior to the end of the semester, and (i) the leave will last at least three weeks and (ii) the employee's scheduled return to work would occur during the three-week period before the end of the semester;
- If the leave is scheduled to begin within five weeks prior to the end of the semester because of the birth of a child; the placement of a child for adoption or foster care; to care for a spouse, child, or parent with a serious health condition; or to care for a covered service member, and (i) the leave will last for more than two weeks, and (ii) the employee's scheduled return to work would occur during the two-week period before the end of the semester (this does not apply to medical leave for the employee's own serious health condition); or
- If the leave is scheduled to begin within three weeks prior to the end of the semester because of the birth of a child; the placement of a child for adoption or foster care; to care for a spouse, child, or parent with a serious health condition; or to care for a covered service member and the leave will last more than five working days (this does not apply to medical leave for the employee's own serious health condition).

In the case of an employee who is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. The School has the option to require the employee to stay on leave until the end of the school term. Therefore, any additional leave required by the employer to the end of the school term is not counted as FMLA leave; however, the School shall comply with the special FMLA rules for school employees set forth in 29 C.F.R. § 825.600, *et seq.*, and shall maintain the employee's group health insurance and restore the employee to the same or equivalent job including other benefits at the conclusion of the leave.

An instructional employee who needs intermittent leave or leave on a reduced schedule to care for a family member or for the employee's own serious health condition is subject to special rules when the employee would be on leave for more than twenty percent (20%) of the number of working days over the period that the leave would extend. These special rules include being required to take leave for periods of a particular duration or to transfer temporarily to an alternative, equivalent position that better accommodates the leave.

If an employee chooses to take leave for periods of a particular duration (*i.e.*, a block, or blocks, of time beginning no earlier than the first day for which leave is needed and ending no later than the last day on which leave is needed) in the case of intermittent or reduced schedule leave, all leave time taken will count as FMLA leave.

Return-to-Work Certification

All employees taking medical leave to care for their own serious health condition will be required to submit a fitness-for-duty certification signed by their healthcare provider before returning to work, stating that the employee is able to resume his/her position; however, employees will not be required to provide said certification for each absence taken on intermittent or reduced schedule leave unless otherwise permitted by law. The certification must address specifically the employee's ability to perform the essential functions of his/her job. The failure to provide an appropriate fitness-for-duty certification will delay the employee's ability to return to work. If an employee never provides such a certification, he/she may be denied reinstatement.

The employee must present medical clearance to Mindy Weidman, BRICK Chief Talent Officer, at least 5 (five) days prior to the first day of returning to employment to set-up a re-entry meeting.

4.7 New York State Paid Family Leave Policy (PFL)

We participate in New York's Paid Family Leave ("PFL") program to provide partial wage replacement to eligible employees for bonding with a child, caring for a relative with a serious health condition, or in certain situations dealing with active military service. As part of this policy, eligible employees will generally be returned to their job upon return from leave. Your health insurance will be maintained if you continue to pay your portion of the premium while on PFL. While specifics of the policy are below, note that not every aspect can be detailed here, and the provisions of the law will prevail. If you have any questions, please contact Mindy Weidman, BRICK Chief Talent Officer.

Eligibility

Covered employees become eligible to take Paid Family Leave for a qualifying event once they have met the minimum time-worked requirements:

- **Full-time employees:** Employees who work a regular schedule of 20 or more hours per week are eligible after 26 consecutive weeks of employment.
- **Part-time employees:** Employees who work a regular schedule of less than 20 hours per week are eligible after working 175 days, which do not need to be consecutive. Employees with irregular schedules should look at their average schedule to determine if they work, on average, fewer than 20 hours per week.

Citizenship status and immigration status do not affect PFL eligibility.

Eligible Uses For Leave

1. Maternity and Paternity Leave. Eligible employees may take PFL during the first 12 months after the birth, adoption, or fostering of a child.

In the case of the birth of a child, PFL may not be used for pre-natal care and is only available after the birth of the child. Employees may opt to receive disability and PFL during the post-partum period but may not receive both benefits at the same time.

In the case of placement or adoption, an employee may take PFL before the actual placement or adoption if an absence from work is required for the placement for adoption or foster care to proceed. Such instances would include attending counseling sessions, appearing in court, consulting with attorneys or doctors representing the birth parent or travelling to another country to complete an adoption.

2. Caring for a Relative with a Serious Health Condition. Employees may take PFL to care for the following relatives suffering from a serious health condition:

- Spouse
- Domestic partner
- Child
- Parent
- Parent-in-law
- Grandparent
- Grandchild

A serious health condition is generally an illness, injury, impairment, or physical or mental condition that involves:

- inpatient care in a hospital, hospice, or residential health care facility; or
- continuing treatment or continuing supervision by a health care provider.

In most cases, conditions like the common cold, the flu, ear aches, upset stomach, minor ulcers, routine dental or orthodontia problems, periodontal disease, and the like do not meet the definition of a serious health condition.

3. Active Military Duty Deployment. An eligible employee may take PFL under the military provisions of the Family and Medical Leave Act (“FMLA”) when a spouse, child, domestic partner or parent of the employee is on active duty or has been notified of an impending call or order of active duty. Some instances in which an employee may take PFL are to: make child care arrangements for a child of the deployed military member; attend eligible military ceremonies and briefings; and make financial or legal arrangements for addressing the military member’s absence.

Reinstatement After Leave

Generally, employees have a right to return to their same or comparable job upon return from PFL.

Ineligible Uses

1. PFL cannot be used for the employee’s own disability or qualifying military event. In these instances, other leave or wage replacement policies may apply.
2. You may not receive both disability benefits and PFL benefits for the same period of time. An employee who is eligible for both disability benefits and PFL during the same period of 52 consecutive calendar weeks will not receive more than 26 total weeks of disability and PFL benefits during that period of time.
3. You are not eligible for PFL if you are not working and collecting workers’ compensation.

When Both Spouses/Partners Work For Us

If both you and your spouse work for us, PFL will be authorized for one of you if you have both requested the same period of time off to bond with the same child or to care for the same eligible relative.

Benefits

The amount of PFL available is described in the chart below:

Year	Weeks Available For Leave	Maximum Percentage of Employee’s Average Weekly Wage	The Employee Benefit is Capped at The Following % of NY State Average Weekly Wage
2021	12	67%	67%

As the above chart shows, the maximum benefit beginning in 2021 is 12 weeks. Employees may take their maximum benefit in any 52-week period. The 52-week clock starts on the first day the employee takes PFL. Eligible employees are entitled to receive the applicable percentage of their average weekly wage unless that amount exceeds the cap set by New York State. The State will establish its average weekly wage each year. The State “average weekly wage” for 2018 is \$1,305.92 per week. Thus, the maximum PFL benefit payment an employee could receive in 2018 was 50% of \$1,305.92, or \$652.96 per week.

If applicable, your health insurance coverage will be maintained while you’re on PFL so long as you continue to pay your health insurance premium contributions. Upon approval of your PFL, you will be notified as to how to make these required payments.

Weekly and Daily Leave

You may take your PFL in weekly increments for the maximum number of weeks of leave in any 52-consecutive week period.

You may also take your PFL in daily increments. When you do so, your maximum period of PFL is calculated based on the average number of days worked per week. For example, an employee that works 3 days per week will receive the equivalent of 3 days per week for 12 weeks, or a maximum of 36 days in any 52-consecutive week period.

Other Pay During PFL

You are permitted, but not required, to use available/eligible sick, vacation, or personal time to make your pay whole during your leave. In other words, you may supplement your PFL pay with your available sick, vacation, or personal time pay, so that your wages during your leave equal your wages while working. When combining all sources of pay, employees may not receive more than 100% of their normal wages.

PFL shall also run concurrent with any Paid Parental Leave, however, no employee shall receive more than 100% of their normal wages during the time that they are receiving both PFL and Paid Parental Leave. Such employees are entitled to the full amount of the PFL benefits, which will then be supplemented (up to 100% of the employee's normal wages) by the Paid Parental Leave benefits.

NOTE: You will not continue to accrue Paid Time Off while you are out on PFL.

How To Apply For PFL

Email hr@brickeducation.org at least 30 days before starting PFL when the leave is foreseeable. If the event leading to your PFL request is not foreseeable, you must give notice as soon as is practical. When the need for PFL is foreseeable and you do not give 30 days advance notice, your request may be denied for a period of up to 30 days from the date notice is provided.

Payment for PFL

PFL is funded by a payroll deduction from your pay. A maximum rate of employees' contribution will be established each year by the State. In most cases, if you will not work the 26 continuous weeks or 175 days needed to be eligible for PFL (such as seasonal employees, for example), you will be notified of your right to waive coverage. In such cases, you will need to complete a waiver.

Federal Family and Medical Leave and New York PFL

To the extent permitted, leaves covered by the Federal Family and Medical Leave Act (FMLA) will run concurrent with New York PFL. In such instances, you will be notified of this concurrent leave. If you are informed of your right to collect New York PFL benefits while on FMLA leave, but you decline to apply for PFL benefits, your leave will still be counted against your maximum duration of PFL.

If you work partial days due to FMLA leave, when the total hours taken for FMLA in less than full day increments reach the number of hours in your usual work day, one day of PFL benefits will be deducted from your annual available New York PFL benefit.

Special Rules Pertaining to PFL for Instructional Employees

The special rules that are applicable to employees working in an instructional capacity for purposes of taking intermittent FMLA leave shall also be applicable to instructional employees seeking to take intermittent leave under the PFL.

Discrimination or Retaliation

No employee will be discriminated against or retaliated against for taking PFL. If you have any concerns in this regard, please contact HR at hr@brickeducation.org.

Questions

If you have any questions about this policy or PFL, please e-mail hr@brickeducation.org.

4.8 Leave To Appear as Victim or Witness in a Criminal Proceeding

An eligible employee may take time off from work, without pay, for any of the following reasons:

- To comply with a subpoena to testify in a criminal proceeding (including time off to consult with the district attorney);
- To give a statement at a sentencing proceeding;
- To give a victim impact statement at a pre-sentencing proceeding; or
- To give a statement at a parole board hearing.

Eligibility

An employee is eligible for time off under this policy if he/she is:

- The victim of the crime at issue in the proceedings;
- The victim's next of kin, if the victim is deceased as a result of the offense;
- The victim's representative;
- A "Good Samaritan;" or
- Pursuing an application or the enforcement of an order of protection, as provided under relevant law.

For the purpose of this policy, a "Good Samaritan" is someone who acts in good faith to apprehend a person who has committed a crime in his/her presence, to prevent a crime or an attempted crime from occurring, or to aid a law enforcement officer in effecting an arrest. A victim's representative is a person who represents or stands in the place of another person, including, but not limited to, an agent, attorney, guardian, conservator, executor, heir or parent of a minor.

Notice & Certification

An employee must notify his/her supervisor of the need to take a leave under this policy no later than the day before the absence. In addition, the employee must provide the supervisor with verification of his/her service upon request.

The School will not retaliate or tolerate retaliation against any employee who seeks or obtains leave under this policy.

4.9 Lactation Accommodation

BRICK Buffalo Academy Charter School will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child. Employees needing breaks for lactation purposes may use ordinary paid rest breaks or may take other reasonable break time when needed. If possible, the lactation break time should run concurrently with scheduled meal and rest breaks already provided to the employee. If the lactation break time cannot run concurrently with meal and rest breaks already provided or additional time is needed for the employee, the lactation break time will be unpaid for nonexempt employees.

Employees will be relieved of all work-related duties during any unpaid break. Where unpaid breaks or additional time are required, employees should work with their supervisor and Mindy Weidman, the BRICK Chief Talent Officer, regarding scheduling and reporting the extra break time. Where state law imposes more specific requirements regarding the break time or lactation accommodation, BRICK Buffalo Academy Charter School will comply with those requirements. Because exempt employees receive their full salary during weeks in which they work, all exempt employees who need lactation accommodation breaks do not need to report any extra break time as "unpaid."

BRICK Buffalo Academy Charter School will provide employees with the use of a room or a private area, other than a bathroom or toilet stall, that is shielded from view and free from intrusion from co-workers and the public. BRICK Buffalo Academy Charter School will make a reasonable effort to identify a location within close proximity to the work area for the employee to express milk. This location may be the employee's private office, if applicable.

BRICK Buffalo Academy Charter School will otherwise treat lactation as a pregnancy-related medical condition and address lactation-related needs in the same manner that it addresses other non-incapacitating medical conditions, including requested time off for medical appointments, requested changes in schedules and other requested accommodations.

Employees should discuss with Mindy Weidman, the BRICK Chief Talent Officer, the location for storage of expressed milk. In addition, employees should contact her during their pregnancy or before their return to work to discuss any need for a lactation area.

4.10 Jury Duty and Witness Duty Leave

Jury Duty

BRICK Buffalo Academy Charter School encourages employees to fulfill their civic responsibility by serving jury duty when required.

Full-Time and Part-Time employees who have completed a minimum of six months of service may request paid jury duty leave. BRICK Buffalo Academy Charter School will continue to pay the employee's salary for a maximum of two calendar weeks. In the event that the employee is out for more than two weeks, the employee may use any available paid leave benefit, such as vacation leave or sick/personal time, to receive compensation for the balance of this absence.

Jury duty pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. Employees are required to submit to BRICK Buffalo Academy Charter School any payments received from the court for serving jury duty. BRICK Buffalo Academy Charter School, in turn, will pay the employee full salary for such days. To receive jury duty pay, the employee must submit a certificate of juror's attendance for all days served.

The employee must show the jury duty summons to his or her supervisor as soon as possible so that arrangements may be made to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits. BRICK Buffalo Academy Charter School may request an excuse from jury duty if, in BRICK Buffalo Academy Charter School's judgment, the employee's absence would create serious operational difficulties.

Insurance benefits will remain in effect and unchanged for the full term of a jury duty absence. Any accrual of benefits, such as vacation, sick leave, or holiday benefits will continue, if applicable, during jury duty leave.

Witness Duty

BRICK Buffalo Academy Charter School will allow employees to appear in court for witness duty whenever summoned to do so. An employee will be granted unpaid time off for absence due to witness duty. The employee may use any available paid leave benefit, such as vacation leave or sick/personal time, to receive compensation for the period of this absence.

The employee should show a copy of the Summons or Subpoena to his or her manager immediately after it is received so that arrangements may be made to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits.

If an employee has been subpoenaed as a witness of BRICK Buffalo Academy Charter School as a result of a job-related event, he or she will receive paid time off for the entire period of witness duty.

4.11 Military Leave Absence

Leaves of absence without pay for military National Guard, or Reserve duty are granted to Full-Time and Part-Time employees. Employees called to active military duty or to Reserve or National Guard training, or who volunteer for the same, should notify their manager and submit copies of their military orders to him or her as soon as is practicable.

Employees will be granted a military leave of absence without pay for the period of military service in accordance with applicable federal and state laws. If an employee is a Reservist or a member of the National Guard, that employee will be granted time off without pay for required military training. Eligibility for reinstatement after the employee completes military duty or training is determined in accordance with applicable federal and state laws. The employee is free to use any available paid leave benefit, such as vacation leave or sick/personal leave to compensate for the period of this absence.

For employees with at least 6-months of service with the network, they should speak with the Mindy Weidman, the BRICK Chief Talent Officer, to request paid military leave.

4.12 Workers' Compensation Insurance

BRICK Buffalo Academy Charter School provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment.

Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period. If the employee is hospitalized, benefits begin immediately.

Any employee who sustains a work-related injury or illness should immediately inform his or her manager and Mindy Weidman, the BRICK Chief Talent Officer. **No matter how minor an on-the-job injury may appear, it is important that it be reported to the CTO immediately.** This will enable an eligible employee to qualify for coverage as quickly as possible.

In addition to notifying their supervisor and the CTO, any employee who sustains a work-related injury or illness is asked to follow the process described below:

1. Seek appropriate medical treatment. The staff member should see the school nurse for medical treatment when appropriate. If necessary, the employee should go/be taken to the nearest hospital for medical treatment. The school nurse can assist the employee with accessing appropriate treatment and any transportation necessary to receive that treatment.
2. As soon as is practical, the employee should complete an accident/incident report form that is signed by the employee and any witnesses to the event. The employee should share that form with the school nurse and the human resources department immediately by emailing hr@brickeducation.org.
3. The employee and supervisor should notify the HR Department immediately.

Neither BRICK Buffalo Academy Charter School nor the insurance carrier will be liable for the payment of workers' compensation benefits for any injury due to an employee's intoxication, illegal use of a controlled substance, or willful intent to harm oneself or others.

In addition, neither BRICK Buffalo Academy Charter School nor the insurance carrier will be liable for the payment of all injuries suffered on the job, no matter how minor, if not immediately reported to your supervisor and CTO. If an employee should suffer a serious work-related injury during voluntary participation in an off-duty recreational, social, or athletic activity sponsored by BRICK Buffalo Academy Charter School, the employee should request worker's compensation benefits for said injury.

This policy is only a summary of an employee's workers' compensation rights and responsibilities. For further details regarding workers' compensation, please contact the insurance company.

4.13 BRICK Buffalo Academy Charter School 401(K) Savings Plan

With the BRICK Buffalo Academy Charter School 401(k) Savings Plan, you decide how to invest and save. Employees who are eligible to contribute can elect to make before-tax or Roth contributions to the 401(k) plan.

Below is high-level information on the 401(k) Savings Plan. For more detailed information, see the 401(k) Savings Plan Summary.

Depending on a staff member's age, he/she can elect to participate in retirement. BRICK Buffalo Academy Charter School will match an employee's retirement contributions up to 4% of the employee's salary. If a staff member chooses not to contribute to his/her retirement, the district does not contribute the match.

Contacting AXA. AXA manages the 401(k) account. It is recommended you reach out to AXA to set up a meeting with BRICK Buffalo Academy Charter School's AXA representative to discuss your contributions and how they are invested. The contact information is below:

- AXA Contact Info- Danielle Dunbar
- (p) 404-760-2320
- Danielle.Dunbar@equitable.com

4.14 Health, Pharmacy, and Dental

If you are a Full-Time (30+ hours per week) employee, you and your dependents may enroll in our benefits. Benefits for Full-Time employees take effect on day one.

Eligible dependents generally include:

- Your spouse/domestic partner.
- You or your spouse/domestic partner's children/grandchildren under age 26.

- Unmarried disabled children age 26 or older who meet certain criteria.

Other eligibility criteria apply to some of the benefit plans or programs, such as Life Insurance, Wellness, Dependent Care Flexible Spending Account, Health Care Flexible Spending Account, Health Savings Account, Transit Plan, and the retirement plans.

The employer currently contributes 85% of the employee's monthly premium up to \$1000 for individual coverage; or up to \$1500 for spouse, child, or family coverage.

Currently, staff pay 15% of the monthly premium and anything above \$1000 for individual coverage. For spouse, child, or family coverage, the employee/staff member pays 15% of the monthly premium and anything above \$1500.

Dental and vision coverage are optional and at the employee's expense.

Staff that waive health coverage get a \$600 per year payment in lieu of health coverage.

Dental

Good dental care is an important part of any health care program. Like our approach to health care, our dental coverage is designed to prevent serious dental problems by encouraging regular dental checkups. We offer Basic and Premium dental plans. The differences between the plans are the premiums (cost of coverage), annual maximum benefit, and coinsurance for major services.

Vision

Good vision care is an important part of any health care program. Like our approach to health care, our vision coverage is designed to prevent serious vision problems by encouraging regular vision checkups. We offer Basic and Premium vision plans. The differences between the plans are the premiums (cost of coverage), annual maximum benefit, and coinsurance for major services.

EMPLOYEE CONDUCT

5.1 Employee Conduct & Confidentiality

The security and protection of confidential business information is vital to the interests and success of BRICK Buffalo Academy Charter School.

Each employee is likely to be entrusted with, or to come across, confidential information. Such confidential information includes any and all information and materials (regardless of format) disclosed or made available to the employee or known by the employee as a direct or indirect consequence of or through employment with BRICK Buffalo Academy Charter School, including, but not limited to, any and all BRICK Buffalo Academy Charter School proprietary information, information related to BRICK Buffalo Academy Charter School's client relationships, services, or

methods of operation, and information relating to the research, development, accounting, marketing, or selling activities of BRICK Buffalo Academy Charter School.

Any employee who is exposed to confidential information must use that information only to perform his or her job with BRICK Buffalo Academy Charter School. Confidential information must be safeguarded at all times and should not be discussed with anyone outside BRICK Buffalo Academy Charter School, such as friends, immediate family members, other relatives, customers, vendors, or competitors. Every employee has an obligation to ensure that all confidential information remains the property and private information of BRICK Buffalo Academy Charter School. All employees are responsible for the internal security of all confidential information. The restrictions on an employee's disclosure as defined in this paragraph shall also apply post-employment. Upon termination of employment, or at any other time upon BRICK Buffalo Academy Charter School's request, the employee shall return to BRICK Buffalo Academy Charter School all property then in employee's possession or custody and belonging to BRICK Buffalo Academy Charter School, including any confidential information and this Handbook. Employees may not retain any copies or reproductions of correspondence, memoranda, reports, projections, notes, financial information, or other documents relating in any way to the affairs of BRICK Buffalo Academy Charter School other than publicly filed documents.

Any employee who discloses confidential business information will be subject to disciplinary action, including possible termination of employment and legal action, even if he or she does not actually benefit from the disclosed information.

5.2 Attendance and Punctuality

To maintain a safe and productive work environment, BRICK Buffalo Academy Charter School expects its employees to be reliable and to be punctual in reporting for scheduled work.

Each employee has an important job responsibility vital to the continuing operation of BRICK Buffalo Academy Charter School. Absenteeism and tardiness place a burden on other employees and on BRICK Buffalo Academy Charter School. It is therefore important that all BRICK Buffalo Academy Charter School employees report to work on time, observe time limits for lunch and any breaks, and not leave work early without approval.

When an employee is unable to work as scheduled or cannot avoid being late to work, he or she should notify the appropriate manager as soon as possible in advance of the anticipated absence or tardiness, provide reasons for the absence, and in case of absence, when the employee expects to return. Employees must not rely on voicemail or a third party to provide such notice and must contact their manager personally each day they are absent from or will be late to work.

If an employee fails to report to work without notice for five consecutive workdays and, without good cause, fails to notify the employer of the reasons for his or her absence, he or she shall be considered to have abandoned his or her employment. When these conditions are met, the employee becomes subject to disqualification for benefits for voluntarily leaving work without good cause. Good cause in this case is a pretty high standard. The employee must have no control

over the situation giving rise to the failure to notify and further, the reason must be so compelling as to prevent the employee from notifying the employer of the absence. These same requirements apply to employees returning to work following an approved leave of absence.

Either poor attendance or excessive tardiness may lead to disciplinary action, up to and including termination of employment.

Reporting Time Off

- All paid and unpaid time off must be recorded in the HRIS. Failure to report time in the HRIS may result in disciplinary action or failure to be paid for the time.
- An employee who fails to follow this protocol will be subject to corrective action and discipline. This could include a letter of reprimand on file, poor evaluation, or a loss in pay.
- Please be advised that no faculty/staff member is able to take paid time off the day before or after a day in which school is closed.

5.3 Personal Appearance

BRICK Buffalo Academy Charter School employees enjoy **business casual attire**. All employees are expected to present a clean and neat appearance and to dress appropriately according to the requirements of their positions. Failure to meet these standards may result in an employee being sent home to correct the situation. This time away from work will be unpaid.

The key to our business-appropriate dress guidelines is exercising good judgment and being neat in appearance. Although the spectrum of business casual dress is broad, not all clothing is appropriate in the workplace.

We believe that the following items are examples of the types of attire that do not meet BRICK Buffalo Academy Charter School's objectives of presenting a professional image. Please refrain from wearing items such as these to work:

- Shorts, tights, leggings, sweatshirts and/or sweatpants, T-shirts, jogging or warm-up suits, and other clothing and footwear more suitable for the gym;
- Jeans of any color;
- Colorful spandex;
- Torn, frayed, cutoff, or ripped clothing of any description;
- Tank tops, tight, immodest, or otherwise revealing clothing; and
- Clothing with any writing that can be considered derogatory, insulting, or otherwise disrespectful to any members of BRICK Buffalo Academy Charter School's diverse workforce.

Occasionally, staff participate in announced smart casual days. On smart casual days staff are able to wear jeans and professional tops. Jeans are not to be frayed or ripped. The prohibited items above still apply to smart casual days (i.e. no tank tops, spandex, etc.)

BRICK Buffalo Academy Charter School Charter School leadership reserves the right in all situations to make the determination as to whether a team member is in violation of this dress code policy. If it cannot be addressed by the staff member immediately, the staff member will be directed to go home and fix it before returning to work. If this occurs, the staff member will lose the day from their paid time off and this will be noted for evaluation purposes. Where a single violation so warrants or violations recur, the Principal or direct Supervisor may enter a reprimand in the staff member's file and may recommend more stringent disciplinary measures.

5.4 Electronic, Telephonic and Internet Communication

All electronic and telephonic communication systems and all communications and information transmitted by, received from, or stored in these systems are the sole property of BRICK Buffalo Academy Charter School and as such, are to be used solely for job-related purposes. Employees should not expect their computer entries or messages left on BRICK Buffalo Academy Charter School email or voicemail systems to be private. Those files containing the personal information of an employee as a result of the employee making incidental use of the computer for personal purposes, including transmission of personal email messages, will be treated no differently than other files, i.e., BRICK Buffalo Academy Charter School reserves the right to access, review, copy, modify, delete, or disclose them for any purpose. Accordingly, employees should not use the computer system to send, receive, or store any information that they wish to keep private. Employees should treat the computer system like a shared file system - with the expectation that files sent, received, or stored anywhere in the system will be available for review by any authorized representative of BRICK Buffalo Academy Charter School for any purpose. Employees' use of all communication systems is a privilege that may be revoked at any time.

To ensure that the use of electronic and telephonic communications systems and business equipment is consistent with BRICK Buffalo Academy Charter School's legitimate business interests, authorized representatives of BRICK Buffalo Academy Charter School may monitor the use of such equipment and systems from time to time without notice. This includes monitoring Internet usage, sent and received email, and telephone conversations, and it may also include listening to stored voicemail messages. Accordingly, employees should not expect privacy in any of their communications through these systems.

Employees must not reveal or display their passwords to anyone and must maintain the confidentiality of their passwords.

Improper use of the email system (e.g., spreading offensive jokes or remarks) will not be tolerated. BRICK Buffalo Academy Charter School's policy against sexual and other harassment applies fully to the use of the Internet and email. Accordingly, acquisition and/or dissemination of inappropriate materials, including but not limited to those containing sexual innuendo, pornographic material, improper jokes, harassing or threatening statements, or any statement that could be negatively perceived by others or considered hostile or offensive based on any protected classification, including, but not limited to, sex, gender, race, color, age, religion, national origin,

sexual orientation, or disability, is strictly prohibited. Employees who violate this policy may be subject to disciplinary action, up to and including termination of employment.

Employees also should be aware that emails are BRICK Buffalo Academy Charter School records and should be written with care. Like most other BRICK Buffalo Academy Charter School documents, emails can be used as evidence in a court of law.

BRICK Buffalo Academy Charter School provides employee access to the Internet at BRICK Buffalo Academy Charter School's expense. The Internet represents a useful tool for BRICK Buffalo Academy Charter School in conducting its business, but like any other tool, it must be used properly. For purposes of this policy, Internet includes any public electronic data communications network.

Use of the Internet and the World Wide Web includes all restrictions that apply generally to the use of BRICK Buffalo Academy Charter School's email and other electronic and telephonic equipment, as noted above. In addition, the following rules apply with respect to Internet usage:

1. No browsing of inappropriate, offensive, or pornographic Web sites.
2. No downloading of non-business related data: BRICK Buffalo Academy Charter School allows the download of files from the Internet. However, downloading files should be limited to those that relate directly to BRICK Buffalo Academy Charter School business.
3. No downloading of application programs: BRICK Buffalo Academy Charter School prohibits the download or installation on BRICK Buffalo Academy Charter School computers of application software from the Internet. Such software may not only contain embedded viruses, but also is untested and may interfere with the functioning of standard BRICK Buffalo Academy Charter School applications. No application programs should be downloaded without the express approval of BRICK Buffalo Academy Charter School management.
4. No participation in Web-based surveys without authorization: When using the Internet, the user implicitly involves BRICK Buffalo Academy Charter School in his/her expression. Therefore, users should not participate in Web or email-based surveys or interviews without the express authorization of BRICK Buffalo Academy Charter School management.
5. No use of subscription-based services without prior approval: Some Internet sites require that users subscribe before being able to use them. Users should not subscribe to such services without the express approval of their supervisor.

No violation of copyright: Many of the materials on the Internet are protected by copyright. Even though they may seem to be freely accessible, many of the intellectual property laws that apply to print media still apply to software and material published on the Internet. Employees are permitted to print out Web pages and to download material from the Internet for informational purposes as long as the purpose for such copying falls into the category of "fair use." Please do not copy or disseminate materials that are copyrighted. Employees having any questions regarding such materials should contact Mindy Weidman, the BRICK Chief Talent Officer for guidance.

All computer programs and data developed for BRICK Buffalo Academy Charter School and/or contained in BRICK Buffalo Academy Charter School's computer systems are to be used solely for BRICK Buffalo Academy Charter School business and are the exclusive property of BRICK Buffalo Academy Charter School. The unauthorized disclosure of information contained in BRICK Buffalo Academy Charter School's Information Systems pertaining to the business is forbidden. Any employee who becomes aware of misuse of the Information Systems should immediately contact Mindy Weidman, BRICK's Chief Talent Officer.

As a condition of employment and continued employment, employees are required to sign an Electronic Communication Acknowledgment Form. The execution of this form signifies the employee's acknowledgment that he or she has read, become familiar with, understands, and will abide by and honor the requirements contained in this BRICK Buffalo Academy Charter School Policy 5.4. Employees who violate this policy are subject to disciplinary action, up to and including termination of employment.

Storing and Deleting Email Messages - BRICK Buffalo Academy Charter School strongly discourages the storage of large numbers of email messages for a number of reasons. First, because email messages frequently contain confidential BRICK Buffalo Academy Charter School information, it is desirable to limit the number, distribution, and availability of such messages to protect BRICK Buffalo Academy Charter School's information. Additionally, in the event that BRICK Buffalo Academy Charter School needs to search the network, backup tapes, or individual personal computers for genuinely important documents, fewer documents to be searched make the search more economical. Accordingly, employees are to promptly delete any email messages they send or receive that no longer require action or are not necessary to an ongoing project. Employees should audit their stored email messages regularly to identify messages that are no longer needed and that should be deleted.

Specifically prohibited practices

In addition to the general guidelines above, all users should avoid the misuse of the email system, including by refraining from any of the following actions:

- Impersonating or misrepresenting the identity of a sender or receiver of e-mail intentionally;
- Modifying a message and forwarding it as work of the original author without noting the modifications;
- Forwarding sensitive information of BRICK Buffalo Academy Charter School or customers to third parties without a need-to-know;
- Creating or sending copies in violation of applicable copyright laws;
- Using the email system to promote or endorse personal or religious causes (including the sending of advertisements, solicitations, or similar materials);
- Using the email system for personal commercial gain;
- Bypassing security mechanisms;
- Attempting to break into another computer system;

- Attempting to cause harm to another computing system (e.g., joining email protests to crash a server);
- Generating or passing on programs intended to delete or damage data or other computer systems;
- Sending abusive or inflammatory emails; and
- Engaging in any illegal activity (including, without limitation, sending messages containing obscene materials or messages whose purpose or effect is harassment, defamation, or portrayal of any person in a false light).

5.5 Social Media

BRICK Buffalo Academy Charter School understands that many employees maintain personal websites (including social media pages such as Facebook) and/or blogs and utilize other social media websites (such as Twitter and LinkedIn) (collectively, “blogs”), or post on the websites or blogs of others (including via Internet message boards, chat groups, social media sites, discussion groups, or other communities). In general, BRICK Buffalo Academy Charter School views personal blogs positively, and it respects the right of employees to use them as a medium of self-expression. However, BRICK Buffalo Academy Charter School expects employees to adhere to the following with regard to social media:

- Posting to, editing, or browsing blogs from BRICK Buffalo Academy Charter School computers is subject to BRICK Buffalo Academy Charter School’s standard policies relating to use of its electronic equipment. Among other things, BRICK Buffalo Academy Charter School computers may not be used (a) to initiate or forward harassing, pornographic, or indecent material, (b) to infringe upon anyone’s intellectual property or other rights, or (c) to violate any laws.
- Blogging on behalf of BRICK Buffalo Academy Charter School or a client should be treated the same as any other official communications created by BRICK Buffalo Academy Charter School and done only with the prior consent of BRICK Buffalo Academy Charter School or client, as applicable.
- You must clearly disclose your relationship with BRICK Buffalo Academy Charter School or its client if posting messages to blogs about BRICK Buffalo Academy Charter School or its client (or the client’s products or services). For instance, do not write about a client without stating that the client is one of BRICK Buffalo Academy Charter School’s clients and that you work for BRICK Buffalo Academy Charter School. If you identify yourself as an employee of BRICK Buffalo Academy Charter School or discuss matters related to our business, you must make it clear to your readers that the views you express are yours alone and that they do not necessarily reflect the views of BRICK Buffalo Academy Charter School unless you have received permission to make an official BRICK Buffalo Academy Charter School posting.
- You must ensure that all statements about BRICK Buffalo Academy Charter School or its clients (or the client’s products or services) are truthful and substantiated when posting messages to blogs about BRICK Buffalo Academy Charter School or its clients (or the client’s products or services).

- Keep any personal blog entirely separate from BRICK Buffalo Academy Charter School blogs.
- You must be aware that the address you are posting from may indicate BRICK Buffalo Academy Charter School's name, and you should keep in mind that the message may be seen as representing BRICK Buffalo Academy Charter School regardless of any disclaimers. Therefore, do not post any message to a blog directly critical of BRICK Buffalo Academy Charter School or its vendors, clients, employees, or services.
- Although BRICK Buffalo Academy Charter School respects your interest in free expression when posting to or maintaining a blog on your own time, what you say or post online may nevertheless subject you to corrective employment action (including termination of employment), especially if such posts have a negative impact on BRICK Buffalo Academy Charter School.
- You may not disclose any information that is confidential or proprietary to BRICK Buffalo Academy Charter School or to any third party that has disclosed confidential information to us.
- Please remember that BRICK Buffalo Academy Charter School and/or its clients own the concepts and developments that you produce in connection with your employment. You may not post or otherwise use any intellectual property belonging to BRICK Buffalo Academy Charter School or its clients unless you have written approval from BRICK Buffalo Academy Charter School management.
- If requested to do so by BRICK Buffalo Academy Charter School, you must provide BRICK Buffalo Academy Charter School the names of any blogs to which you have posted information about and/or made reference to BRICK Buffalo Academy Charter School or any of its clients.
- When using any blogs, you must always comply with such blog's terms of service, acceptable use policy, and any other posted guidelines.

Refrain from using social media while on work time or on equipment we provide, unless it is work-related as authorized by your supervisor.

If you become aware of any violation of this policy by any other BRICK Buffalo Academy Charter School personnel, you are required to notify Mindy Weidman, BRICK Chief Talent Officer, immediately.

Disciplinary action for misuse

If you have any doubts as to whether it's okay to post a particular piece of information, feel free to discuss the matter with the Chief Talent Officer; ultimately, however, you have sole responsibility for what you choose to post to any blog.

5.6 Company Property

The BRICK Buffalo Academy Charter School Charter School has invested significant money in the property and equipment provided to employees. Employees should take care of all company

property and equipment provided to them. Employees should report any issues with company property and equipment to their supervisor.

BRICK Buffalo Academy Charter School Charter School resources are limited and BRICK Buffalo Academy Charter School does not permit extensive personal use of company property and equipment unless specifically authorized by the policies contained in this handbook or upon express written permission of a supervisor.

Employer-Provided Phones - Phones provided to employees by the company are primarily for business use and personal calls should be kept to a minimum. The company reserves the right to monitor telephone calls made and received using the company telephones subject to applicable federal and state law. Extensive personal use of company phones may be grounds for discipline. The company will not monitor employees for any unlawful purpose including monitoring, or giving the impression of monitoring, employee union activity and protected concerted activity under Section 7 of the NLRA.

Employer-Provided Computers - The computers provided to employees are company property and subject to monitoring by company. Employees are not permitted to download any programs from the internet, enter personal chat rooms, send personal emails, or install personal chat programs. Personal use of company computers should be kept to a minimum. Employees should be aware that software piracy is a felony. The Company will not monitor employees for any unlawful purpose including monitoring, or giving the impression of monitoring, employee union activity and protected concerted activity under Section 7 of the National Labor Relations Act (NLRA).

Company Cellular Phones - Where job needs demand immediate access to an employee, the company will issue a business cell phone or PDA (personal digital assistant) to an employee for work-related communications. Such devices may be monitored by the company subject to applicable federal and state law. Employees who are issued cellular phones or PDAs are expected to protect the equipment from loss, damage or theft. Employees are expected to follow applicable state or federal laws or regulations regarding the use of cell phones or PDAs. The company will not monitor employees for any unlawful purpose including monitoring, or giving the impression of monitoring, employee union activity and protected concerted activity under Section 7 of the NLRA.

NLRA Activity - When applicable protected concerted activity covered by the NLRA or the particular collective bargaining agreement is not prohibited by this policy. This policy in no way prohibits employee communications that are protected under applicable state and federal laws, including but not limited to any activity that is protected under Section 7 of the NLRA which includes the right of employees to speak with others about their terms and conditions of employment.

Discipline - Violation of the above rules may result in discipline, up to and including immediate termination of employment.

Return of Company Property and Equipment - When the employment relationship ends, the employee is expected to return all company property and equipment in good condition to his/her immediate supervisor. The company reserves the right to take any lawful action to recover or protect company property and equipment.

Consent - By accepting equipment, I agree that I have reviewed the company policy concerning the use of company property and equipment and I understand the rules that I must abide by. I further agree to comply with these rules and understand that my violation of any of these rules may result in discipline, up to and including termination.

5.7 Media Coverage or Video Recording

The BRICK Buffalo Academy Charter School Charter School often takes and promotes videos, pictures, and/or uses other mediums to promote and reflect on our work. All staff might be included within BRICK Buffalo Academy Charter School media, both internal and external.

BRICK Network staff (including the Regional Director of Instruction/Superintendent, Director of Operations and Academic Directors) and school leadership team members (including the Principal, Director of Operations and Vice Principals) may also take videos and pictures of staff without prior written permission. These staff members may take videos and pictures as they exercise their leadership roles for a variety of reasons, such as to document school-based practices, to assist with the coaching of staff members, or to support staff professional development. In addition, network staff and school leadership team members may authorize other individuals, such as consultants, to videotape or take pictures of staff without prior written permission. Other staff members are not permitted to tape one another without prior written permission.

5.8 Workplace Violence

BRICK Buffalo Academy Charter School is concerned about the increased violence in society, which has also filtered into many workplaces throughout the United States. Therefore, BRICK Buffalo Academy Charter School has taken steps to help prevent incidents of violence from occurring at BRICK Buffalo Academy Charter School. Toward this end, it is the express policy of BRICK Buffalo Academy Charter School to prohibit any acts or threats of violence by any BRICK Buffalo Academy Charter School employee or former employee, vendor, visitor, or client against any other employee in or about BRICK Buffalo Academy Charter School's facilities or elsewhere at any time. BRICK Buffalo Academy Charter School also will not condone any acts or threats of violence against BRICK Buffalo Academy Charter School's employees, customers, or visitors on BRICK Buffalo Academy Charter School's premises at any time or while they are engaged in business with or on behalf of BRICK Buffalo Academy Charter School, on or off the BRICK Buffalo Academy Charter School's premises. In keeping with the spirit and intent of this policy, and to ensure BRICK Buffalo Academy Charter School's objectives in this regard are attained, BRICK Buffalo Academy Charter School is committed to the following zero-tolerance policy:

- Taking prompt remedial action, up to and including immediate termination, against any employee who engages in any threatening behavior or acts of violence or who uses any obscene, abusive, or threatening language or gestures.
- Taking appropriate action when dealing with customers, former employees, or visitors to BRICK Buffalo Academy Charter School's facilities who engage in such behavior. Such action may include notifying the police or other law enforcement personnel and prosecuting violators of this policy to the maximum extent of the law.
- Prohibiting employees, former employees, customers, and visitors from bringing unauthorized firearms or other weapons onto BRICK Buffalo Academy Charter School's premises.
- Establishing viable security measures to ensure that BRICK Buffalo Academy Charter School's facilities are safe and secure to the maximum extent possible and to properly handle access to BRICK Buffalo Academy Charter School facilities by the public, off-duty employees, and former employees.
- Providing a safe and healthful work environment, in accordance with BRICK Buffalo Academy Charter School's safety and health policy.

In furtherance of this policy, employees have a "duty to warn" their managers, and the Chief Talent Officer, of any suspicious workplace activities, situations, or incidents that they observe or that they are aware of that involve other employees, former employees, customers, or visitors and that appear problematic. Employee reports made pursuant to this policy will be held in confidence to the extent possible. BRICK Buffalo Academy Charter School will not retaliate against, or condone any form of retaliation against, any employee for making a good-faith report under this policy.

5.9 Drug and Alcohol Free Workplace

Basis for the Policy

BRICK Buffalo Academy Charter School is committed to providing a safe and productive workplace for all employees. Consistent with this commitment, BRICK Buffalo Academy Charter School has a particular concern about substance abuse since it can affect an employee's productivity and efficiency, jeopardize the safety of the employee, coworkers, and the public, and impair the reputation of BRICK Buffalo Academy Charter School and its employees. An employee's substance abuse may also violate state and federal statutes. Accordingly, BRICK Buffalo Academy Charter School has established this policy with regard to the use, possession, and sale of alcohol or drugs while at work, on BRICK Buffalo Academy Charter School premises, while engaged in BRICK Buffalo Academy Charter School business, or under circumstances where such activity may harm the reputation of BRICK Buffalo Academy Charter School.

Drug and Alcohol Prohibitions

Illegal Drugs

The BRICK Buffalo Academy Charter School strictly prohibits the use, possession, consumption, purchase, or sale of illegal drugs, or the presence of illegal drugs in an employee's system at a BRICK Buffalo Academy Charter School

detectable level on BRICK Buffalo Academy Charter School premises, where the employee is performing BRICK Buffalo Academy Charter School business off premises, or where such activity away from BRICK Buffalo Academy Charter School premises or business affects the employee's suitability for continued employment or may harm the reputation of BRICK Buffalo Academy Charter School and its employees. "Illegal Drugs" are drugs or controlled substances that are not legally obtainable, or legally obtainable but not obtained in a lawful manner. Examples include cocaine and marijuana, and prescription drugs that were not lawfully obtained or used.

Legal Drugs

"Legal Drugs" are those prescribed or over-the-counter drugs that are legally obtained by the employee and used for the purpose for which they are prescribed and sold. However, even legal drugs may affect the safety of the employee, coworkers or the public at large. Therefore, any employee who is taking any legal drug that might impair safety, performance, or any motor functions must advise his or her supervisor or group leader before reporting to work under the influence of such medication so that any job-related consequences may be determined. BRICK Buffalo Academy Charter School may require the employee to abide by appropriate actions deemed advisable by BRICK Buffalo Academy Charter School under such circumstances.

Alcohol

BRICK Buffalo Academy Charter School strictly prohibits the use, possession, consumption, purchase, or sale of alcohol on BRICK Buffalo Academy Charter School premises. Furthermore, no employee shall be under the influence of alcohol while on BRICK Buffalo Academy Charter School premises or while performing BRICK Buffalo Academy Charter School business off BRICK Buffalo Academy Charter School premises. Any exception to this policy for special situations (e.g., holiday parties, entertaining customers, and after-hour socializing) must be sanctioned by BRICK Buffalo Academy Charter School and be conducted in accordance with any limitations that BRICK Buffalo Academy Charter School may require.

Testing for Drugs and Alcohol

A blood test, urinalysis, or other drug/alcohol screening may be required for the persons identified below:

Employment Applicants

Following an employment offer and prior to commencing employment with BRICK Buffalo Academy Charter School, a successful job applicant may be screened for drug and alcohol use. This policy may apply to any re-hires of Full-Time or Part-Time employees as well. The applicant will be requested to sign a consent release form acknowledging his or her authorization of the drug test and the release of the test results to BRICK Buffalo Academy Charter School. Candidates who refuse to sign the consent release form or to undergo the drug screening will be denied employment.

Individuals who are denied employment because they had a positive test result may apply and be considered for employment for the same job, if available, or for a different job, upon demonstration that they are currently free of substance abuse. Such a demonstration shall include, but is not limited to, satisfactory completion of another pre-employment drug test by a certified laboratory approved by BRICK Buffalo Academy Charter School. BRICK Buffalo Academy Charter School's willingness to accept a re-application shall not imply any offer of employment to the applicant.

Current Employees

BRICK Buffalo Academy Charter School asserts its legal right to test any employee for alcohol or drug use. An employee's cooperation with a drug- or alcohol-screening test is required as a condition of employment. Refusal to submit to such tests constitutes a violation of BRICK Buffalo Academy Charter School policy and is grounds for adverse employment action, including termination at BRICK Buffalo Academy Charter School's discretion. Refusal of a drug or alcohol test will be considered by BRICK Buffalo Academy Charter School to be equivalent to a confirmed "positive" test.

A drug or alcohol test may be required:

1. Of any employee where there exists reasonable suspicion to believe the employee is acting in an impaired or unsafe manner or has engaged in the misuse or unlawful use of alcohol, drugs, or controlled substances. Without limitation, employees are advised that an accident or injury may form the basis of this suspicion, as might erratic or unusual behavior exhibited by the employee during business or non-business hours.
2. As part of occasional follow-up testing if the employee is found to have breached these policies but has been permitted to remain employed.
3. Randomly, whenever an employee is working in a job classification that has been designated by BRICK Buffalo Academy Charter School as a "safety risk" job classification for purposes of this policy.
4. If such test is either required or permitted by any law or government regulation.

Retesting

Applicants and employees who have tested positive for the first time, may request an opportunity to be retested. However, all retesting shall be conducted at the sole expense of the applicant or employee, on his or her own personal time, at a certified laboratory approved by BRICK Buffalo Academy Charter School. Under no circumstances will an employee who has tested positive be permitted to return to work unless and until a negative test finding has resulted. Prior to reinstatement, the employee must present reliable medical evidence that he or she has overcome the substance abuse problem and must consent in writing to occasional testing on request over the next twelve months to be certain that there has not been any resumption of usage of drugs or alcohol in violation of this policy. Failure to take and pass any such requested test may result in immediate termination.

Employee Assistance

BRICK Buffalo Academy Charter School urges individuals with substance abuse problems to seek help, and BRICK Buffalo Academy Charter School is committed to providing assistance in this regard. BRICK Buffalo Academy Charter School considers drug addiction and alcoholism to be treatable diseases. However, BRICK Buffalo Academy Charter School will not permit employees to be under the influence of drugs or alcohol, endangering their own safety and that of others on BRICK Buffalo Academy Charter School's property or while on BRICK Buffalo Academy Charter School business. The goal of BRICK Buffalo Academy Charter School's policy on employee drug and alcohol abuse is not only deterrence, but also detection and treatment.

Employees who take the initiative of advising their supervisor that they have a medical problem with regard to alcohol or drug use, who have not engaged in misconduct or poor performance at work, and who demonstrate a commitment to take the necessary remedial action, may be eligible for an unpaid medical leave of absence consistent with the requirements of prevailing law and BRICK Buffalo Academy Charter School's policies for such purpose and will not be subjected to disciplinary action with respect to such problem so long as the employee has not engaged in misconduct, unsafe conduct, or poor job performance that would independently warrant disciplinary action. An employee's election to take an unpaid medical leave will not excuse the employee from complying with BRICK Buffalo Academy Charter School's drug and alcohol policy upon his or her return to work.

Applicability

This policy covers all of BRICK Buffalo Academy Charter School's facilities and applies equally to all BRICK Buffalo Academy Charter School employees and prospective employees. To the extent possible, all contractors, vendors, and visitors will be informed of this policy.

Notification of Criminal Convictions

Any employee convicted of a violation of a criminal drug statute must notify BRICK Buffalo Academy Charter School in writing within five calendar days of the conviction.

Discipline

Any violation of this policy may result in adverse employment action up to and including termination of employment and referral for criminal prosecution at BRICK Buffalo Academy Charter School's discretion. Testing is not required as a condition to BRICK Buffalo Academy Charter School taking disciplinary action, up to and including termination of employment against an employee violating this policy.

5.10 Smoking Policy

To maintain a safe and comfortable working environment and to ensure compliance with applicable laws, smoking is prohibited on BRICK Buffalo Academy Charter School's premises. Employees who are found smoking on BRICK Buffalo Academy Charter School's premises may be subject to disciplinary action, up to and including termination of employment.

5.11 Employee Conduct

As an integral member of BRICK Buffalo Academy Charter School, you are expected to accept certain responsibilities, adhere to acceptable business practices, and exhibit a high degree of personal integrity at all times. This involves respecting the rights and feelings of others and refraining from any behavior that might be harmful to you, your coworkers, and/or BRICK Buffalo Academy Charter School. You are encouraged to observe the highest standards of professionalism at all times.

These guidelines are fundamental in nature and are matters of judgment and common sense. To assure orderly operation and provide a safe working environment, BRICK Buffalo Academy Charter School has established general guidelines to govern the conduct of its employees. It is not possible to list all forms of behavior that are unacceptable in the workplace, but the following are examples of conduct that may result in disciplinary action, up to and including termination of employment:

- Inefficient or unacceptable job performance or neglect of job duties or responsibilities.
- Failure to meet performance metrics, deadlines, and work responsibilities
- Insubordination or other disrespectful conduct, including offensive behavior when dealing with supervisors, coworkers, customers, or vendors.
- Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating BRICK Buffalo Academy Charter School-owned vehicles or equipment.
- Reporting to work or working under the influence of drugs or alcohol.
- Theft or unauthorized removal of BRICK Buffalo Academy Charter School property.
- Failure to report theft.
- Falsifying or altering BRICK Buffalo Academy Charter School records (including applications, time-keeping records, etc.).
- Fighting or threatening violence in the workplace toward any employee, customer, or vendor.
- Harassment of any kind or impermissible discrimination against others.
- Violation of the Personal Appearance policy.
- Violation of the Electronic and Telephonic Communication: Internet Policy.
- Possession of dangerous and unauthorized materials, such as explosives, firearms, or other weapons, in the workplace.
- Excessive absenteeism, tardiness, or other violations of the BRICK Buffalo Academy Charter School attendance policy.
- Disclosure of confidential information.

- Violations of the Conflict of Interest Policy.
- Willful destruction of BRICK Buffalo Academy Charter School property or the property of coworkers, customers, or vendors.
- Job abandonment (five days of missed work without notification).
- Gambling on BRICK Buffalo Academy Charter School property at any time.

This list is for illustrative purposes only. Nothing included or excluded from the above list limits BRICK Buffalo Academy Charter School's right to discipline or terminate its employees for any reason or no reason or alters the at-will nature of employment as specifically recognized in the "Employment At-Will" section of this Handbook.

5.12 Notice of Termination

We encourage employees who intend to resign from BRICK Buffalo Academy Charter School to notify BRICK Buffalo Academy Charter School at least four weeks in advance. Such notice should preferably be given in writing to your manager.

We request that employees who plan to retire provide BRICK Buffalo Academy Charter School with a minimum of two months of notice. This will allow ample time for the processing of any appropriate forms to ensure that any retirement benefits to which an employee may be entitled commence in a timely manner.

As mentioned throughout this Handbook, all employment relationships with BRICK Buffalo Academy Charter School are on an at-will basis. Thus, although BRICK Buffalo Academy Charter School hopes that our relationships with employees are long-term and mutually rewarding, BRICK Buffalo Academy Charter School reserves the right to terminate the employment relationship at any time, with or without cause or notice.

BRICK Buffalo Academy Charter School offers employees group health insurance coverage as a benefit of employment. If you are no longer eligible for insurance coverage because of a reduction in hours, because you quit, or because you are terminated for reasons other than serious misconduct, you have the right to continue your health insurance coverage through Cobra for up to 18 months. You will have to pay the cost of this coverage. Only employees who were receiving benefit coverage can elect to participate in Cobra.

If you are enrolled in the TriNet group health plan at the time of your termination, your health benefits coverage remains in effect through the end of the month of termination. If you are eligible for COBRA continuation coverage after that time, TriNet will send you a notice of your COBRA rights and a COBRA Election Form.

5.13 Return of BRICK Buffalo Academy Charter School Property

Employees are responsible for the following BRICK Buffalo Academy Charter School-owned items issued to them or in their possession or control:

- Equipment, including laptop computers, pocket PCs, cell phones, etc...
- Keys and Swipe cards
- Written materials
- Office Supplies

An employee must return all BRICK Buffalo Academy Charter School property before the last day of work or upon request of an employee's manager or the school leadership team.

5.14 Solicitation

In the interest of maintaining a proper business environment and preventing interference with work and inconvenience to others, except in the performance of their jobs, employees may not distribute literature or printed materials of any kind, sell merchandise, solicit financial contributions, or solicit for any other cause during working time. Employees who are not on working time (e.g., those on lunch breaks) may not solicit employees who are on working time for any cause or distribute literature of any kind to them. This policy also prohibits solicitations via BRICK Buffalo Academy Charter School's email and other communication systems. Furthermore, employees may not distribute literature or printed material of any kind in working areas at any time.

Non-employees are likewise prohibited from distributing material or soliciting employees on BRICK Buffalo Academy Charter School premises at any time.

5.15 Workplace Searches

To safeguard our property and safety, and the property and safety of our employees, BRICK Buffalo Academy Charter School reserves the right to question employees and all other persons entering and leaving our premises, to ask that jackets be opened and/or to inspect any packages, parcels, purses, handbags, briefcases, or any other possessions or articles carried to and from BRICK Buffalo Academy Charter School premises. In addition, BRICK Buffalo Academy Charter School reserves the right to search any employee's office, desk, files, lockers, cabinets, and drawers or any other area or article on our premises. Additionally, it should be noted that all offices, desks, files, lockers, cabinets, and drawers are the property of BRICK Buffalo Academy Charter School and may be inspected at any time at the discretion of BRICK Buffalo Academy Charter School.

Persons entering the premises who refuse to cooperate in an inspection conducted pursuant to this policy will not be permitted to enter the premises. Employees working on or entering or leaving the premises who refuse to cooperate in inspections, as well as employees who after an inspection are believed to be in possession of stolen property or illegal drugs, will violate this policy.

OTHER BUSINESS

6.1 Emergency Closing

Emergency conditions, such as severe weather, fire, or flood, can disrupt BRICK Buffalo Academy Charter School operations, interfere with work schedules or endanger employees. These extreme circumstances may require the closing of a BRICK Buffalo Academy Charter School office(s).

- If such an emergency occurs during non-working hours, employees will be notified at their home number and a message will be left in each employee's BRICK Buffalo Academy Charter School voicemail box.
- When operations are suspended due to emergency conditions, the time off from scheduled work will be paid.
- An employee who fails to report for work when a closing is not authorized will not be paid for the time off unless the employee uses earned vacation hours benefits.
- No employee should endanger himself or herself or others by attempting to work during unsafe conditions.

6.2 Personal Vehicle

BRICK Buffalo Academy Charter School recognizes that employees may need the use of their personal vehicle in the performance of their regular duties.

Use of Cell Phones While Driving

BRICK Buffalo Academy Charter School does not encourage the use of hand-held cell phones while driving at any time. However, if it becomes necessary to make or take a business call while driving, employees should either use a hands-free cellphone or pull off the road and stop in a safe location prior to using a hand-held cellphone, as required by state law.

Employee/Contractor Transportation Policy

BRICK Buffalo Academy Charter School requires employees and/or contractors to travel to/from schools and to/from community events throughout the term of each employee's and/or contractor's period of employment with BRICK Buffalo Academy Charter School.

Employees and/or contractors are responsible for their own transportation. Employees and/or contractors are encouraged to avail themselves of public transportation, as well as private transportation services such as Uber or taxi cabs. BRICK Buffalo Academy Charter School determines on an annual basis the monthly reimbursement amount it offers to Employees and/or contractors relating to travel to/from schools and to/from community events.

Employees and/or contractors may, in their discretion, elect to transport themselves to/from a school or to/from a community event, or to travel in a colleague's vehicle to/from a school or to/from a community event.

BRICK Buffalo Academy Charter School is not under any responsibility to confirm an individual employee's or contractor's license to operate a vehicle, nor is BRICK Buffalo Academy Charter School required to determine whether any employee or contractor is properly insured pursuant. Further, BRICK Buffalo Academy Charter School is under no obligation to determine whether a privately-operated vehicle has been properly registered and inspected.

BRICK Buffalo Academy Charter School will in no be way responsible for any loss, liability, damage or costs resulting from an employee's or contractor's failure to have a valid driver's license, valid registration, updated inspection and/or valid automobile insurance. Compliance with these items is the sole responsibility of employee and/or contractor, and employee and/or contractor will indemnify and hold BRICK Buffalo Academy Charter School harmless for any loss, liability, damage or costs as a result of employee's and/or contractor's non-compliance.

In the event of any injury to any employee and/or contractor which occurs during travel in a privately-owned or operated vehicle, and which results in an employee's and/or contractor's absence from work, any missed days will be treated as sick days in accordance with the employee's and/or contractor's individual contract.

In the event of any loss, liability, damage or costs caused during or as a direct result of an employee's or contractor's work-related travel, employee and/or contractor will indemnify BRICK Buffalo Academy Charter School and hold BRICK Buffalo Academy Charter School harmless for any loss, liability, damage or costs to employee or contractor, or to any others.

Other Transportation

For travel outside of New York or New Jersey or for overnight travel, BRICK Buffalo Academy Charter School will work with staff to use its online travel booking service, Travel Perk. This site enables staff to request prior approval for most travel-related expenses, including the costs of booking a hotel and flight. Services booked through Travel Perk will be paid for directly by BRICK Buffalo Academy Charter School and will not require an employee reimbursement.

BRICK Buffalo Academy Charter School also recognizes that it will need to reimburse staff for some travel costs that are not covered through the use of Travel Perk. When this is the case, BRICK Buffalo Academy Charter School will either reimburse or advance funds for train or air travel by the most economical, reasonable route. Any such reimbursement rates should not exceed the established GSA Per Diem Rates. All travel of this nature must also receive prior approval by a direct supervisor and by Christopher Perpich, the Chief Academic Officer.

Reasonable costs for meals while traveling will be reimbursed, but they should not exceed GSA Per Diem Rates. Cost for meals while traveling on daily BRICK Buffalo Academy Charter School business will not be reimbursed.

Reasonable business-related expenses, such as for phone calls (although cell phone use is preferred) or Internet access fees will be reimbursed at the manager's discretion.

Meals for more than one guest hosted by BRICK Buffalo Academy Charter School staff will not be reimbursed without prior approval.

UBER

Staff who have access to the company UBER account are responsible for including a description in the memo box on the UBER system. If an employee does not include a description, they will be responsible for the cost.

Submission

Expense reports should be submitted within 7 days of final travel.

The reasonableness of any expenses submitted for reimbursement remains at all times at the sole discretion of BRICK Buffalo Academy Charter School. Unless you have prior written approval, you should not assume that any expense would be reimbursed.

6.3 Gifts and Conflicts of Interest

Employees of BRICK Buffalo Academy Charter School are not permitted to ask for or accept any gifts from vendors or clients. A gift may include any service or merchandise of any kind or discounts on merchandise or services and other transfers of cash or items of value. This policy does not prohibit the receipt of occasional or nominal non-cash gift items, such as holiday gifts, so long as the amount received by an employee from any one source over a calendar year does not exceed \$50.00. This policy does not prohibit the acceptance or provision of normal amenities and entertainment that facilitate the handling of BRICK Buffalo Academy Charter School's business, such as a business luncheon, dinner, or other non-extravagant activity.

Employees are also expected to work for the best interests of BRICK Buffalo Academy Charter School. Each employee has an obligation to avoid any activity, business investment or interests, or other situations that could be construed as a conflict with BRICK Buffalo Academy Charter School's best interest or even give the appearance of taking money, merchandise, or services from a client or vendor for personal gain. Employees are required to disclose all conflicts of interest or potential conflicts of interest to BRICK Buffalo Academy Charter School management.

No employee of BRICK Buffalo Academy Charter School may engage in outside employment that constitutes or appears to constitute a conflict of interest. Employment outside BRICK Buffalo Academy Charter School includes employment with other companies, self-employment, and other business activities of the employee. Employees employed by BRICK Buffalo Academy Charter School should recognize that their position with BRICK Buffalo Academy Charter School must

be their primary employment. Any outside employment or other sources of income must be secondary and not interfere with the job performance of the employee at BRICK Buffalo Academy Charter School or diminish the physical or mental ability of the employee. If employment with another company interferes with the employee's job performance with BRICK Buffalo Academy Charter School, the employee may be asked to resign from such outside activity or resign from his/her position with BRICK Buffalo Academy Charter School. Employees must receive written permission from Mindy Weidman, Chief Talent Officer, in order to engage in any employment outside of their employment with BRICK Buffalo Academy Charter School. Interested employees can complete a BRICK Conflict of Interest form to disclose any such conflicts of interest and seek the required written permission to engage in outside employment. In accordance with New York state law, all employees are also provided with the Board approved Conflict of Interest policy and Code of Ethics upon hiring so that they understand their obligations with respect to these policies.

From time to time, employees may be approached by representatives of the media (e.g., newspapers, television stations, radio stations, magazines, or other periodicals) for information concerning BRICK Buffalo Academy Charter School or its activities, or those of its employees or clients or to obtain BRICK Buffalo Academy Charter School's position on a certain issue. No employee may release any information to the media, but must immediately refer all requests from the media to the BRICK Buffalo Regional Director of Instruction/Superintendent. No employee may represent or exercise authority on behalf of BRICK Buffalo Academy Charter School unless specifically authorized to do so.

6.4 Proof of Work Eligibility

Prior to your first day of work, as required by federal law, you must complete a fingerprint-supported background check, Federal Form I-9 and show us documentation proving your identity and your eligibility to work in the United States. If all documents are not completed prior to day one, it can affect an employee's pay or could void their offer of employment.

6.5 Board of Trustees and Open Meetings Law

BRICK Buffalo Academy Charter School is governed by a Board. The Board sets the strategic vision and policies for the organization. The BRICK Buffalo Academy Charter School board oversees BRICK Buffalo Academy Charter School and is a distinct entity from the BRICK Education Network, which is governed by a separate Board of Trustees.

The BRICK Buffalo Academy Charter School Board of Trustees meets multiple times each year, in an open public meeting, to discuss the business of the School, and to conduct business in accordance with the statutes governing public charter schools in the state of New York.

The Board of Trustees is responsible for setting policy from which administration develops procedures and guidelines for daily operation.

Each meeting includes a Public Forum where the public, including all employees, may speak on a topic for up to 2 minutes. Individuals interested in speaking at the Board meeting are asked to notify the Buffalo Regional Director of Operations at least 24 hours in advance to ensure they are added to the agenda.

Open Meetings Law

The Board of Trustees implements policies to ensure that it is in compliance with articles Six (“FOIL”) and Seven (“Open Meetings Law”) of the New York Public Officers Law and all corresponding regulations. For more information related to these requirements, employees can access the [SUNY Charter Schools Institute Guide to Open Meetings Law](#). Excerpts from this guide are also provide below for easy access for employees:

Notice

When the board determines it will hold a “meeting” to which the Open Meetings Law applies, the public must be provided appropriate notice. The notice requirements include the following:

- for meetings scheduled more than a week in advance, notice must be given no fewer than 72 hours prior to such meeting;
- for meetings scheduled less than a week in advance, notice must be given “to the extent practicable” at a “reasonable time prior” to the meeting;
- provide date, time, and location of meeting;
- be provided to the news media, which may be electronic;
- be posted in one or more designated public locations (usually the school)); and,
- be posted on the education corporation’s website. If board meetings are held in the same place and at the same time on a consistent basis, it is acceptable to post a yearly schedule at the beginning of the school year.

Executive Session

Once a meeting is called into open session, the board may vote, by majority of the entire board, to go into an executive session, which is the portion of the meeting not open to the public. The Open Meetings Law limits the reasons why the board may enter into executive session, which are solely for:

- matters which will imperil the public safety if disclosed;
- any matter that may disclose the identity of a law enforcement agent or informer;
- information relating to current or future investigation or prosecution of a criminal offense that would imperil effective law enforcement if disclosed;
- discussions involving proposed, pending, or current litigation;
- collective negotiations pursuant to Article 14 of the New York Civil Service Law;
- the medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
- the preparation, grading, or administration of exams; or,

- the proposed acquisition, sale or lease of real property or the proposed acquisition, sale, or exchange of securities, but only when publicity would substantially affect the value. (Public Officers Law §§ 105(1)(a)-(h)).

Meeting materials

In accordance with New York state Open Meetings Law, the BRICK Buffalo Board of Trustees will make the documents scheduled to be discussed at a Board meeting available upon request, to the extent practicable as determined by the Board, both prior to and at the meeting during which the records will be discussed.

The Board of Trustees will also ensure that the records to be discussed at a Board meeting are posted to the website prior to the meeting, to the extent practicable. In addition, the Board will have additional paper copies of the Board packet, containing the materials that will be discussed at the meeting, available for individuals from the public who attend Board meetings.

Minutes

The BRICK Buffalo Academy Charter School Board of Trustees will also take formal minutes at all Board meetings. These meetings will include a record or summary of the meeting, including:

- all motions, proposals, resolutions, and other matters formally voted upon;
- the final vote of each board member on each item including the election of officers and,
- the result of any vote.

The full minutes of these meetings will be made available to the public within two weeks of the date of the meeting. Minutes recording action taken by formal vote at an executive session will be made available within one week. Meeting minutes can be accessed on the BRICK Buffalo Academy website.

6.6 Remote Work Policy

All employees working remotely are responsible for ensuring a clean, safe, and ergonomically sound alternate work site. Remote employees agree to hold BRICK Buffalo Academy Charter School harmless for injury to others at the alternate work site. All employees working remotely agree that s/he is responsible for:

- Ensuring that the alternate location worksite is safe from conditions that could pose a hazard to health & safety to persons or danger to equipment
- Providing space & internet capabilities at the alternate site and may not be reimbursed by the network for these or related expenses.
- Protecting network-owned equipment, records, and materials from unauthorized access, use, modification, destruction, or disclosure. Other household members or anyone else should not use the equipment and software.
- Understanding that all equipment and materials provided by the network shall remain property of the network and must be returned upon request.

- Understanding that their duties, obligations, responsibilities, teaching schedule, and conditions of employment with the network remain unchanged.

6.7 Home Visiting Policy

Certain jobs may require visiting the home of students and families. Staff are reminded to diligently follow the school's home visiting procedures to ensure the safety of all individuals during these visits. These home visiting procedures are updated annually and can be accessed on the school's shared file server. The Principal or his or her designee will also train all staff members who will be asked to complete home visits each year on these procedures.

TriNet

7.1 TriNet Overview

BRICK Buffalo Academy Charter School has entered into a strategic relationship with TriNet. TriNet is a Professional Employer Organization, or PEO, that helps companies administer pay and benefits, and support employees with top service. For example, TriNet is the single-employer sponsor of companies throughout the country. As such, through the TriNet Benefits Plan TriNet offers comprehensive benefits packages comparable to those offered by Fortune 500 companies.

7.2 TriNet Solutions Center

The TriNet Solution Center is the front line of TriNet employee support. Solution Center coordinators are trained to assist employees with TriNet Passport online platform access, navigation, benefits, flexible spending accounts, COBRA, leave of absence, payroll, retirement questions and much more. You can contact the Solutions center by email or phone:

- Email: employees@trinet.com
- Phone: (800) 638-0461
- TriNet Solution Center is available to answer employee questions Monday to Friday each week



Employee Acknowledgment Form

I understand that this Employee Handbook is designed as a guideline to answer employee questions and to describe important information about this organization. I have been given the opportunity to, and will in the future, consult my manager, or the Chief Talent Officer with any questions about the information contained within or answered by this Handbook.

Because the information, policies, and benefits described within this Handbook are necessarily subject to change and expected to change from time to time, I acknowledge that revisions to the Handbook may occur. In that regard, BRICK Buffalo Academy Charter School reserves the right to revise, supplement, or rescind any policy or portion of the Employee Handbook as it deems appropriate, with or without notice or employee approval, at its sole and absolute discretion. This may include increasing contributions toward these benefit programs.

I have entered into my employment relationship with BRICK Buffalo Academy Charter School voluntarily. I understand that this Handbook is not a contract of employment, express or implied, between BRICK Buffalo Academy Charter School and me and that I should not view it as such, or as a guarantee of employment for any specific duration or a legal document. I recognize that I am an at-will employee and accordingly, that my employment is for no specified length of time and that either BRICK Buffalo Academy Charter School or I can terminate the relationship at-will, with or without cause or notice, at any time. I understand that 'without cause' means for any reason or no reason. Neither my receipt of this Handbook, nor the policies and procedures contained within it, change or alter my understanding concerning the length of my employment.

Furthermore, I specifically acknowledge that I have thoroughly read BRICK Buffalo Academy Charter School’s Policy Against Sexual and Other Harassment Policies, including the complaint procedure outlined therein. I specifically agree to abide by the policies’ requirements. I also agree that if there is any provision of these policies, or any other BRICK Buffalo Academy Charter School policy, that I do not understand, I will seek clarification from the Chief Talent Officer. I understand that this Employee Handbook replaces all prior policies and procedures, whether oral or written, that may have previously existed.

I have received my copy of the Employee Handbook. I certify that I have read, become familiar with, understand, and will abide by and honor the policies contained therein, including amendments, as they may occur.

Employee's Signature

Date

Employee's Name (Print)



**BRICK BUFFALO ACADEMY
CHARTER SCHOOL**

A BRICK EDUCATION NETWORK SCHOOL



Electronic Communication Acknowledgement Form

My signature on this form indicates that I have read the Electronic, Telephonic and Internet Communication policy (policy 5.4) and I agree to abide by the terms stated herein. I understand that any email messages I send or receive using BRICK Buffalo Academy Charter School equipment are not private, and that BRICK Buffalo Academy Charter School may access, monitor, read, and/or copy those messages at any time, for any reason. I also understand that the school reserves the right to monitor my Internet use, and that such monitoring may occur at any time, for any reason.

Employee's Signature

Date

Employee's Name (Print)

BRICK Buffalo Academy Charter School Confidentiality Policy Acknowledgement Form

BRICK Buffalo Academy Charter School Employee Confidentiality Agreement

In performing my assigned duties and responsibilities for BRICK Buffalo Academy Charter School, I understand maintaining confidentiality is critical to the mission of our school. I further understand the importance of compliance with federal and state laws and maintaining public trust.

I further understand my assigned duties and responsibilities may involve the use of state data, school district data, and/or other information that is confidential. Access to and knowledge of information that is deemed confidential includes, but is not limited to, any information that personally identifies a particular employee or individual, particular student or professional educator, or any information that personally identifies individual account information with a financial institution with whom a professional educator, employee, or other individual may transact business.

By reading and signing this agreement, I understand I am prohibited from including or disclosing Personally Identifiable Information in any form of communication with any unauthorized individual or entity, including any individual or entity not employed by BRICK Buffalo Academy Charter School, except as required in the performance of my assigned position duties or with the express permission of BRICK Buffalo Academy Charter School Administration. Such communication includes, but is not limited to, e-mail, instant messaging, faxes, or other written correspondence, and any type of verbal communication.

I understand any work product created in the course of my duties and responsibilities with BRICK Buffalo Academy Charter School is the sole property of BRICK Buffalo Academy Charter School. I further understand I am prohibited from disclosing any BRICK Buffalo Academy Charter School work product, in any form, with any unauthorized individual or entity, without express permission from BRICK Buffalo Academy Charter School Administration. "Work product" includes, but is not limited to, any internal documents or communications, whether staff or student-created, that were created by or for use within the confines of BRICK Buffalo Academy Charter School.

I further understand BRICK Buffalo Academy Charter School work product is to be saved on, and accessed directly from, BRICK Buffalo Academy Charter School's central drive and servers. I understand that I am prohibited from transmitting any BRICK Buffalo Academy Charter School work product via my personal email account. Further, I understand that I am prohibited from saving BRICK Buffalo Academy Charter School work product to a personal computer, drive, or storage device.

I understand that violation of this agreement is deemed employee misconduct and subjects me, as a BRICK Buffalo Academy Charter School employee, to disciplinary action, up to and including dismissal, without prior warning. Further, I understand that violation of this agreement could subject me to additional legal liability.



**BRICK BUFFALO ACADEMY
CHARTER SCHOOL**

A BRICK EDUCATION NETWORK SCHOOL



Department.

Employee's Signature

Date

Employee's Name (Print)

BRICK Buffalo Academy Charter School Charter School Media Form

By signing this document, I provide my consent to workplace video surveillance, or video recording, at any time that the leadership of the BRICK Education Network or the BRICK Buffalo Academy Charter School Charter School may choose, under the conditions stated in the policy outlined in this handbook. I further release my employer and leadership from any liability that may be associated with this surveillance.

A copy of this Agreement will be retained in the employee's Personnel file in the Human Resources Department.

Employee's Signature

Date

Employee's Name (Print)



BRICK Buffalo Academy Charter School Technology Equipment Agreement

BRICK Buffalo Academy Charter School is pleased to provide teachers, administrators and staff with **technology equipment** for the use of classroom instruction and work-related purposes. All Laptops, Chromebooks, Monitors, Trackpads, etc will be referred to as **Technology equipment**.

I, _____ (Full Name), agree to take full responsibility for the loaned devices. I understand that this loan is subject to review on a regular basis, and that technology can be withdrawn at any time with or without notice.

Because the Technology equipment is provided by BRICK Buffalo Academy Charter School, there can be no expectation of privacy with respect to an employee's use of the technology equipment. This includes, but is not limited to, accessing stored information, reviewing logs of incoming and outgoing information and messages, as well as the content of that information. Incidental personal use of technology equipment computers must not adversely affect the performance of the employee's official duties or the organization's work performance, must not be disruptive of co-workers or students, must be of limited duration and frequency and should be restricted to matters that cannot be addressed during non-duty hours.

As a member of staff to whom technology equipment have been loaned, I have read and agree to the following terms and conditions that apply while the Technology is in my possession:

1. All technology equipment, any accessories, its hardware, software and files associated with it (bag, power cord, etc), remains the property of BRICK Buffalo Academy Charter School and are strictly for the sole use of delivering and managing the curriculum and student data.
2. I agree to treat all technology equipment with due care and keep the technology equipment in good condition, ensure that it is secured when transported and/or not in use, not leave the technology equipment unattended in class without being secured, and avoid food and beverages near the keyboard/touchpad.
3. I will follow and enforce all the rules and conditions of BRICK Buffalo Academy Charter School Policies and Procedures and will ensure I have a signed Employee Handbook acknowledgment on file.
4. The technology equipment has BRICK Buffalo Academy Charter School software installed. I agree to only use software licensed by BRICK Buffalo Academy Charter School, authorized by the Technology Director and installed by the BRICK Buffalo Academy Charter School technology services staff.
5. BRICK Buffalo Academy Charter School software may not be duplicated, transferred or downloaded to any other system or media. Any data corruption or configuration errors caused by the installation of unauthorized software may require a complete re-imaging of the technology equipment and may result in loss of technology equipment privileges and possible disciplinary actions. Any unauthorized use or installation of software may result in the loss of technology equipment privileges and possible disciplinary action.
6. Antivirus software has been installed and configured for the technology equipment and will automatically download from internet connection. No user interaction is required. Windows automatic updates will automatically download from an internet connection and may require a restart.
7. Consent of the Technology Director is required to adjust or alter any technology equipment by the addition or deletion of any hardware. I agree to backup my work on a regular basis as suggested by the technology services staff. I understand the school will not accept responsibility for the loss of work in the event of the technology equipment malfunctioning.

8. I will keep all technology equipment in good working order and will notify the Technology Services Staff of any defect or malfunction during my use. Some repairs/issues may not be repairable. Under **no** circumstances should I, or anyone other than the technology services staff, attempt to fix suspected software, hardware, or any other imperfections within the technology equipment.
9. The Technology Director reserves the right to collect technology equipment at any other time deemed necessary.
10. I am responsible for the confidentiality and security of identifiable student information or other sensitive data.
11. All technology equipment should be used under my supervision. I will not allow my technology equipment to be used by an unknown or unauthorized person. I assume the responsibility for the actions of others while using the equipment. I will not allow my network user account and password to be used by anybody other than myself.
12. I am permitted to use school issued technology equipment on a wireless network outside BRICK Buffalo Academy Charter School as long as it does not require me to install any additional software or change any of my network configurations. I further understand that home Internet access is unfiltered and permitted. I will not view any inappropriate website, media, or any other material while connected off BRICK Buffalo Academy Charter School filtered network. I understand the school will not accept responsibility for offering technical support relating to Internet connectivity outside of the BRICK Buffalo Academy Charter School.
13. I agree that any telephone/broadband charges incurred by me or anyone utilizing my technology equipment while accessing the Internet from any site other than school premises are not chargeable to the school and will be my sole responsibility.
14. It is my responsibility for the security and care of the technology equipment. If the technology equipment is lost, stolen, or damaged while on or off school property, I will email support@charters.com immediately with a description of the incident.
15. If the lost, stolen or damaged devices and/or accessories is determined to be caused by negligence or intentional misuse, I will assume the full financial responsibility for repair costs or fair market value of assessed equipment.
16. **I must return all loaned devices, including case, accessories and peripherals upon employment termination, transfer or retirement in accordance with the BRICK Buffalo Academy Charter School exit procedures. Failure to return the technology equipment could result in the price of the technology equipment being deducted from my final paycheck.**
17. I agree to attend BRICK Buffalo Academy Charter School training for the proper use of the device technology equipment and other curriculum related software offered by technology services. I understand that my failure to attend such training is considered failure to adhere to school policies and action will be taken accordingly.

Binding Agreement

I have read and agree to be bound by the terms and conditions set out above.

Signature
BRICK Buffalo Academy Charter School

R-12d-72



Printed Name

Date

Technology Services Use Only	
Technician Name:	Date

Equipment	Model	Service Tag	Asset Tag	Cost of Equipment

R-13a – Partner Organizations

a. Partner Information

Explain the due diligence process used to select the partner(s) and its role in the development of this proposal. Describe any partner organization(s) that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:

- *The name of the partner organization(s);*
- *The name, address, phone number, and e-mail of a contact person(s);*
- *A description of the nature and purpose of the relationship;*
- *Any contract or monetary arrangements;*
- *Names of proposed school board members affiliated with the organization(s); and,*
- *Evidence of the organization’s ability to do business in New York.*

The BBACS applicant team believes that a core part of the school’s mission must be to provide East Side residents with the comprehensive wraparound supports that they need to thrive by replicating the successful work of the BRICK Education Network in Newark, New Jersey. BRICK has a long track record of providing families with strong wraparound services in Newark, where BRICK has successfully served as the anchor institution for two consecutive federal Promise Neighborhood grants—one of the only minority organizations in the country to achieve this distinction. During that time, BRICK’s South Ward Promise Neighborhood team has successfully coordinated the efforts of more than 25 local social services agencies to support the needs of Newark residents, including by supporting their access to high-quality early childhood education, health care, affordable housing and workforce development support.

Consequently, BBACS set out to identify strong community organizations with a track-record for providing similar social service support to families in the East Buffalo community. Fortunately, many members of the applicant team already had deep ties to the East Buffalo community and an awareness of the needs of local residents. For example, Mr. Barlow had started a mentoring program in the East Buffalo neighborhood where he grew up and served previously as the Director of the Upward Bound program at D’Youville College. In that role, he supported countless local students to matriculate to college. Takesha Leonard, the proposed Board Vice Chair, is also the Medical Director at Jericho Road Family Health Center, one of the most prominent organizations serving East Side families. Jericho Road provides comprehensive services to East Side residents, including quality health care services, translation services, and refugee resettlement support. Pastor Carter is also the leader of a local congregation that serves a large number of East Side families. As a result, the applicant team was able to draw on its personal experiences and professional backgrounds to identify strong mission-aligned organizations, to form collaborative partnerships with these organizations, and to continually revise its plans for the proposed school based on the input from these community partners. Based on this ongoing work, the BBACS team is confident that it would be able to launch a school with the robust ecosystem of support services necessary to drive equitable outcomes for the students and families of East Buffalo.

Table 13.1 provides a summary of the most robust partnerships that BBACS has already developed.

Table 13.1 Current Community Partnerships

Community Organization	Partnership Status	Partnership Overview
Belmont Housing Resources of Western New York	Letter of Support and MOU	<p>Belmont is prepared to assist BBACS families by providing:</p> <ul style="list-style-type: none"> ● HUD certified housing counseling services to help families access affordable housing units in Buffalo. ● Access to apply to the Housing Choice Voucher Program which gives families access to Section 8 vouchers. ● Access to the First Time Home Buyer Program. ● Access to the Belmont Financial Education Center, which provides free assistance with credit report review, tax preparation, rental counseling, homebuyer and homeowner supports, foreclosure prevention services, and educational workshops.
Catholic Charities Buffalo	Letter of Support regarding services	<p>Catholic Charities is prepared to assist BBACS families by providing:</p> <ul style="list-style-type: none"> ● Access to GED programs for families and a direct connection to continuing education opportunities at Erie County Community College. ● In school mentoring for students ● Social-emotional learning programming for students and related support from trained social workers. ● Access to their food pantry to support students and families that have challenges with food insecurity (there is a Catholic Charities food pantry next door to the proposed BBACS school building).

<p>Jericho Road Family Health Center</p>	<p>Letter of Support and MOU</p>	<p>Jericho Road is prepared to assist BBACS families by:</p> <ul style="list-style-type: none"> ● Assisting families in obtaining a primary care physician if they do not have one. ● Providing possible on-site physicals for students once per year ● Providing on-site vision screening for students once per year ● Providing on-site dental cleanings for students twice per year ● Hosting BRICK representatives to conduct information sessions for families and staff. ● Providing access to an on-site medical fitness center for families. ● Providing refugee assistant services to students and their families. ● Providing families with additional home language and literacy services as part of a home visit program.
<p>Journey’s End Refugee Services</p>	<p>Letter of Support</p>	<p>Journey’s End is prepared to assist BBACS families by providing:</p> <ul style="list-style-type: none"> ● Translation of school documents as needed, including to support ongoing communicating with families in their preferred language, and to support the school’s outreach and marketing efforts ● Highly trained translators to accompany BRICK staff in outreach, at recruitment events/open houses, and at major school events (such as the Back to School Barbecue and parent teacher conferences).
<p>The Park School of Buffalo</p>	<p>Letter of Support and MOU in development</p>	<p>The Park School is prepared to collaborate with BBACS to develop a strong pre-K program that could be used in both East Buffalo and Amherst and to facilitate additional collaboration between the two school communities.</p>
<p>King Urban Life Center</p>	<p>Letter of Support and MOU in development</p>	<p>The King Urban Life Center is prepared to collaborate with BBACS to create and sustain a robust ecosystem of services to support the BBACS school and the surrounding community. The King Center will also provide BRICK families with access to the Parent-Child+ program, which is a capacity building program for low-income families that is designed to support their efforts</p>

		<p>as caregivers for their children. In addition, the King Center is also prepared to collaborate in the development of after school programming for BRICK students and their families.</p>
<p>Legal Aid Bureau of Buffalo (specifically attorney Carly Hite)</p>	<p>Letter of Support and MOU</p>	<p>The Legal Aid Bureau of Buffalo, specifically attorney Carly Hite, is prepared to assist the school team by:</p> <ul style="list-style-type: none"> ● Collaborating with BRICK Buffalo to secure funding to provide holistic, free legal services to East Buffalo families. ● When possible, supporting the BRICK Buffalo team and BRICK families by attending meetings with the Buffalo City School District Committee on Special Education (“CSE”) to ensure that students receive appropriate Individualized Education Programs (“IEP”). ● Supporting the development and training of the BRICK Buffalo Superintendent/Regional Director of Instruction, Director of Special Education, and Vice Principal of Culture by serving as a resource to answer their questions about federal and state law/regulations and best practices. ● Providing training to network and school leadership team members, as well as school social workers, regarding important topics for leaders to understand, such as federal and state law/regulations related to student discipline, special education, and the rights of marginalized populations (e.g., foster youth, children experiencing homelessness, English Learners). ● Partnering with the BRICK team on an annual basis to review existing discipline data and policies and to suggest revisions as appropriate. ● Partnering with the BRICK team on an annual basis to review existing special education data and policies and to suggest revisions as appropriate. ● Sharing information guides that can help families understand their rights with respect to student discipline and special education. ● Support the school to advocate for full triennial evaluations for all students with disabilities, rather than basic record reviews.

<p>Buffalo State Africana Studies Department (specifically Professor Marcus Watson)</p>	<p>Letter of Support and MOU</p>	<p>The Africana Studies Department at Buffalo State, specifically Dr. Marcus Watson, is prepared to assist the school team by:</p> <ul style="list-style-type: none"> ● Partner with the Regional Director of Instruction/Superintendent of BRICK Buffalo, Jeremy Esposito, to support BRICK Buffalo regional staff to enroll in his course called “Intro to Africana Studies” and “Blacks in Buffalo” class at Buffalo State to deepen their understanding of the historical and current experience of Black residents in Buffalo. ● Partner with the RDI to support professional development to BRICK staff members, including by collaborating to create professional development sessions to help BRICK Buffalo staff develop a deeper understanding of the historical and current experience of Black residents in Buffalo. ● Partnering with the RDI and the Regional Director of Operations, Antwan Barlow, to develop an internship program for students in the Africana studies program at Buffalo State that will provide them with opportunities to intern at BRICK Buffalo. ● Partnering with the BRICK team to help build its cultural program, including by creating resources to support positive student identity formation. ● Participating in the school’s annual efforts to assess the cultural relevance of its academic program and cultural program, including by participating in parts of the school’s programmatic audit as necessary.
<p>City Year Buffalo</p>	<p>Letter of Support and MOU</p>	<p>City Year Buffalo is prepared to assist the school by:</p> <ul style="list-style-type: none"> ● Partnering with BRICK and the Relay Graduate School of Education to recruit future City Year corps members with an emphasis on recruiting diverse educators who are interested in pursuing long-term careers in education. ● Providing a cohort of City Year corps members to place at BRICK throughout its first five-year charter term as well as an impact manager to

		<p>ensure the delivery of high-quality services to the school.</p> <ul style="list-style-type: none">● Supporting its City Year staff members at BRICK to also pursue enrollment in Relay NY's Teacher Residency program to ensure that City Year corps members who are interested in becoming teachers have a clear pathway to become future teachers at the school.
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Central Office
2393 Main Street
Buffalo, NY 14214
716-884-7791
Fax: 716-884-8026

Niagara County Office
33 Spruce Street
North Tonawanda, NY 14120
716-213-2784
Fax: 716-213-2787



February 8, 2022

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

Dear Sir or Madam:

We would like to share my support for the proposed BRICK Buffalo Academy Charter School. We believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, we know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. We know that BRICK has a track record of ensuring that its students can make significant academic progress. We also appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, we believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, we are excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

If you wish to discuss this matter further, please do not hesitate to contact me. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Michael Riegel".

Michael Riegel
President



Central Office
2393 Main Street
Buffalo, NY 14214
716-884-7791
Fax: 716-884-8026

Niagara County Office
33 Spruce Street
North Tonawanda, NY 14120
716-213-2784
Fax: 716-213-2787



February 8, 2022

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

Dear Sir or Madam:

In addition to our organization's letter of support for the proposed BRICK Buffalo Academy Charter School, we also would like to share our intention to partner with BRICK Buffalo. Based on the aligned philosophies of our organizations, we believe we can create a mutually beneficial partnership that will benefit the residents of the East Side of Buffalo.

Based on recent meetings, we plan to partner with BRICK Buffalo to provide the following services to the school:

- Providing HUD certified housing counseling services to help families access affordable housing units in Buffalo.
- Provide families with access to First Time Home Buyer Programs.
- Provide families will access to the Belmont Financial Education Center which provides free assistance with credit report review, tax preparation, Rental Counseling, Homebuyer and Homeowner Supports, Foreclosure Prevention Services, and educational workshops.

Based on the initial scope of services, we plan to provide those services at no cost to the school.

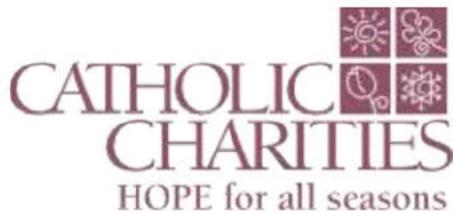
Our organization is excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

If you wish to discuss this matter further, please do not hesitate to contact me. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Michael Riegel".

Michael Riegel
President



Deacon Steve Schumer
President & Chief Executive Officer

JEFFREY CONRAD
Director of Workforce & Education

April 1, 2021

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

Catholic Charities of Buffalo would like to share our support for the proposed BRICK Charter School and their efforts to expand into our community in Buffalo, NY. BRICK's holistic individualized program aims to ensure students graduate from high school with both the academic skills and character/identity development to achieve their dreams. From its past diversified experience of managing turnaround schools and creating a brand-new charter school, BRICK has developed a framework to comprehensively diagnose, improve, assess, and expand student success.

We enthusiastically ask that you please consider their application for approval, as there is a continued need for additional high - quality seats in Buffalo ultimately leading to more educational options for our children. BRICK directly addresses this need by providing access to a proven curriculum and a strong support system for students who enroll. We are very hopeful we will be able to collaborate with BRICK within the ecosystem of services they are looking to coordinate for the families of their school.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has been among the most successful networks in New Jersey, and I expect the founding of the Buffalo campus of BRICK will have the same success.

Feel free to contact me as this proposal moves forward.

Best regards,

Sincerely,

Jeffrey M. Conrad



Deacon Steve Schumer
President & Chief Executive Officer

JEFFREY CONRAD
Director of Workforce & Education

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

To Whom It May Concern:

On behalf of Catholic Charities of Buffalo, I would like to share our support for the proposed BRICK Buffalo Academy Charter School. I believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I know that BRICK has a track record of ensuring that its students can make significant academic progress. I also appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, I am excited to support the school and I look forward to finding ways that my organization can support a successful launch in Buffalo.

Catholic Charities is the most comprehensive human service agencies in Western New York, which will benefit many of BRICK Charter School families. Catholic Charities can commit to assisting families with adult education and vocational training opportunities, school counseling, clinical assistance, access to food, and WIC services. Catholic Charities has a long history working with schools to provide services to both students and their families.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I believe BRICK Buffalo can provide that option.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey M. Conrad". The signature is fluid and cursive, with the first name being the most prominent.

Jeffrey M. Conrad



Jericho Road Community Health Center

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

I would like to share my support for the proposed BRICK Buffalo Academy Charter School. I believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I know that BRICK has a track record of ensuring that its students can make significant academic progress. I also appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, I am excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I believe BRICK Buffalo can provide that option.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Sincerely,

Magdalena Nichols

Magdalena Nichols, MHA
Chief Operating Officer
Jericho Road Community Health Center



Jericho Road Community Health Center

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

In addition to our organization's letter of support for the proposed BRICK Buffalo Academy Charter School, we also would like to share our intention to partner with BRICK Buffalo. Based on the aligned philosophies of our organizations, we believe we can create a mutually beneficial partnership that will benefit the residents of the East Side of Buffalo.

Based on recent meetings, we plan to partner with BRICK Buffalo to provide the following services to the school:

- Assisting families in obtaining a primary care physician if they do not have one.
- Hosting BRICK representatives to conduct information sessions for families and staff.
- Provide access to on-site medical fitness center for families.
- Provide refugee assistant services to students and their families.
- Provide families with possible home language and literacy services as part of a home visit program.

We also remain committed to working closely with the staff from the school to continuously adjust our supports based on the needs of the students and families of the school.

Our organization is excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

Feel free to contact me with any questions you may have about our organization, our support for the proposed school, or the terms of this agreement.

Sincerely,

Magdalena Nichols

Magdalena Nichols, MHA
Chief Operating Officer
Jericho Road Community Health Center

November 10, 2021

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

To Whom It May Concern:

I would like to share my support for the proposed Building Resilient Intelligent Creative Kids (BRICK) Buffalo Academy Charter School as I believe the proposed school could be an asset to the Buffalo community. Based on meetings with members of the BRICK Buffalo applicant team, I understand that BRICK is focused on ensuring that students have the knowledge, skills, and support needed to be college, career, and life-ready upon graduation. I appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I appreciate their focus on providing the wraparound services necessary for their families to thrive.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I am hopeful that BRICK Buffalo can provide that option.

The BRICK Education Network has already demonstrated their capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

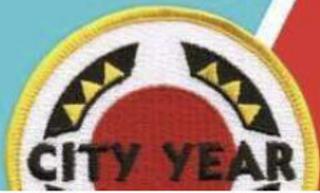
Based on the needs of our Buffalo community, I ask that you consider their application for approval. If approved, our organization looks forward to partnering with BRICK Buffalo to build and sustain a strong school that meets the needs of our community.

Please contact me with any questions you may have about our organization or our support for this proposal at [REDACTED]

Sincerely,



Karen M. Andolina Scott
Executive Director
Journey's End Refugee Services



SUNY Charter Schools Institute
 353 Broadway
 Albany, Ny 12234

I would like to share my support for the proposed BRICK Buffalo Academy Charter School. I believe the proposed school would be an incredible asset to the Buffalo community and an exemplar partner with City Year Buffalo to bring dedicated young leaders to serve our community and eventually teach in Buffalo.

Based on meetings with the Regional Director of Instruction/Superintendent of BRICK, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I know that BRICK has a track record of ensuring that its students can make significant academic progress. I also appreciate how the team is focused on providing a culturally responsive curriculum that builds the social and emotional competencies of students. In addition, I believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to the city of Buffalo. As a result, I am excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo particularly in partnership by provided a team of dedicated AmeriCorps Members and an Impact Manager on site to provide additional people power to BRICK's mission for years to come.

As you know, there is a continued need for additional high-quality schools in Buffalo. Many local charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I believe BRICK Buffalo can provide that option.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. If approved, our organization would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school. City Year Buffalo has in its short time attracted amazing AmeriCorps Members which many have gone on to commit to teaching for two years or more in Buffalo Public Schools and Buffalo Charter Schools. We know that our AmeriCorps Members are most likely to persist through their service year and potentially be inspired to continue to make a career in teaching at schools that invest in them, make them feel a sense of belonging, and prepare them for the role. I have no hesitation that BRICK can and will be that ideal environment to cultivate Buffalo's students and future leaders in teaching.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Yours in service,

Jonathan Morris
 City Year Alum '13, '14
 Impact Director
 He/Him/His

City Year Buffalo
 374 Delaware Ave, Suite 304 | Buffalo, NY 14202 T:

[Redacted phone number]
 [Redacted email address] www.cityyear.org



NATIONAL STRATEGIC PARTNERS





CITY YEAR, INC.
 287 Columbus Ave
 Boston, MA 02116
 PHONE 617.927.2500
 cityyear.org

February 4, 2022

J. Esposito
 BRICK Education Network

Dear Jeremy,

I'm writing this letter to express our support and enthusiasm for the ongoing partnership between BRICK Education Network and City Year Buffalo. As a charter partner in Buffalo, we believe that your school will provide the Buffalo/Niagara region with a proven dedication for accelerating student academic & socio-emotional success.

As you know, City Year's portfolio of whole school and targeted services enhances the instructional core by supporting quality, data-driven instruction, deepening family and community engagement, and contributing to a culture of empowerment, achievement, and service. This provides a continuous, supportive presence throughout the day to build mutually supportive connections between students' classroom learning and their before- and after-school experiences.

We believe that through partnership and collaboration with you and your team at BRICK, that we will contribute to student success while developing the next generation of leaders through years of service and careers in teaching. The City Year Buffalo team is excited to partner with your organization and build up our community alongside you and your amazing team of educators. We are eager in continuing to build/support this partnership and your vision for students in Buffalo.

Yours in service,

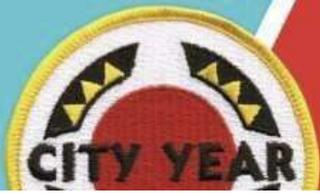
Jonathan Morris
 Impact Director

City Year Buffalo
 374 Delaware Ave, Suite 304 | Buffalo, NY 14202

[Redacted]
 [Redacted] www.cityyear.org



Baton Rouge | Boston | Chicago | Cleveland | Columbia | Columbus | Dallas | Denver | Detroit | Jacksonville | Kansas City | Little Rock | Los Angeles | Memphis | Miami | Milwaukee | New Hampshire | New Orleans | New York | Orlando
 Philadelphia | Providence | Sacramento | San Antonio | San José/Silicon Valley | Seattle/King County | Tulsa | Washington, DC | International Affiliates: Johannesburg, South Africa and London, Birmingham & Greater Manchester, England



SUNY Charter Schools Institute
 353 Broadway
 Albany, New York 12234

In addition to our organization’s letter of support for the proposed BRICK Buffalo Academy Charter School, we also would like to share our intention to partner with BRICK Buffalo. Based on the aligned philosophies of our organizations, we believe we can create a mutually beneficial partnership that will benefit the residents of Buffalo.

Based on recent meetings, we plan to partner with BRICK Buffalo to provide the following services to the school:

City Year	<ul style="list-style-type: none"> • Partner with BRICK and Relay GSE in recruiting future City Year corps members with an emphasis on recruiting diverse educators who are interested in pursuing long-term careers in education. • Provide a cohort of City Year corps members to place at BRICK throughout its first five year charter term. This will include 6 AmeriCorps members and 1 dedicated Impact Manager.
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We also remain committed to working closely with the staff from the school to continuously adjust our supports based on the needs of the students and families of the school.

Based on the initial scope of services, we plan to provide those services at no cost to the school or at the below fair market value described below:

City Year	At the standard rate for partners of approximately \$75,000 per year
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Our organization is excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

Feel free to contact me with any questions you may have about our organization, our support for the proposed school, or the terms of this agreement.

Here are some general duties throughout the day and week:

- **Before care up to 90 minutes before classes start.** City Year AmeriCorps Members, Impact Manager and school staff before care. This likely takes place in a large space like the cafeteria. A school administrator is on hand to support (Principal, Director of Operations, Family and Community Engagement Specialist, Vice Principal or Dean) and each ACM (City Year AmeriCorps Member) has 10 students that they support at their table. The ACMs could help design what activities students do in the morning under the direction of the Family and Community Engagement Specialist who helps design this time.
- **Morning meeting from 8:10-8:30.** Each ACM is assigned to a specific classroom that they will support throughout the year. They participate in the Social Emotional Learning lesson with the teachers and support students in their class as needed.
- **During literacy blocks.** During the literacy blocks, specifically rotations, there are two core teachers in the room. But CMs work directly with students that need more reading support, reading with them one on one or facilitating buddy reading with two students. This takes place with students who are independently reading at the time. In addition, ACMs are most likely to work with the students who are the furthest behind academically to help build a love of reading.

- **During math blocks.** During the math blocks, specifically during the Power Up time, ACMs work with students who have been identified as needing additional support to redo math assignments from class or to complete their homework for that week successfully. In addition, as with literacy support, they are focused on helping to build a love of mathematics.

- **During lunch and recess.** ACMs support lunch and recess for their class and grade level. In this way, ACMs would have lunch with their class and sit with their students. There would always be an administrator and teacher present in the cafeteria as well to support. In addition, ACMs help plan and/or participate in fun games at recess with students to build positive culture. Once again, there is always an administrator and teacher present as well.

- **Independent projects and planning.** During the strategic read aloud and writing blocks for their class, ACMs have dedicated planning time. Some of their ongoing tasks involve giving feedback on student homework and calling to engage families if it's not complete, placing positive phone calls to families, helping to grade student work, etc... Each ACM will also have an independent project that they are passionate about to complete for the school under the direction of their grade level chair (for example, planning a family field lesson or a Back to School Literacy Night).

- **Teacher residency work.** Any ACM that is also enrolled in a teacher residency program can teach science or social studies lessons as appropriate based on the model of the residency program. During this time, they would have a lead teacher present in the room with them to support their development.

- **Providing support for core content teachers.** ACMs would assist with substituting when needed but this would only happen in classrooms that are meant to be staffed by two teachers throughout the day (specifically in grades K through 2). In these cases, the ACMs would take on specific tasks while the other teacher is in the room (as in helping a small group with the lesson) or would have an opportunity to have students participate in an alternate assignment or game (like an additional SEL lesson or dodgeball). There would be an administrator present at all times unless there was clearly not a need for some reason (like if one CM was showing a movie or two CMs were facilitating a game of dodgeball and had strong rapport with students).

- **After care from 4 to 5 p.m.** City Year ACMs and staff after care. This means that, each day, ACMs are responsible for before care, and 3 different CMS are responsible for after care. After care is similar to before care in that it takes place in a large space like the cafeteria. A school administrator is on hand to support (Principal, Director of Operations, Family and Community Engagement Specialist, Vice Principal or Dean) and each ACM (City Year corps member) has 10 students that they support to engage in a fun activity. The activities change throughout the year and are based on student interest.

- **Special education.** Potential for a City Year ACM that would be assigned to work more closely with a single student, or small group of students, who would benefit from extra support (such as a student with special needs or an English Language Learner). Their support would be highly customized to the needs of the individual student. They would also be deployed as needed to cover gaps created by any absences from the other City Year corps members.



NATIONAL STRATEGIC PARTNERS



David C. Schopp
Chief Executive Officer

Lucian Wiza
Chief Administrator

Civil Legal Services Unit

Nadine E. Patterson
Chief Attorney

Lillian Medina
Managing Attorney



**Education
Advocacy and Initiative
Practice**

Attorneys
Melinda Gullo
Carly Hite

SUNY Charter Schools Institute
335 Broadway
Albany, NY 12234

Re: BRICK Buffalo Academy Charter School

February 13, 2022

To Whom It May Concern:

I write to share my support for the proposed Building Resilient Intelligent Creative Kids (“BRICK”) Buffalo Academy Charter School. As an educational advocate with several years’ experience representing students in disciplinary and special education matters in Western New York, I believe the proposed school would be an incredible, timely, and much needed, asset to the Buffalo community.

As you may know, Buffalo consistently reports one of the highest childhood poverty rates in the nation. Similarly, Buffalo students consistently report significantly-above-average rates of Adverse Childhood Experiences (“ACEs”), a recognized metric of childhood trauma exposure. Simply stated, there are few places in the country that more sorely need creative and compassionate approaches to student behavior. Sadly, the Buffalo City School District has not followed through on its stated commitment to restorative, non-punitive disciplinary practices. To date, and in the midst of a global pandemic that has caused massive disruptions in children’s lives and an attendant mental health crisis among youth, Buffalo Schools has suspended at least 2,000, or 7% of, students. The data for particular demographics are even worse: 10% of students with special needs, 10% of Black students, and 14% of ninth graders districtwide.

Based on meetings with members of the BRICK Buffalo applicant team, in particular Superintendent Jeremy Esposito, I am confident that BRICK is focused on ensuring that students have the knowledge, skills, and support needed to be college, career, and life-ready upon graduation. In particular, I appreciate Jeremy’s commitment to collaboratively crafting an evidence-based code of conduct, and approach to student discipline more broadly. BRICK is implementing emerging neuroscience research showing the considerable impact of trauma on children’s brain development and, later, behavior; as well as sociological research showing that exclusionary discipline (out of school suspensions and expulsions) not only fails to improve student behavior and school safety but, in fact, negatively impacts school culture.

290 Main Street | Suite 400 | Buffalo, New York 14202 | p. 716.853.9555 | f. 716.853.3219

www.legalaidbuffalo.org

In our many conversations, Jeremy and I have discussed the imperative of providing Buffalo students with reliable, predictable, and restorative responses to difficult behavior. Jeremy has shared, for example, that in 2019-2020, the BRICK network imposed only 40 total out of school suspensions, accounting for less than 2% of students. What is more, Jeremy has proven himself open to feedback, willing to put in the work to collaborate with community partners, and interested in translating novel research into novel practices—all critical traits of a school leader and sorely needed in Buffalo.

As my comments might suggest, there is a continued need for additional high-quality schools in Buffalo. Many local magnet and charter schools have long waiting lists and, as a result, many families are interested in finding new, high-quality educational options for their children. I regularly advise families looking for alternatives to their current educational settings, and I wish there were more schools focused on meeting the needs of all students, an in particular students with unique social-emotional needs. I believe BRICK Buffalo can provide that option.

Based on the needs of our Buffalo community, I ask that you strongly consider BRICK Buffalo's application for approval. I am excited to support the school both personally and professionally and look forward to continue identifying ways to support a successful launch.

Please feel free to contact me with any questions you may have about the Legal Aid Bureau's Education Advocacy Project and/or our support for this proposal.

Sincerely,



Carly Hite, Esq.

The Legal Aid Bureau of Buffalo, Inc.
290 Main St. Ste. 450
Buffalo, NY 14202



David C. Schopp
Chief Executive Officer

Lucian Wiza
Chief Administrator

Civil Legal Services Unit

Nadine E. Patterson
Chief Attorney

Lillian Medina
Managing Attorney



**Education
Advocacy and Initiative
Practice**

Attorneys
Melinda Gullo
Carly Hite

SUNY Charter Schools Institute
335 Broadway
Albany, NY 12234

Re: BRICK Buffalo Academy Charter School

February 13, 2022

To Whom It May Concern:

In addition to the Legal Aid Bureau Education Advocacy Practice’s letter of support for the proposed Building Resilient Intelligent Creative Kids (“BRICK”) Buffalo Academy Charter School, we also would like to share our intention to partner with BRICK Buffalo. Based on the aligned philosophies of our organizations, we believe we can create a mutually beneficial partnership that will benefit the residents of the East Side of Buffalo.

Based on recent meetings, we plan to partner with BRICK Buffalo to provide the following services:

<p>Carly Hite, Legal Aid Bureau of Buffalo</p>	<ul style="list-style-type: none"> • Collaborate with BRICK Buffalo to secure funding to provide holistic, free legal services to East Buffalo families. • When possible, support the BRICK Buffalo team and BRICK families by attending meetings with the Buffalo City School District Committee on Special Education (“CSE”) to ensure that students receive appropriate Individualized Education Programs (“IEP”). • Support the development and training of the BRICK Buffalo Superintendent/Regional Director of Instruction, Director of Special Education, and Vice Principal of Culture by serving as a resource to answer their questions about federal and state law/regulations and best practices. • Provide training to network and school leadership team members, as well as school social workers, regarding important topics for leaders to understand, such as federal and state law/regulations related to student discipline, special education, and the rights of marginalized populations (e.g., foster youth, children experiencing homelessness, English Learners).
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	<ul style="list-style-type: none"> • Partner with the BRICK team on an annual basis to review existing discipline data and policies and to suggest revisions as appropriate. • Partner with the BRICK team on an annual basis to review existing special education data and policies and to suggest revisions as appropriate. • Share information guides that can help families understand their rights with respect to student discipline and special education. • Support the school to advocate for full triennial evaluations for all students with disabilities, rather than basic record reviews.
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We also remain committed to working closely with BRICK staff to continuously adjust our supports based on student, family, and community need.

Based on the initial scope of services, we plan to provide those services at no cost to the school or at the below fair market value described below:

Carly Hite, Legal Aid Bureau of Buffalo	No partnership agreement fee.
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We are excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

Please feel free to contact me with any questions you may have about the Legal Aid Bureau's Education Advocacy Project and/or our support for this proposal.

Sincerely,



Carly Hite, Esq.

The Legal Aid Bureau of Buffalo, Inc.

290 Main St. Ste. 450

Buffalo, NY 14202



Letter of Support

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

I would like to share my support for the proposed BRICK Buffalo Academy Charter School (BRICK Buffalo). I believe the proposed school would be an incredible asset to the Buffalo community.

Based on meetings with members of the BRICK Buffalo applicant team, I know that BRICK is focused on ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. I know that BRICK has a track record of ensuring that its students can make significant academic progress. As an Africana Studies professor, I am particularly encouraged that the team is committed to providing a culturally responsive curriculum, including sensitivity to the strategic inclusion of African and African American content and pedagogy. This commitment will better ensure that schooling is relatable and relevant as it builds the social and emotional competencies of students. In addition, I believe that their focus on providing the wraparound services necessary for their families to thrive will be an asset to residents on the East Side of Buffalo. As a result, I am excited to support the school personally and look forward to finding ways that my organization can support a successful launch in Buffalo.

As you know, there is a continued need for additional high-quality schools in Buffalo, and the BRICK Education Network has already demonstrated its capacity to successfully found a charter school and to partner with community organizations to provide access to the critical wraparound services that many families in our community need.

Based on the needs of our Buffalo community, I ask that you strongly consider their application for approval. As an Africana Studies professor who regularly supports institutions in the Buffalo area that are committed to providing culturally responsive education, I would be excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school.

Feel free to contact me with any questions you may have about our organization or our support for this proposal.

Sincerely,

Marcus D. Watson

Marcus D. Watson
Assistant Professor
Africana Studies
Buffalo State College



SUNY Charter Schools Institute
 353 Broadway
 Albany, New York 12234

In addition to my letter of support for the proposed BRICK Buffalo Academy Charter School, I also would like to share my intention to partner with BRICK Buffalo. Based on the aligned philosophies between BRICK and my work as an Africana Studies professor, I believe we can create a mutually beneficial partnership that will benefit the residents of the East Side of Buffalo.

Based on recent meetings, I plan to partner with BRICK Buffalo to provide the following services to the school:

Professor Watson	<ul style="list-style-type: none"> • Partner with the Regional Director of Instruction/Superintendent of BRICK Buffalo, Jeremy Esposito, to support BRICK Buffalo regional staff to enroll in his course called “Intro to Africana Studies” and “Blacks in Buffalo” class at Buffalo State to deepen their understanding of the historical and current experience of Black residents in Buffalo. • Partner with the RDI to support professional development to BRICK staff members, including by collaborating to create professional development sessions to help BRICK Buffalo staff develop a deeper understanding of the historical and current experience of Black residents in Buffalo. • Partners with the RDI and the Regional Director of Operations, Antwan Barlow, to develop an internship program for students in the Africana studies program at Buffalo State that will provide them with opportunities to intern at BRICK Buffalo. • Partner with the BRICK team to help build its cultural program, including by creating resources to support positive student identity formation. • Participate in the school’s annual efforts to assess the cultural relevance of its academic program and cultural program, including by participating in parts of the school’s programmatic audit as necessary.
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I also remain committed to working closely with the staff from the school to continuously adjust our supports based on the needs of the students and families of the school.

Based on the initial scope of services, we plan to provide those services at no cost or at or below the fair market value described below:

Professor Watson	At the standard rate for Buffalo State tuition. At or below market rate for any contracted professional development services.
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I am excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

Feel free to contact me with any questions you may have about our organization, our support for the proposed school, or the terms of this agreement.

Sincerely,

Marcus D. Watson

Marcus D. Watson
Assistant Professor
Africana Studies
Buffalo State College



R-14ad – Governance

14. Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details.

- *Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “Treasurer,” “CMO Representative,” “Parent Representative,” etc.*
- *Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve (e.g., “Academic Committee,” “Finance Committee,” etc.).*
- *Include any currently vacant seats that the board would fill at a later date, and specify the date. For example, if the board intends to add the head of the school’s Parent Teacher Organization as an ex-officio member after PTO elections in December of the first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be “Voting” or “Non-Voting and/or “Ex-Officio.”*

BBACS recognizes the critical nature of the board of trustees. As the governing body of the school, the board can ensure that the school stays focused on its mission, operates effectively, and provides a high-quality education option to the community of East Buffalo. As a result, BBACS has created a matrix of the skill sets needed to effectively govern the school and to help BBACS achieve its goals. BBACS has used this matrix as a guide in board member recruitment and selection to ensure that the board represents the perspectives, backgrounds, and experiences necessary to govern BBACS. Every current board member brings a unique set of skills and perspectives to the table and is committed to the school’s mission, the East Buffalo community, and seeing the school transform students’ lives. A copy of this matrix identifying current Board member skills is shown below in Table 14.1.

Table 14.1 - Skill Matrix of Current Board

	Yolanda Wood	Takesha Leonard	Adam Desmond	Chris Porpiglia	Ramone Alexander	Lindsay Freeman	Christopher Perpich	Jeff Carter	Kim Kadziorka
Legal									
Governance			x	x	X	x			x
Non-Profit	x	x	x					x	x
Finance			x	x					
Human Resources		x							X
Operations									
Facility/Real Estate			x						
Education/Academic					x	x	x	x	
Development			x	x					x
Connection to community	x	x			X			x	
Parent/Community	x	x						x	
Higher Education	x								
Health		x			X				

Based on this matrix, the proposed BBACS board has a wealth of prior experiences, skills and expertise. However, the Board is also currently vetting candidates to consider adding additional expertise in the areas of law and operations. The BBACS Board anticipates adding members with these skill sets before the completion of the charter approval process.

Upon approval, the Board of Trustees will sign a charter agreement with SUNY Charter Schools Institute which will lay out the terms and conditions of operating a charter school in New York. The proposed founding board members understand that it is a contractual relationship and that they will be held accountable for meeting all goals and standards set within. The Board will be responsible for ensuring that the school meets the academic, financial, and operational goals laid out within the agreement and within the charter. The BBACS board expects to receive ongoing oversight conducted and led by SUNY staff. A table summarizing information about current proposed Board members and their role on the Board can be found below in Table 14.2.

Table 14.2 - Proposed Board Members

TRUSTEE NAME	POSITION ON THE BOARD	COMMITTEE AFFILIATIONS	EXPERTISE AND/OR ROLE AT SCHOOL	VOTING	EX-OFFICIO
Yolanda Wood	Chair	Executive	Education, including postsecondary administration as well as diversity, equity and inclusion	Y	N
Takesha Leonard	Vice Chair	Executive, personnel	Health care, providing direct services to the East Side community	Y	N
Adam Desmond	Treasurer	Executive, Audit and Finance	Finance, including accounting expertise and former experience as a	Y	N

			charter school financial advisor		
Chris Porpiglia	Secretary	Executive, Development, Audit and Finance	Finance and fundraising	Y	N
Ramone Alexander	Member	Executive, Academic	Education, including private school administration; diversity, equity and inclusion; and health care	Y	N
Kimberly Kadziolka	Member	Personnel	Fundraising, providing direct services to the East Side community	Y	N
Lindsay Freeman	Member	Academic	Education, including as a leader of a SUNY sponsored charter school	Y	N
Jeff Carter	Member	Not Assigned	Pastor and established community leader on the East Side of Buffalo	Y	N
Chris Perpich	Member	Not Assigned	BRICK representative, extensive educational experience	Y	N
TBD-Parent representative	Member	Not Assigned	A parent representative will be added after the school has students enrolled.	Y	N

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation’s board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school’s mission and goals.*

The Board of Trustees is ultimately responsible for overseeing the school’s performance and its objective of providing a high-quality education to students within the East Buffalo community. The proposed Board understands that it must safeguard student and public interests

and will apply the highest standards of service in governing the school according to its Charter Agreement, by-laws, and relevant state and federal statutes. In addition to holding the fiduciary responsibilities for the organization, the Board will be responsible for setting all school policies, approving the school's annual budget and all financial statements, handling complaints and inquiries, monitoring progress toward meeting academic and non-academic goals, ensuring the faithfulness to the mission and philosophy, and overseeing the management and operation of the school by its CMO and principal. A copy of the draft Educational Services Agreement between BBACS and BRICK can be found in ***R-23b-Supplemental Attachments***.

The BBACS board will contract with the BRICK Education Network, a Charter Management Organization, to provide whole school management services. BRICK will be responsible for the design and implementation of curricula aligned to NY State Learning Standards; making recommendations to the Board regarding staffing levels and the selection and hiring of key school leadership positions; providing financial management and back office financial services; and providing staff evaluation findings and recommendations at the request of the Board who will have ultimate authority regarding hiring, firing, and compensation decisions. The BBACS board will lay out contract terms and expectations for BRICK on an annual basis and will conduct an annual evaluation to determine whether or not BRICK is meeting its goals and performing as expected and needed.

The BBACS board will annually evaluate the performance of the CMO and has already begun the development of a CMO evaluation tool that aligns with SUNY's accountability requirements and New York state charter laws. The evaluation tool will help the board measure the performance of the CMO by identifying the strengths and opportunities for improvement relative to the service agreement. The performance evaluation will consist of reviewing the school's progress toward attaining the goals in the accountability plan, academic performance, compliance with relevant laws, financial management and reporting, student recruitment, facility management, human resources, information technology, and other relevant metrics. In addition to the independent board-led evaluation of the CMO, BRICK will provide the board a detailed annual report that provides data and narrative related to performance on the contractual services. The current draft of the CMO evaluation tool can be found in ***R-23b - Supplemental Attachments***.

BBACS recognizes that, while BRICK will provide management services for the school, the Board must continue to set the vision for the proposed school and rigorously evaluate the work of the CMO on an ongoing basis. To ensure that the Board has a deep knowledge of the educational services agreement and understands ways it can provide effective oversight, the BBACS team has already taken the following actions:

- All board members have reviewed a draft of the educational services agreement and the board has dedicated meeting time to reviewing and providing feedback on specific language in that agreement.
- Each Board committee leader has reviewed the draft CMO agreement, with an emphasis on the section that defines how BRICK will support the work of their committee, to

provide feedback and to identify key data points that will be essential for review and incorporation into the data dashboards that will be reviewed at Board meetings.

- Started the production of an annual board calendar outlining what data and related artifacts of the CMO's support of the school the board would review and when, including any contextual data that would be helpful to have access to as well (for example, the percentage of students with special needs in local BPS schools and local charter schools for benchmarking purposes).
- Started to develop a clear process for how the board would partner with BRICK to take specific short-term actions that were essential for the success of the school (for example, how the board would have access to ongoing student enrollment information throughout the incubation period and how the board would collaborate with BRICK to ensure targeted action plans are implemented to address any enrollment challenges).

The BBACS board will be kept informed of the school's progress through the monthly board meetings and through the ongoing development of a performance dashboard that will include multiple metrics (academic, financial, organizational, and culture) to determine progress and any need for mid-course corrections. BBACS will develop an accountability system and related dashboard that is data rich and allows for regular and consistent monitoring. At each board meeting, board members will have actionable, readable, and useable data delivered to them on the dashboard, and based on metrics laid out in the performance contract and Accountability plan, that includes, but is not limited to, comprehensive data on student performance, enrollment, attendance, student and teacher retention, assessment data, demographics, suspensions, waitlist information, and school finance (variances, year-to-date cash balances, etc.). BRICK will also conduct, and share the results of, bi-annual surveys that focus on student, parent, and staff satisfaction as well as organizational health metrics. The BBACS principal and Director of Operations will also attend all board meetings and report directly to the Board. They are responsible for overall school management and day-to-day operations of the school. The board may delegate certain duties or responsibilities associated with the school's daily operations to the school's principal and other staff, or BRICK, as needed and as appropriate. Delegated duties and responsibilities are implemented with direct oversight from the board. A copy of the current draft dashboards are embedded in the draft CMO evaluation tool that is provided in ***R-23b -Supplemental Attachments***.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- *Ex-officio members (voting and non-voting);*
- *Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;*
- *Trustee recruitment and selection process and criteria;*

- *New trustee orientation process; and,*
- *Board/trustee training and development including the self-evaluation tool the board intends to use.*

The design of the BBACS board was developed by the board members based on their prior individual experiences working with boards and as board members. The full board reviewed drafts of potential bylaws and then revised those bylaws based on their experiences. As a result, the board produced draft bylaws that it would approve once the school's charter is approved. As stated in those draft bylaws, the number of Trustees of the school shall be not fewer than five and shall not exceed fifteen members. The Board will have the following officer positions: Chair, Vice Chair, Secretary, and Treasurer. The founding team considers these to be the core functions needed to manage the work of the board. The Treasurer will have responsibility for fiscal matters as described in the bylaws; the Secretary will have responsibility for board minutes and records as described in the bylaws, the Chair will preside over meetings and perform such other functions as delegated by the board, and the Vice Chair will provide additional support as needed. The board may propose, create, and approve committees for any purpose. At this time, much of the Board's work is managed through five standing committees, which include:

Executive Committee: The Executive Committee may transact all business of the school as authorized by the Trustees, except as to the following matters, the:

- Filling of vacancies on the Board or on any committee;
- Amendment or repeal of the Bylaws or the adoption of new Bylaws;
- Amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable;
- Fixing of compensation of the Trustees for serving on the Board or any committee;
- Election or removal of officers and Trustees;
- Approval of a merger or plan of dissolution;
- Authorization of a transaction involving the sale, lease, exchange, or other disposition of all or substantially all the assets of the corporation; and
- Approval of amendments to the Charter.

Audit and Finance Committee: The Audit and Finance Committee shall (a) recommend to the Board an annual budget and fiscal policy (and amendments thereof from time to time); (b) recommend to the Board an independent auditor to conduct an annual audit of the financial statement of the Corporation and oversee such independent auditor; and (c) fulfill such other financial and audit duties and responsibilities as needed or the Board may assign from time to time.

Academic Committee: The Academic Committee shall oversee the education program and review student achievement data for the School. The Academic Committee shall also have oversight over School assessment, performance, and the review of educational qualitative data as it pertains to the fulfillment of the School's mission.

Personnel Committee. The Personnel Committee, in conjunction with School Leadership, shall oversee staff and personnel matters. The Personnel Committee will also collaborate on talent recruitment and evaluations, and oversee grievance matters as they pertain to the Board.

Development Committee. The Development Committee will oversee the creation and implementation of the board's development plan designed to ensure that the school is financially sustainable over time.

Special Committees. The Board of Trustees may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees with authority of the board.

New board members are recruited by existing trustees and elected by a majority of the entire membership during the Board's annual meeting in June of each year or at other regularly scheduled board meetings as needed based on board vacancies. New trustee orientation consists of six training sessions that focus on helping new board members understand the roles and responsibilities of a board, principles of effective board governance, and the current policies of the school. This training is conducted by an outside facilitator, FBW and Partners Consulting, and has been provided to the proposed board members and to other boards across the BRICK network. Future board members will continue to receive this training as well.

BBACS' Board of Trustees will administer the McKinsey & Company nonprofit Board Self-Assessment Tool annually to evaluate their performance, measure their effectiveness in holding the school responsible for the goals and objectives in its Accountability Plan, and identify areas for improvement.

The founding board is fully aware of the need to continually recruit, train, and develop additional board members. As a result, BBACS' founding team and board is actively searching for people with expertise in diverse industries to ensure its ability to govern, advise, and strengthen the school to fulfill its mission (including individuals with legal and operational expertise). To date, the methods used to recruit and select BBACS founding board members have included:

1. Utilizing a variety of outreach events and opportunities (Please see **R-04 Community Outreach, Support and Demand**), community interest was analyzed to build excitement and find supporters.
2. Developing a board matrix that outlined the key skills and backgrounds needed to support a high-functioning charter school board.
3. Identifying a prospective candidate list that aligned with the board matrix and a commitment to a diverse board. Prospective candidates were identified through extensive outreach to community-based organizations, community leaders and residents, and through the community network of BRICK's Regional Director of Operations, Antwan Barlow.
4. Determining a candidate's interest in board membership through an initial meeting with BRICK's RDO and subsequent interviews with the proposed Board Chair and BRICK Chief Executive Officer. During these interviews, the Board Chair, RDO and CEO used a board

selection interview tool to ask questions about their past board experience, their skill sets and qualifications, the difference between governance and management, and their past contributions and connections to the school's mission and goals.

5. Analyzing a candidate's profile to ensure alignment with the BBACS matrix as well as a fit with the founding applicant team.
6. Presenting the candidate to the full board so that the entire board could ask follow up questions about the candidate and their interest in serving as a board member.
7. New board members were then elected based on a vote of the full board.

The BBACS Board recognizes that it will need to continue to execute this cycle to recruit and select additional board members. As a result, the BRICK RDO and BBACS Board Chair hold monthly meetings to discuss the affairs of the board, including the need to review the board matrix and to identify what community supporters may be strong candidates for the board. In addition, should the board need to add additional capacity to recruiting future board members then an ad hoc Nominating Committee will be formed to assist with recruitment. The committee will identify and evaluate potential candidates and present them to the full board for approval and appointment. After each new member is appointed, the school, the management company, and the board will provide necessary and appropriate training to ensure that all members understand the role and responsibilities of board membership. All board members will also be encouraged to engage with school-wide and community-wide activities to fully integrate with the school's mission, students, and families.

d. Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

A seat on the Board will also be reserved for a parent or guardian of a current or former student at BBACS. BBACS will also establish and maintain a School Advisory Council consisting of parents, students, community members, teachers, and administrators. The Council will participate in developing recommendations for school policies and share in efforts to engage the support of the community. The Council will make recommendations and decisions about issues relating to the school and may also participate in reviewing parental and community concerns (as appropriate). The principal will be responsible for communicating all council recommendations to the Board of Trustees. School Advisory Council members are encouraged to attend board meetings.

In addition, BBACS will have public comment periods at each of the regularly scheduled board meetings in order to hear from any stakeholder interested in addressing the Board. Lastly, there will be a variety of ways that stakeholders can contact Board members to express views related to school governance. Board member contact information will be accessible via the website, and individuals interested in contacting board members can also do so by contacting the school's leadership team, the BRICK Buffalo regional team, the Board's parent representative, or, as needed, through the methods outlined in the Board Complaint Policy.

**BY-LAWS
OF
BRICK BUFFALO ACADEMY CHARTER SCHOOL
ARTICLE I
NAME**

The name of this Corporation is BRICK Buffalo Academy Charter School (the "School").

**ARTICLE II
MEMBERSHIP**

The School has no members. The rights which would otherwise vest in the members vest in the trustees of the School (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 of Trustees (hereinafter the "Board").

**ARTICLE III
BOARD OF TRUSTEES**

Section 1. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the New York Education Law, Not-for-Profit Corporation Law and Open Meetings Law), as well as the requirements of the School's charter and these By-laws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

- (a) To elect and remove Trustees;
- (b) To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
- (c) To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
- (d) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
- (e) To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
- (f) To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

- (g) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- (h) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws; and
- (i) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-laws.

Section 2. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15).

Section 3. Election of Trustees. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office upon approval by the New York State Education Department's Charter Schools Office.

Section 4. Eligibility. The Board may elect any person who is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

Section 5. Term of Office. Trustees shall hold office for a term of three (3) years. Trustees may succeed themselves in office and there shall be no limits on the number of terms a Trustee may serve. Notwithstanding the foregoing, at the initial meeting of the Board after the School receives its Charter, the initial Trustees shall be divided evenly (or as close to evenly as possible) into three (3) classes as follows: one (1) class of Trustees whose initial term which shall expire in June 2023, one (1) class of Trustees whose initial term shall expire in June 2024 and one (1) class of Trustees whose initial term shall expire in June 2025. For the avoidance of doubt, if re-elected, Trustees with an initial term shorter than three (3) years (or new Trustees) shall be re-elected for three (3) year terms.

Section 6. Interested Persons.

- (a) Not more than forty percent (40%) of the persons serving on the Board may be (i) persons currently being compensated by the School for services rendered to it within the previous twelve (12) months; or (ii) a sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
- (b) Not more than forty percent (40%) of the voting persons on the Board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the

exception of the School or another charter school), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of the foregoing sentence, “single entity” shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The New York State Education Department, on behalf of the Board of Regents may, in its sole discretion, waive this restriction upon written request from the School.

(c) Where the School has engaged a not-for-profit educational service provider or other entity that provides comprehensive management services to the School pursuant to a contract between such entity and the School, no more than two (2) Trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated, and one (1) such Trustee’s affiliation is limited to serving as director of such entity; provided, however, that in such case the following restrictions shall apply:

- (i) termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the Board, and upon such termination such person(s) may be removed from the Board by vote of the Board provided there is a quorum of at least a majority of the entire Board present at the meeting;
- (ii) such person(s) shall not hold the offices of Chairperson or Treasurer of the Board;
- (iii) when the Board has proper grounds to go into executive session pursuant to the New York Open Meetings Law (“Open Meetings Law”), and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board may, after such person(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such person(s); and
- (iv) the number of Trustees on the Board shall not be less than seven (7) where two (2) Trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) Trustee is affiliated with the not-for-profit entity.

Section 7. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law. In accordance with the procedures set forth in the Education Law, the Board of Regents may remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the Board has failed or refuses to carry into effect its educational purposes.

Section 8. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or

duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

Section 9. Vacancies. The office of any Trustee shall become vacant on his or her death, resignation, refusal to act, removal from office, expiration of term, or any other cause specified in the School's charter. If any Trustee fails to attend three (3) consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned, and the vacancy shall be filled. The Board may fill any vacancy occurring in the middle of a Trustee's term by electing another individual to serve for the duration of his or her predecessor's unexpired term and may be reelected in accordance with the provisions of this section.

Section 10. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

Section 11. Parent Representative. The Board shall include at least one parent or guardian of a current or former student at the School once the School has enrolled students. The parent representative shall be a voting member of the Board.

Section 12. Meetings.

Section 12.1. Annual Meetings. An annual meeting of the Board shall be held at the School (and until a School facility is identified, such location as determined by the Board) each June at a date and time designated by the Board or in such other month, date and time as the Board may designate. At the annual meeting, the Board shall, if nominated, re-elect Trustees and officers whose terms as expiring or otherwise elect new Trustees and officers if Trustees whose terms are expiring are not presented for re-election. Nothing herein shall prohibit the election of Trustees and officers at such other times the Board may designate if there are open seats to be filled by vacancy or otherwise.

Section 12.2. Regular Meetings. The Board shall meet to conduct business and to review the Treasurer's accounts as frequently as it deems necessary but no less than on a monthly basis as required by the New York Education Law.

Section 12.3. Special meetings of the Board of Trustees may be called (i) at any time by the Chairperson, (ii) by the senior Trustee on written request of three Trustees if the Chairperson is absent, or (iii) by any other manner determined by the Board of Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

Section 13. Notice of Meetings. Annual, regular and special meetings of the Board of Trustees shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present. Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each

meeting of the Board of Trustees shall be transmitted to each Trustee to the usual address (email acceptable) of every Trustee with as much advance notice as practicable.

Section 14. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

Section 15 Board Participation by Other Means. To the extent permitted by Article 7 of the Public Officers Law, Trustees who do not reside in New York, or who cannot be present at the location and date of the meeting may participate by video conference in order to be counted for the quorum and vote on relevant matters. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating in the Board meeting other than in-person or by live videoconferencing shall not be permitted to vote. Further, members will not be permitted to vote by proxy. Appropriate notice and access will be given to the public such that they can participate in the meeting if they so wish at any location in which video conferencing is being used. Public notice will inform the public that video conferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations. Members may participate by phone, but will not be included as part of the quorum and will not be permitted to vote on pending issues.

Section 16. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 17. Open Meetings. Notwithstanding any other provisions of these By-laws, the School shall comply with the New York Open Meetings Law.

Section 18. Action by the Board of Trustees. Any reference in these By-laws to action to be taken by the Board of Trustees shall mean such action at a meeting of the Board of Trustees. Except as otherwise expressly required by law or by these By-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Trustees. In any case in which a Trustee is entitled to vote, he or she shall have no more than, nor not less than, one vote.

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

Section 20. 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 School whom the Trustee believes to be reliable and competent in the matters presented;
- (b)
 - (i) legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - (ii) a Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's charter or By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in section 19 above, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 21 Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in section 19, and shall consider among other relevant considerations the long and short term needs of the School 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 22. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE IV OFFICERS

Section 1. Officers of the Corporation. The officers of the Corporation shall be the Chair, a Vice Chair, a Secretary, a Treasurer, and such other officers as the Board may from time to time establish. Officers shall be elected and shall serve a term that is co-terminus with their term as Trustee. Any two or more offices may be held by the same person, except the offices of Chairperson and Secretary or the offices corresponding thereto.

Section 1.1. Chair. The Chair shall serve as Chairman of the Board of Directors and shall carry out those duties usually incident to the office of President and shall serve as Chair of the Executive Committee. The Chair shall execute all documents on behalf of this Corporation unless the Board has generally or specifically delegated the authority to execute the document in question to another officer of the Corporation or employee of the School.

Section 1.2. Vice Chair. The Vice Chair shall fulfill the Board Chair's duties when the Chair is absent and assist the Board Chair in the execution of his or her duties as needed.

Section 1.3. Secretary. The Secretary shall keep the minutes of all meetings, provide written notice of all meetings and copies of minutes of previous meetings in accordance with these By-Laws or as required by the laws of the State of New York, and shall act as the custodian of the School's records.

Section 1.4. Treasurer. The Treasurer shall be the principal financial officer of the School and shall ensure that there is an adequate and correct accounting of the property and business transactions of the School.

Section 2. Election. Upon election, each officer shall hold office until such officer's successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation or removal.

Section 3. Removal. Any officer elected by the Board may be removed at any time, for cause or without cause, by an affirmative vote of two-thirds (2/3) of all the Trustees of the Board.

Section 4. Vacancy. In the event a vacancy occurs in any office, the Board shall elect, at a regular meeting or a special meeting of the Board, a person to succeed to such office.

ARTICLE V COMMITTEES OF THE BOARD

Section 1 Committees.

- (a) The Board of Trustees, by resolution adopted by a majority of the entire Board of Trustees, may designate from among its members an Executive Committee, consisting of five or more Trustees, and other standing committees, each consisting of three or more Trustees as the Board may deem appropriate. Notwithstanding the foregoing, nothing herein shall prevent or restrict individuals other than Trustees from participating in committees in a supporting capacity. All committees are subject to the New York Open Meetings Law.
- (b) Unless a shorter term is prescribed by the Board in its resolution creating a committee, the committee members shall be elected for a one-year term at each annual meeting of the Board. The Board shall elect members of committees, except that with respect to the Executive Committee, members shall be elected by an affirmative vote of a majority of the entire number of Trustees including vacancies. Vacancies in the membership of any committee with the authority of the board shall be filled in the same manner as initial appointment. The membership of committees, other than committees with the authority of the board, shall not be restricted to Trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, and ratified by the Board. Except as otherwise provided in these By-laws or by the Board, the chairperson of each committee shall be chosen by the Chairperson of the Board from among the Trustee members of the committee.

Section 2. Authority of Committees. The Board may grant to a committee any of the authority of the Board of Trustees, except with respect to the following and as otherwise prohibited by law:

- (a) the election or removal of Trustees and Officers;
- (b) filling of vacancies on the Board of Trustees or any committee;
- (c) the amendment or repeal of these By-laws or the adoption of new By-laws;
- (d) the appointment of other committees, or the members of the committees;
- (e) the amendment or repeal of any resolution of the Board of Trustees which, by its terms, shall not be so amendable or repealable;
- (f) the approval of a merger or a plan of dissolution;
- (g) the authorization of the sale, lease, exchange, or other disposition of all or substantially all of the assets of the Corporation; or
- (h) the approval of amendments to the certificate of incorporation (provisional charter).

Section 3. Alternate Members. The Board of Trustees may elect one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Section 4. Special Committees. The Board of Trustees may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees with authority of the board.

Section 5 Executive Committee. The Executive Committee, in intervals between the meetings for the Trustees, may transact such business of the School as the Trustees may authorize, or undertake any actions specified in Section 2 of this Article.

Section 6. Audit and Finance Committee No person who is an employee of the Corporation or who has any material financial interest in any entity doing business with the Corporation may serve on the Audit and Finance Committee. To the extent permitted by law and these By-laws, the Audit and Finance Committee shall (a) recommend to the Board an annual budget and fiscal policy (and amendments thereof from time to time); (b) recommend to the Board an independent auditor to conduct an annual audit of the financial statement of the Corporation and oversee such independent auditor; and (c) fulfill such other financial and audit duties and responsibilities as needed or the Board may assign from time to time.

Section 7. Academic Committee. The Academic Committee shall oversee the education program and review student achievement data for the School. The Academic Committee shall also have

oversight over School assessment, performance, and the review of educational qualitative data as it pertains to the fulfillment of the School's mission.

Section 8. Personnel Committee. The Personnel Committee, in conjunction with School Leadership, shall oversee staff and personnel matters. The Personnel Committee will also collaborate on talent recruitment and evaluations, and oversee grievance matters as they pertain to the Board.

Section 9. Development Committee. The Development Committee will oversee the creation and implementation of the board's development plan designed to ensure that the school is financially sustainable over time.

Section 10. Procedures of Committees. All committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees shall keep a record of their acts and proceedings in accordance with the New York Open Meetings Law and shall report thereon to the Board of Trustees.

Section 11. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

ARTICLE VI CONFLICTS OF INTEREST

Section 1. Disclosure. Trustees, officers and employees shall seek to avoid potential conflicts of interest in personal and in professional relationships, and shall timely disclose potential conflicts of interest to appropriate supervisory personnel and/or other applicable School officials in accordance with the School's policies. In addition, all Trustees, officers and staff shall fully cooperate in the management of any potential conflicts of interest. In addition, trustees, officers and senior staff shall fully comply with the School's Conflict of Interest Policy.

Section 2. Conflicts of Interest Policy. The Board shall adopt a Conflict of Interest Policy. The Conflict of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. 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 School's interest. The Conflict of Interest

Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) 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 or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

Section 3. Avoidance of Self-Dealing Transactions. The Board of Trustees and the School shall not engage in any “self-dealing transactions,” except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest. 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 School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE VII CONTRACTS, LOANS, GRANTS AND PROPERTY

Section 1. Contracts. Except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances.

Section 2 Loans. The Board of Trustees may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the School to effect loans and advances at any time for the School from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds, or other certificates or evidences of indebtedness of the School, and when authorized to do so to pledge, hypothecate or transfer, to the extent permitted by law, any securities or other property of the

School as security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

Section 3. Grants. The Board of Trustees, on the basis of written recommendations from individual Trustees, officers and employees of the School, may, prospectively or retroactively, authorize the Chairperson, on behalf of the School, to make grants and other contributions.

Section 4. Property Holding. The Board of Trustees may take and hold by gift, grant, devise or bequest in their own right or in trust for any purpose comprised in the objects of the school, such additional real and personal property, beyond such as shall be authorized by its charter, as the regents shall authorize within one year after the delivery of the instrument or probate of the will giving, granting, devising or bequeathing such property. Such authority given by the regents shall make any such gift, grant, devise or bequest operative and valid in law. Any grant, devise or bequest shall be equally valid whether made in the School's name or to the Trustees, and such powers given to the Trustees shall be powers of the School.

Section 5. Control of Property. The Board of Trustees may (a) buy, sell, mortgage, let and otherwise use and dispose of its property as it shall deem for the best interests of the School; and (b) lend or deposit, or receive as a gift, or on loan or deposit, literary, scientific or other articles, collections, or property pertaining to its work. Such gifts, loans or deposits may be made to or with the school. Any such transfer of property, if approved by the Board of Regents, shall during its continuance, transfer responsibility thereafter to the school, which shall also be entitled to receive any money, books or other property from the state or other sources to which the school would have been entitled but for such transfer.

ARTICLE VIII NON-LIABILITY; INDEMNIFICATION; INSURANCE

Section 1. Non-Liability of Trustees. The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

Section 2. Indemnification of Trustees and Officers. In accordance with Section 721 of the New York Not-For-Profit Corporation Law, the School shall, to the fullest extent permitted, and in the manner prescribed, by Sections 721, 722, 723 and 725 of the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of duty, neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency. This should include an action by or in the right of the School to procure a judgment in its favor and an action by or in the right of any other corporation of any type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise, which any Trustee or officer of the School is serving or served in any capacity at the request of the School, by reason of the fact that he, his testator or intestate, is or was a Trustee or officer of the School, or is serving or served such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, against judgments, fines, amounts paid in settlement, and expenses (including, without limitation, attorneys' fees, costs and charges) incurred as a result of such action or

proceeding, or appeal therein. The School shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees, costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law Sections 721, 722, 723 and 725.

Section 3. Insurance. In accordance with Section 726 of the New York Not-For-Profit Corporation Law, the School shall prescribe and maintain insurance to indemnify Trustees and officers of the School, on any terms and conditions set forth in a resolution of the Board.

ARTICLE IX BOOKS AND RECORDS

Correct and complete books and records of account and minutes of the proceedings of the Board, the Executive Committee and all Standing Committees shall be kept at the main office. 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 School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligations imposed by any applicable federal, state or local law.

ARTICLE X FISCAL YEAR

The fiscal year of the School shall begin on July 1 and shall end on June 30 in each year.

ARTICLE XI CORPORATE SEAL

The Board may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XII AMENDMENTS

Section 1. Amendments. These By-Laws may be amended, repealed, or restated by a vote of two-thirds of the Trustees then in office. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given in advance, in accordance with the notice provisions set forth in Article III of these By-laws.

Section 2. SUNY Charter Schools Institute Approval. No material amendment to these By-laws shall be effective without approval of the SUNY Charter Schools Institute on behalf of the Board of Trustees of the State University of New York.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing By-laws are now in full force and effect.

Board Secretary

Date

BRICK Buffalo Academy Charter School

CODE OF ETHICS

The Board of Trustees (the “Board”) of BRICK Buffalo Academy Charter School (the “School”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board (each a “Trustee” and collectively, “Trustees”) and the School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School’s goals and objectives. The Board also recognizes its obligation to adopt this code of ethics (the “Code of Ethics”) consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the New York Education Law and the New York Not-for-Profit Corporation Law, as amended by the Non-Profit Revitalization Act of 2013.

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School.¹ This Code of Ethics is incorporated by reference into the School’s duly adopted by-laws (the “By-laws”). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

1. **Management of the School.** The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state or local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s Charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.
2. **Makeup of the Board.** All Board members shall be at least 18 years of age. Not more than 40 percent of the Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any person in a Trustee’s Family.

¹ General Municipal Law § 806(2).

3. **Representation before the Board.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.²
4. **Representation before the Board for a Contingent Fee.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the School 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.³
5. **Participation in Board Discussions and Votes.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a potential Conflict of Interest (as defined in the Board’s Conflict of Interest Policy (the “Conflict of Interest Policy”) and also incorporated in the By-laws; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
6. **Confidential Information.** No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.⁴
7. **Self-Dealing Transactions.** A "Self-dealing transaction" shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Neither members of the Board nor the employees of the School shall engage in any Self-Dealing Transaction, except as approved by the Board and in compliance with the Conflict of Interest Policy. 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 that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.
8. **Loans.** The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School’s monies.

² General Municipal Law § 805-a(1)(c).

³ General Municipal Law § 805-a(1)(d).

⁴ General Municipal Law § 805-a(1)(b).

9. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter.⁵ Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A Trustee, officer or employee shall be deemed to have an "interest" in a contract or other transaction if he or she, or such person's spouse, minor children and dependents, is the party (or one of the parties) contracting or dealing with the School (except a contract of employment with the School), or is a director, trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.
10. **Not-for-Profit Disclosure.** Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.
11. **Business Relationship with the School.** No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the approval of such relationship complies with the terms and procedures of the Conflict of Interest Policy and in any such case, shall not be permitted to be an officer of the Board.
12. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.⁶
13. **Private Employment.** A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.⁷
14. **Future Employment.** A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand

⁵ General Municipal Law § 803.

⁶ General Municipal Law § 806(1)(a).

⁷ *Id.*

or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.⁸

15. **Educational Management Organization.** In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such business relationship.
16. **Organizational Limit on Board Seats.** Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.
17. **Undue Influence.** Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.
18. **Financial Disclosure.** Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance or conflict of interest is lodged against them.
19. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth \$75 or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.⁹
20. **Political Contributions.** The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.
21. **Related Party Transactions.** The School has not had, nor does it anticipate having, any Related Party Transactions that have occurred or may occur as a result of a less than arm's length relationship with a Related Party. The School has established requirements

⁸ *Id.*

⁹ General Municipal Law §805-a(1)(a).

and procedures in its Conflict of Interest Policy to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party must recuse him or herself from the decision-making process.

22. **Penalties.** In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

BRICK Buffalo Academy Charter School

CONFLICT OF INTEREST POLICY

The purpose of this Conflict of Interest Policy (the “Policy”) is to protect the interests of BRICK Buffalo Academy Charter School (“BBACS” or the “Corporation”) when it is contemplating entering into a transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person or employee of the Corporation. Before entering into any transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person, or employee of the Corporation, the Board of Trustees of the Corporation (the “Board”) shall determine whether the transaction or arrangement is prohibited under this Policy.

Article 1 Conflicts of Interest

Section 1. Trustees, Officers and employees of the Corporation, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the Corporation, provided, however, this does not preclude the payment of lawful compensation and necessary expenses of such Trustee, Officer or employee in holding his or her position with BBACS, as applicable. A Trustee, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if the Corporation is party to a contract with (i) his or her spouse, minor children or dependents (except contracts of employment with BBACS), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, director or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2. Trustees, Officers and Key Persons of the Corporation are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 above, except as approved by the Board. In determining whether to approve a Related Party Transaction, the Board must determine if the transaction is fair, reasonable and in the best interests of the Corporation at the time of such determination.

With respect to any Related Party Transaction involving a charitable corporation and in which a Related Party has a substantial financial interest, the Board shall consider alternative transactions to the extent available, approve the transaction by not less than a majority vote of those present at the meeting, and contemporaneously document in writing the basis for the approval and the consideration of any alternative transactions.

Section 3. No Trustee, Officer or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars (\$75.00) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form without prior approval of the Board of Directors.

Section 4. Employees of BBACS may not serve on the Board.

Article 2
Disclosure and Voting

Any person with a potential or actual conflict of interest described in Article 1 of this Policy must promptly disclose such potential or actual conflict of interest in good faith in writing to his or her immediate supervisor, as applicable, and to each member of the Board, together with all material facts known to such Trustee, Officer, Key Person or employee with respect to the actual or potential conflict of interest. Such written disclosure shall be made part of and be set forth in the minutes of the Board. All such potential or actual conflicts of interest shall be reviewed by the Board.

Any Trustee, Officer, Key Person or employee to which the potential or actual conflict of interest relates shall not be present at or participate in the Board or committee deliberation or vote on the matter giving rise to such conflict; provided that nothing shall prohibit the Board or a committee from requesting that the person with the conflict of interest present information as background or answer questions at a committee or Board meeting prior to the commencement of deliberations or voting relating thereto.

If not prohibited by Article 1 of this Policy, any matter involving an actual or potential conflict of interest shall be approved by not less than a majority vote of the Board members present and voting at the meeting; provided, that a Trustee to which the potential or actual conflict of interest relates shall not be permitted to vote. No Trustee, Officer, Key Person or employee shall vote, act, or attempt to influence improperly the deliberations, as applicable. Any attempt to vote, act, or improperly influence deliberations may be grounds for removal from the Board or termination of employment with BBACS.

Article 3
Committee Review

The Board may delegate to the Audit Committee or any Board committee comprised solely of Independent Trustees (each a "Committee") the implementation of and compliance with this Policy. The Board may delegate to such Committee review and approval of any potential or actual conflict of interest; provided that if the potential or actual conflict of interest is of a nature that would otherwise require full Board approval, the Committee shall provide a recommendation as to whether or not to approve the potential or actual conflict of interest to the full Board, and the Board shall be responsible for making a final determination. In the event the Board delegates the review and approval of conflicts of interest to a committee, all references to the Board in this Policy shall be deemed to refer to such Committee and all references to a majority of the Board shall be deemed to refer to a majority of such Committee.

Article 4
Records of Proceedings

The minutes of all meetings of the Board and all committee meetings at which a potential or actual conflict of interest is considered shall contain the following:

- i. The names of the persons who disclosed or otherwise were determined to have a potential or actual conflict of interest, the nature of the potential or actual conflict of interest, any action taken to determine whether a conflict of interest exists, and the Board's decision as to whether a conflict of interest exists.
- ii. The names of the persons who were present for discussions and votes relating to any determinations under this Policy, including whether the Trustee, Officer, Key Person or employee left the room during any such discussions, the content of such discussions, and whether or not the transaction was approved by the Board.

The minutes shall be documented contemporaneously to the discussion and decision regarding the conflict of interest.

Article 5
Disclosures

Prior to the initial election or appointment of a Trustee to the Board, and thereafter on an annual basis, all Trustees shall disclose in writing to the Board Secretary:

- i. Any entity of which the Trustee is an officer, director, trustee, member, owner or employee;
- ii. Any entity of which a Relative of the Trustee is an officer, director, trustee, member, owner or employee and with which the Corporation has a relationship;
- iii. Any Financial Interest the Trustee may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the Corporation for a fee or other compensation; and
- iv. Any position or other material relationship such Trustee may have with any not-for-profit corporation, or any position or other material relationship held by a Relative of such Trustee, with which the Corporation has a business relationship.

Each Trustee shall also annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy. The Secretary shall provide a copy of all completed statements to the Chair of the Board.

Article 6
Miscellaneous

Section 1. Any contract willfully entered into by or with the Corporation which is prohibited by this Conflict of Interest Policy shall be null, void and wholly unenforceable.

Section 2. In no instance shall a trustee, officer or employee of a for-profit educational management organization having a business relationship with BBACS serve as a voting member of the Board for the duration of such business relationship.

Section 3. Trustees, officers, or employees of any single external organization shall hold no more than 40% of the total seats comprising the Board.

Section 4. Trustees, Officers, Key Persons and employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, such Trustee, Officer, Key Person or employee shall disclose in writing all known facts prior to participating in a Board discussion of these matters and the Trustee, Officer, Key Person or employee's interest in the matter will be reflected in the Board minutes.

Section 5. Trustees, Officers, Key Persons and employees shall make all appropriate disclosures whenever a grievance or conflict of interest is lodged against them.

Section 6. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate this Conflict of Interest Policy may be fined, suspended or removed from office or employment in the manner provided by law.

Section 7. No Trustee, Officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interests.

Section 8. 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.

Article 7
Definitions

Capitalized terms used herein shall have the meanings ascribed to such terms below:

i. **Affiliate**. An affiliate of the Corporation is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the Corporation.

ii. **Financial Interest**. A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangements involving the Corporation.

iii. **Independent Trustee**. A member of the Board who:

- a. Has not been an employee of the Corporation, a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;
- b. Does not have a Relative who has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;
- c. Has not received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
- d. Does not have a Relative who has received more than \$10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reasonable compensation or reimbursement for services as a Trustee, as set by the Corporation);
- e. Does not have a substantial Financial Interest in and has not been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY CLS N-PCL §102(21), over the last three fiscal years (payment does not include charitable contributions);
- f. Does not have a Relative who has a substantial Financial Interest or who has been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY CLS N-PCL §102(21), over the last fiscal three years (payment does not include charitable contributions);

- g. Is not a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;
 - h. Does not have a relative who is a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years.
 - i. Is not in an employment relationship or under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;
 - j. Does not have a Relative who is in an employment relationship or under control or direction of any Related Party and receives payments subject to approval of a Related Party;

- iv. **Key Person.** A person, other than a director or officer, whether or not employed by the Corporation, who (a) has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of directors and officers; (b) manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or (c) alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.

- v. **Officer.** A person who has the authority to bind the Corporation as designated in the By-Laws of the Corporation.

- vi. **Related Party.** Persons who may be considered a Related Party of the Corporation or an Affiliate of the Corporation under this Policy include:
 - a. Trustees, Officers, or Key Persons of the Corporation or any Affiliate of the Corporation;
 - b. Relatives of any individual described in subparagraph (a) of this subsection;
 - c. Any entity in which a person in subparagraph (a) or (b) of this subsection has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%; and
 - d. Founders of the Corporation

- vii. **Related Party Transaction.** Any transaction, agreement or any other arrangement in which a Related Party has a Financial Interest and in which the Corporation or any Affiliate of the Corporation is a participant, except that a transaction shall not be a Related Party Transaction if: (i) the transaction or the Related Party's financial interest in the transaction is de minimis; (ii) the transaction would not customarily be reviewed by the Board or boards of similar organizations in the ordinary course of business and is available to others on the same or similar terms; or (iii) the transaction constitutes a benefit provided to a Related Party solely as a member of a class of the beneficiaries that the Corporation intends to benefit as part of the accomplishment of its mission

which benefit is available to all similarly situated members of the same class on the same terms.

- viii. **Relative**. A spouse or domestic partner as defined in section 2994-A of the New York Public Health Law; ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren; or spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.
- ix. **Trustee**. Any voting or non-voting member of the governing board of the Corporation.

R-14G – Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling formal and informal complaints under the Act including from staff, parents, employees, and contractors. It may also include procedures for handling informal complaints. Please refer to the Guidelines for Complaint Policies and procedures available at <https://www.newyorkcharters.org/wpcontent/uploads/Complaints-Guidance.pdf>.

Section 2855 (4) of the NYS Charter Schools Act provides that a parent or any other individual, entity or group may bring a complaint to the Board of Trustees alleging that a charter school has violated a term of its charter or applicable law relating to the management or operation of the charter school. The processes the school will follow to address these formal complaints, as well as other informal complaints, are described below.

Formal Complaints

Formal complaints to the Board of Trustees (the Board) should be in writing and should include a detailed statement of the complaint, including the names of the individuals involved and what provision of the School's charter or the law may have been violated. The complaint should also state what response has been received from the School thus far and what specific action or relief the entity bringing the complaint is seeking. It must also include the name, address and phone number of the complainant. The Board may delegate the investigation of formal complaints to the Buffalo RDI/Superintendent who will take the necessary steps to investigate the complaint. The complainant will also be provided an opportunity to address the Board at its next scheduled Board meeting and the Board will provide a response within thirty (30) days of receiving the formal, written complaint. If the complainant is not satisfied with the Board's resolution of the matter, the complainant may appeal the Board's decision to the School's authorizer, the trustees of the State University of New York, through its Charter Schools Institute. If the complainant is not satisfied with the authorizer's decision, the complainant may appeal it to the State Board of Regents, whose decision shall be final.

In order to ensure all stakeholders are aware of the formal complaint process, BBACS will take the following measures:

- The formal complaint process will be provided annually to all members of the Board of Trustees and shared with each new Board member as part of Board member orientation.
- A copy of the school's formal complaint policy will be distributed to the parents and/or guardians of students enrolled in the respective school as part of new student enrollment paperwork and summer orientation paperwork each year.
- The response to formal complaints will:
 - 1. be in writing;
 - 2. clearly set forth the reasoning of the person or entity making the decision; and
 - 3. be given to the complainant within the time frame set forth in the complaint

policy (30 days) unless a sound reason exists for delay.

- Upon resolution of the formal complaint, the education corporation will provide the complainant:
 - 1. its written determination including any remedial actions to be taken;
 - 2. a written notice to the complainant that he or she may file an appeal with the Institute if the complaint involves a violation of law or charter; and,
 - 3. a copy of the Institute's Grievance Guidelines (available on the Institute's website: [http://www.newyorkcharters.org/contact/.](http://www.newyorkcharters.org/contact/))
- Any amendment to the formal complaint policy must be approved by the BRICK Buffalo Academy Charter School Board and must be consistent with applicable law and due process. All such amendments will also be reported as part of the school's annual report.

Informal Complaints

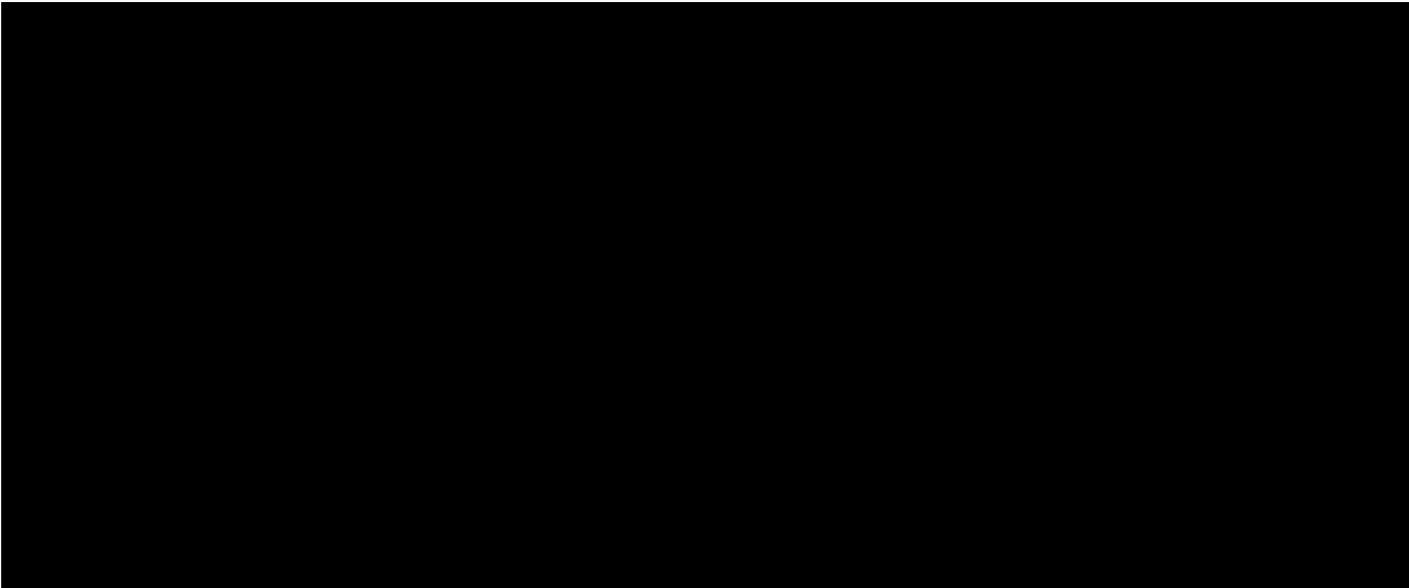
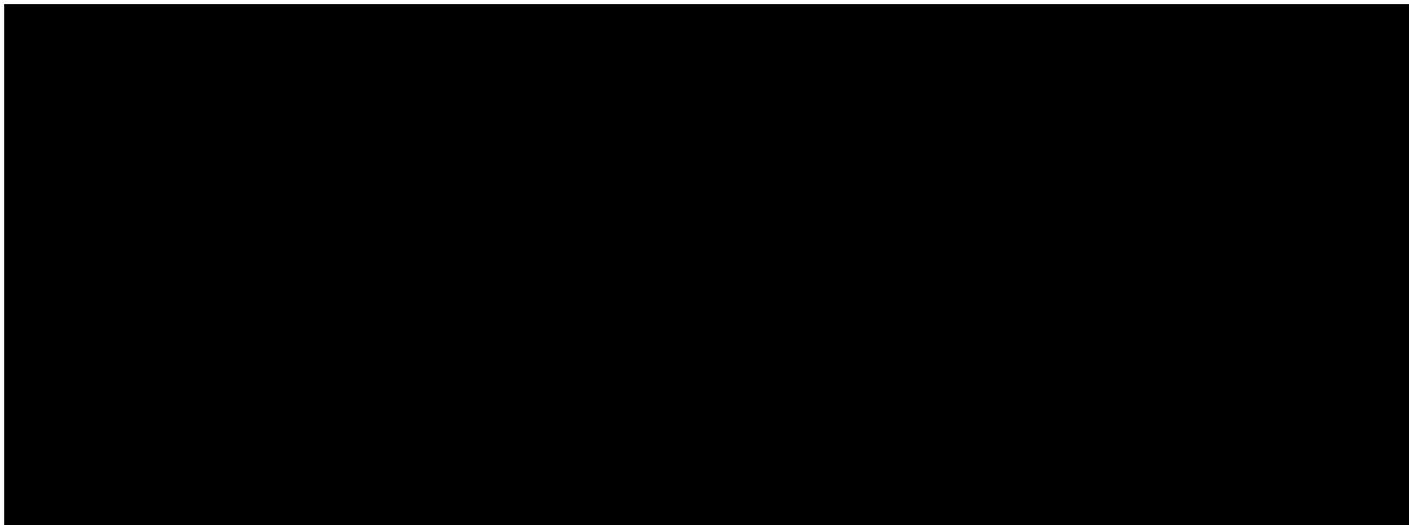
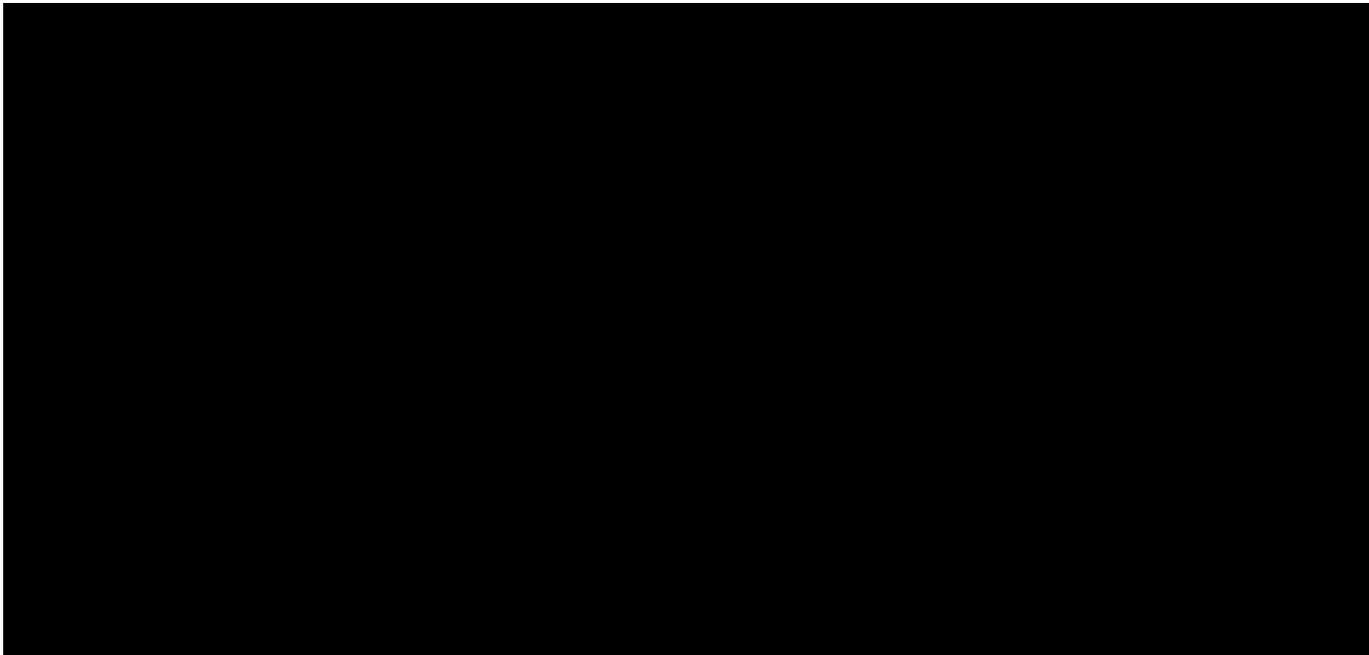
Other informal complaints that are not about a violation of a specific law or aspect of the charter, and any other complaint that can be resolved at the School level should be submitted directly to the School Principal or his or her designee. To assist individuals in getting the quickest response to any informal complaint, the school encourages individuals to address informal complaints in the manner described below by:

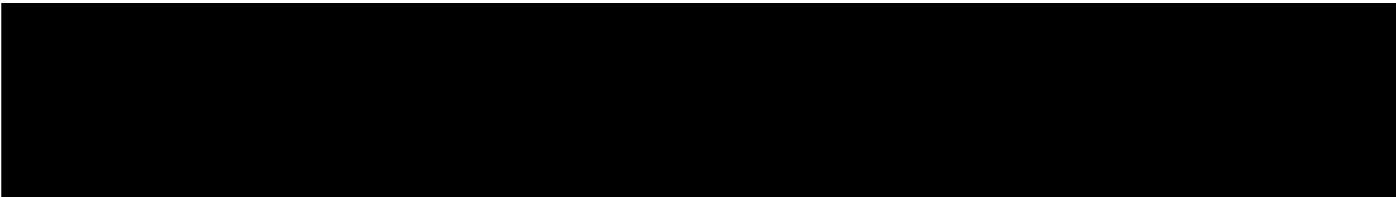
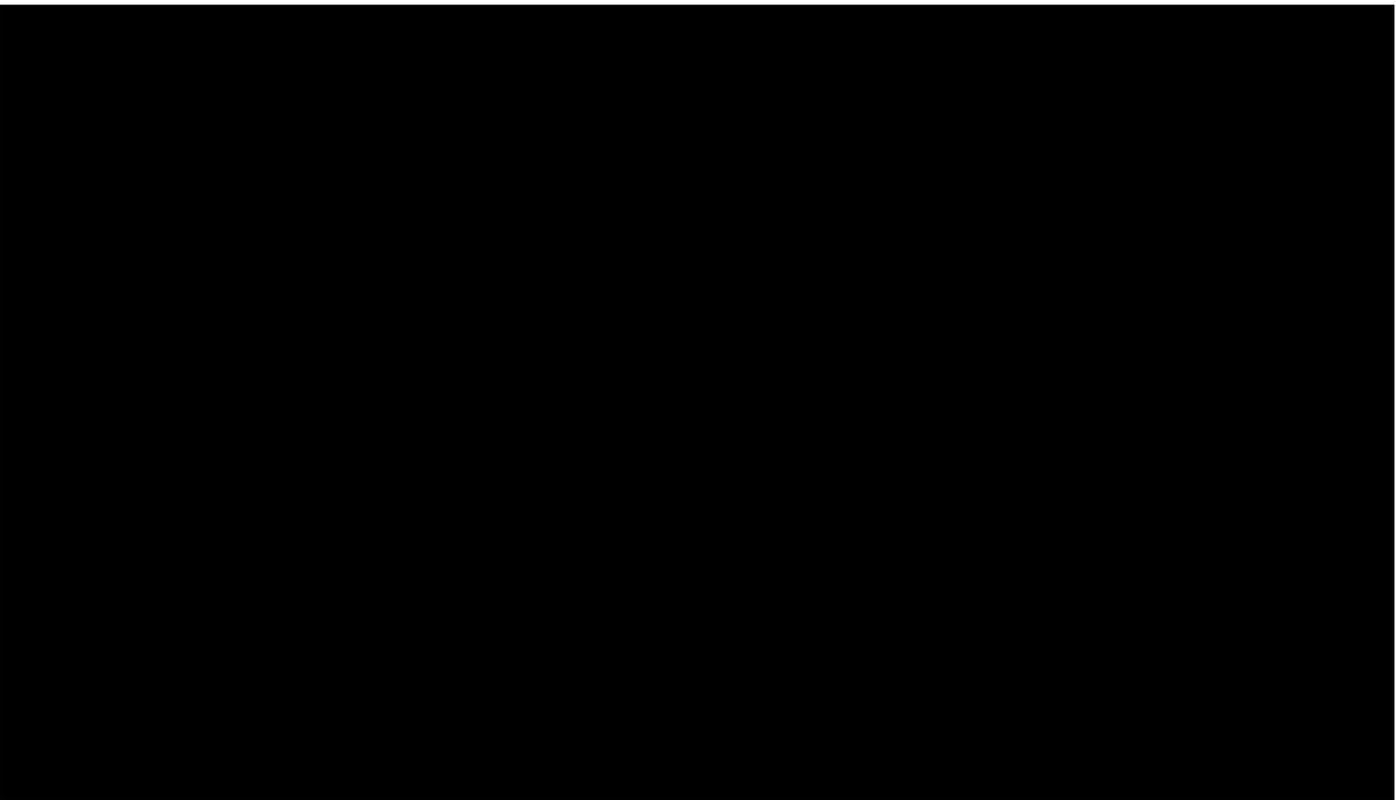
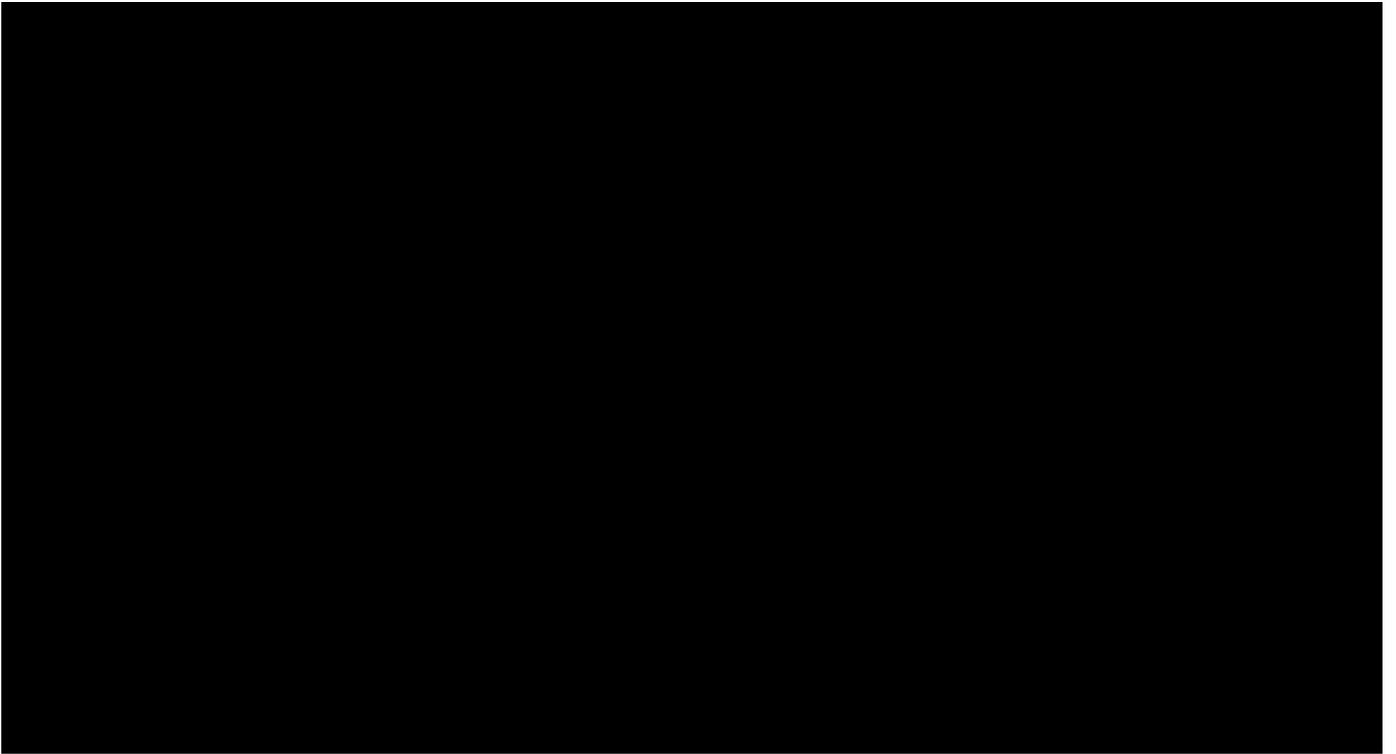
- Working directly with a teacher for a classroom complaint related to academics or culture or with the office manager for an operational complaint.
- Escalating to a Vice Principal of Culture for concerns involving student culture, or to a Vice Principal of Instruction regarding other academic matters, or to the Operational manager for an operational complaint.
- Escalating further to the Principal for academic or cultural matters or to the Director of Operations for operational matters.
- Escalating further to the BRICK Regional Director of Instruction/Superintendent for academic and cultural matters or to the BRICK Regional Director of Operations for operational matters.
- Escalating to the Personnel committee of the Board.
- If unclear, the complainant should ask the Principal who to speak with first to ensure a timely response to their complaint.

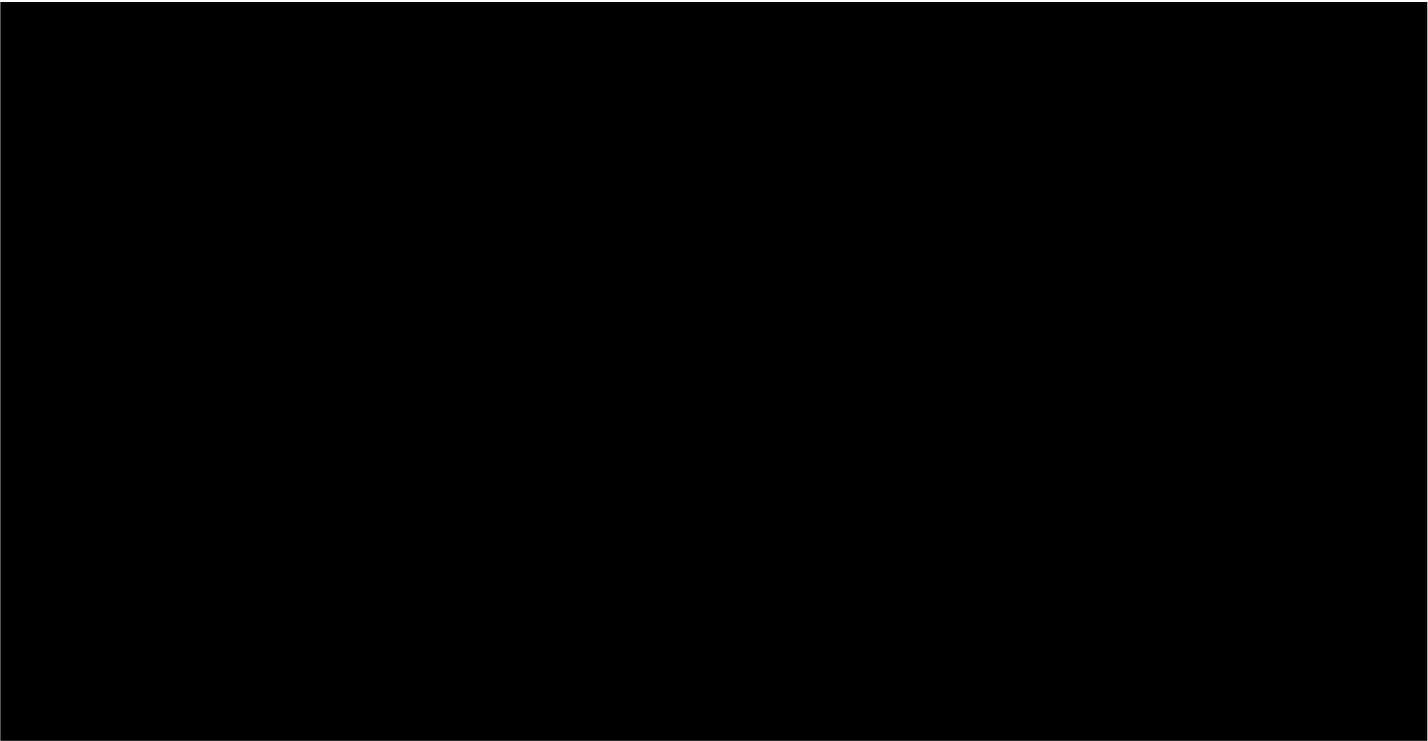
Upon receipt of the complaint, the School Principal or his or her designee will investigate the allegations and will respond verbally unless otherwise requested within ten (10) business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to BRICK Buffalo Regional Director of Instruction/Superintendent. The BRICK Buffalo RDI will act as an appeals body for any complaints that are not satisfactorily resolved by the School Principal. The BRICK Buffalo RDI will also directly review any complaints that concern the School Principal. Please note that the Institute does not handle informal appeals.

YOLANDA WOOD

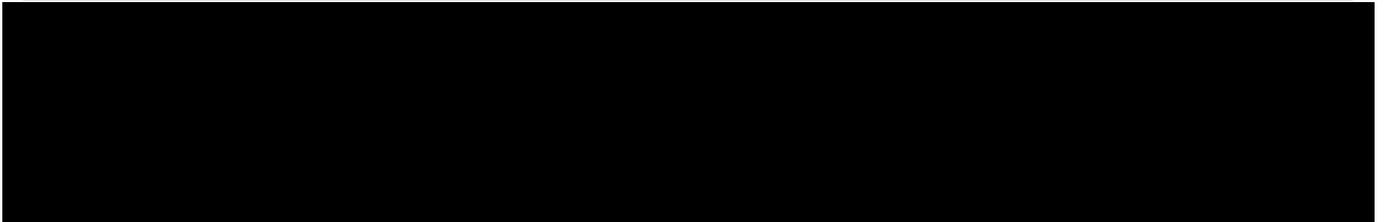
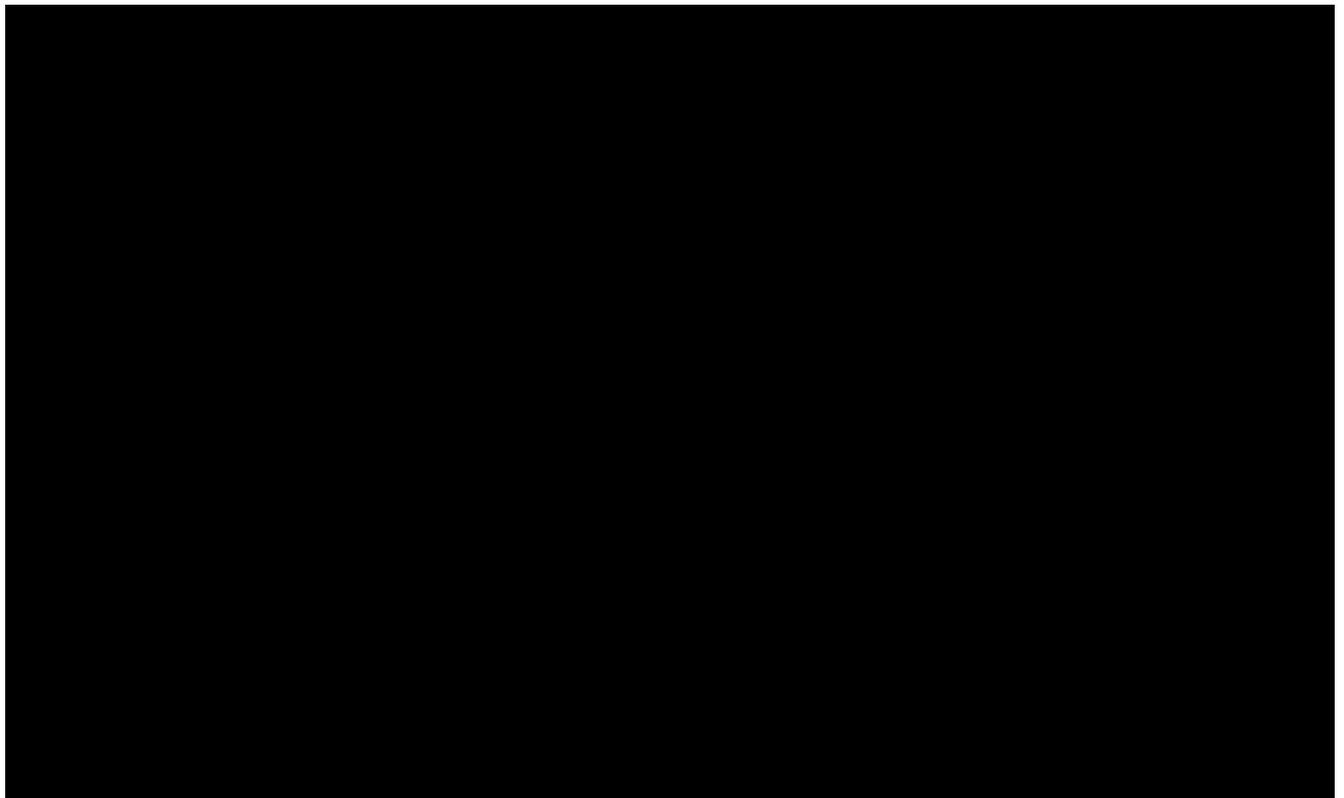


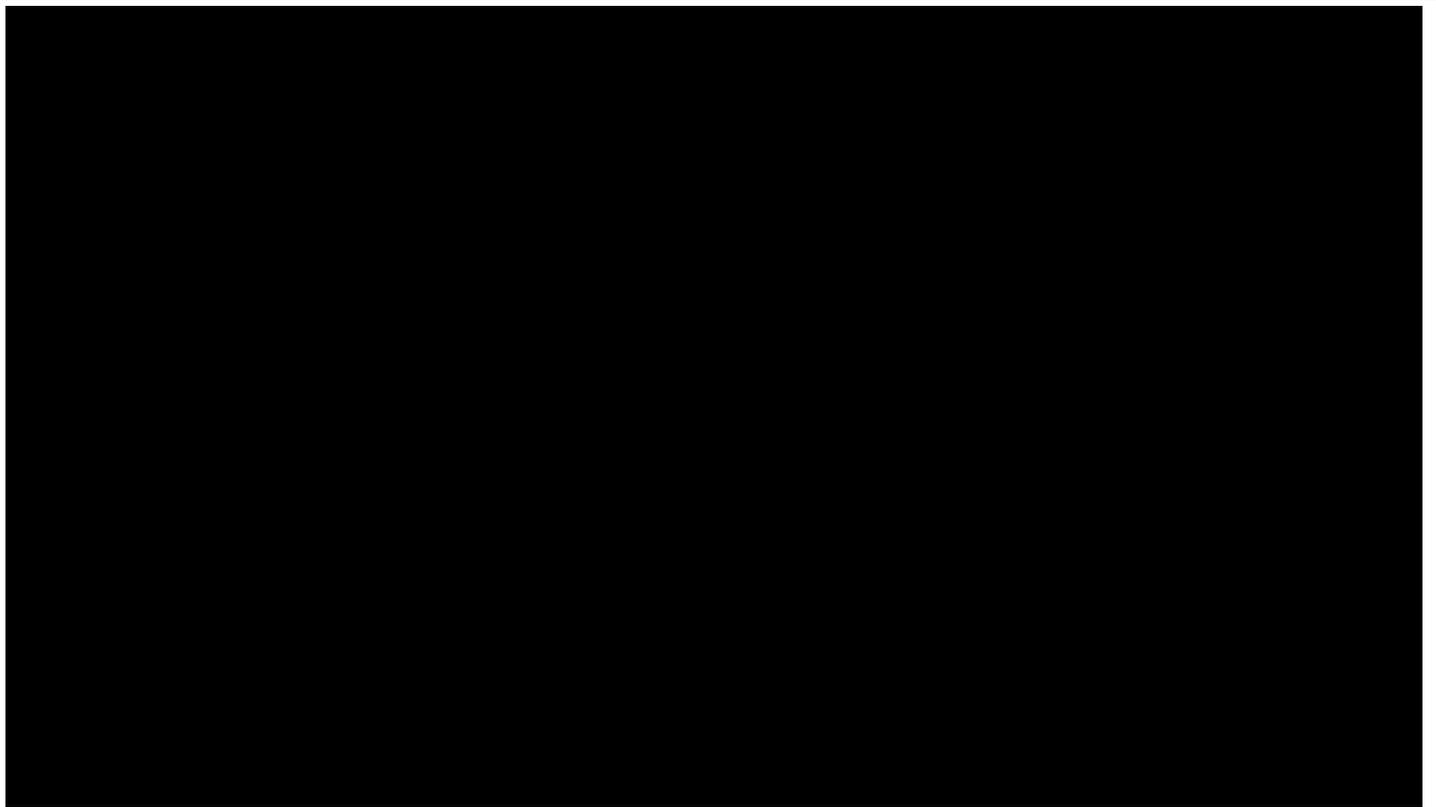
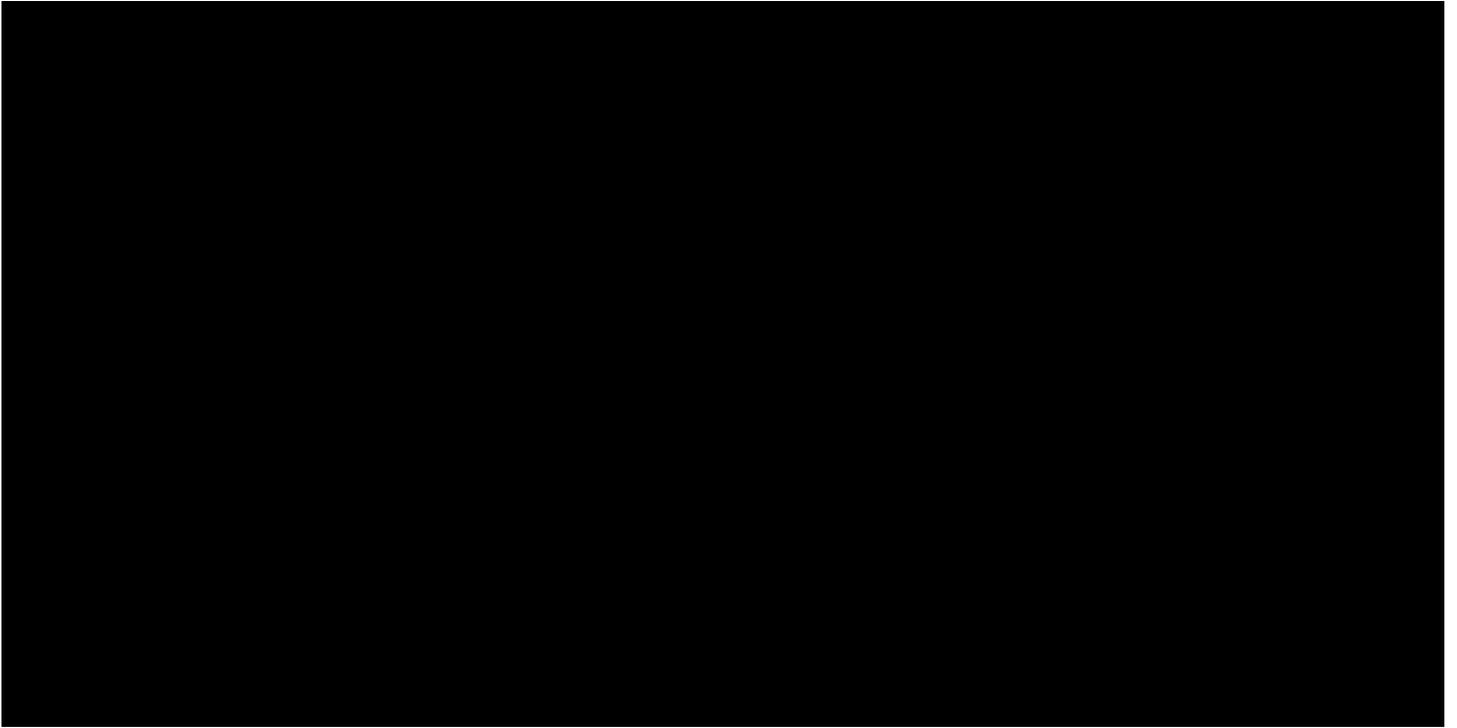


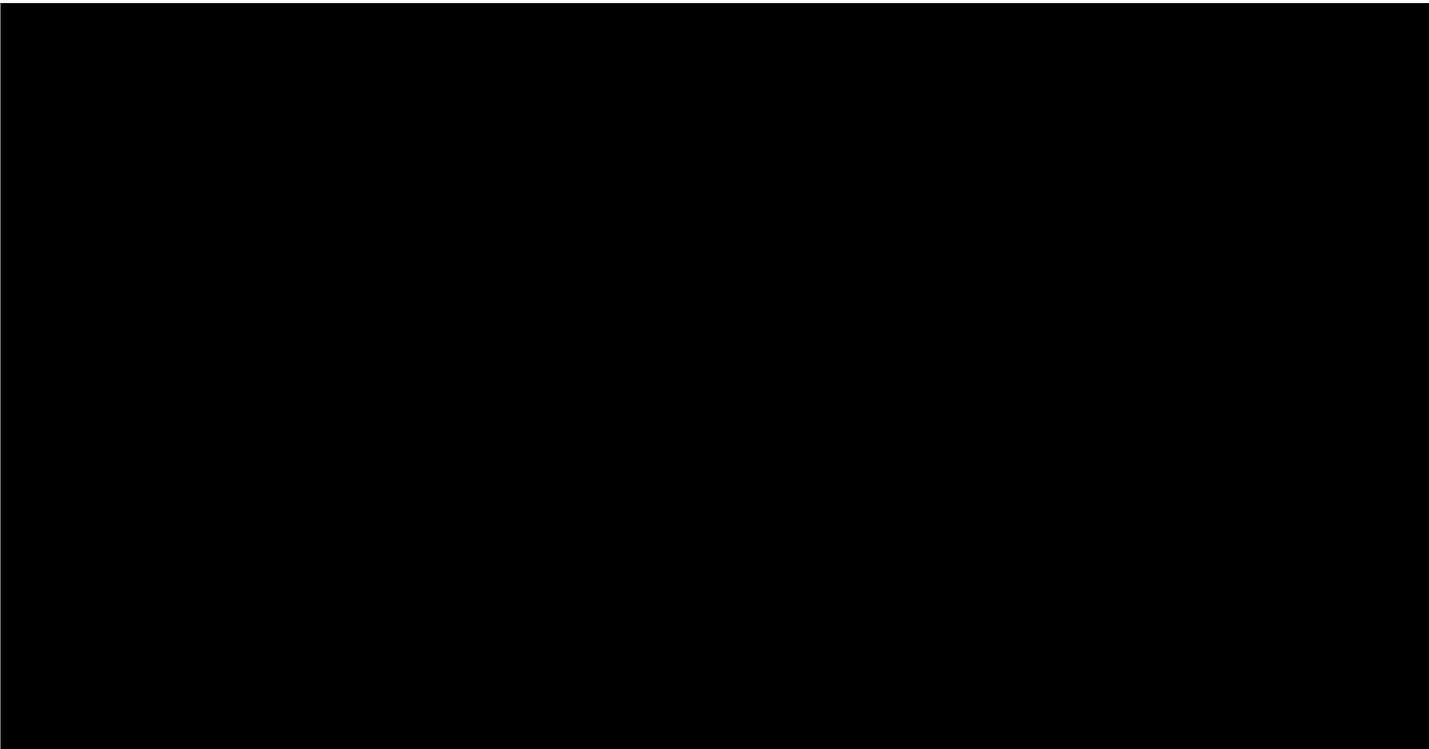




TAKESHA L. LEONARD, EdD, MS, FNP-BC

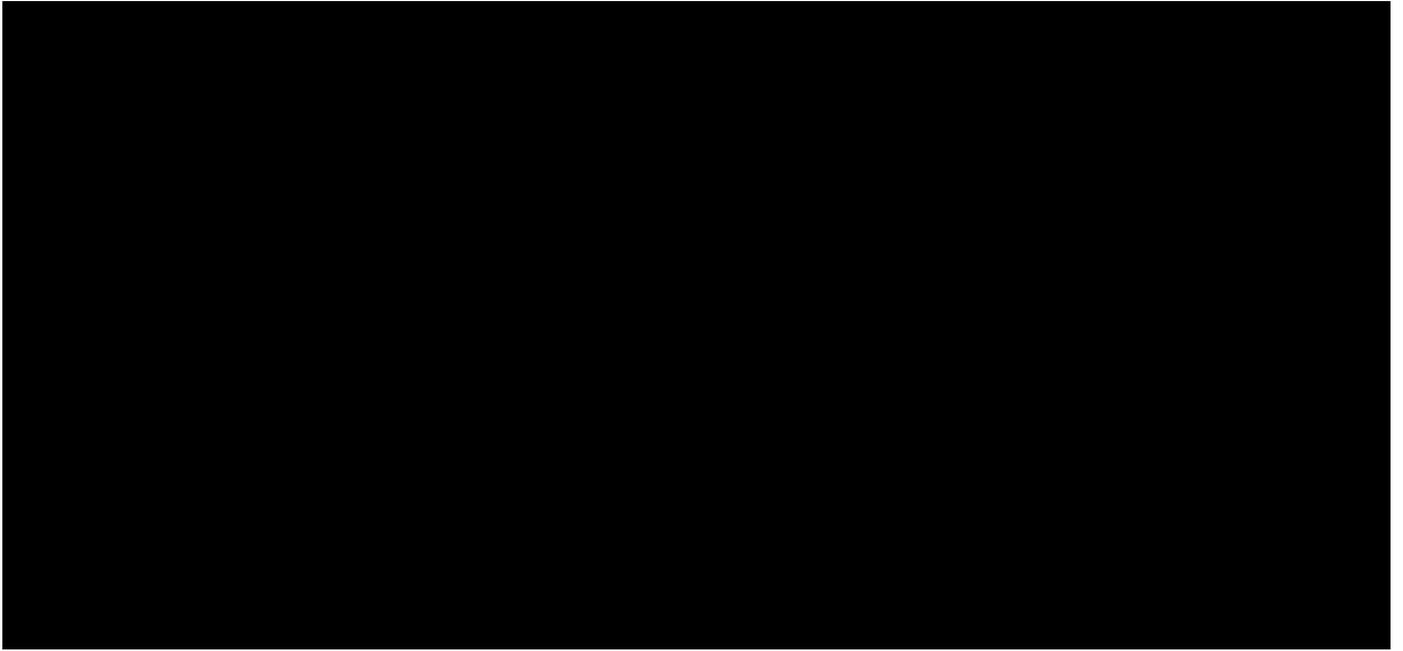




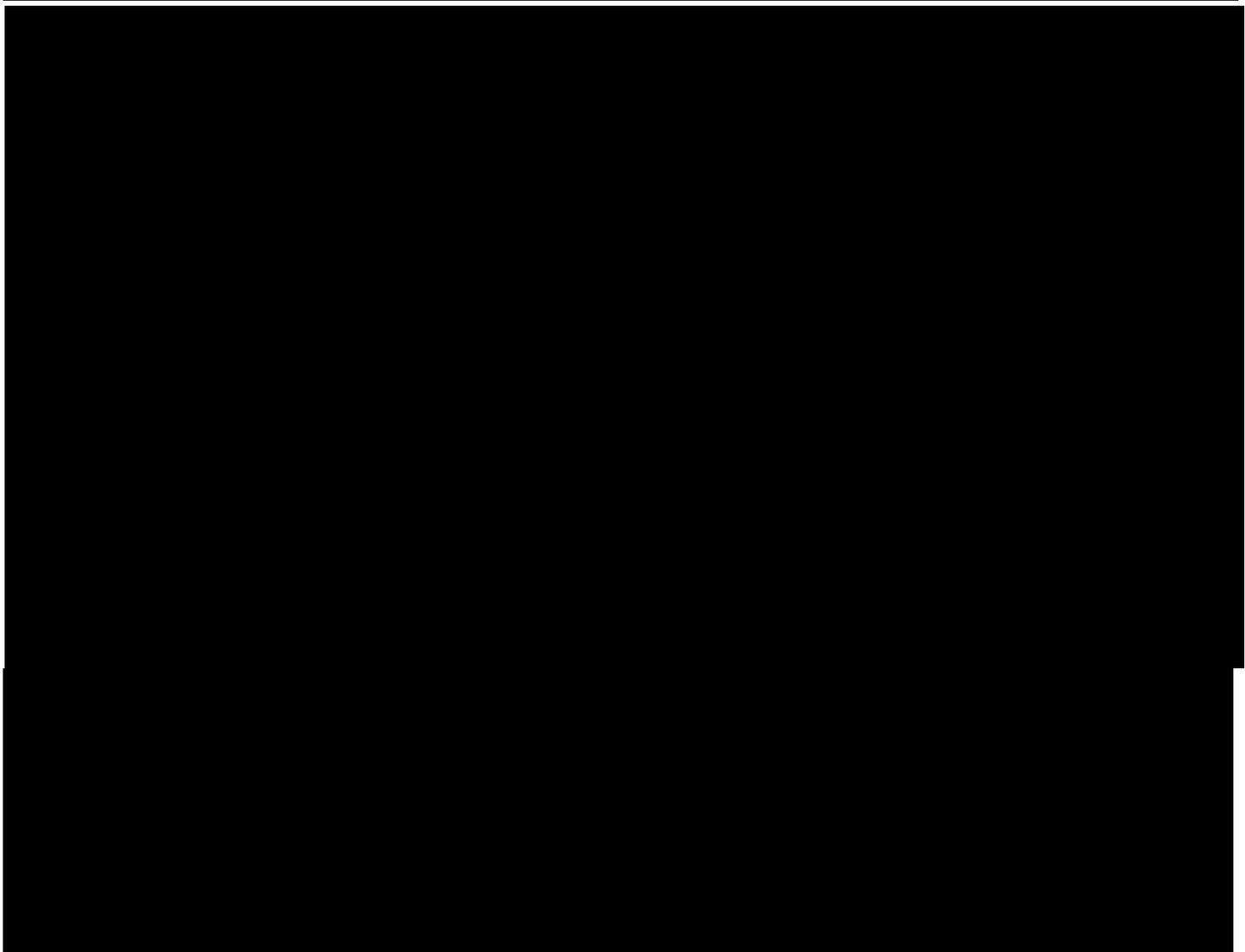
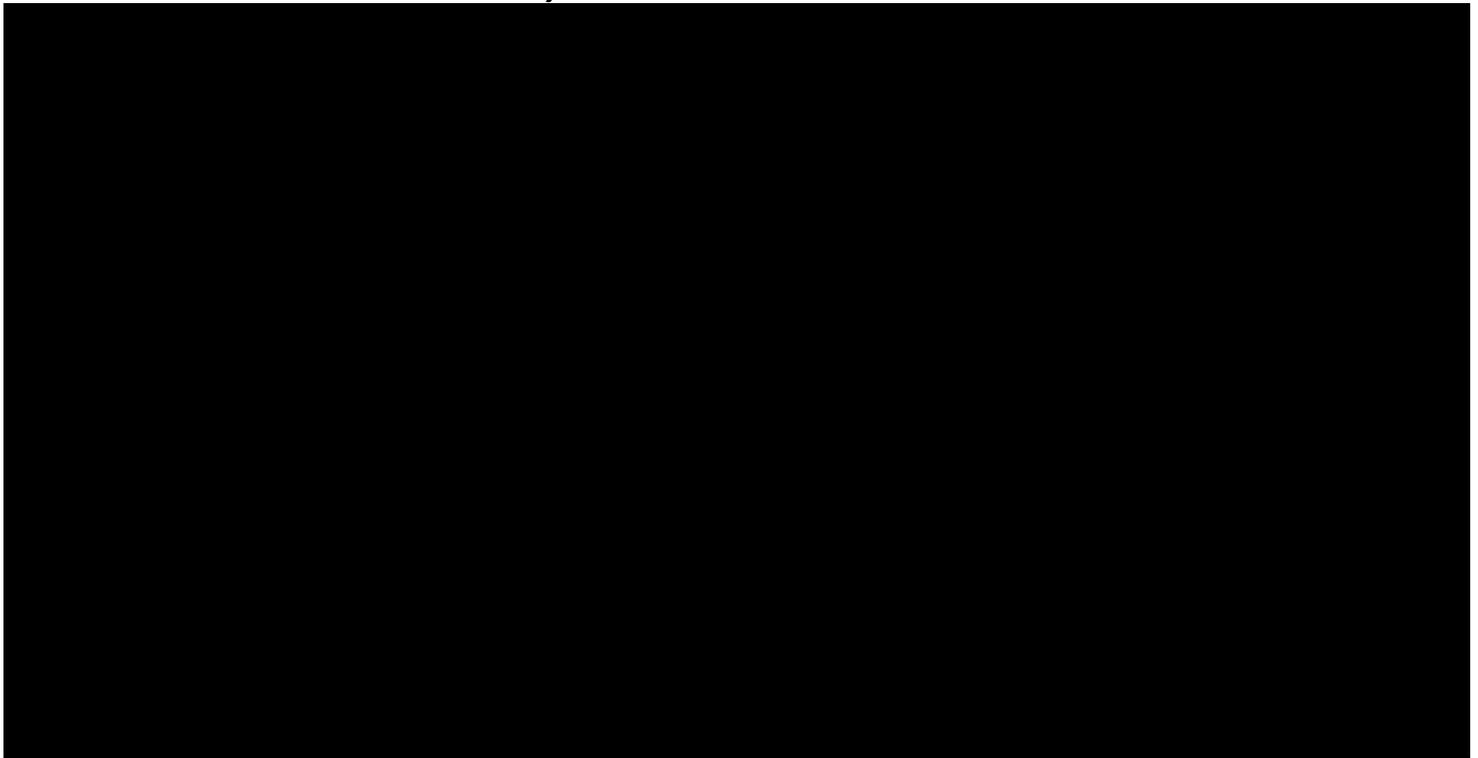


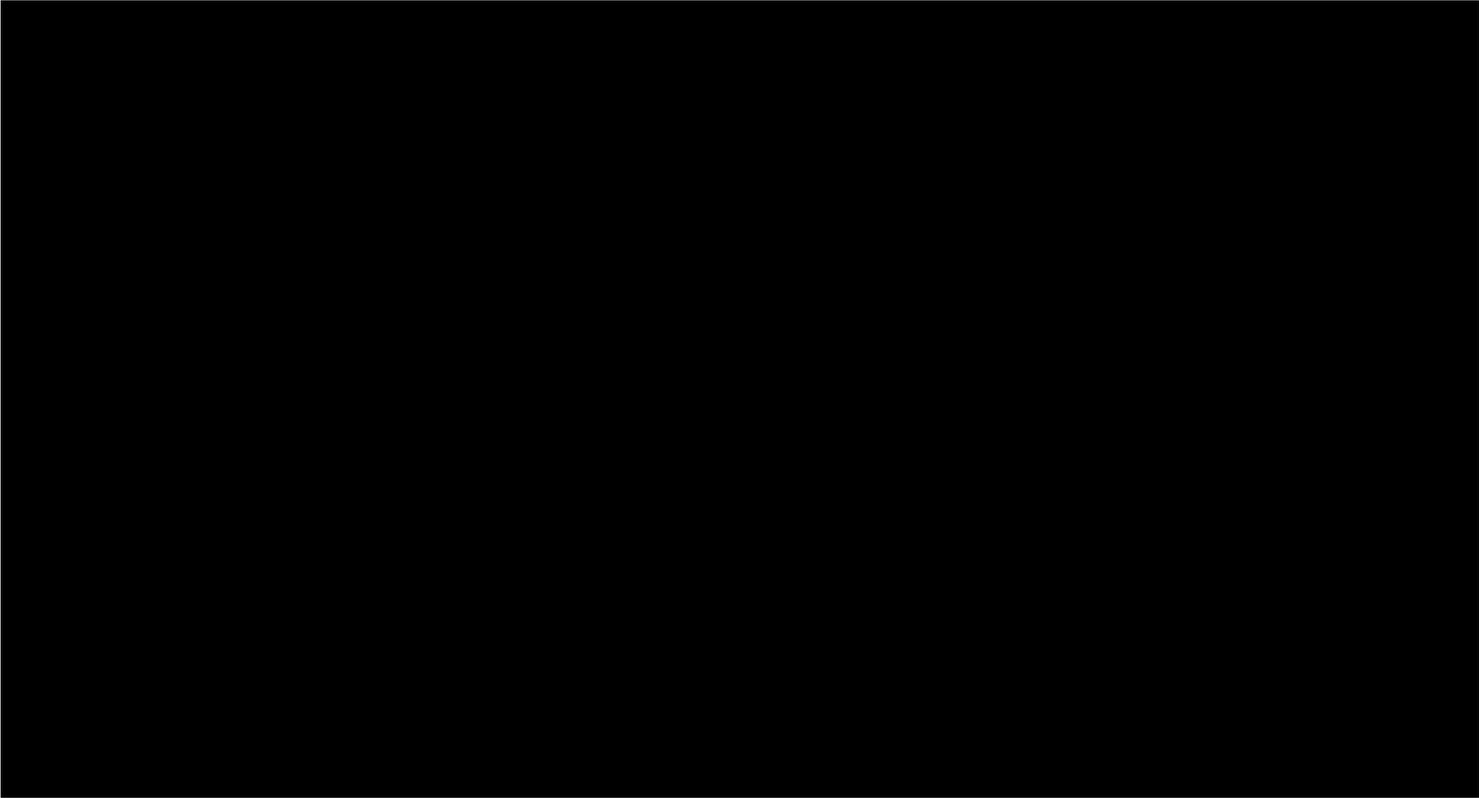


Adam M. Desmond

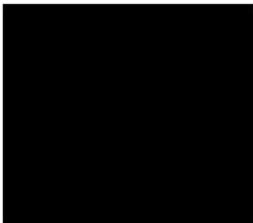
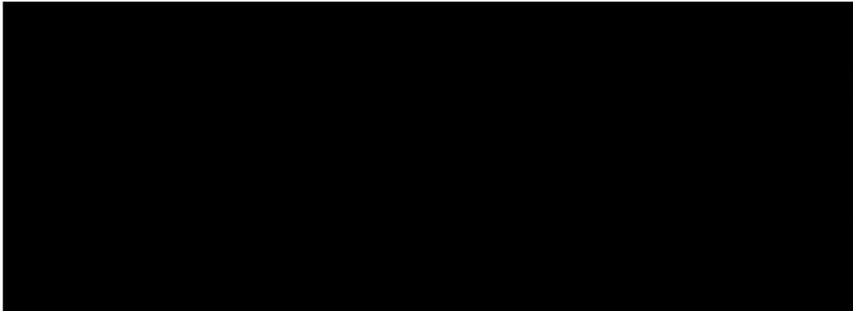
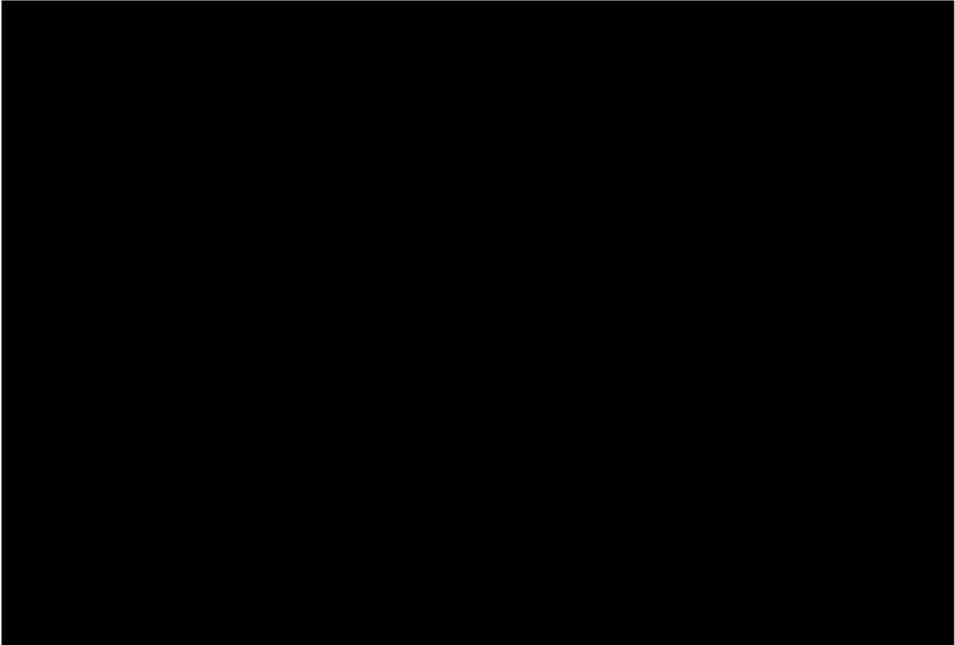
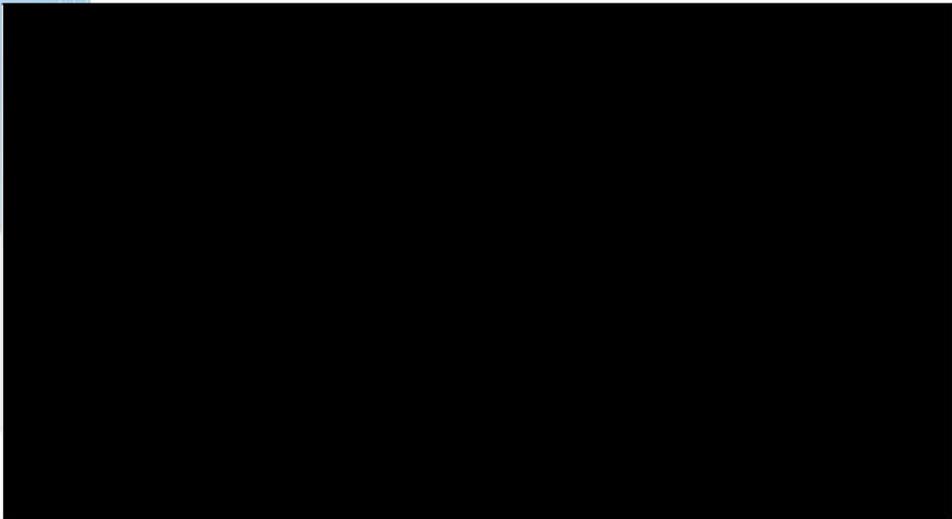


Ramone A. Alexander, M.D.





Christopher C. Porpiglia, CFP®



[LinkedIn Profile](#)

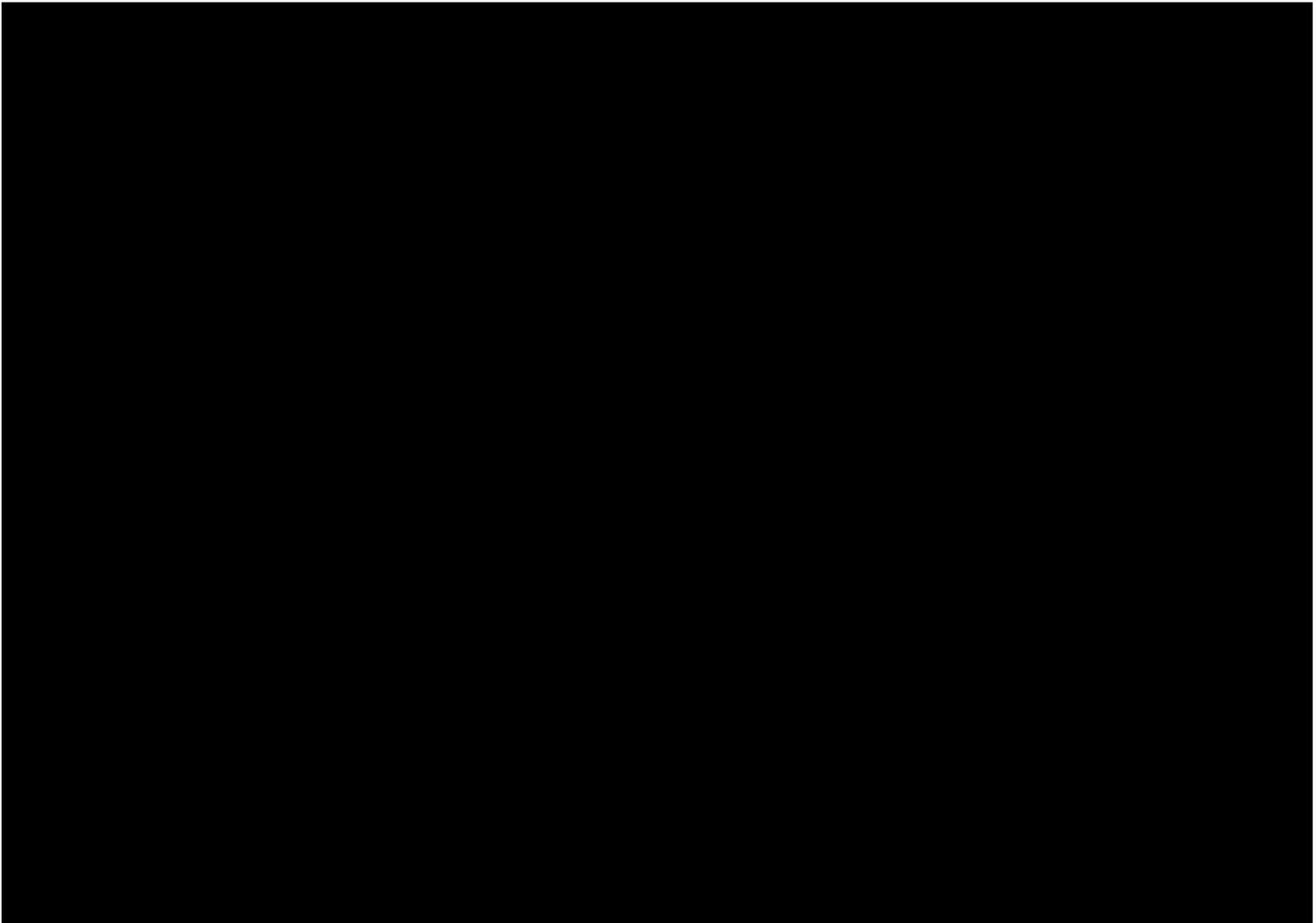
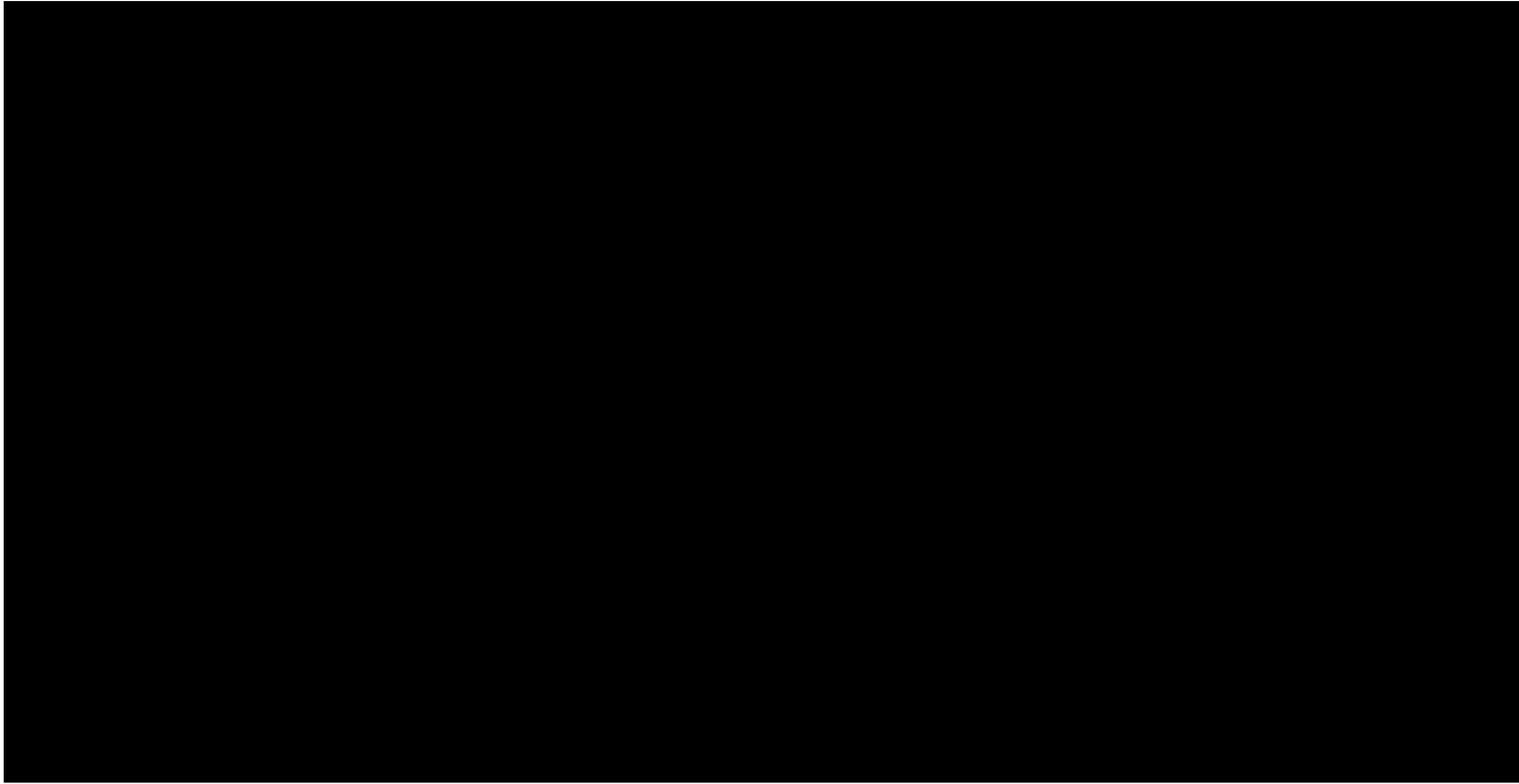
THE REV. JEFF E. CARTER, JR.



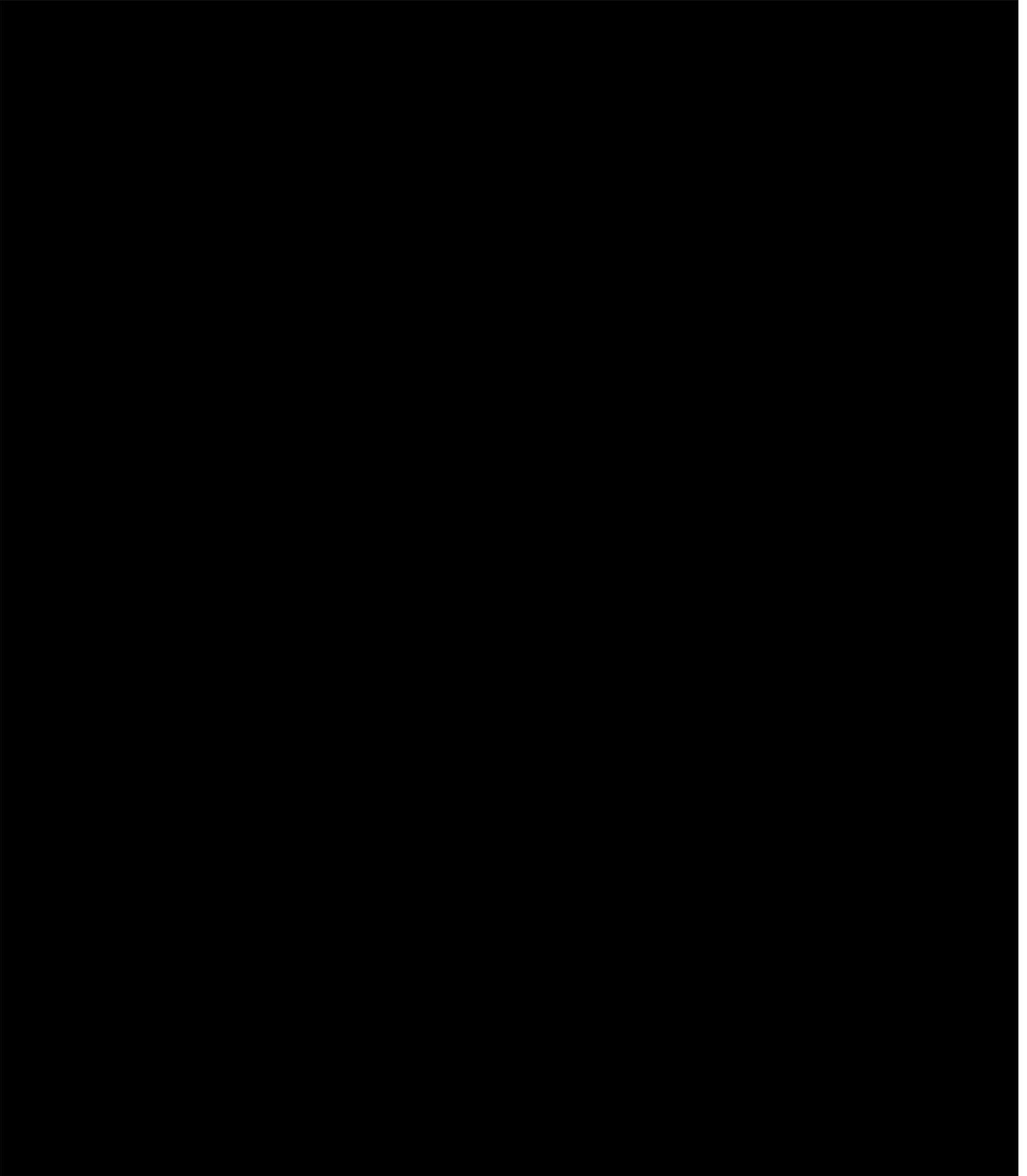


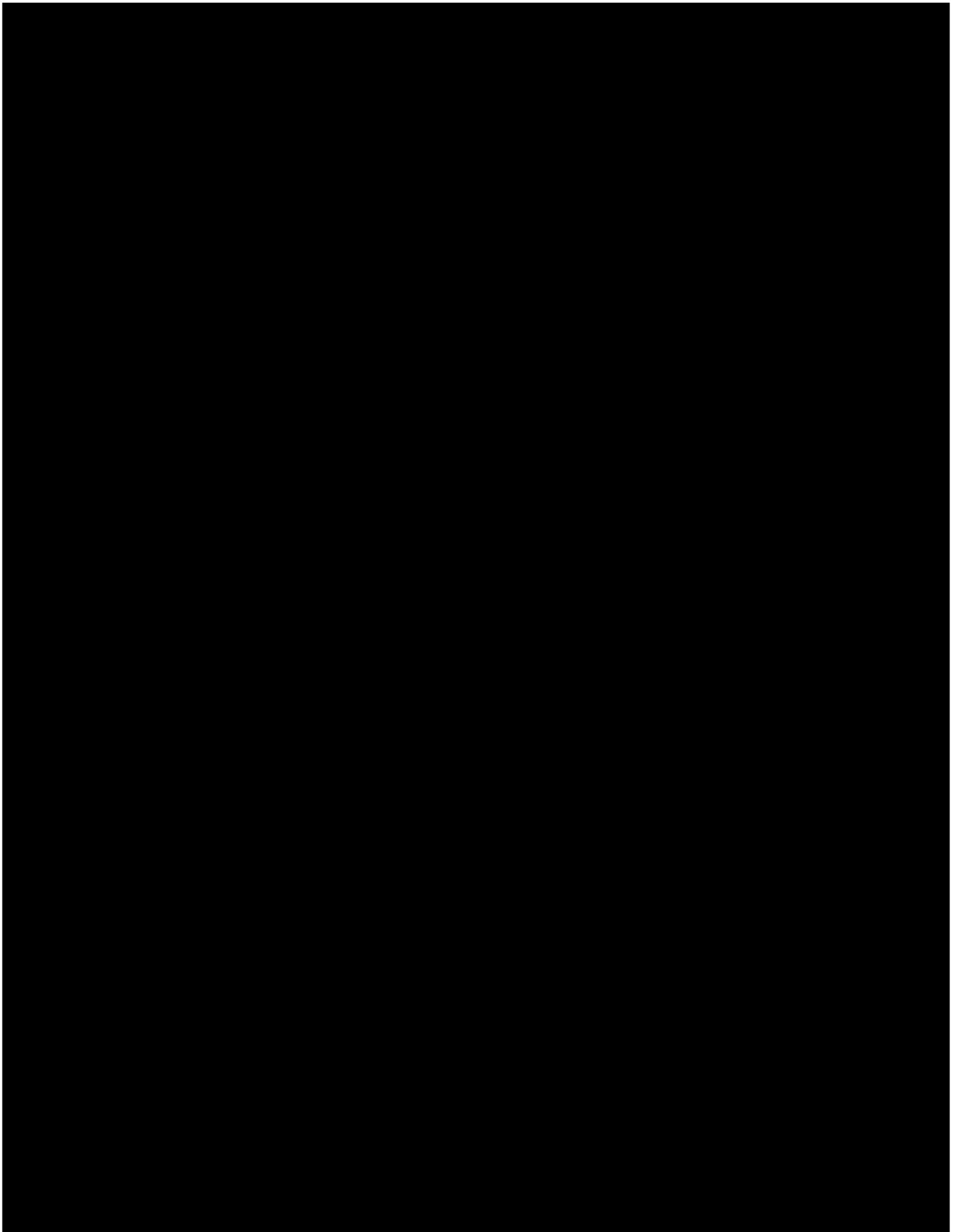


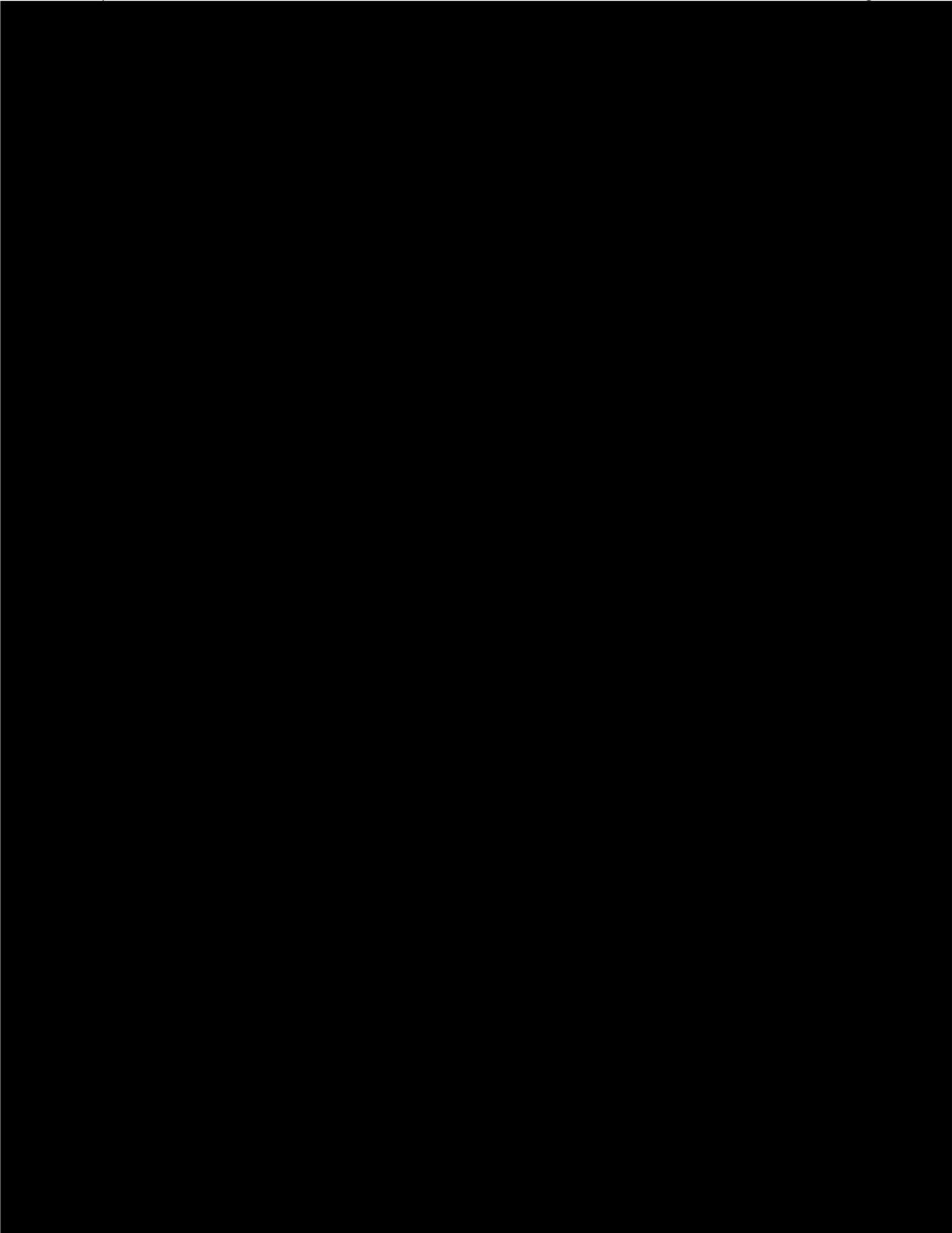
LINDSAY FREEMAN

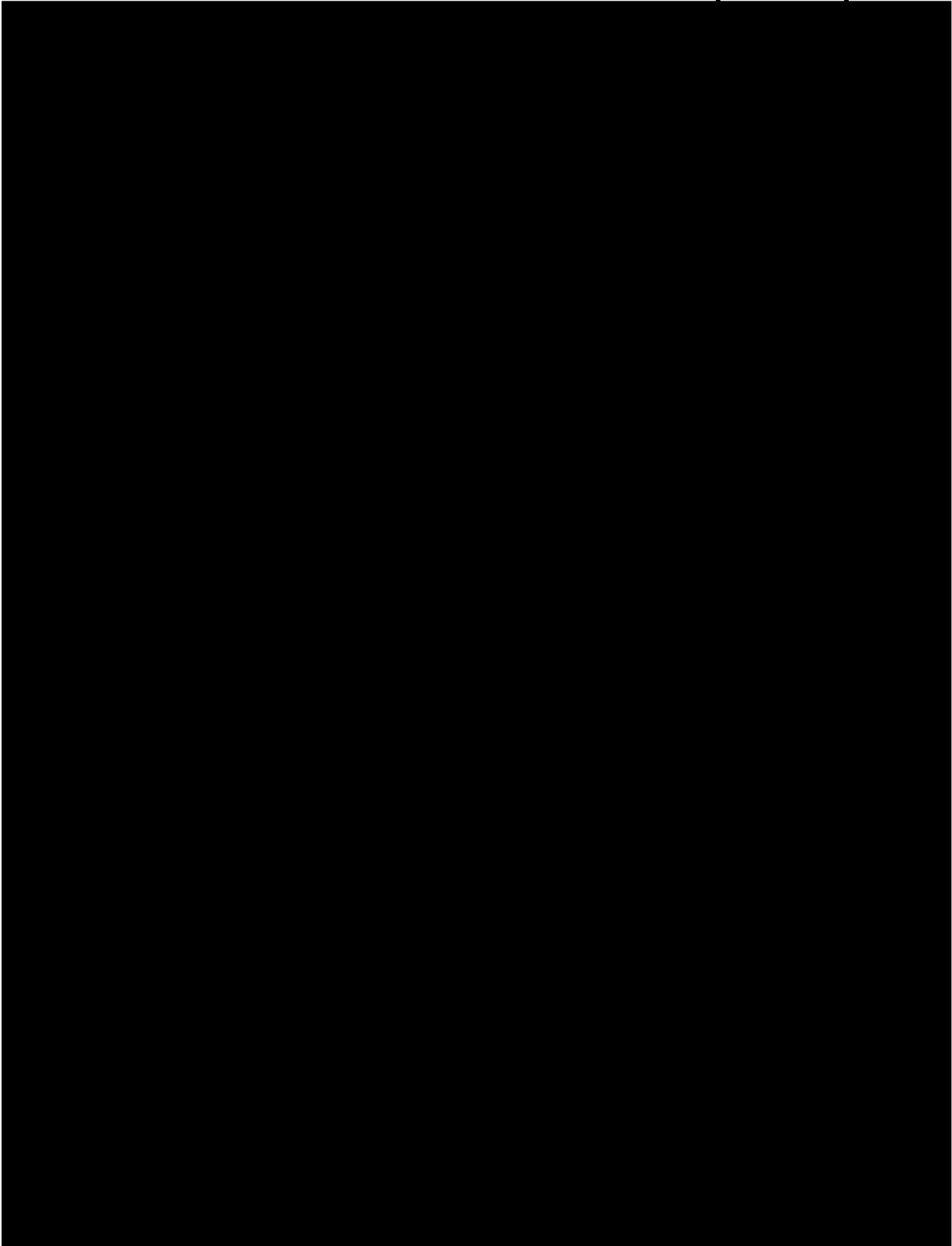


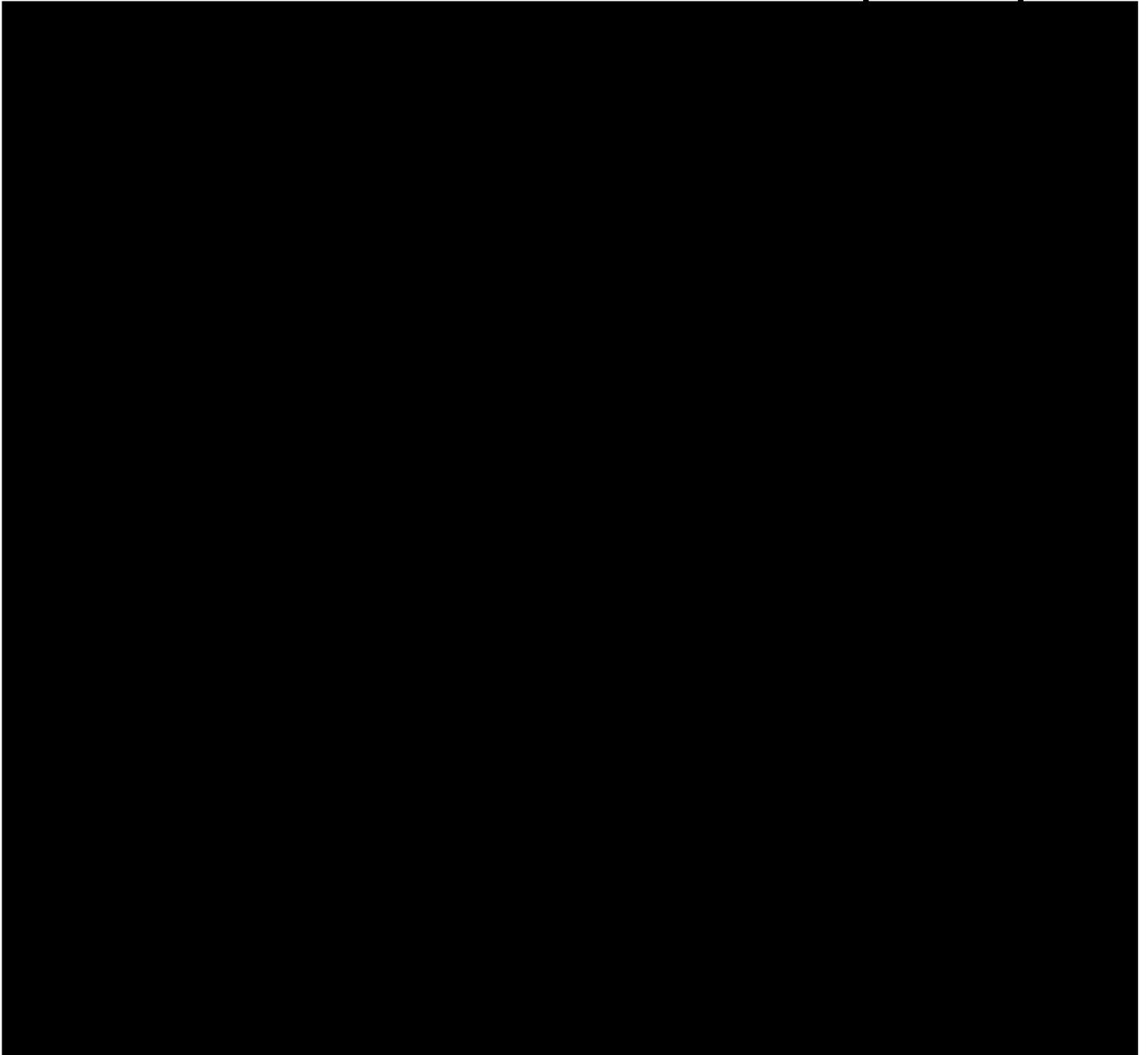
LINDSAY FREEMAN













Charter Schools Institute
The State University of New York

**Request for Information
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the “Institute”) pursuant to the terms of the education corporation’s Charter Agreement. The Institute uses this Request for Information (“RFI”) form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation’s counsel or counsel at the Institute.

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

BRICK Buffalo Academy Charter School

2. Full name: Adam M Desmond

Home Address:

Business Name and Address:

Home telephone No.:

Work telephone No.:

E-mail address:

3. A brief educational and employment history (or you may attach a resume):



Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would confer with the Board's legal counsel regarding the situation, advise the board at large of the first hand knowledge and would look to notify the appropriate oversight authority.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Adam M Desmond, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of BRICK Buffalo Academy Charter School is true and correct in every respect.



Signature

2/11/02

Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Brick Buffalo Academy Charter School

2. Full name: Jeff Carter

Home Address:



Business Name and Address:

Home telephone No.:



Work telephone No.:

E-mail address:



3. A brief educational and employment history (or you may attach a resume):



Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

National Federation of Just Communities

Network of Religious Communities

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

Never

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Never

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

Antuan Barlow. I am Pastor to his family.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would contact the appropriate person/persons.

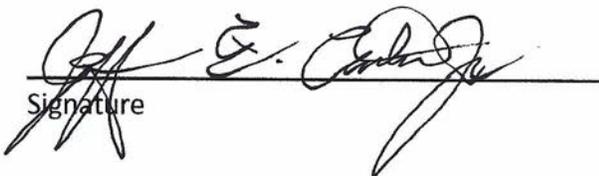
Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

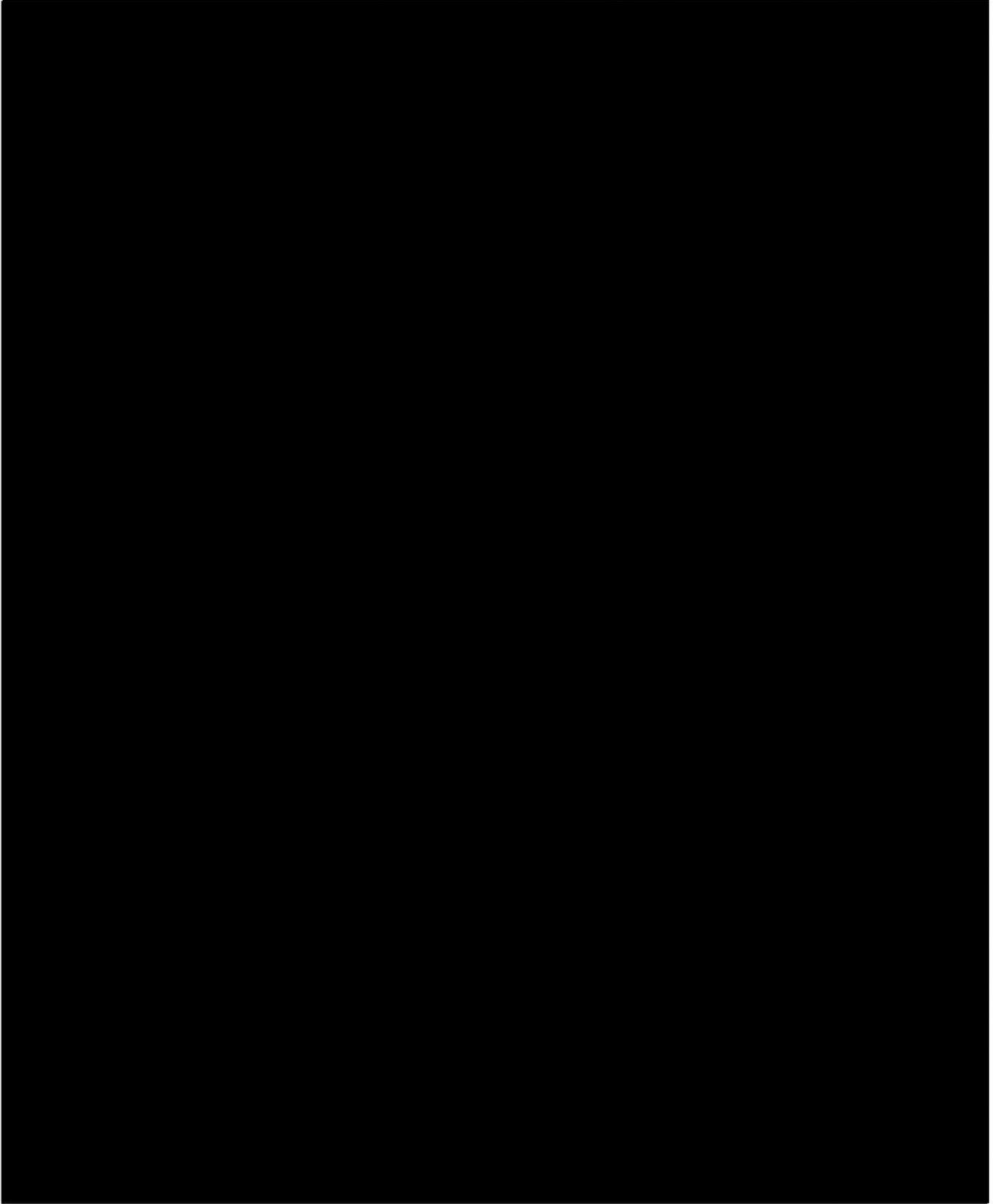
Certification

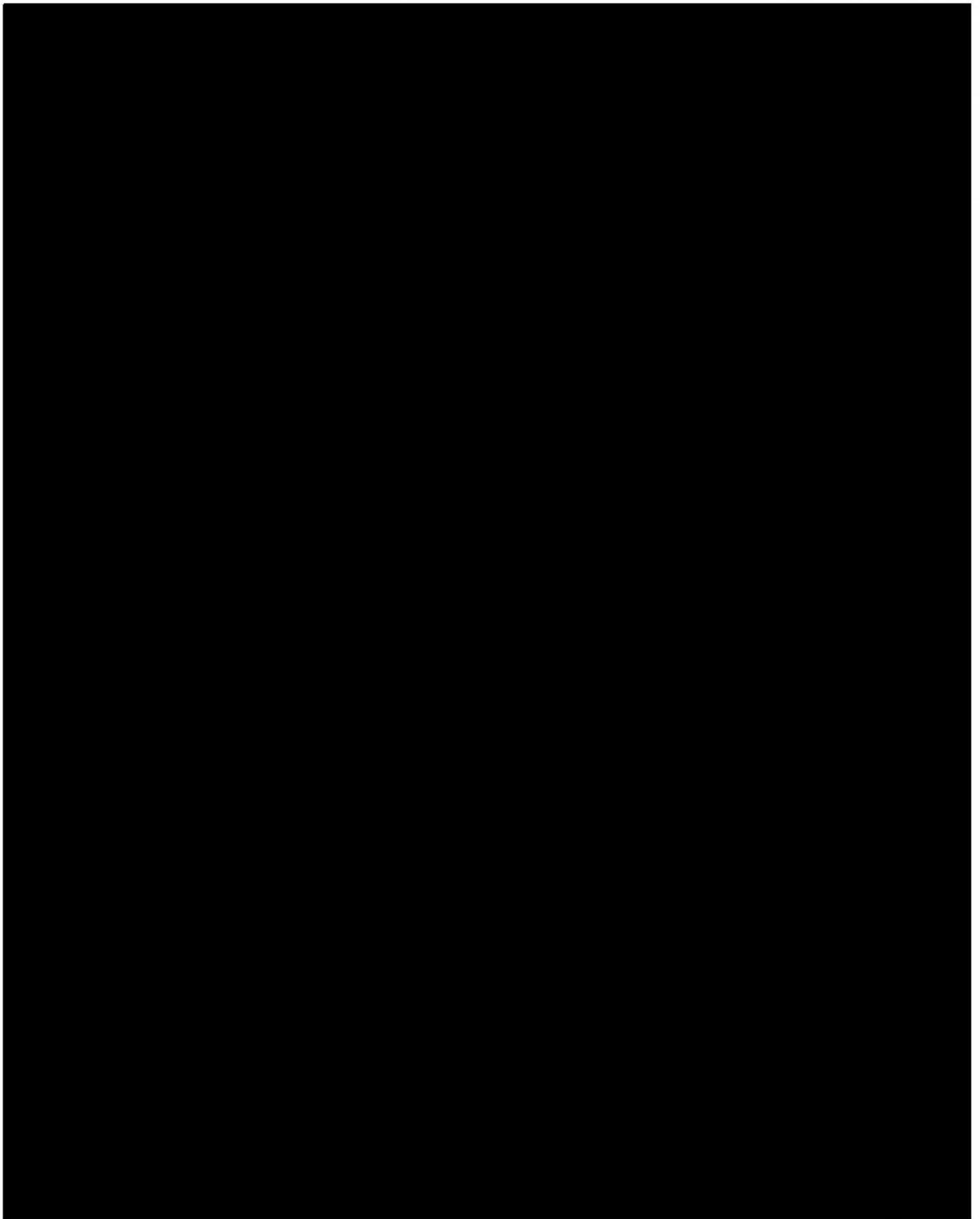
I, Jeff Carter, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Brick Buffalo Academy Charter School is true and correct in every respect.


Signature

2/17/2022
Date

THE REV. JEFF E. CARTER, JR.









Charter Schools Institute
The State University of New York

**Request for Information
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the “Institute”) pursuant to the terms of the education corporation’s Charter Agreement. The Institute uses this Request for Information (“RFI”) form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation’s counsel or counsel at the Institute.

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee’s election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

BRICK Buffalo Academy

2. Full name: Kimberly Kadziolka

Home Address:



Business Name and Address: Community Resources for Justice

Home telephone No.:



Work telephone No.:



E-mail address:



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would first confront the member, and then follow established procedures for reporting the self-dealing.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Kimberly Kadziolka, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of BRICK Buffalo Academy is true and correct in every respect.



Signature

2/17/2022

Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
BRICK Buffalo Academy Charter School

2. Full name: **Lindsay Freeman**

Home Address: [REDACTED]

Business Name and Address: [REDACTED]

Home telephone No.: [REDACTED]

Work telephone No.: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (or you may attach a resume).

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

2-17-22
Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

BRICK Buffalo

2. Full name: Lindsay Freeman

Home Address:

Business Name and Address: N/A

Home telephone No.

Work telephone No.:

E-mail address:

3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would start by directly confronting the trustee and asking them to resign. I would then bring the concern to the board chair and ask for a resignation. If that didn't work, I would then bring the issue to the full board.

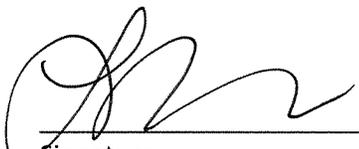
Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Lindsay Freeman, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Brick-Buffalo is true and correct in every respect.



Signature

2-14-22

Date

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would start by directly addressing the trustee and asking them to resign. I would then bring the concern to the board chair and ask for a resignation. If that didn't work I would bring the concern to the full board.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Lindsay Freeman, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of BRICK Buffalo Academy Charter School is true and correct in every respect.

Signature

Date



Charter Schools Institute
The State University of New York

**Request for Information
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the “Institute”) pursuant to the terms of the education corporation’s Charter Agreement. The Institute uses this Request for Information (“RFI”) form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation’s counsel or counsel at the Institute.

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

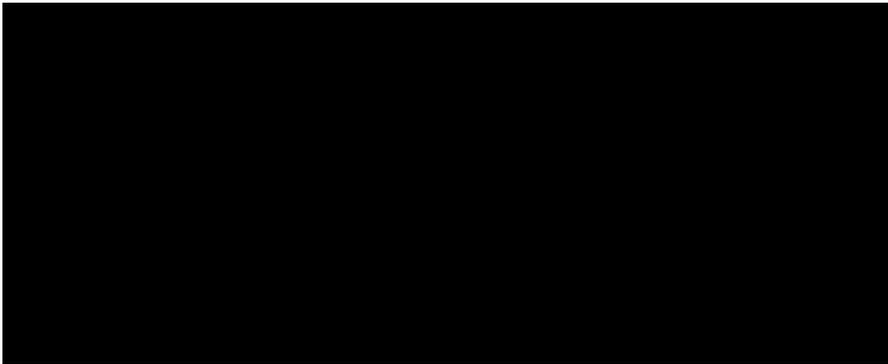
D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee’s election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
BRICK
2. Full name: Ramone Alexander



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

Oracle Charter School, Buffalo, New York
People United for Sustainable Housing (PUSH), Buffalo, NY
Partnership for the Public Good (PPG), Buffalo, NY

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would report to the appropriate authority.

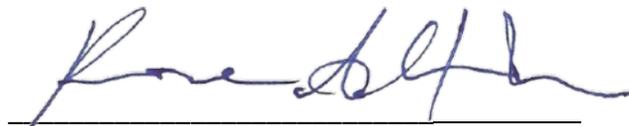
Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Ramone Alexander, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of BRICK is true and correct in every respect.



Signature

14 February 2022

Date



Request for Information
Prospective Not-For-Profit Charter School
Education Corporation Trustees

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the “Institute”) pursuant to the terms of the education corporation’s Charter Agreement. The Institute uses this Request for Information (“RFI”) form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation’s counsel or counsel at the Institute.

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July2017.pdf>), which is the same or very similar to that of each education corporation’s Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the “**School Trustee Background Information**”). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation’s by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.
- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

- Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
- Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
- Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
- By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

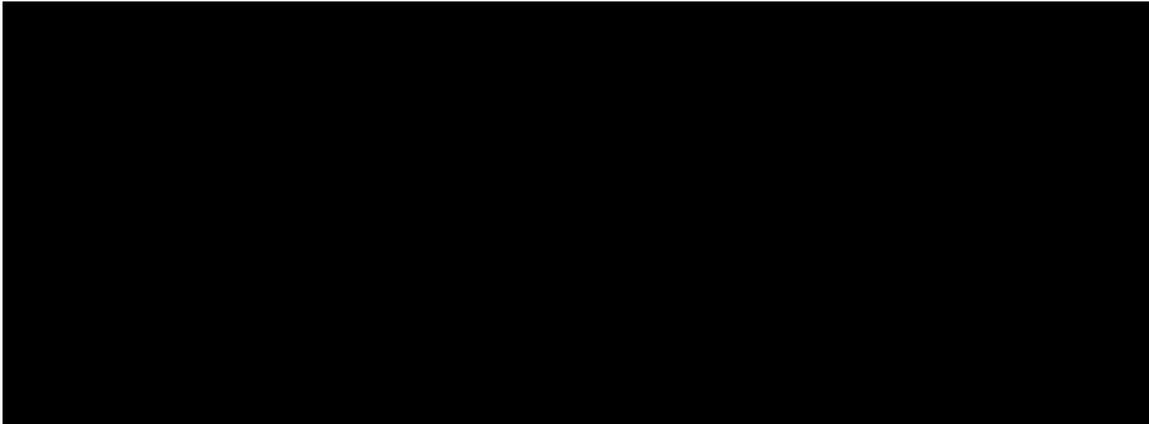
Request for Information Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Brick Buffalo Charter School

2. Full name: Takesha L. Leonard



3. A brief educational and employment history (or you may attach a resume): **XX Resume attached.**

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. **XX I affirm.**

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. **XX Does not apply to me.** Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

XX Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

XX Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

XX I / we do not know any such trustees. Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

XX I / we do not know any such employees. Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so,

indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

XX I / we do not anticipate conducting any such business. Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

XX I/ we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

XX I/ we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

XX I/ we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

XX Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

XX None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, nonprofit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

XX None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would first investigate the situation for credibility. I would then meet with other fellow board members to inform them. I would then follow the procedure noted in our handbook.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). **I affirm.**
20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Takesha L. Leonard, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of BRICK Buffalo Charter School is true and correct in every respect.

Takesha L. Leonard

Signature

____2/14/22____
Date

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Brick Buffalo Academy Charter School

2. Full name:

Yolanda Wood

Home Address:



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

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

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

N/A applicable because the education corporation does not contract with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Renew of policy / procedure in dealing with such situations. Follow the process to determine steps to deal with the issue.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Yolanda Wood, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Bonck Buffalo Academy Charter School is true and correct in every respect.

Yolanda Wood
Signature

2.14.22
Date

R-15 - District and School Relations

a. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district, including any foreseen opportunities or challenges.

The BRICK Buffalo Academy Charter School applicant team knows that there has been a contentious relationship between charter schools and traditional public schools in Buffalo for some time. However, BBACS is focused on community development and, as a result, wants to authentically partner with BPS to ensure that positive practices impact as many city families as possible. As a result, the BBACS team has worked to learn as much as possible from BPS over the last year; for example, team members attended a “SAY Yes to Education Buffalo” event¹ and met with their Executive Director, Dave Rust, to more fully understand the level of wraparound supports that are provided at some of the BPS schools and to apply learnings from SAY Yes to the school’s proposed model. In addition, the team learned that New York state has recognized BPS for its work on culturally responsive teaching and learning. As a result, the team has worked to better understand the district’s efforts in this area, including by reviewing the district’s Emancipation Curriculum and meeting with Dr. Marcus Watson, one of its contributing authors, to understand how BBACS can update its existing social studies curriculum to best serve students in Buffalo.

BBACS has also attempted to initiate a relationship with the district through ongoing efforts such as sending certified letters to all of the BPS Board members to let them know about the proposed school and inviting them to attend community forums; sending ongoing e-mail newsletters directly to BPS Board members; and by reaching out to them directly to try to set up meetings to discuss the proposed school’s model and to learn from their work at BPS.

BBACS will also continue to pursue existing and future opportunities as outlined below.

Existing Partnerships

1. The BRICK Buffalo Regional Director of Operations, Mr. Barlow, has joined a charter school leaders’ roundtable that meets periodically with the district to discuss the needs of local schools and to share best practices.
2. The BRICK Buffalo RDO has already started the process of meeting with district representatives, including in departments that closely collaborate with charter schools (such as the transportation and food service departments). These meetings have proven extremely valuable in helping the BBACS team to learn how to best collaborate with the district. In addition, Mr. Barlow plans to continue to meet with representatives from these departments on an ongoing basis moving forward to build strong relationships and

¹ Say Yes Buffalo was established in 2011 by a diverse group of community leaders to strengthen the Western New York economy by investing in the education of Buffalo’s future workforce. <https://sayyesbuffalo.org/>

to ensure effective collaboration. Mr. Barlow also plans to continue to attend BPS Board meetings and community events.

Future Opportunities

1. **Collaboration.** The BBACS team values collaboration and plans to develop and share practices with the larger Buffalo school community including the BPS. The team believes there are **three main ways that it can offer support to the district**; each is described briefly below:

- a. **Ecosystem collaboration.** BBACS believes that students and families on the East Side of Buffalo can benefit from a robust network of social service supports. As a result, the school is committed to leveraging the BRICK network's extensive experience leading a Promise Neighborhood in Newark to ensure that these support services are in place for all East Side families. Consequently, as the BBACS team works to solidify its relationships with agencies to provide support to its students, the school also wants to do this work collaboratively with other schools to ensure that all families in the area can benefit from these services. As a result, BBACS plans to reach out to other schools on the East Side to understand what services they already provide and to develop ways that schools can partner for service delivery (for example, by allowing students from other schools to also attend the Back to School Barbecue and to receive related services, such as vision screenings or to get a physical). Since the BRICK network approach is focused on supporting the entire community, BBACS would want to make all ecosystem programming as widely available as possible, as BRICK has already done in Newark with its South Ward Promise Neighborhood.
- b. **Academic and SEL collaboration.** BBACS also believes that its team has significant capacity to provide professional development and academic support. As a network, BRICK currently plans to deliver 10 full days of professional development for the Buffalo team at the start of each school year and to support the facilitation of differentiated professional development for its schools on more than 30 Friday afternoons throughout the school year.

BBACS is open to allowing representatives from other schools to attend most of these professional development sessions free of charge, including for example, sessions for new teacher development focused on routines and procedures or content specific professional development sessions focused on the curriculum the school will use in various content areas, including its Ubuntu curriculum to drive students' social and emotional development. This may also include sharing lesson materials or program artifacts online for public access.

As an adjunct faculty member at the Relay Graduate School of Education, Mr. Esposito has provided training for principal supervisors, principals, and

instructional leaders, including sessions on strategic planning, data informed instruction, coaching adults, weekly data meetings and leading adult professional development. In his previous work of establishing a network of charter schools, Mr. Esposito regularly opened up PD to outside schools and interested educators. As an adjunct faculty member at Relay GSE, he also has experience providing professional development support directly to traditional school districts and would welcome the opportunity to include other local schools in BBACS development opportunities.

- c. **Building shared talent pipelines.** BBACS is also open to working with BPS and other charter schools in the area to collaboratively build additional pipelines for recruiting and supporting diverse teachers and leaders in Buffalo, since this is a key focus of the BRICK model, an area where the BRICK network has demonstrated success, and a critical regional need.

b. School Partnerships

Provide a description of low-performing schools in the area where the proposed charter school will be located and explain how the charter school can collaborate with those schools to share best practices and innovations.

Schools in the targeted areas of East Buffalo have very low proficiency levels:

- Red pinpoint icons represent district schools with less than 20% average proficiencies, and yellow points are schools with average proficiencies between 20 and 35%.
- Charter schools are represented by house icons, which have the same color coding for proficiency levels.
- Purple pinpoint icons represent schools without sufficient data for reporting.
- Proficiency is defined as scoring at level 3 or 4 on the 3–8 ELA and math state assessments

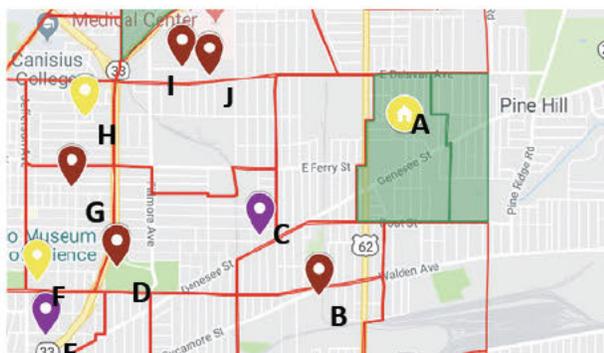


Figure 15.1 on the next page also shows recent proficiency percentages from schools in the area where BBACS proposes to open.

Figure 15.1 Local School Performance

School Name	Map Code	Zip Code	Type	Grades Served	Proficient in ELA (%)	Proficient in Math (%)
KING CENTER CHARTER SCHOOL	A	14211	Charter	K-8	34%	34%
HARVEY AUSTIN SCHOOL #97	B	14211	District	PK-8	15%	10%
BUILD COMMUNITY SCHOOL	C	14211	District	PK-8	N/A	N/A
PS 59 DR CHARLES DREW SCIENCE MAGNET	D	14211	District	PK-8	14%	11%
MARTIN LUTHER KING JR #48	E	14211	District	PK-1	N/A	N/A
STANLEY MAKOWSKI EARLY CHILDHOOD CTR	F	14208	District	PK-4	26%	15%
COMMUNITY SCHOOL #53	G	14208	District	PK-8	12%	8%
PS 74 HAMLIN PARK CLAUDE AND OUIDA	H	14208	District	PK-8	20%	19%
DR LYDIA T WRIGHT SCH OF EXCELLENCE	I	14214	District	PK-8	16%	9%
MATH SCIENCE TECH PREP SCHOOL-SENECA	J	14215	District	5-12	14%	6%

As the table shows, none of the schools met the state average passing rates for ELA or math. These passing rates are also consistent with the data shared earlier in *R-01ac - Community Need and Proposed School Impact*. Ultimately, area school performance data show low academic performance that strongly correlates with the poverty levels of the community—and a lack of school choice options that have demonstrated the ability to inspire significant academic gains and close the opportunity gaps experienced by East Buffalo residents.

Fortunately, BBACS believes that strong school-to-school collaboration can help improve the quality of schooling available to all community residents. BBACS looks forward to learning as much as possible from local schools, including traditional public schools, and sharing its resources and expertise as widely as possible to support other local schools. BBACS believes that BRICK’s track record of supporting traditional public schools, including schools that were among the lowest performing in the Newark Public Schools, means that their team will be uniquely positioned to collaborate with any local schools who may be interested. BBACS looks forward to developing partnerships with other schools—whether those partnerships relate to ecosystem services or academic programming—to support the ongoing empowerment of the East Side of Buffalo.

R-16ac – Facilities

a. FACILITY NEEDS

Describe the facility needs of the proposed school for each year of the charter term including any unique features necessary to implement the school design and academic program including:

- *The desired location of the school facility;*
- *The number of general education classrooms required each year;*
- *Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;*
- *Space requirements for administrative functions, food services, a nurse's office, and physical education; and*
- *If the applicants intend to offer a residence program for students, describe the facility requirements to support this program and overnight staffing and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.*

BBACS conducted an in-depth review of socio-economic conditions and demographic data for the city of Buffalo by zip code to determine potential facility locations. This analysis confirmed that there was a significant need for additional high-quality schools and social services on the East Side of Buffalo, particularly in the zip codes of 14212, 14211 and 14215. As a result, the team investigated a variety of facilities within these zip codes as well as facility options in neighboring zip codes over a two-year period.

Based on the proposed school design, educational model, and proposed enrollment, BBACS worked to identify a facility that would accommodate at least 81 students per grade where each classroom could accommodate at least 27 students. BBACS also sought larger classroom sizes of at least 22 square feet per student in order to accommodate key parts of its model—specifically the school's literacy approach in lower elementary grades, which is based on a differentiated approach to reading instruction that involves students cycling through small group literacy stations. In upper elementary grades, BBACS will utilize larger scale student furniture to better accommodate older students with adequate space for learning activities. These larger classroom spaces were included as part of the year one (1) space requirements that guided the facility search and align to the school's proposed enrollment needs. Based on this initial facility planning, the school's proposed enrollment, and the school's proposed academic program, the BBACS team developed the list of space requirements for each year of the charter term that is described below:

For Year 1, BBACS will require:

- [6] general education classrooms;
- [2] additional classroom spaces for special education, intervention programs, or ELL services;
- [2] additional classroom spaces for specials, including music, performing arts, and PE;
- [6] administrative spaces, including offices for the principal, Vice Principal, Director of Operations, Social Worker, Family and Community Engagement Specialist, and Director of Special Education (whose space also needs a locking file cabinet);

- [1] space for a Nurse's office which has locking cabinets;
- [1] multipurpose space that can serve as a gymnasium, cafeteria, and event space;
- [2] spaces to serve as a teacher workroom and parent room; and
- [1] outdoor space for recreation.

For Year 2, BBACS will require:

- [9] general education classrooms;
- [3] additional classroom spaces for special education, intervention programs, or ELL services;
- [0] additional classroom spaces for science labs;
- [3] additional classroom spaces for specials, including music, performing arts, and PE;
- [8] administrative spaces, including offices for the principal, Vice Principals, Director of Operations, Nurse, Social Worker, Family and Community Engagement Specialist, and Director of Special Education;
- [4] multipurpose spaces for events and activities, including a teacher workroom, conference room, cafeteria, and parent room;
- [1] gymnasium; and
- [1] outdoor space for recreation.

For Year 3, BBACS will require:

- [12] general education classrooms;
- [4] additional classroom spaces for special education, intervention programs, or ELL services;
- [1] additional classroom space for a science lab;
- [3] additional classroom spaces for specials, including music, performing arts, and PE;
- [9] administrative spaces, including offices for the principal, Vice Principals, Director of Operations, Nurse, Social Worker, Family and Community Engagement Specialist, and Director of Special Education; and
- [4] multipurpose spaces for events and activities, including a teacher workroom, conference room, cafeteria, and parent room;
- [1] gymnasium; and
- [1] outdoor space for recreation.

For Year 4, BBACS will require:

- [15] general education classrooms;
- [4] additional classroom spaces for special education, intervention programs, or ELL services;
- [1] additional classroom space for a science lab;
- [4] additional classroom spaces for specials, including music, performing arts, and PE;
- [10] administrative spaces, including offices for the Principal, Vice Principals, Director of Operations, Nurse, Social Worker, School Psychologist, Family and Community Engagement Specialist, and Director of Special Education;
- [4] multipurpose spaces for events and activities, including a teacher workroom, conference room, cafeteria, and parent room;

- [1] gymnasium; and
- [1] outdoor space for recreation.

For the last year of our first charter period, the BBACS school facility will require:

- [18] general education classrooms;
- [4] additional classroom spaces for special education, intervention programs, or ELL services;
- [1] additional classroom space for a science lab;
- [4] additional classroom spaces for specials, including music, performing arts, and PE;
- [11] administrative spaces, including offices for the Principal, Vice Principals, Director of Operations, Nurse, Social Worker, School Psychologist, Family and Community Engagement Specialist, and Special Education teacher; and
- [4] multipurpose spaces for events and activities, including a teacher workroom, conference room, cafeteria, and parent room;
- [2] gymnasiums; and
- [1] outdoor space for recreation.

Table 16a below summarizes the number and type of space requirements for BBACS.

Table 16a: BRICK Buffalo Academy Facility Space Requirements

Space Description	Year 1	Year 2	Year 3	Year 4	Year 5
General education classrooms	6	9	12	15	18
Additional classroom spaces	2	3	4	4	4
Lab spaces	0	0	1	1	1
Specials classrooms	2	3	3	4	4
Administrative offices	7	8	9	10	11
Multipurpose spaces	4	4	4	4	4
Outdoor spaces	1	1	1	1	1
Gymnasium	1	1	1	1	2

B. FACILITY SELECTION

Describe the efforts to date to secure a facility for the school including:

- *If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;*
- *How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operation;*
- *If another organization is assisting the applicants in obtaining facilities, provide information about such organization;*

- *If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;*
- *If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;*
- *If co-located space is the primary facility plan and the budget template has been completed under that assumption, but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and*
- *If another organization is assisting the applicants in obtaining facilities, provide information about such organization.*

BBACS's founding team is excited about securing a strong facility that meets its programmatic needs and solidifies a deep connection to the East Side of Buffalo. BBACS started the facility search in 2019 when it initiated a market analysis to determine the communities with the most need. J.R. Militello of Militello Realty, one of the largest commercial brokers in Western New York, prepared a list of 12 possible sites that could house BRICK's first school in the area. In early 2020, BRICK's Regional Director of Operations, Mr. Barlow, visited each potential site and consulted with the BRICK CEO after each visit. Mr. Barlow then created a Strengths, Weaknesses, Opportunities, Threats ("SWOT") analysis of the sites based on market analysis data and the comparable specifications of Achieve in Newark.

BRICK also began interviewing numerous potential real estate consultants, agents, and development companies in Western New York to help move forward the facility acquisition and development process. During this time, Ken Peterson of KXD Consulting Group LLC joined BRICK's National Board and began to provide free consultation on the facility search. As a leader of color who originally hailed from the target neighborhood in Buffalo, Mr. Peterson was excited to support the school's development. In addition, he was able to provide invaluable insights from his prior experience with charter schools in Buffalo and across the state, as well as from his professional background in real estate development and lobbying. Mr. Peterson then volunteered to support Mr. Barlow and the BRICK Buffalo Board through the facility search process. A brief summary of the key actions in that process over the last two years is provided below:

- BBACS partnered with Militello Realty to formally assess 12 potential facility options beginning in 2019.
- BBACS assembled its initial ad hoc real estate committee comprising Nidus CEO Greg Davis, Senior Partner at Blue Cardinal Capital Ken Peterson, BRICK Buffalo Regional Director of Operations Antwan Barlow, and BRICK Education Network CEO Dominique Lee.
- The facility search process continued in 2021, but was slowed by numerous factors, including the COVID-19 pandemic and the withdrawal of the 2021 charter application. During this time, Mr. Barlow met with Dr. Henry Taylor of the University at Buffalo to discuss possible collaboration based on Dr. Taylor's research and knowledge of the

children of the East Side of Buffalo. Dr. Taylor suggested the three story school building at 30 Rich Street as a possible site for the location of BBACS. This facility is owned by the King Urban Life Center and housed the King Center Charter School prior to their move to a larger building several years ago.

- In January 2022, BBACS narrowed down the list of potential sites to the three that best met its needs and reflected the feedback from community stakeholders who were interested in new school options that were centrally located within the East Side of Buffalo. As a result, BBACS decided to prioritize pursuing the King Urban Life Center location at 30 Rich Street, while also continuing negotiations with two contingency facilities (Demerly Hall, located at 2365 Main Street in Buffalo, and the site that housed the WNY Maritime Charter School at 266 Genesee Street in Buffalo).
- In February 2022, BBACS began lease negotiations with the King Urban Life Center, a mission-aligned organization that is excited about the prospect of having BRICK lease its facility and working together to support the needs of the East Side community. Since BBACS and the King Center are still in lease negotiations, the King Center has shared a letter of intent that outlines their excitement for this partnership and willingness to support the school's efforts to finalize a lease that is 1) at or below market rate and 2) supports healthy cash flow for the school throughout the charter term by backloading some of the lease payments. The letter of intent and draft lease terms are included in **R-16 - Facility Documents** and related costs are included in the budget submitted as part of **R-21ad - Fiscal Soundness**.
- Once lease negotiations are complete, BBACS will issue an RFP to identify a developer to support any needed renovations at the school. BRICK's Regional Director of Operations will then work with the developer selected to ensure that the facility at 30 Rich Street will meet the NYSED and state sanitary specifications by commencement of the first year of operation. Since the facility was recently leased by a charter school and a child care center, the audit and finance committee anticipates that only minor modifications would need to be made to the building prior to the launch of school in August of 2023. However, the budget submitted as part of **R-21ad - Fiscal Soundness** also includes additional funds to offset any necessary facilities costs.

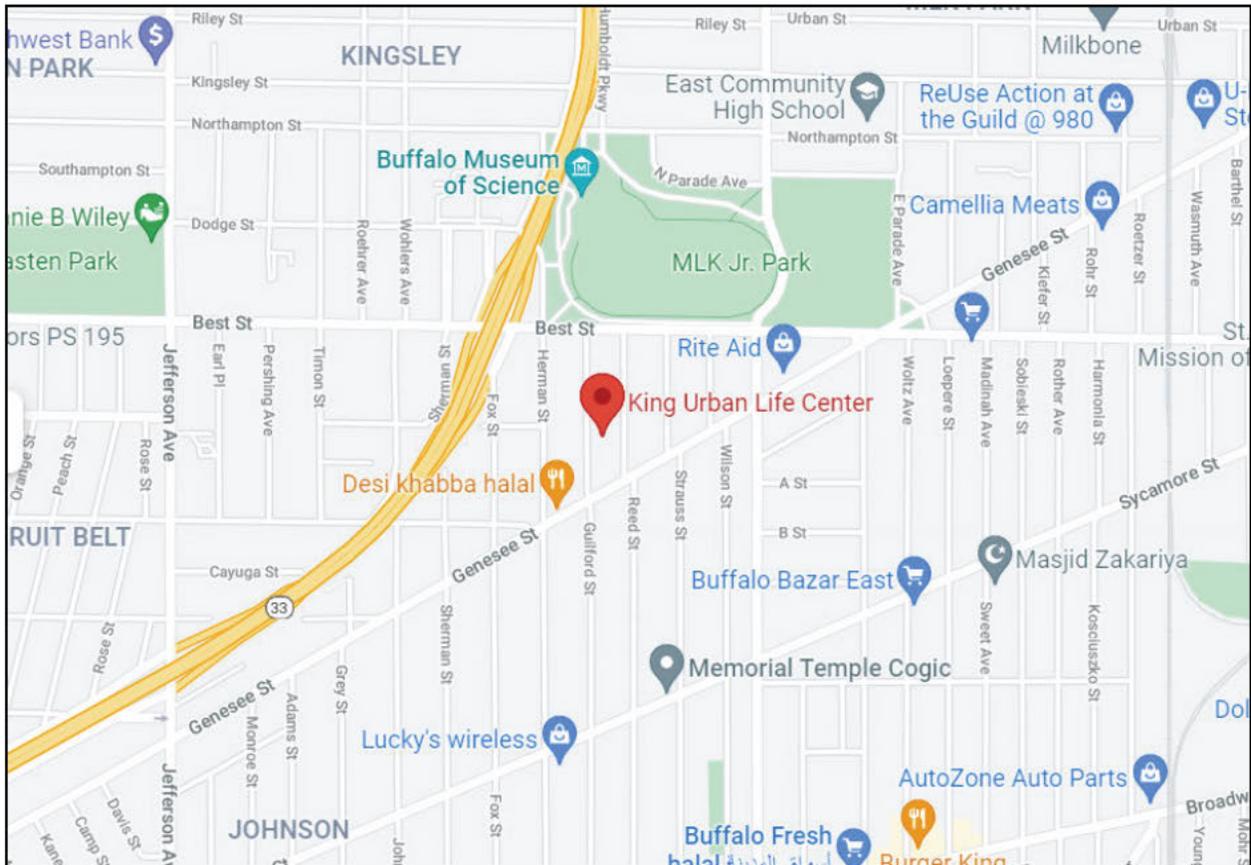
BRICK's Regional Director of Operations, Mr. Barlow, has worked closely with the BBACS Board of Trustees to involve them in all aspects of the facility search and acquisition process. For example, members of the Executive Committee (Yolanda Wood, Takesha Leonard, Adam Desmond, Chris Porpiglia, and Ramone Alexander) toured site options, and the Finance and Audit Committee was active in discussions regarding facility financing and lease options. As a result, facility decisions have been guided by the Board and will be formally made by the Board.

Proposed Site

Thirty Rich Street is located only a quarter mile from Martin Luther King Park, a beacon of the East Side of Buffalo and the center of Buffalo's Juneteenth Festival. This makes the neighborhood surrounding the building a very historic area for the African American community in Buffalo, which BBACS is excited to amplify through its curriculum materials. The location is also in close proximity to the intersection of Fillmore Avenue and Genesee Street; which makes

transportation convenient since these streets both run across the city. Thirty Rich Street is also an ideal site for BBACS due to the collaboration it will promote with the King Urban Life Center and close proximity to several additional ecosystem partners, including Jericho Road, Belmont Housing, and the Community Action Organization. In fact, Catholic Charities, another ecosystem partner, currently operates a food pantry out of an adjacent building. Map 16b below shows the proposed location of the school at the King Urban Life Center.

Map 16b: Proposed School Location



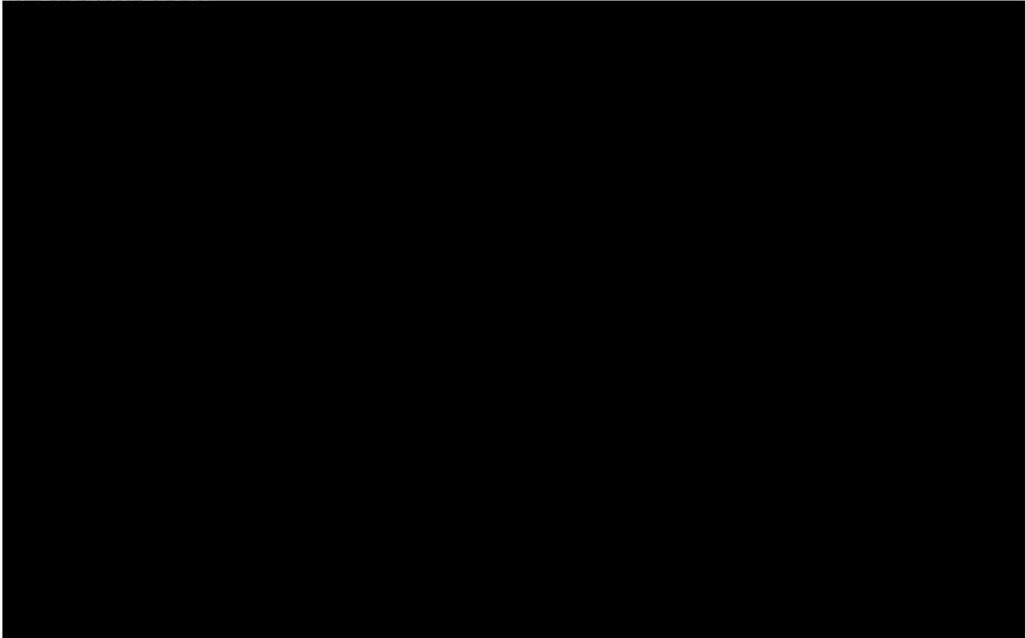
Picture 16c shows a street view of the building. The building is currently well-suited to the operation of a school since it previously housed the King Center Charter School and, even more recently, housed an early childhood program operated by the Community Action Organization.

Picture 16c: Picture of Proposed School



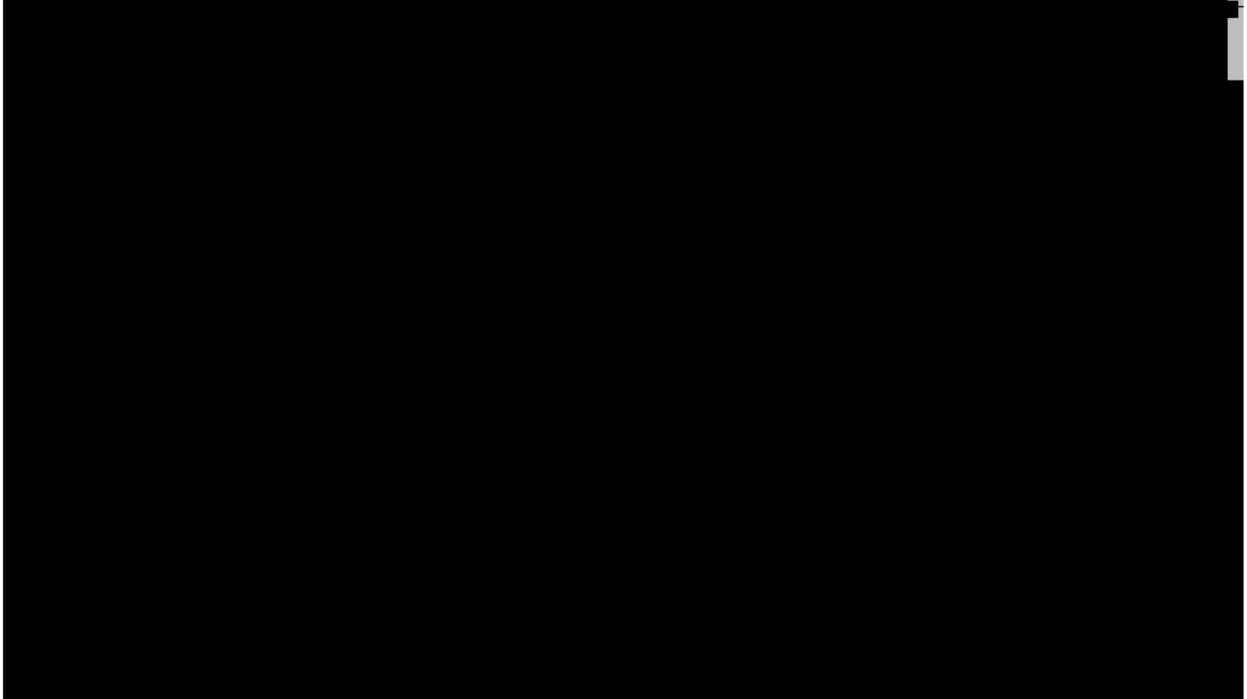
The facility at 30 Rich Street provides a total rentable square footage of 28,020, with 9340 sq. ft. on each of its three floors. Graphics depicting each of the three floors can be found below. The ground floor (basement) contains a kitchen, combined cafeteria/gymnasium, 2 bathroom facilities, office space, and mechanical room.

Picture 16d: Ground Level



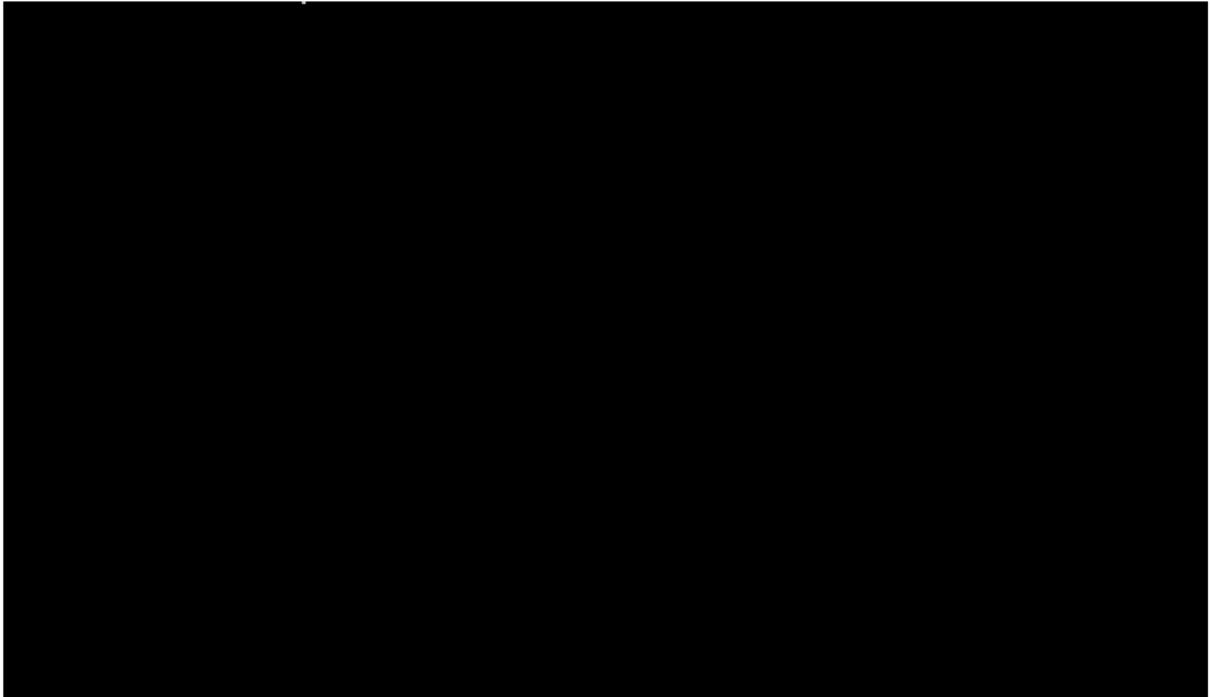
The first floor contains a reception area plus 3 offices, 6 classrooms, 3 bathroom facilities, and storage/additional office space.

Picture 16e: First Floor



The second floor contains 6 classrooms, at least 2 offices, 2 bathroom facilities, and additional storage space.

Picture 16f: Second Floor



Thirty Rich Street's current configuration will accommodate BBACS for the first three years of the charter term. However, the King Urban Life Center has also previously worked with an architect to plan for additional renovations to the building to house more students. In addition, the center also owns several additional parcels of land in the area immediately surrounding the school building and is interested in supporting the long-term growth of a BBACS campus. As a result, the team currently anticipates working with the King Center on the construction necessary to add the additional space needed during the charter term on site or, if necessary, continuing to explore other options for a future facility.

C. FACILITY-RELATED CONFLICTS OF INTEREST

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

BBACS plans to lease its selected facility from the King Urban Life Center. Accordingly, there will be no conflict of interest between the BRICK Education Network and the charter school. Furthermore, no BRICK Trustee will have any ownership interest in the selected facility.



February 21, 2022

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

In addition to our organization's letter of support for the proposed BRICK Buffalo Academy Charter School, the King Urban Life Center would also like to share its intent to negotiate a lease agreement with BRICK Buffalo. Based on the aligned philosophies of our organizations, we believe BRICK Buffalo would be a natural fit for our 30 Rich Street property and would provide much needed benefits to the residents of the East Side of Buffalo.

Based on recent meetings with BRICK Buffalo, the King Center has begun negotiations and plans to enter into a lease agreement with BRICK Buffalo that includes the following terms:

- A six-year lease agreement that corresponds with the planning year and 5-year charter proposal of BRICK Buffalo Academy and, based on preliminary negotiations, this lease agreement would provide for total rental payments over the term of \$1,365,100;
- A lease term that begins in January 2023;
- A shared vision of continuing the King Urban Life Center's commitment to the City of Buffalo and its immediate neighborhood;
- A shared vision of developing BRICK Buffalo's ecosystem of two-generation supports and aid to BRICK families and the surrounding community.

We also are committed to partnering with BRICK Buffalo in private and public philanthropic grant writing efforts to continuously raise funds to bring the joint visions of our organizations to fruition.

Our organization is excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

Feel free to contact me with any questions you may have about our organization, our support for the proposed school, or the terms of this agreement.

Sincerely,

Sirgourney F. Cook, Executive Director
King Urban Life Center



Jeremy Esposito [redacted]

KULC / BRICK Lease

1 message

Poole, Adam [redacted] Tue, Feb 15, 2022 at 3:31 PM

To: [redacted]

Cc: Claire White [redacted], Amy Downing [redacted], Sirgourney Cook [redacted], Emily Wyckoff [redacted]

Hi BRICK Team,

Looking forward to our meeting this afternoon. Just wanted to provide you with our lease proposal for further discussion at 5pm today.

- Year 0 - \$ 50,000
- Year 1 - \$150,000
- Year 2 - \$200,000
- Year 3 - \$250,000
- Year 4 - \$255,000 + \$100,000
- Year 5 - \$260,100 + \$100,000

Thanks.

Adam

Adam J. Poole, CPA

Director



424 Main Street, Buffalo, NY, 14202



FREEDMAXICK.COM

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R-17 – Food Services

Describe the plans for food services the charter school will provide, including plans for the provision of food services in the event that the physical school building must close.

As part of a commitment to making sure the whole child thrives at BBACS, the school will provide nutritious food every day. Under the Community Eligibility Provision (CEP)¹ of the USDA, all BPS students are entitled to one free meal at breakfast, lunch, and after school. This program includes the charter and private schools located within the BPS geographic area. Therefore, BBACS will apply to receive students' daily meals through the district. Mr. Barlow, the BRICK Buffalo Regional Director of Operations, has already been in touch with the Food Services department at BPS to determine the applicable steps and timelines. All BBACS meals will comply with the New York State Education Department and the National School Lunch Program (NSLP) guidelines. Students also have the option to bring their own meal(s) to school and not partake of the school's offerings.

BBACS's Director of Operations, Family and Community Engagement Specialist, and Office Manager will work with families to complete the School Meals Application Form to document students' eligibility for free and reduced-price meals. Based on an analysis of East Side demographics and meetings with ecosystem partners, BBACS anticipates that approximately 90% of students will qualify for free and reduced-price meals. This metric is also consistent with the current percentage at Achieve Community Charter School, BRICK's fresh start charter school in Newark. Currently, 94.1% of Achieve's students qualify for free or reduced lunch. However, BBACS has decided to create a budget at a much more conservative rate, estimating that 85% of students will qualify.

In the event that the school facility must close, the Director of Operations, Family and Community Engagement Specialist, and Office Manager will coordinate a combination of meal pick up times outside the school building and/or drop offs at centralized locations convenient to students' homes. BBACS will make every effort to make sure food services are consistently provided for all students, and will utilize the logistical experiences of BRICK's schools in New Jersey, to successfully execute upon that promise.

¹ The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF). <https://www.fns.usda.gov/cn/community-eligibility-provision>

R-18 – Health Services

Describe the plans for the health services that the charter school will provide, including provision for a school nurse, medical space and equipment, immunizations records checks, and medication to students within the applicable law.

BRICK Buffalo Academy Charter School will fully comply with all applicable health services regulations as required by the NYSED Office of School Health Services. As physical, mental, and social-emotional health services are integral, co-academic components of BRICK Buffalo Academy, we will also provide supplemental services and leverage our emerging partnerships with community agencies to attend to the wellness of the whole child and their families to break down external barriers to a successful learning experience.

School Nurse

We will attempt to secure nursing services from the Buffalo Public School District, but have planned and budgeted for hiring a full-time nurse as a contingency. The nurse will be a licensed registered nurse with a valid and current New York State license. Our facility will include a room dedicated for health services that is compliant with all building and health codes.

It will be the nurse's responsibility to provide the following health services:

- Emergency care for ill or injured students;
- Securely store and dispense medication, including for students who require daily dosages;
- Compliance with and enforcement of mandatory immunization requirements;
- Monitoring of students' health;
- Provision of health services such as vision and hearing screening;
- Treatment for students who are ill or injured; and
- Maintenance of students' cumulative health records. The school will store all health records for enrolled students in a secure location to which only authorized personnel will have access.

The school nurse will also be responsible for keeping records of all visits and documenting these visits in the students' cumulative health records. Parents will be expected to provide emergency contacts in the event their child becomes ill or is injured; this information will be maintained in students' health records and updated annually. The school nurse will procure and maintain all furniture, supplies, and equipment needed to provide health services, including an on-site automated external defibrillator (AED) to be used in the event of emergencies. At least two staff members will be trained in the use and operation of the AED should the need arise at the school site or during any off-site school events. Lastly, the school nurse will complete all correspondence regarding the aforementioned responsibilities.

Immunizations

We will ensure that all students comply with the New York State requirements for immunization. These requirements include immunizations for:

- Diphtheria, tetanus, pertussis (DTaP, DTP, Tdap)

- Polio (IPV, OPV)
- Measles/mumps/rubella
- Hepatitis B
- Varicella
- COVID-19 (though not currently legally required, BRICK Buffalo Academy will strongly encourage all students be fully vaccinated)

Per regulations, parents/guardians must present documentation to the BRICK Buffalo Academy's personnel confirming that their child(ren) has received all the doses of the required vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent dose(s) at the appropriate time intervals. Immunization may be waived in accordance with Public Health Law. Exemptions to immunizations may be granted if a licensed physician certifies that such immunization may be detrimental to the student's health or if the student's parent/guardian holds genuine and sincere religious beliefs that are contrary to such immunizations.

Medication

For students who need medication administered during school hours, BRICK Buffalo Academy will require, in writing, a letter from their physician showing medical necessity and permission from the child's parent/guardian, or an Authorization for Administration of Medication to Students. Only those medications necessary to maintain the student during the instructional day and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with the procedures described below. All medication, including over-the-counter (OTC) drugs, must be prescribed by a licensed prescriber. All medication must be sent with the pharmacy label attached. All written orders for prescription and non-prescription OTC medication will need to include the following:

- Student's name and date of birth;
- Medication name;
- Medication dosage and route of administration;
- Conditions under which the medication should be administered;
- Dose frequency and time(s) of administration; and
- Prescriber's name, title, signature, and phone number.

Students who require medication either on a daily or as needed-basis, such as students with asthma, must have a current Authorization for Administration of Medication to Students form on file. Diabetic students requiring blood sugar monitoring must have a glucose monitoring form on file. Blood sugar monitoring and the administration of insulin will be performed by the school nurse. For certain medications, especially controlled substances, best practices include counting the medication upon receipt and periodically thereafter. Any discrepancies will be reported to the student's parent or guardian immediately.

Students will be sent to the health services office daily at the prearranged time to receive their medication, all of which will be stored in locked cabinets, drawers, or refrigerator in the health services office, except for students with documented permission to carry and self-administer their

own medication. Controlled substances will always be secured and will never be left open or accessible to the public at any time. All medication orders must be renewed annually or when there is a change in the medication prescription, dosage, or procedure. If the nurse is not at work due to illness, personal reasons, etc. BRICK leadership will utilize a per diem nurse through our partnership with Jericho Road to ensure student health services continue uninterrupted.

The BRICK Buffalo Academy nurse, with support from the school principal, will communicate to parents, students, and staff the requirements for the administration of medications in the school. We will seek to avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be clearly communicated in our parent handbook, school publications/calendars, inserts with enrollment materials, and mailings to physicians and/or local health care partner organizations.

Health Regulation Compliance

The nurse will oversee the school's compliance with all applicable health regulations, including the immunization program. BRICK Buffalo Academy will comply with all requirements pursuant to Public Health Law §2164 and the Commissioner's Regulations 10NYCRR§66-1. Upon enrollment, BRICK Buffalo Academy will ensure all students have the necessary immunizations and that the school has the proper associated records. These immunizations include, but not limited to, diphtheria, tetanus, and pertussis (DTaP/DTP/Tdap), measles, mumps and rubella (MMR), hepatitis B., chickenpox, meningococcal conjugate (MenACWY), haemophilus influenzae type b conjugate (Hib), and pneumococcal conjugate (PCV). BRICK Buffalo Academy will comply with all health services requirements and expectations, as designated by Education Law §901–§914 and §136 of the Commissioner's Regulations.

All incoming kindergarteners will be required to have a current physical examination and to provide records of such to the school within 30 days of the start of the school year. If such a record is not produced, the parents/guardians will be provided with information to obtain the records as well as support from our health partners.

Developing an Ecosystem of Support for Wellness

BRICK schools use a holistic learning approach to ensure all scholars are on an unimpeded path to unlocking their limitless potential. This approach not only focuses on rigorous academic programming, but also intentionally provides “out of the classroom” supports to break down external barriers to a successful academic journey. At Brick Buffalo Academy, our leaders and staff members are committed to developing an ecosystem of support for wellness that attends to the mental, physical, and social-emotional health of all students. This will enable them to build positive relationships, demonstrate empathy towards others, manage emotions, cope with challenges, and live full lives. Our social-emotional programming, specifically, is described in detail in *R-10a - Culture and Discipline*.

Access to quality health care is particularly critical to ensuring BRICK Buffalo Academy scholars are healthy and ready to learn. We will partner with the Jericho Road Community Health Center for the entire charter term to provide comprehensive health services for families whenever possible. Takesha Leonard, BRICK Buffalo Academy's proposed Board Vice Chair, is currently the Medical Director at Jericho Road and has provided a memorandum of understanding that

outlines our plans to work together to provide the services needed to our families. Jericho Road provides comprehensive services to the East Side community; including, but not limited to, primary care, pediatric services, behavioral therapy, physical therapy, home therapy, and facilities that include an on-site gym and pharmacy for current patients. The BRICK team selected Jericho Road as a partner because of the organization's long standing investment in and advocacy for the East Side and mission-alignment. Jericho Road works with families in culturally sensitive ways that honors their unique needs; these include trauma informed practices and intentionally working to mitigate the historical barriers that some racial, ethnic, and socio-economic groups have had in accessing high quality health care.

We see our partnership with families as essential to our students' success. We have a committed focus on creating a welcoming, open-door policy that creates a safe, instructive, and healthy space for families. We aim to create a community within the walls of the school. At a minimum, we commit to meetings between each family and the school social worker to ensure families feel comfortable reaching out for support and fostering accessible communication. We plan to offer onsite student physicals and eye exams as part of the annual Back to School BBQ, as well as twice annual visits from a dental clinic to the school to assist students with teeth cleaning and check ups if needed. BRICK Buffalo Academy will also be proactive in determining families' evolving needs via surveys administered as part of new student home visits. To proactively promote COVID-19 vaccination in particular, we will partner with local health experts who can answer families' questions about COVID-19 vaccines and dispel any myths or concerns. We will also work to hold an on site vaccination clinic.

As a way to document the various supports students receive and evaluate their collective efficacy, BRICK Buffalo Academy will utilize BRICK Education Network's already customized database to track the social-emotional and physical health data of students. This system is compliant with HIPPA and only shared with appropriate stakeholders with parent consent. For example, this database will monitor students' critical health supports such as annual physicals, eye exams, and biannual dentist visits. We will use this data to ensure the ongoing holistic development of our students--and to provide strategic support to families as needed wherever, and whenever, gaps are discovered.

R-19-Transportation

19. Transportation

Describe the transportation arrangements for students, including arrangements for students who would not qualify for public school transportation under Education Law §3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

Transportation Overview

BRICK Buffalo Academy Charter School students will be offered transportation in accordance with the transportation policy for nonpublic schools and as required under Sections 285(4)(b) and 3635 of Education Law. The regional office of BRICK Buffalo has been building relationships with various representatives from the Buffalo Public Schools, including the transportation office, to better understand the procedures for charter schools to access transportation services. In fact, the BRICK Buffalo Regional Director of Operations has already had multiple meetings with Cheryl Kennedy, the BPS Director of Transportation, who is aware of the proposed school's model and its transportation needs.

At this time, BPS provides transportation to all interested charter schools within the city of Buffalo. As a result, the BRICK Buffalo RDO will work with the BPS transportation department to coordinate transportation for students residing more than .7 miles but less than 15 miles from their identified bus pick-up point to the school. Students residing less than .7 miles from the school will typically not receive bus services. Families are responsible for submitting their transportation requests to their respective districts by April 1st for the following school year. BBACS will incorporate the transportation request documentation in the registration documentation for students. In addition, BBACS staff will proactively work with all families who are interested in enrollment to ensure that they can correctly complete the transportation request documentation prior to the April 1st deadline.

The BRICK Buffalo RDO has also attended multiple meetings of the Buffalo Charter School Leader Collaborative and had multiple meetings with Anna Hall and Michael Good from the New York Charter School Association ("NYCSA") to better understand the unique challenges of securing and maintaining effective transportation in Buffalo. As a result, the applicant team is well aware of the current status of transportation in BPS, including that charters are often not offered transportation times that are consistent with their instructional schedule and that there are frequent disruptions in service. Following several conversations with other charter schools located within the BPS geographic area, it is also apparent that charter schools often deal with late morning time slots for student pickup and late student drop off. To mitigate these issues, the BRICK Buffalo Regional Office will continue to develop a relationship with the BPS as well as proactively employ the following mitigation strategies:

- **Establish clear times early.** BBACS plans to begin meeting with the BPS office of transportation immediately after charter approval to secure times. The school will document requests for specific route times that are consistent with its approved charter. If the school is unable to initially secure routes at the preferred times, BBACS will consider

slight modifications to its program that will not impact the educational experience of children. For example, to start and end the entire day 15 minutes later. However, if BBACS is not able to find a mutually agreeable solution, it will engage NYCSA staff and legal counsel if needed.

- **Elevate parent concerns.** Due to family concerns with transportation in Buffalo, the school's Director of Operations will maintain a log of all transportation concerns received from families as well as all interruptions in service caused by the bus company (such as any delayed arrival or departure of buses). The Director of Operations will review this log with the BPS transportation department at monthly meetings to determine if there are ways to strengthen ongoing transportation service. In addition, if the transportation contract includes financial remedies for gaps in service, the DO will partner with BPS to seek those remedies from the bus company.

In addition, BBACS realizes that families who have newly enrolled in a charter school may be more likely to unenroll their children if they experience transportation challenges during their first few weeks of enrollment. As a result, BBACS is also committed to several specific strategies to mitigate this challenge:

- **Early education.** BBACS will educate families about typical challenges they may have during the first few weeks of the year with transportation and how to respond to them, including how to contact the bus company, how to contact all administrators, and how to get additional support if needed. This education will take place during new student home visits and at the Back to School Barbecue.
- **Admin on call.** BBACS will also establish that all administrators must be on call in the evenings for the first month of the year to support any concerns with transportation. A different administrator will be on call each evening, one day per week, to field calls and support families with any transportation challenges (including the Superintendent/RDI, RDO, Principal, VP of Instruction and DO in year one).
- **Riding buses.** BBACS will have its City Year staff ride buses in the mornings and afternoons for the first month to ensure routes can stabilize and drivers are supported to ensure high quality culture on buses. For example, the school currently plans to leverage three City Year staff members to ride routes each morning and three different City Year staff members to ride the buses each afternoon.
- **Flexible first period.** BBACS also has a standard school schedule that would ensure that students spend the first 30 minutes of the day engaged in the social emotional learning block. Fortunately, this instructional block is designed so that students are exposed to similar content throughout each week of instruction so missing one day of SEL instruction would not cause a significant challenge. As a result of having SEL first period, students that arrive late would most likely still arrive in time for core academic instruction. In addition, the school's Director of Operations would work to ensure a seamless integration of late students into class, including, when necessary, by ensuring that students received individualized attention from one of the instructional staff members (such as by ensuring a K-2 teacher met individually with a late student or students to help them catch up on the morning activity that other students were completing).
- **Offer driver support.** BBACS also recognizes that there has been a national shortage of

school bus drivers and, as a result, is prepared to support the district's transportation provider in any way possible to ensure high quality service to students in Buffalo. This includes ensuring that BRICK families are aware of open positions at the bus company as part of the network's emphasis on workforce development. In addition, the BRICK Education Network will support by establishing incentives for drivers, including, for example, providing drivers with coffee or breakfast and school paraphernalia.

- **Recovery driver.** BBACS also plans to closely monitor the log of challenges in service maintained by the Director of Operations to determine any immediate adjustments that need to be made to transportation. Should consistent morning pick up times become a significant issue during the start of the first year of operation, BBACS will consider making a budget adjustment to provide additional supplemental transportation support on a temporary basis. This additional transportation could take the form of providing transportation for students who want to attend school for the day but were not picked up by their regular bus driver due to an error or significant delay in service.

In the event that early pick-ups and/or late drop-offs become chronic, and cannot be solved by remedies established in the transportation plan or the mitigation strategies named above, BBACS will employ one of two temporary plans for transportation. These include:

1. Based on conversations with NYCSA staff, early pick-ups and/or late drop-offs typically occur within an hour of scheduled school arrival and dismissal times. Therefore, should chronic early pick-ups and/or late drop-offs become standard, BBACS may extend its school day to include pre-arrival and/or after school programming consisting of supervised coverage and enrichment activities for students that experience abnormal arrival or departure times. BBACS will utilize its City Year staff members as well as the resources of its ecosystem in the development of this programming.
2. BBACS will secure additional student transportation services from First Student Transportation or another local vendor.

While the two transportation proposals above mitigate bus scheduling challenges, both provide only temporary solutions. If, by the middle of Year 3 of the first charter period, chronic early pick-ups and/or late drop-offs continue, BBACS will explore a permanent, non-District student transportation alternative for Year 4 of the first charter period. BBACS believes that to be a viable option beginning in Year 4 because the school's enrollment is projected to generate a budget surplus in an amount sufficient to consider paying for private transportation services. Lastly, if absolutely necessary, BBACS will consider making more significant adjustments to the school schedule in line with the bus schedule provided by the BPS.

Federal Transportation Requirements

BBACS will work with the BPS to provide transportation for any student identified as residing in temporary housing under the McKinney-Vento Homeless Education Assistance Act or who requires special transportation accommodations as identified in the student's IEP and/or 504 plan.

Special Education Transportation

As with all students who are in need of transportation, BBACS will work directly with the BPS to provide transportation for any student with special needs who requires specific transportation. BBACS will be proactive in making these arrangements and will make sure that all necessary contracts and logistics are in place prior to the start of the school year.

Other Transportation

Due to the extended school year, the BBACS school calendar will include an additional 11 school days for students. For those days, BBACS will provide normal busing for students through a self-funded contract with a transportation vendor. The current transportation vendor for the BPS, First Student Transportation, routinely provides such services to charter schools. Arrangements (including scheduling and pricing) for alternative busing will begin in April of the preceding school year. The finalized school calendar and transportation plan will also be provided to the transportation vendor prior to the start of the first day of school. The estimated costs incurred by BBACS are reflected in the operating budget, which assumes an expense of \$600 per bus route for two routes for 12 days of service during the year one budget (this figure is inclusive of an extra day of service in the event that BBACS can not fully align all other parts of its school calendar directly to the BPS calendar).

R-20. Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

Insurance

BBACS will maintain insurance coverage pursuant to the applicable laws, including workers' compensation, employer's liability insurance, student accident insurance, and commercial umbrella insurance. Our team sought quotes for comprehensive insurance coverage and have selected EPIC Insurance Brokers & Consultants, which came highly recommended and offers the most competitive rates. EPIC provided the parameters below and the corresponding premiums are included in the budget submitted as part of **R-21e – Budget Template**. In addition, a copy of EPIC's full quote can be found in **R-23b - Supplemental Attachments**.

COMMERCIAL PACKAGE POLICY Includes: Property - \$3,689 Liability - \$8,790 Inland Marine - Included Crime - \$2,750 Cyber - \$3,180	\$ 18,409
STUDENT ACCIDENT Excess of any other collectible insurance	\$4,968
COMMERCIAL AUTOMOBILE POLICY	\$ 3,535
COMMERCIAL EXCESS LIABILITY POLICY (UMBRELLA)	\$ 11,200
WORKERS' COMPENSATION & EMPLOYER'S LIABILITY	\$ 38,210
TOTAL	\$76,322

The Regional Director of Operations of the BRICK Buffalo Regional Office will work with EPIC to procure the policies for the school after charter approval. Copies of each insurance rider will be saved electronically on a shared drive and located in an insurance binder in the main office. The securing of all insurance policies will follow state and school procurement policies.

R-21ad - Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Due to the financial challenges of the COVID-19 pandemic and the resulting uncertainty of economic conditions, the Institute also encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies.

BRICK Buffalo Academy Charter School's proposed budget for the charter term has been developed based on a thorough process designed to ensure that it reflected both the realities of running a school in Buffalo and a clear desire to operate a successful school on sustainable public revenues over time. As a result, this budget represents a significant update to the budget that was shared last year. To create this updated budget, the BRICK Buffalo regional directors participated in multiple meetings with the New York Charter School Association, including Anna Hall and Michael Good, to review all aspects of the draft budget. These meetings helped the team further refine the assumptions for costs based on Ms. Hall and Mr. Good's experience as operational leaders in New York state. In addition, the BRICK Buffalo regional directors participated in numerous meetings with the BBACS audit and finance committee to review early drafts of the budget and to refine those drafts to ensure that they were appropriately conservative. These efforts led to the budget template that is shared in **R-21e - Budget Template**, which the Board believes is a conservatively built budget that addresses the needs of the school's program while also ensuring long-term financial sustainability.

Start Up Costs

The BRICK Buffalo Academy Charter School budgets were developed with the goal of establishing a high-quality public school option for families that could be sustained on government revenues by the fifth year of operations. The current draft budgets achieve that goal, ensuring that by year five the school expects to produce a significant net income of \$382,557. The proposed budgets also show that the school has the ability to ensure that its revenues exceed its expenses during each year of the charter term, including the incubation period.

BBACS recognizes that most charter schools struggle to fund all aspects of their academic program during their first year of operation since schools have considerable fixed costs to open that far exceed the revenue generated by initially enrolling small cohorts of students, which is widely accepted as a best practice. However, BBACS is fortunate to not need to sacrifice any aspects of its core program during the early years of the charter term. Instead, BBACS will receive additional fundraising support from the BRICK Education Network. BRICK has successfully been awarded several large sources of grant income that would support the launch of BRICK Buffalo Academy Charter School. These grants include funds from the highly competitive national US Department of Education CSP grant, the Charter School Growth Fund, and the Cullen Foundation in Buffalo. Letters of commitment are shared as part of **R-21f - Letters of Commitment**. These sources of revenues can also be found in the budget submitted as part of **R-21e -**

Budget Template. These development funds will be used to support the launch of the school and will ensure that the school is able to produce a net income even in the early years of the school. For example, the draft budget projects a net income of \$123,871 during the incubation period and \$59,143 in the first year of the school's operation. This net income is significant because most charter schools struggle to have a positive net income during the first few years of operation.

Pre-Opening

The pre-opening or incubation year will be funded by the grant sources previously described, including funds from BRICK's Federal CSP award, the Charter School Growth Fund and the Cullen Foundation. The estimated expenses for the incubation period include \$576,129, which will be primarily used to cover the full-time salaries of the staff necessary to launch the school successfully. These staff members will include the BRICK Buffalo Regional Director of Instruction/Superintendent and the BRICK Buffalo Regional Director of Operations, who will be responsible for establishing the region and ensuring strong local delivery of support from the BRICK Education Network that meets the needs of the school in Buffalo. In addition, the incubation period budget also includes funds to hire the school principal and the Director of Operations. These positions represent the two most senior staff positions at the school and will play a critical role in ensuring the successful launch of the new school. As a result, BRICK plans to hire both of these positions by July 1st of 2022 so that both staff members can participate in a full year-long residency to learn the BRICK model and collaborate on ways to adapt that model to the needs of the students and families in Buffalo before opening. The incubation period budget also includes funds for a Family and Community Engagement Specialist and Office Manager. BBACS anticipates that onboarding these two positions early will enable the school to conduct a full year of student recruitment activities before the launch of the school to avoid the enrollment challenges faced by many other new charter schools that have opened in Buffalo. The incubation period also includes the initial payment to City Year so that the school can retain the services of City Year for the first year of the charter term.

The incubation period budget also includes other school launch expenses, such as employee benefits, audit fees, legal fees, funds to purchase and set up the school's student information system, board expenses, staff recruitment, student recruitment, furniture and other services to support staff (such as funds for Zoom licenses to support regional communication and funds for travel to support staff to attend professional development opportunities). For more details, see **Request 21(e)-Budget Template.**

The incubation period budget also includes an initial lease payment to the King Urban Life Center for use of the school's facility. This lease payment will enable the school to begin using the proposed facility as a sole tenant no later than January 1st, 2023, though the school could take possession of the building earlier if needed; for example, to ensure any necessary facility improvements are made. While BBACS does not yet know the cost of updating the facility, it anticipates that only minor facility renovations would be needed since the building was most recently leased to an early childcare center and, just before that, to another charter school. However, the school has budgeted funds for facility repairs throughout the charter term, including \$25,000 during the incubation period and \$50,000 during each of the first two years of the school's operation.

First Year and Fifth Year of Operations

Both the first and fifth year budgets for the charter term show the school producing a net income. In year one, that projected net income is \$59,143. However, by year five, the school projects a net income

of \$382,557. In addition, the school produces a net income during each year of the charter term, including the incubation period. As is common with many charter schools, the school has significant initial costs that make it harder for the school to have a high level of net income during the first few years of the charter term. However, once the school is fully grown, it is clear that the school can produce strong net income that could, if needed, also assist the school in addressing additional long-term facility needs (such as expanding to serve grades K through 8 if approved by SUNY at the end of the first charter term). A summary of some of the key underlying assumptions built into the budget throughout the charter term are described below.

Revenue Assumptions

- The school district per pupil revenue rate being used is \$13,308. This is the current 2021–2022 rate. The current draft budget also includes an assumed 1% increase in per pupil revenue each year.
- This draft budget is based on 78 students per grade level, rather than the requested enrollment of 81 students per grade level to ensure an appropriately conservative budget.
- Special education revenue is based on an assumption that the school will have relatively few students classified as having special needs during its first year of operation because it will only serve Kindergarten and first grade. However, over time, there is an assumption that the student population will grow to include a more representative number of students with special needs (starting with an assumption of 5% in year one and then moving to 10% in year two and 15% in year three).
- This budget currently assumes that 85% of students will qualify for free or reduced lunch, which is in line with SUNY’s recruitment targets and seems appropriate given the extensive poverty on the East Side and BRICK’s historical ability to recruit economically disadvantaged students (for example, 94.1% of students at its Newark campus currently qualify for free or reduced price lunch)

Expense Assumptions

- This draft budget includes strong levels of funding for staff salaries that align to the board personnel committee’s desire to pay at the 75th percentile of local schools to attract and retain the best talent possible. Salary estimates were created using Salary.com or based on a draft pay scale that was created by adding a 10% increment to the Buffalo Public Schools pay scale.
- This budget also assumes a 2.5% annual salary increase.
- This budget also includes funds to ensure the ongoing development of future teachers for BBACS. The BBACS Board, and BRICK Buffalo regional team, are committed to ensuring that the school invests in its staff to ensure that it can develop the internal capacity necessary to ensure high levels of performance and sustain high levels of performance during expansion. As a result, there are funds committed to contracting with City Year throughout the charter term and additional staff development funds that can be used for training or to support City Year corps members to pursue their certification (such as through the partnership created with City Year and the Relay Graduate School of Education).
- The BRICK Buffalo regional office also discussed each expense line item with the New York Charter School Association to ensure that it could revise its expense estimates based on the experiences of recent charter schools in Buffalo.

Escrow

BRICK Buffalo will hold in escrow \$75,000 for dissolution services as required.

Contingency Planning

BBACS also recognizes that it is critical to build a conservative budget during the charter term. The board's audit and finance committee was instrumental in this regard, helping the team to identify specific ways that the school could build a budget that was conservative enough to address unforeseen circumstances. Most significantly, this involved the team building its draft budget on a different student enrollment assumption. While BBACS is requesting a chartered enrollment of 81 students per grade, the budget template is built on an assumption of 78 students per grade. In addition, this version of the budget also includes numerous expenses that the school may not need to pay—but that the school has strategically budgeted for—to ensure an overall conservative budget. For example, the school has budgeted for a full-time nurse throughout the charter term even though it recognizes that the local charter school association has begun to achieve some success with charters requesting and receiving nursing services from the district. In addition, even though the CSE of the Buffalo Public Schools traditionally pays for contracted services for students with special needs, the school has also budgeted some funds for these expenses throughout the charter term.

In addition, BRICK and BBACS worked together to define clear ways that the CMO and local Board could work together to ensure the school was in a strong financial position. The result of these conversations were several updates to the draft Educational Services agreement between the CMO and the school, including a reduction in the year one management fee from 10% to 8%; a willingness to launch a joint fundraising campaign to ensure that the school is able to launch with, and maintain, at least three months of cash on hand at all times, and a provision indicating that BRICK would defer the payment of its management fee if necessary to ensure that the school had adequate cash flow throughout the charter term.

In addition, Mr. Esposito was also able to share some of the cost mitigation strategies his team has used in the past during the expansion of a new region. Some of the specific strategies the team used have now been integrated into the plans to found BBAC. For example, the school plans to initially admit 90 students per grade level during the first year of the charter term and then to immediately conduct home visits with each of these families to ensure that a high percentage of students matriculate into BBACS. This process should help ensure that BBACS can accurately project its enrollment numbers and avoid the unanticipated challenges with enrollment that many other Buffalo charter schools have faced. In addition, the BRICK Buffalo regional office will also be sharing student enrollment numbers each week with the board audit and finance committee throughout the incubation period to ensure that the Board can provide effective oversight of the student enrollment process and make relevant adjustments to recruitment strategies or school expenses as needed.

With support from the CMO in July 2022, BRICK Buffalo Academy Charter School will also immediately start to secure a line of credit to support the school's cash flow and mitigate against revenue receipt timing issues, which have posed a challenge for charters in Buffalo. BRICK Buffalo Academy Charter School will have the ability to take advantage of using the CMO's balance sheet to secure a line of credit.

b. Financial Planning

Explain the process the school will use to develop its annual budget including: • Who will be involved; • How needs will be identified and weighed; • The timeline for creating and approving budgets; and, • Procedures for monitoring and modifying budgets and on what interval.

The BRICK Buffalo Board of Trustees, specifically the Board Treasurer and the board's audit and finance committee oversee the entire financial planning process for the school and the approval of all budgets.

Each year, the BRICK Buffalo Regional Director of Operations will partner with the board's audit and finance committee and the school's Director of Operations to develop the annual budgeting process. The BBACS Board of Trustees will determine the process used, delegating parts of that process to the BRICK Buffalo RDO as it sees fit. The BRICK Buffalo RDO will then support by helping to coordinate the annual budgeting process, including by engaging school stakeholders in producing a draft budget that is aligned to the expectations for that draft budget that are shared by the board audit and finance committee. Each year, the final budget will be approved by the full Board of Trustees. Budget planning will begin in December of the prior fiscal year with final approval prior to the start of the new fiscal year. A financial report will be included on the agenda at each board meeting. This report will include budget versus actuals, budget projections, a statement of cash flow, and balance sheet reviews. Any budget modifications will also be approved by the Board of Trustees. The BRICK Buffalo Regional Director of Operations and relevant BRICK finance staff will also meet with the board's audit and finance committee meeting each month to review this information prior to the board meeting and to take any follow up action recommended by the committee.

Below is a sample timeline of events for creating and approving the school's budget each year:

- **December:** The BBACS Board audit and finance committee will meet with the BRICK Buffalo Regional Director of Operations to set direction for the budget process for the next year, including the level of detail that the Board wants to review in draft budgets that will be presented to the audit and finance committee and the full board at future meetings.
- **January:** The BBACS Principal and Director of Operations create a guiding coalition made up of a diverse collection of school stakeholders, including parents. The purpose of the coalition is to provide input and direction to the school leadership regarding the setting of priorities for the next school year and relevant updates to the budget. During this time, the BRICK Buffalo Regional Director of Operations will also meet with this guiding coalition to share the school's draft five year budget that has already been reviewed by the SUNY Charter School Institute and to share any other contextual information that will be helpful during the budgeting process. The guiding coalition will then begin to develop a list of initial recommendations for budget priorities for the next year.
- **February:** The BRICK Buffalo Regional Director of Operations will work with the BBACS principal and Director of Operations to produce a draft budget for the next school year, using the format determined by the BBACS Board.
- **March:** The BBACS Principal and Director of Operations will present their draft budget to their guiding coalition to gather feedback. Once they gather that feedback, they will make the final adjustments and report back out to the school community by sharing a draft of the priorities that will guide the budget process for the next year.
- **April:** The BRICK Buffalo Regional Director of Operations will then meet with the principal and Director of Operations to finalize a proposed budget for the next year and to present that budget to the board audit and finance committee and then to the full board for approval.

c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

The BRICK Buffalo Board of Trustees intend to provide its authorizers and the general public with a clear and accurate portrayal of the financial health BRICK Buffalo schools.

BRICK Buffalo Board of Trustees will hire an independent auditor to perform an annual audit of the school's financial statements, processes, and internal controls. The financial statements provided to auditors will include a statement of income and expenditures and a balance sheet. The BRICK Buffalo Regional Director of Operations and BRICK will send an RFP to at least three certified public accounting firms licensed in the state of New York. The BRICK Buffalo Board of Trustees audit and finance committee will review the proposals and provide a recommendation to the full board. The BRICK Buffalo Regional Director of Operations, the school's Director of Operations and BRICK finance staff will work closely with the auditors to ensure requested information is shared. Upon completion of the audit, the accounting firm will present their opinion, management letter, and any recommendations to the Board of Trustees. The audited financial statements will be submitted to the Charter Schools Institute by the required reporting deadline.

d. Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

In the event of a school dissolution and closure, the school will use the \$75,000 in escrow funds to cover legal, audit, and other related expenses. The escrow will be established by budgeting \$25,000 each year until the reserve amount is reached. The BRICK Buffalo Board of Trustees will delegate to the BRICK Buffalo Regional Director of Operations the responsibility of managing the dissolution and closure procedures.

These procedures will include a communication plan for students, families, and staff. Notification will be sent to these parties within five days of the decision to close. Meetings will be held for students and families to provide information about the closure and options for alternate educational programs for their children in Buffalo, including public, charter, and non-public schools. A list of all students will be sent to the Charter Schools Institute and district. All student records will be sent to the district, and copies will be made available to each student's parent/legal guardian. The school's fixed assets will be transferred to other charter schools at the discretion of the Charter Schools Institute. The BRICK Buffalo Regional Director of Operations and Board of Trustees will work with the Institute and school district to ensure that the dissolution timeline and required procedures are met.

April 01, 2019

Dominique Lee
Building Responsible Intelligent Creative Kids
534 Clinton Avenue
Newark, NJ 07108

RE: Application U282M190003

Dear Dominique Lee:

Congratulations! We have concluded the peer review process for the 2019 Expanding Opportunity through Quality Charter Schools Program (CSP)—Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools competition (CFDA 84.282M) and we are pleased to inform you that your application was selected for funding.

Applications were reviewed by three peer reviewers, using the selection criteria and competitive preference priorities published in the Federal Register on November 30, 2018. In addition, peer reviewers were screened for conflicts of interest.

You will receive copies of the technical review forms (TRFs) that indicate the strengths and weaknesses of your application via USPS next week. If you have questions about these comments, or about the review process, please contact the Charter School Program (CSP) at (202) 401-2266, or by email at CharterSchools@ed.gov.

We look forward to working with you and your assigned CSP Program Officer will be in touch regarding your post-award webinar and next steps; information will be sent separately regarding how to attend.

Again, congratulations, and thank you for your commitment to improving educational outcomes for our nation's youth.

Sincerely,

Charter Schools Program
U.S. Department of Education|Office of Elementary and Secondary Education (OESE)

Enclosures
Technical Review Form

cc: Christopher Perpich



**US Department of Education
Washington, D.C. 20202**

U282M190003

GRANT AWARD NOTIFICATION

1	RECIPIENT NAME Building Responsible Intelligent Creative Kids 534 Clinton Avenue Newark, NJ 07108 - 1702	2	AWARD INFORMATION PR/AWARD NUMBER U282M190003 ACTION NUMBER 1 ACTION TYPE New AWARD TYPE Discretionary (Research and Development)																
3	PROJECT STAFF RECIPIENT PROJECT DIRECTOR Christopher Perpich [REDACTED] [REDACTED] EDUCATION PROGRAM CONTACT Eddie Moat [REDACTED] [REDACTED] EDUCATION PAYMENT HOTLINE G5 PAYEE HELPDESK [REDACTED] [REDACTED]	4	PROJECT TITLE 84.282M Building Responsible, Intelligent, Creative Kids: BRICK Replicates in NJ and NY																
5	KEY PERSONNEL <table border="0"> <thead> <tr> <th><u>NAME</u></th> <th><u>TITLE</u></th> <th><u>LEVEL OF EFFORT</u></th> </tr> </thead> <tbody> <tr> <td>Christopher Perpich</td> <td>Project Director</td> <td>5 %</td> </tr> </tbody> </table>			<u>NAME</u>	<u>TITLE</u>	<u>LEVEL OF EFFORT</u>	Christopher Perpich	Project Director	5 %										
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9	LEGISLATIVE AND FISCAL DATA <table border="0"> <tr> <td>AUTHORITY:</td> <td>PL 107-110 IV ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA) (20 U.S.C. 7221-7221J)</td> </tr> <tr> <td>PROGRAM TITLE:</td> <td>CHARTER SCHOOLS</td> </tr> </table>			AUTHORITY:	PL 107-110 IV ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA) (20 U.S.C. 7221-7221J)	PROGRAM TITLE:	CHARTER SCHOOLS												
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GRANT AWARD AGREEMENT

From: CHARTER FUND, INC., a Delaware nonprofit non-stock corporation, doing business as Charter School Growth Fund (“Grantor”)

To: BUILDING RESPONSIBLE INTELLIGENT CREATIVE KIDS, a New Jersey nonprofit corporation (“Grantee”)

Grantee Tax I.D.# 27-0820249

Grantee Tax Status: PC - Public Charity

Grant No. BRICK-F3-NATL-SC-2020-2Q

Deal Type: Scale

Dated: June 18, 2020

Grant Amount: THREE MILLION FIVE HUNDRED THOUSAND DOLLARS (\$3,500,000.00)

This *Grant Award Agreement* (“Agreement”), upon execution on behalf of Grantee in the spaces provided for signature, will evidence Grantee’s agreement with and commitment to Grantor as follows:

I. GRANTEE’S LEGAL STATUS:

This grant is specifically conditioned upon Grantee’s status as an eligible grantee of Grantor in accordance with this paragraph. Grantee warrants and represents that it is a duly incorporated nonprofit corporation and a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the “Code”), and is not a private foundation as defined in Section 509(a) of the Code or an organization described in Section 170(c)(1) or Section 511(a)(2)(B) of the Code. Grantee has provided Grantor with a copy of IRS determination letter(s) evidencing its status as an eligible grantee and Grantee warrants and represents that such determination letter(s) are currently in full force and effect and has not been materially modified. Grantee will notify Grantor immediately of any actual or proposed change in federal and/or state tax status, including any substantial or material change in sources of support for any taxable year affected by this grant, within the meaning of Section 1.170A-9 of the Treasury Regulations. Grantee warrants and represents that this grant shall not change Grantee’s status as described above under the Code.

II. PURPOSE OF AWARD:

The purpose of this grant is for the general support of Grantee in providing funding for Grantee’s management organization that supports all of the charter schools operated by the Grantee in carrying out its charitable tax-exempt purposes (the “Project”). This Grant Award Agreement summarizes the terms and conditions pursuant to which the Grantor has awarded this grant to Grantee.



CULLEN FOUNDATION
250 Delaware Avenue
Suite 820
Buffalo, NY 14202

TRUSTEES

Charles W. Chiampou
CHAIRMAN

Warren B. Gelman
Michael R. McGee
Roger B. Simon

Florine Luhr
PRESIDENT

February 12, 2020

Board of Trustees of the State University of New York (SUNY)
c/o SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

To the Board of Trustees of the State University of New York (SUNY):

On behalf of the Cullen Foundation, a private charitable foundation located in Buffalo, New York, I write in strong support of the application before you from *BRICK Education Network* ("*BRICK*"). We feel fortunate that *BRICK* intends to make Buffalo its third region and believe they'll be a vital partner in Buffalo's continued growth and revitalization.

For the past five years, Cullen Foundation has worked with national education experts, local nonprofit partners, community members and families to increase the number of high-quality public-school seats in Buffalo. We believe that *BRICK*'s presence here is essential to diversifying and strengthening educational opportunities for Buffalo's students and families to ensure more high-quality seats are available.

BRICK's excellent track record, coupled with its vision, commitment, and expertise in serving economically disadvantaged students provides us with confidence that they'll create unique learning opportunities for Buffalo's highest-need students. Further, Buffalo needs new and diverse options for families. We are excited about *BRICK*'s proven ability to design schools that meet the individual needs of students, especially those with adverse childhood experiences.

Cullen Foundation enthusiastically recommends that *BRICK* be granted a charter to open its three K-8 schools in Buffalo, beginning with its first school in the Fall of 2022. We believe that *BRICK*'s success will be a win for students and families and the Western New York region.

If you have any questions about the Cullen Foundation's support of *BRICK*, please do not hesitate to contact me at [REDACTED]

Sincerely,

A handwritten signature in blue ink, appearing to read 'Florine Luhr', written in a cursive style.

Florine Luhr



**GENERAL INSTRUCTIONS FOR 2022 NEW SCHOOL PROPOSAL
BUDGETS AND CASH FLOWS**

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

-  = Enter information into the light BLUE shaded cells.
-  = Cells labeled in ORANGE contain guidance regarding the input of information.
-  = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
570101	ADDISON CSD	12 430	12 752
410401	ADIRONDACK CSD	12 624	12 755
080101	AFTON CSD	13 622	13 439
142101	AKRON CSD	11 368	11 581
010100	ALBANY CITY SD	15 718	16 179
450101	ALBION CSD	11 275	11 352
140101	ALDEN CSD	10 931	11 034
180202	ALEXANDER CSD	12 884	13 094
220202	ALEXANDRIA CSD	13 073	13 399
020101	ALFRED-ALMOND CSD	12 405	12 715
040302	ALLEGANY-LIMESTONE CSD	10 786	11 037
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	12 580	12 930
580303	AMAGANSETT UFSD	62 997	63 306
140201	AMHERST CSD	11 478	11 547
580106	AMITYVILLE UFSD	18 356	18 697
270100	AMSTERDAM CITY SD	10 486	10 711
120102	ANDES CSD	20 463	20 494
020601	ANDOVER CSD	13 784	14 073
660405	ARDSLEY UFSD	21 740	22 133
640101	ARGYLE CSD	12 193	12 684
571901	ARKPORT CSD	10 441	10 848
131601	ARLINGTON CSD	12 643	12 949
670201	ATTICA CSD	10 403	10 385
050100	AUBURN CITY SD	11 478	11 644
090201	AUSABLE VALLEY CSD	14 235	14 648
491302	AVERILL PARK CSD	11 144	11 311
570201	AVOCA CSD	14 737	15 097
240101	AVON CSD	11 782	12 005
580101	BABYLON UFSD	18 016	18 203
080201	BAINBRIDGE-GUILFORD CSD	12 178	12 357
280210	BALDWIN UFSD	16 286	16 626
420901	BALDWINSVILLE CSD	12 213	12 693
521301	BALLSTON SPA CSD	12 993	13 226
401301	BARKER CSD	12 929	13 206
180300	BATAVIA CITY SD	13 468	13 762
570302	BATH CSD	10 316	10 329
580501	BAY SHORE UFSD	16 838	17 370
580505	BAYPORT-BLUE POINT UFSD	18 496	18 785
130200	BEACON CITY SD	12 658	13 130
231301	BEAVER RIVER CSD	11 171	11 151
660102	BEDFORD CSD	21 041	21 695
090301	BEEKMANTOWN CSD	13 080	13 420
020801	BELFAST CSD	12 919	13 307
220909	BELLEVILLE HENDERSON CSD	10 653	10 634
280207	BELLMORE UFSD	21 086	21 147
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14 624	14 968
061001	BEMUS POINT CSD	12 717	13 179
490101	BERLIN CSD	13 739	14 071
010201	BERNE-KNOX-WESTERLO CSD	14 773	15 097
010306	BETHLEHEM CSD	13 424	13 523
280521	BETHPAGE UFSD	18 313	18 674
030200	BINGHAMTON CITY SD	11 471	11 785
661905	BLIND BROOK-RYE UFSD	21 254	21 569
022902	BOLIVAR-RICHBURG CSD	12 860	13 148
630101	BOLTON CSD	22 022	22 617
151801	BOQUET VALLEY	14 416	15 026
570401	BRADFORD CSD	14 033	14 225

Charter Funding Alphabetical By NYS School District
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District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
510101	BRASHER FALLS CSD	11 504	11 999
580512	BRENTWOOD UFSD	15 205	15 827
480601	BREWSTER CSD	17 866	18 209
661402	BRIARCLIFF MANOR UFSD	23 141	23 514
580909	BRIDGEHAMPTON UFSD	61 922	66 919
260101	BRIGHTON CSD	13 784	14 000
171102	BROADALBIN-PERTH CSD	9 775	9 944
261801	BROCKPORT CSD	12 173	12 319
062301	BROCTON CSD	14 043	14 380
660303	BRONXVILLE UFSD	21 777	22 071
250109	BROOKFIELD CSD	12 770	13 415
580203	BROOKHAVEN-COMSEWOGUE UFSD	14 903	15 128
490202	BRUNSWICK CSD (BRITTONKILL)	11 948	12 284
161601	BRUSHTON-MOIRA CSD	12 943	13 280
140600	BUFFALO CITY SD	13 200	13 308
520101	BURNT HILLS-BALLSTON LAKE CSD	11 553	11 673
661201	BYRAM HILLS CSD	20 972	21 349
180701	BYRON-BERGEN CSD	12 163	12 307
190301	CAIRO-DURHAM CSD	10 874	10 988
240201	CALEDONIA-MUMFORD CSD	11 628	11 681
641610	CAMBRIDGE CSD	13 552	13 816
410601	CAMDEN CSD	11 634	11 152
570603	CAMPBELL-SAVONA CSD	11 176	10 967
270301	CANAJOHARIE CSD	12 336	12 512
430300	CANANDAIGUA CITY SD	11 958	12 056
021102	CANASERAGA CSD	13 114	13 286
250901	CANASTOTA CSD	11 603	11 609
600301	CANDOR CSD	12 547	13 082
571502	CANISTEO-GREENWOOD CSD	16 142	16 320
510201	CANTON CSD	12 937	13 277
280411	CARLE PLACE UFSD	20 896	21 205
480102	CARMEL CSD	16 550	16 850
222201	CARTHAGE CSD	7 560	8 160
060401	CASSADAGA VALLEY CSD	12 893	14 142
050401	CATO-MERIDIAN CSD	11 557	11 796
190401	CATSKILL CSD	14 758	15 055
042302	CATTARAUGUS-LITTLE VALLEY CSD	11 961	12 417
250201	CAZENOVIA CSD	11 433	11 757
580233	CENTER MORICHES UFSD	15 834	16 304
580513	CENTRAL ISLIP UFSD	22 124	22 398
460801	CENTRAL SQUARE CSD	10 555	10 761
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9 750	9 918
661004	CHAPPAQUA CSD	19 821	20 124
120401	CHARLOTTE VALLEY CSD	12 496	12 930
160801	CHATEAUGAY CSD	12 140	12 318
101001	CHATHAM CSD	13 659	13 834
060503	CHAUTAUQUA LAKE CSD	14 727	14 696
090601	CHAZY UFSD	12 587	12 849
140701	CHEEKTOWAGA CSD	11 410	11 502
140702	CHEEKTOWAGA-MARYVALE UFSD	11 720	12 111
140709	CHEEKTOWAGA-SLOAN UFSD	12 530	12 700
030101	CHENANGO FORKS CSD	11 832	11 925
030701	CHENANGO VALLEY CSD	11 707	12 004
472202	CHERRY VALLEY-SPRINGFIELD CSD	13 773	14 234
440201	CHESTER UFSD	14 241	14 966
251601	CHITTENANGO CSD	12 082	12 457
261501	CHURCHVILLE-CHILI CSD	11 095	11 296

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District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
110101	CININNATUS CSD	13 987	14 091
140801	CLARENCE CSD	10 283	10 768
500101	CLARKSTOWN CSD	14 287	14 860
140703	CLEVELAND HILL UFSD	11 582	12 109
510401	CLIFTON-FINE CSD	17 464	17 796
411101	CLINTON CSD	12 566	12 905
650301	CLYDE-SAVANNAH CSD	15 221	15 962
060701	CLYMER CSD	15 677	15 898
541102	COBLESKILL-RICHMONDVILLE CSD	12 085	12 549
010500	COHOES CITY SD	13 274	13 733
580402	COLD SPRING HARBOR CSD	21 365	21 168
510501	COLTON-PIERREPONT CSD	19 577	20 182
580410	COMMACK UFSD	16 320	16 385
580507	CONNETQUOT CSD	17 414	17 773
471701	COOPERSTOWN CSD	12 947	13 293
230201	COPENHAGEN CSD	11 005	11 077
580105	COPLAGE UFSD	16 428	17 014
520401	CORINTH CSD	11 417	11 479
571000	CORNING CITY SD	12 246	12 463
440301	CORNWALL CSD	12 362	12 625
110200	CORTLAND CITY SD	11 031	11 306
190501	COXSACKIE-ATHENS CSD	12 895	13 100
660202	CROTON-HARMON UFSD	16 514	16 730
150203	CROWN POINT CSD	17 793	17 998
022302	CUBA-RUSHFORD CSD	13 174	13 344
241101	DALTON-NUNDA CSD (KESHEQUA)	12 930	13 064
241001	DANSVILLE CSD	11 374	12 060
580107	DEER PARK UFSD	16 837	16 670
120501	DELAWARE ACADEMY CSD AT DELHI	15 333	15 496
140707	DEPEW UFSD	11 072	11 190
031301	DEPOSIT CSD	15 161	15 170
250301	DERUYTER CSD	13 211	13 137
660403	DOBBS FERRY UFSD	20 230	20 768
211003	DOLGEVILLE CSD	11 709	11 450
130502	DOVER UFSD	12 434	12 792
120301	DOWNSVILLE CSD	17 667	18 084
610301	DRYDEN CSD	12 222	12 532
530101	DUANESBURG CSD	9 579	9 812
680801	DUNDEE CSD	10 902	10 633
060800	DUNKIRK CITY SD	13 741	14 254
140301	EAST AURORA UFSD	11 280	11 397
430501	EAST BLOOMFIELD CSD	11 946	12 093
490301	EAST GREENBUSH CSD	12 711	13 105
580301	EAST HAMPTON UFSD	24 126	24 543
260801	EAST IRONDEQUOIT CSD	12 847	13 175
580503	EAST ISLIP UFSD	15 059	15 083
280203	EAST MEADOW UFSD	16 688	16 940
580234	EAST MORICHES UFSD	17 416	17 451
580917	EAST QUOGUE UFSD	23 361	23 384
500402	EAST RAMAPO CSD (SPRING VALLEY)	17 260	17 647
261313	EAST ROCHESTER UFSD	13 983	14 130
280219	EAST ROCKAWAY UFSD	19 057	19 345
420401	EAST SYRACUSE-MINOA CSD	14 881	15 330
280402	EAST WILLISTON UFSD	21 911	22 224
660301	EASTCHESTER UFSD	18 893	19 235
580912	EASTPORT-SOUTH MANOR CSD	13 513	13 560
141201	EDEN CSD	10 601	11 038

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District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
660406	EDGEMONT UFSD	19 177	19 622
520601	EDINBURG COMMON SD	22 946	23 212
470501	EDMESTON CSD	12 267	12 599
513102	EDWARDS-KNOX CSD	11 591	11 597
180901	ELBA CSD	12 453	12 889
590801	ELDRED CSD	14 340	14 242
622002	ELLENVILLE CSD	16 667	17 352
040901	ELLCOTTVILLE CSD	12 507	12 713
070600	ELMIRA CITY SD	12 400	12 700
070902	ELMIRA HEIGHTS CSD	10 941	11 232
280216	ELMONT UFSD	15 331	15 504
660409	ELMSFORD UFSD	23 254	23 952
580401	ELWOOD UFSD	15 610	15 749
141401	EVANS-BRANT CSD (LAKE SHORE)	12 461	12 614
420601	FABIUS-POMPEY CSD	13 284	13 510
261301	FAIRPORT CSD	11 663	11 760
061101	FALCONER CSD	10 658	10 935
590501	FALLSBURG CSD	20 149	20 292
280522	FARMINGDALE UFSD	18 029	18 454
421001	FAYETTEVILLE-MANLIUS CSD	12 025	12 382
022001	FILLMORE CSD	9 898	10 148
580514	FIRE ISLAND UFSD	110 380	112 720
581004	FISHERS ISLAND UFSD	0	0
280222	FLORAL PARK-BELLEROSE UFSD	15 793	15 970
442115	FLORIDA UFSD	14 884	15 231
270601	FONDA-FULTONVILLE CSD	11 357	11 334
061503	FORESTVILLE CSD	11 501	12 063
640502	FORT ANN CSD	14 286	14 576
640601	FORT EDWARD UFSD	12 702	13 929
270701	FORT PLAIN CSD	13 336	13 389
210402	FRANKFORT-SCHUYLER CSD	9 917	10 299
120701	FRANKLIN CSD	13 363	14 058
280217	FRANKLIN SQUARE UFSD	14 082	14 514
041101	FRANKLINVILLE CSD	12 121	12 433
062201	FREDONIA CSD	13 051	13 394
280209	FREEPORT UFSD	17 026	17 321
060301	FREWSBURG CSD	11 043	11 168
021601	FRIENDSHIP CSD	13 859	14 222
141604	FRONTIER CSD	9 685	9 702
460500	FULTON CITY SD	12 555	12 714
520701	GALWAY CSD	10 758	10 804
650902	GANANDA CSD	11 038	11 231
280218	GARDEN CITY UFSD	18 291	18 426
480404	GARRISON UFSD	22 062	22 137
260401	GATES-CHILI CSD	13 303	13 230
220401	GENERAL BROWN CSD	9 817	10 054
020702	GENESEE VALLEY CSD	12 379	12 691
240401	GENESEO CSD	13 546	13 648
430700	GENEVA CITY SD	14 663	15 163
081401	GEORGETOWN-SOUTH OTSELIC CSD	13 731	14 624
100902	GERMANTOWN CSD	15 160	15 589
470202	GILBERTSVILLE-MOUNT UPTON CSD	12 708	13 237
540801	GILBOA-CONESVILLE CSD	15 860	15 811
280100	GLEN COVE CITY SD	19 148	19 789
630300	GLENS FALLS CITY SD	12 770	12 992
630918	GLENS FALLS COMN SD	13 326	13 648
170500	GLOVERSVILLE CITY SD	10 582	10 770

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District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	13 376	13 785
440601	GOSHEN CSD	14 636	15 580
511101	GOUVERNEUR CSD	11 371	11 572
042801	GOWANDA CSD	12 266	12 276
141501	GRAND ISLAND CSD	11 214	11 443
640701	GRANVILLE CSD	10 974	11 103
280407	GREAT NECK UFSD	22 925	23 299
260501	GREECE CSD	11 997	12 256
010701	GREEN ISLAND UFSD	13 293	13 829
660407	GREENBURGH CSD	22 515	22 772
080601	GREENE CSD	11 601	11 936
581010	GREENPORT UFSD	19 422	20 224
190701	GREENVILLE CSD	13 900	14 360
640801	GREENWICH CSD	13 021	13 266
442111	GREENWOOD LAKE UFSD	18 760	19 167
610501	GROTON CSD	11 101	11 840
010802	GUILDERLAND CSD	12 686	13 101
630801	HADLEY-LUZERNE CSD	15 042	15 347
480401	HALDANE CSD	15 642	16 096
580405	HALF HOLLOW HILLS CSD	15 786	15 939
141601	HAMBURG CSD	10 975	11 335
250701	HAMILTON CSD	13 878	14 292
511201	HAMMOND CSD	13 967	14 515
572901	HAMMONDSPORT CSD	15 849	16 397
580905	HAMPTON BAYS UFSD	17 362	17 603
120906	HANCOCK CSD	14 321	14 169
460701	HANNIBAL CSD	10 891	11 079
580406	HARBORFIELDS CSD	14 931	15 168
030501	HARPURSVILLE CSD	10 031	9 956
660501	HARRISON CSD	23 945	24 445
230301	HARRISVILLE CSD	14 299	14 751
641001	HARTFORD CSD	13 340	12 928
660404	HASTINGS-ON-HUDSON UFSD	20 996	21 893
580506	HAUPPAUGE UFSD	17 823	18 281
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	17 586	18 112
280201	HEMPSTEAD UFSD	19 770	21 120
660203	HENDRICK HUDSON CSD	18 992	19 254
210601	HERKIMER CSD	10 616	10 909
511301	HERMON-DEKALB CSD	13 902	14 369
280409	HERRICKS UFSD	17 764	17 919
512404	HEUVELTON CSD	11 869	11 763
280214	HEWLETT-WOODMERE UFSD	23 541	23 859
280517	HICKSVILLE UFSD	15 866	16 328
620803	HIGHLAND CSD	13 588	14 001
440901	HIGHLAND FALLS CSD	15 210	15 712
261101	HILTON CSD	11 524	11 620
041401	HINSDALE CSD	11 237	11 442
141701	HOLLAND CSD	12 055	12 481
412201	HOLLAND PATENT CSD	11 663	12 039
450704	HOLLEY CSD	10 554	10 573
110701	HOMER CSD	12 171	12 402
431401	HONEOYE CSD	12 966	13 081
260901	HONEOYE FALLS-LIMA CSD	11 332	11 433
491401	HOOSIC VALLEY CSD	11 032	11 335
490501	HOOSICK FALLS CSD	13 066	13 368
571800	HORNELL CITY SD	10 760	10 851
070901	HORSEHEADS CSD	11 814	12 140

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District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
101300	HUDSON CITY SD	15 052	15 281
641301	HUDSON FALLS CSD	11 018	10 949
190901	HUNTER-TANNERSVILLE CSD	17 034	17 044
580403	HUNTINGTON UFSD	18 686	18 800
130801	HYDE PARK CSD	12 990	13 360
200401	INDIAN LAKE CSD	23 607	23 600
220301	INDIAN RIVER CSD	7 853	7 960
200501	INLET COMN SD	27 543	0
141301	IROQUOIS CSD	11 084	12 024
660402	IRVINGTON UFSD	21 629	22 090
280231	ISLAND PARK UFSD	29 259	29 952
280226	ISLAND TREES UFSD	16 321	16 501
580502	ISLIP UFSD	15 495	15 865
610600	ITHACA CITY SD	14 550	15 096
061700	JAMESTOWN CITY SD	11 093	11 407
420411	JAMESVILLE-DEWITT CSD	12 111	12 437
572702	JASPER-TROUPSBURG CSD	11 609	11 784
540901	JEFFERSON CSD	13 781	13 948
280515	JERICHO UFSD	23 964	24 527
630601	JOHNSBURG CSD	18 593	18 666
031502	JOHNSON CITY CSD	13 290	13 457
170600	JOHNSTOWN CITY SD	11 224	10 792
420501	JORDAN-ELBRIDGE CSD	12 436	12 916
660101	KATONAH-LEWISBORO UFSD	20 575	20 643
150601	KEENE CSD	20 949	21 946
450607	KENDALL CSD	12 987	13 219
142601	KENMORE-TONAWANDA UFSD	10 058	10 280
101401	KINDERHOOK CSD	12 700	12 846
580805	KINGS PARK CSD	14 794	15 019
620600	KINGSTON CITY SD	16 046	16 595
441202	KIRYAS JOEL VILLAGE UFSD	40 035	43 286
221401	LA FARGEVILLE CSD	10 632	11 005
141800	LACKAWANNA CITY SD	13 211	13 581
420807	LAFAYETTE CSD	17 600	18 308
630701	LAKE GEORGE CSD	13 419	13 710
151102	LAKE PLACID CSD	16 198	16 324
200601	LAKE PLEASANT CSD	26 595	27 422
662401	LAKELAND CSD	15 310	15 638
141901	LANCASTER CSD	9 698	10 030
610801	LANSING CSD	12 293	12 830
490601	LANSINGBURGH CSD	10 696	11 213
470801	LAURENS CSD	11 633	11 764
280215	LAWRENCE UFSD	21 438	20 784
181001	LE ROY CSD	12 309	12 535
670401	LETCHWORTH CSD	11 556	11 950
280205	LEVITTOWN UFSD	18 062	18 176
400301	LEWISTON-PORTER CSD	12 801	13 157
590901	LIBERTY CSD	18 658	19 341
580104	LINDENHURST UFSD	15 101	15 285
511602	LISBON CSD	14 186	14 894
210800	LITTLE FALLS CITY SD	12 803	13 281
421501	LIVERPOOL CSD	13 990	14 207
591302	LIVINGSTON MANOR CSD	17 515	18 230
240801	LIVONIA CSD	12 599	12 806
400400	LOCKPORT CITY SD	10 948	11 331
280503	LOCUST VALLEY CSD	23 718	24 143
280300	LONG BEACH CITY SD	22 898	23 143

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200701	LONG LAKE CSD	41 208	41 847
580212	LONGWOOD CSD	15 530	15 834
230901	LOWVILLE ACADEMY & CSD	10 832	10 964
221301	LYME CSD	13 744	13 945
280220	LYNBROOK UFSD	18 686	19 030
421504	LYNCOURT UFSD	17 219	18 249
451001	LYNDONVILLE CSD	12 042	12 218
650501	LYONS CSD	12 027	12 474
251101	MADISON CSD	11 889	12 136
511901	MADRID-WADDINGTON CSD	12 114	12 485
480101	MAHOPAC CSD	14 767	14 977
031101	MAINE-ENDWELL CSD	11 910	12 103
161501	MALONE CSD	11 244	11 564
280212	MALVERNE UFSD	21 578	21 686
660701	MAMARONECK UFSD	18 975	19 372
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	12 212	12 564
280406	MANHASSET UFSD	21 434	21 713
110901	MARATHON CSD	13 805	14 089
421101	MARCELLUS CSD	11 239	11 513
121401	MARGARETVILLE CSD	14 219	15 101
650701	MARION CSD	12 244	12 480
621001	MARLBORO CSD	16 667	17 164
280523	MASSAPEQUA UFSD	16 639	17 226
512001	MASSENA CSD	11 362	11 514
581012	MATTITUCK-CUTCHOGUE UFSD	16 894	17 124
170801	MAYFIELD CSD	11 261	11 442
110304	MCGRAW CSD	12 445	13 060
521200	MECHANICVILLE CITY SD	11 588	12 268
450801	MEDINA CSD	11 923	11 861
010615	MENANDS UFSD	17 232	17 005
280225	MERRICK UFSD	18 965	19 306
460901	MEXICO CSD	12 273	12 750
580211	MIDDLE COUNTRY CSD	14 279	14 774
541001	MIDDLEBURGH CSD	13 466	13 539
441000	MIDDLETOWN CITY SD	14 402	15 067
471101	MILFORD CSD	13 623	14 077
132201	MILLBROOK CSD	13 326	13 421
580208	MILLER PLACE UFSD	14 186	14 277
280410	MINEOLA UFSD	24 282	24 559
150801	MINERVA CSD	24 859	25 451
441101	MINISINK VALLEY CSD	12 400	12 792
441201	MONROE-WOODBURY CSD	14 614	15 035
580306	MONTAUK UFSD	31 563	31 342
591401	MONTICELLO CSD	15 174	15 593
051301	MORAVIA CSD	11 461	11 632
150901	MORIAH CSD	13 240	13 705
471201	MORRIS CSD	11 809	11 730
512101	MORRISTOWN CSD	14 034	14 322
250401	MORRISVILLE-EATON CSD	13 120	13 470
212001	MOUNT MARKHAM CSD	12 549	12 720
240901	MT MORRIS CSD	14 355	14 605
660801	MT PLEASANT CSD	19 221	19 467
580207	MT SINAI UFSD	15 913	16 161
660900	MT VERNON SCHOOL DISTRICT	18 398	18 437
500108	NANUET UFSD	17 645	18 017
431201	NAPLES CSD	14 056	14 250
411501	NEW HARTFORD CSD	12 629	12 440

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280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15 642	15 853
101601	NEW LEBANON CSD	15 507	16 028
621101	NEW PALTZ CSD	14 741	15 367
661100	NEW ROCHELLE CITY SD	17 424	17 722
581015	NEW SUFFOLK COMN SD	18 347	19 261
650101	NEWARK CSD	12 248	12 477
600402	NEWARK VALLEY CSD	11 095	11 378
441600	NEWBURGH CITY SD	16 299	16 821
151001	NEWCOMB CSD	44 758	44 745
400601	NEWFANE CSD	11 376	11 563
610901	NEWFIELD CSD	11 129	11 823
400800	NIAGARA FALLS CITY SD	11 931	12 227
400701	NIAGARA-WHEATFIELD CSD	11 392	11 580
530301	NISKAYUNA CSD	12 416	12 847
580103	NORTH BABYLON UFSD	15 888	16 164
280204	NORTH BELLMORE UFSD	18 156	17 807
142201	NORTH COLLINS CSD	14 437	14 645
010623	NORTH COLONIE CSD	11 790	12 219
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	12 684	13 352
280229	NORTH MERRICK UFSD	19 017	19 340
651501	NORTH ROSE-WOLCOTT CSD	13 233	13 473
661301	NORTH SALEM CSD	21 108	21 351
280501	NORTH SHORE CSD	24 975	25 559
420303	NORTH SYRACUSE CSD	12 149	12 473
400900	NORTH TONAWANDA CITY SD	11 529	11 824
630202	NORTH WARREN CSD	15 450	15 779
131101	NORTHEAST CSD	15 666	15 780
090501	NORTHEASTERN CLINTON CSD	12 414	12 846
090901	NORTHERN ADIRONDACK CSD	13 527	13 922
580404	NORTHPORT-EAST NORTHPORT UFSD	18 832	19 114
170901	NORTHVILLE CSD	14 971	15 516
081200	NORWICH CITY SD	11 548	11 305
512201	NORWOOD-NORFOLK CSD	12 147	12 459
411504	NY MILLS UFSD	13 083	13 260
500304	NYACK UFSD	19 561	19 882
300000	NYC CHANCELLOR'S OFFICE	16 123	16 844
181101	OAKFIELD-ALABAMA CSD	11 278	12 083
280211	OCEANSIDE UFSD	16 216	16 195
550101	ODESSA-MONTOUR CSD	11 773	12 094
512300	OGDENSBURG CITY SD	15 194	14 873
042400	OLEAN CITY SD	11 962	12 295
251400	ONEIDA CITY SD	12 326	12 591
471400	ONEONTA CITY SD	13 066	13 442
421201	ONONDAGA CSD	13 433	13 833
621201	ONTEORA CSD	19 600	19 929
271201	OPPENHEIM-EPHRATAH-ST JOHNSVILLE CSD	12 562	12 748
142301	ORCHARD PARK CSD	12 063	12 257
412901	ORISKANY CSD	12 085	12 402
661401	OSSINING UFSD	19 101	19 697
461300	OSWEGO CITY SD	12 253	12 568
471601	OTEGO-UNADILLA CSD	11 720	12 001
600601	OWEGO-APALACHIN CSD	12 864	13 004
081501	OXFORD ACADEMY & CSD	13 050	13 246
280506	OYSTER BAY-EAST NORWICH CSD	23 498	24 095
581002	OYSTERPONDS UFSD	30 551	32 561
650901	PALMYRA-MACEDON CSD	11 760	11 794
061601	PANAMA CSD	12 891	13 008

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
512501	PARISHVILLE-HOPKINTON CSD	12 372	12 534
580224	PATCHOGUE-MEDFORD UFSD	14 286	14 647
181201	PAVILION CSD	12 026	12 541
131201	PAWLING CSD	15 978	16 353
500308	PEARL RIVER UFSD	16 250	16 595
661500	PEEKSKILL CITY SD	17 257	17 871
661601	PELHAM UFSD	17 246	17 265
181302	PEMBROKE CSD	13 489	13 640
261201	PENFIELD CSD	13 371	13 593
680601	PENN YAN CSD	12 153	12 398
671201	PERRY CSD	11 857	12 470
091101	PERU CSD	13 367	13 816
431301	HELPS-CLIFTON SPRINGS CSD	12 748	13 071
462001	PHOENIX CSD	12 891	12 944
440401	PINE BUSH CSD	12 887	13 006
131301	PINE PLAINS CSD	16 190	16 422
060601	PINE VALLEY CSD (SOUTH DAYTON)	12 070	13 990
261401	PITTSFORD CSD	13 923	14 268
280518	PLAINEDGE UFSD	16 675	16 752
280504	PLAINVIEW-OLD BETHPAGE CSD	18 541	18 899
091200	PLATTSBURGH CITY SD	14 167	14 646
660809	PLEASANTVILLE UFSD	17 217	17 293
660802	POCANTICO HILLS CSD	44 181	42 060
211103	POLAND CSD	12 644	12 822
051101	PORT BYRON CSD	11 771	11 859
661904	PORT CHESTER-RYE UFSD	15 181	15 471
580206	PORT JEFFERSON UFSD	22 626	23 026
441800	PORT JERVIS CITY SD	13 089	13 289
280404	PORT WASHINGTON UFSD	21 393	22 264
042901	PORTVILLE CSD	11 465	11 661
512902	POTSDAM CSD	13 054	13 369
131500	POUGHKEEPSIE CITY SD	13 725	14 347
572301	PRATTSBURGH CSD	11 160	11 520
461801	PULASKI CSD	13 049	13 424
641401	PUTNAM CSD	26 254	25 427
480503	PUTNAM VALLEY CSD	18 240	18 348
630902	QUEENSBURY UFSD	10 448	10 583
580903	QUOGUE UFSD	48 577	50 447
500401	RAMAPO CSD (SUFFERN)	17 713	17 931
043001	RANDOLPH CSD	11 860	12 665
010402	RAVENA-COEYMANS-SELKIRK CSD	14 255	14 202
651503	RED CREEK CSD	12 457	12 584
131701	RED HOOK CSD	14 612	14 876
411701	REMSEN CSD	16 363	17 086
580901	REMSENBURG-SPEONK UFSD	38 713	39 023
491200	RENSSELAER CITY SD	10 689	10 880
131801	RHINEBECK CSD	17 783	18 059
472001	RICHFIELD SPRINGS CSD	11 750	11 866
062401	RIPLEY CSD	15 646	14 989
580602	RIVERHEAD CSD	17 777	18 341
261600	ROCHESTER CITY SD	13 785	13 995
280221	ROCKVILLE CENTRE UFSD	19 832	20 193
580209	ROCKY POINT UFSD	14 456	14 778
411800	ROME CITY SD	13 136	13 584
560603	ROMULUS CSD	16 190	16 580
620901	RONDOUT VALLEY CSD	18 180	18 445
280208	ROOSEVELT UFSD	18 163	18 366

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
591301	ROSCOE CSD	18 244	18 704
280403	ROSLYN UFSD	21 579	22 032
530515	ROTTERDAM-MOHONASEN CSD	10 515	10 677
121502	ROXBURY CSD	17 860	18 357
401201	ROYALTON-HARTLAND CSD	10 981	11 140
261701	RUSH-HENRIETTA CSD	13 537	13 787
661800	RYE CITY SD	20 366	21 124
661901	RYE NECK UFSD	19 124	19 327
580205	SACHEM CSD	14 008	14 302
221001	SACKETS HARBOR CSD	11 233	11 312
580305	SAG HARBOR UFSD	27 621	28 712
580910	SAGAPONACK COMN SD	15 929	16 620
043200	SALAMANCA CITY SD	7 514	2 746
641501	SALEM CSD	13 883	14 677
161201	SALMON RIVER CSD	15 100	15 308
461901	SANDY CREEK CSD	13 676	14 155
091402	SARANAC CSD	12 510	12 950
161401	SARANAC LAKE CSD	14 751	15 378
521800	SARATOGA SPRINGS CITY SD	11 829	12 061
621601	SAUGERTIES CSD	13 439	13 719
411603	SAUQUOIT VALLEY CSD	12 486	13 058
580504	SAYVILLE UFSD	17 502	17 619
662001	SCARSDALE UFSD	23 199	23 816
530501	SCHALMONT CSD	14 753	14 797
530600	SCHENECTADY CITY SD	12 675	13 135
470901	SCHENEVUS CSD	14 354	14 187
491501	SCHODACK CSD	13 155	13 629
541201	SCHOHARIE CSD	13 260	13 500
151401	SCHROON LAKE CSD	17 265	18 334
521701	SCHUYLERVILLE CSD	12 448	12 516
022401	SCIO CSD	12 374	12 326
530202	SCOTIA-GLENVILLE CSD	12 314	12 793
280206	SEAFORD UFSD	16 901	17 187
560701	SENECA FALLS CSD	12 194	12 265
280252	SEWANHAKA CENTRAL HS DISTRICT	13 635	13 856
541401	SHARON SPRINGS CSD	14 645	15 275
580701	SHELTER ISLAND UFSD	28 259	28 587
520302	SHENENDEHOWA CSD	12 185	12 532
082001	SHERBURNE-EARLVILLE CSD	11 837	12 026
062601	SHERMAN CSD	11 296	11 639
412000	SHERRILL CITY SD	11 017	11 338
580601	SHOREHAM-WADING RIVER CSD	17 041	17 343
121601	SIDNEY CSD	12 629	12 702
061501	SILVER CREEK CSD	12 830	13 437
421601	SKANEATELES CSD	13 140	13 220
580801	SMITHTOWN CSD	15 068	15 384
651201	SODUS CSD	13 465	13 414
420702	SOLVAY UFSD	12 669	12 793
662101	SOMERS CSD	17 838	18 255
010601	SOUTH COLONIE CSD	13 158	13 517
580235	SOUTH COUNTRY CSD	17 306	17 810
521401	SOUTH GLENS FALLS CSD	11 354	11 592
580413	SOUTH HUNTINGTON UFSD	17 080	17 526
220101	SOUTH JEFFERSON CSD	10 291	10 622
121702	SOUTH KORTRIGHT CSD	14 222	14 206
231101	SOUTH LEWIS CSD	14 371	14 502
500301	SOUTH ORANGETOWN CSD	16 151	16 660

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
560501	SOUTH SENECA CSD	14 316	14 589
580906	SOUTHAMPTON UFSD	25 003	25 633
050701	SOUTHERN CAYUGA CSD	14 333	14 438
581005	SOUTHOLD UFSD	18 523	18 934
060201	SOUTHWESTERN CSD AT JAMESTOWN	11 511	12 172
131602	SPACKENKILL UFSD	17 191	17 683
261001	SPENCERPORT CSD	12 079	12 329
600801	SPENCER-VAN ETTEN CSD	12 334	12 702
580304	SPRINGS UFSD	23 728	24 409
141101	SPRINGVILLE-GRIFFITH INST CSD	12 341	12 689
161801	ST REGIS FALLS CSD	15 409	15 904
121701	STAMFORD CSD	14 246	14 273
401001	STARPOINT CSD	11 063	11 345
522001	STILLWATER CSD	10 162	10 231
251501	STOCKBRIDGE VALLEY CSD	11 764	11 751
591502	SULLIVAN WEST CSD	16 086	16 318
030601	SUSQUEHANNA VALLEY CSD	13 217	13 752
140207	SWEET HOME CSD	13 289	13 672
280502	SYOSSET CSD	21 094	21 358
421800	SYRACUSE CITY SD	13 158	13 442
100501	TACONIC HILLS CSD	14 624	14 700
220701	THOUSAND ISLANDS CSD	12 888	12 875
580201	THREE VILLAGE CSD	17 206	17 662
151501	TICONDEROGA CSD	14 935	15 350
600903	TIOGA CSD	10 425	10 930
142500	TONAWANDA CITY SD	10 961	11 259
211901	TOWN OF WEBB UFSD	20 238	20 582
591201	TRI-VALLEY CSD	19 825	20 438
491700	TROY CITY SD	16 407	16 817
611001	TRUMANSBURG CSD	11 824	12 232
580913	TUCKAHOE COMN SD	30 619	31 957
660302	TUCKAHOE UFSD	20 909	21 760
421902	TULLY CSD	11 284	11 284
160101	TUPPER LAKE CSD	12 976	13 215
441903	TUXEDO UFSD	16 062	16 305
660401	UFSD-TARRYTOWNS	17 778	18 174
081003	UNADILLA VALLEY CSD	12 690	13 160
051901	UNION SPRINGS CSD	13 110	12 985
280202	UNIONDALE UFSD	21 638	22 330
031501	UNION-ENDICOTT CSD	12 372	12 622
412300	UTICA CITY SD	10 209	10 755
660805	VALHALLA UFSD	21 960	22 026
441301	VALLEY CSD (MONTGOMERY)	12 801	13 108
280213	VALLEY STREAM 13 UFSD	16 417	16 714
280224	VALLEY STREAM 24 UFSD	20 120	20 742
280230	VALLEY STREAM 30 UFSD	19 008	19 076
280251	VALLEY STREAM CENTRAL HS DISTRICT	15 430	15 694
211701	VAN HORNSVILLE-OWEN D YOUNG CSD	12 968	13 083
031601	VESTAL CSD	13 148	13 466
431701	VICTOR CSD	11 197	11 631
011003	VOORHEESVILLE CSD	14 191	14 302
580302	WAINSCOTT COMN SD	17 788	19 969
621801	WALKKILL CSD	12 315	12 677
121901	WALTON CSD	11 719	11 788
280223	WANTAGH UFSD	14 688	14 882
132101	WAPPINGERS CSD	12 328	12 736
631201	WARRENSBURG CSD	15 206	15 696

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
671501	WARSAW CSD	12 589	13 084
442101	WARWICK VALLEY CSD	13 344	13 457
440102	WASHINGTONVILLE CSD	13 042	13 858
522101	WATERFORD-HALFMOON UFSD	13 874	15 334
561006	WATERLOO CSD	11 591	11 975
222000	WATERTOWN CITY SD	10 328	10 604
411902	WATERVILLE CSD	11 808	12 173
011200	WATERVLIET CITY SD	10 478	10 734
550301	WATKINS GLEN CSD	11 416	11 788
600101	WAVERLY CSD	10 199	10 559
573002	WAYLAND-COHOCTON CSD	11 544	11 833
650801	WAYNE CSD	11 720	11 540
261901	WEBSTER CSD	12 345	12 665
050301	WEEDSPORT CSD	13 097	13 350
200901	WELLS CSD	22 901	23 190
022601	WELLSVILLE CSD	13 071	13 467
580102	WEST BABYLON UFSD	16 279	16 688
210302	WEST CANADA VALLEY CSD	13 121	13 347
420101	WEST GENESEE CSD	11 192	11 645
280227	WEST HEMPSTEAD UFSD	16 714	17 093
260803	WEST IRONDEQUOIT CSD	11 735	12 123
580509	WEST ISLIP UFSD	14 966	15 267
142801	WEST SENECA CSD	10 953	11 371
040204	WEST VALLEY CSD	14 407	14 718
280401	WESTBURY UFSD	20 601	21 161
062901	WESTFIELD CSD	12 897	13 031
580902	WESTHAMPTON BEACH UFSD	19 374	19 564
420701	WESTHILL CSD	11 442	11 877
412801	WESTMORELAND CSD	12 831	12 297
262001	WHEATLAND-CHILI CSD	15 962	16 920
170301	WHEELERVILLE UFSD	18 210	17 871
662200	WHITE PLAINS CITY SD	20 562	20 971
641701	WHITEHALL CSD	13 136	13 478
412902	WHITESBORO CSD	11 406	11 720
022101	WHITESVILLE CSD	11 246	11 065
031401	WHITNEY POINT CSD	12 825	13 409
580232	WILLIAM FLOYD UFSD	15 383	15 661
651402	WILLIAMSON CSD	13 084	13 556
140203	WILLIAMSVILLE CSD	12 087	12 290
151701	WILLSBORO CSD	16 355	16 885
401501	WILSON CSD	11 647	11 932
191401	WINDHAM-ASHLAND-JEWETT CSD	19 984	20 254
031701	WINDSOR CSD	11 686	12 151
472506	WORCESTER CSD	13 846	13 872
580109	WYANDANCH UFSD	18 501	18 808
490804	WYNANTSKILL UFSD	13 144	13 720
671002	WYOMING CSD	14 649	16 159
662300	YONKERS CITY SD	15 913	16 481
241701	YORK CSD	12 113	13 556
043501	YORKSHIRE-PIONEER CSD	12 118	11 924
662402	YORKTOWN CSD	17 115	17 394
043501	YORKSHIRE-PIONEER CSD	12 837	12 118
662402	YORKTOWN CSD	17,841	17,115



**2022 New School Proposal
Budget(s) & Cash Flow(s) Template**

BRICK Buffalo Academy Charter School

Contact Name: Jeremy Esposito
Contact Title: BRICK Regional Director of Instruction/Superintendent
Contact Email: jesposito@brickeducation.org
Contact Phone: [REDACTED]

First Academic Year: 2023-24

Pre-Opening Period: July 1, 2022 - June 30, 2023

BRICK BUFFALO ACADEMY CHARTER SCHOOL
2023-24 through 2027-28

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27	2027-28
Kindergarten	Elementary School	78	78	78	78	78
1st Grade	Elementary School	78	78	78	78	78
2nd Grade	Elementary School		78	78	78	78
3rd Grade	Elementary School			78	78	78
4th Grade	Elementary School				78	78
5th Grade	Elementary School					78
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		156	234	312	390	468

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27	2027-28
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	3	3	3	3	3
2nd Grade	Elementary School		3	3	3	3
3rd Grade	Elementary School			3	3	3
4th Grade	Elementary School				3	3
5th Grade	Elementary School					3
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		6	9	12	15	18

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27	2027-28
Kindergarten	Elementary School	26	26	26	26	26
1st Grade	Elementary School	26	26	26	26	26
2nd Grade	Elementary School	0	26	26	26	26
3rd Grade	Elementary School	0	0	26	26	26
4th Grade	Elementary School	0	0	0	26	26
5th Grade	Elementary School	0	0	0	0	26
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		156	234	312	390	468
Total Middle School Enrollment		-	-	-	-	-
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		156	234	312	390	468
Change in Net Enrollment from Prior Year (Count)		156	78	78	78	78
Change in Net Enrollment from Prior Year (Percent)		100.0%	50.0%	33.3%	25.0%	20.0%
Anticipated rate of attrition (Percent)		5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS

We anticipate a small rate of attrition based on low historical attrition at our flagship campus and our commitment to meeting SUNY's high retention targets. We also anticipate maintaining a relatively consistent enrollment level throughout the year because of our organizational commitment to backfilling. In addition, to ensure strong enrollment during the first year of the charter term, we anticipate initially accepting 90 students per grade to ensure that we are able to enroll full cohorts of students and maintain an average daily enrollment that is at or above our proposed chartered enrollment of 81 students per grade level. To build an appropriately conservative budget, our team also decided to use an even lower number for this template of 78 students per grade level.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	156	234	312	390	468
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	2023-24	2024-25	2025-26	2026-27	2027-28
BUFFALO CITY SD					
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$ 1,021,000,000	\$ 1,021,000,000	\$ 1,021,000,000	\$ 1,021,000,000	\$ 1,021,000,000
ENROLLMENT (<i>Charter School</i>)	156	234	312	390	468
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=97&dataid=226617&FileName=2021.05.05%202021-22%20Budget%20Update.pdf				

SECONDARY SENDING SCHOOL DISTRICT	2023-24	2024-25	2025-26	2026-27	2027-28
Select from drop-down list →					
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (<i>Charter School</i>)					
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)					

BRICK BUFFALO ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2023-24	2024-25	2025-26	2026-27	2027-28
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	156	234	312	390	468

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	2.0	3.0	3.0	3.0
Deans, Directors & Coordinators	1.0	1.0	1.0	1.0	1.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	2.0	2.0	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	6.0	7.0	9.0	9.0	9.0

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	12.0	18.0	22.0	26.0	30.0
Teachers - SPED	0.0	1.0	1.0	2.0	3.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	2.0	2.0	3.0	4.0	5.0
Aides	0.0	1.0	1.0	1.0	1.0
Therapists & Counselors	1.0	1.0	1.0	2.0	2.0
Other	1.0	1.0	1.0	1.0	2.0
TOTAL INSTRUCTIONAL	16.0	24.0	29.0	36.0	43.0

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	1.0	1.0	2.0	2.0	2.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	2.0	2.0	3.0	3.0	3.0

TOTAL PERSONNEL SERVICE FTE	24.0	33.0	41.0	48.0	55.0
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BRICK BUFFALO ACADEMY CHARTER SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2023-24	2024-25	2025-26	2026-27	2027-28
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	156.00	234.00	312.00	390.00	468.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	2.50%	2.50%	2.50%	2.50%	2.50%
Executive Management	\$ 123,000	\$ 123,000	\$ 126,075	\$ 129,227	\$ 132,458	\$ 135,769
Instructional Management	\$ 90,000	\$ 90,000	\$ 182,250	\$ 276,806	\$ 283,726	\$ 290,820
Deans, Directors & Coordinators	\$ 90,000	\$ 90,000	\$ 92,250	\$ 94,556	\$ 96,920	\$ 99,343
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 82,000	\$ 82,000	\$ 84,050	\$ 86,151	\$ 88,305	\$ 90,513
Administrative Staff	\$ 55,000	\$ 110,000	\$ 112,750	\$ 170,569	\$ 174,833	\$ 179,204
TOTAL ADMINISTRATIVE STAFF		\$ 495,000	\$ 597,375	\$ 757,309	\$ 776,242	\$ 795,648

INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	\$ 58,000	\$ 696,000	\$ 1,061,400	\$ 1,319,935	\$ 1,584,933	\$ 1,856,557
Teachers - SPED	\$ 58,000	\$ -	\$ 58,000	\$ 59,450	\$ 118,936	\$ 179,910
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 58,000	\$ 116,000	\$ 118,900	\$ 179,873	\$ 242,369	\$ 306,429
Aides	\$ 30,000	\$ -	\$ 30,000	\$ 30,750	\$ 31,519	\$ 32,307
Therapists & Counselors	\$ 77,000	\$ 77,000	\$ 78,925	\$ 80,898	\$ 159,921	\$ 163,919

BRICK BUFFALO ACADEMY CHARTER SCHOOL

Other	\$ 58,000	\$ 58,000	\$ 59,450	\$ 60,936	\$ 62,460	\$ 122,021
TOTAL INSTRUCTIONAL		\$ 947,000	\$ 1,406,675	\$ 1,731,842	\$ 2,200,138	\$ 2,661,141

NON-INSTRUCTIONAL PERSONNEL WAGES

Nurse	\$ 60,000	\$ 60,000	\$ 61,500	\$ 63,038	\$ 64,613	\$ 66,229
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ 40,000	\$ 40,000	\$ 41,000	\$ 82,025	\$ 84,076	\$ 86,178
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL		\$ 100,000	\$ 102,500	\$ 145,063	\$ 148,689	\$ 152,406
TOTAL PERSONNEL SERVICE WAGES		\$ 1,542,000	\$ 2,106,550	\$ 2,634,214	\$ 3,125,069	\$ 3,609,196

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***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

Description of Assumptions
Principal
VP K-5 Math/Science; VP K-5 ELA/SS; VP of Culture
Director of Special Education
Director of School Operations
Office Manager (Front End); Operations Manager (Back End); Family and Community Engagement Specialist

K-2: Two teachers per homeroom; 3-5: Four teachers per grade
2 specials teachers in years one and two and then one additional added in
Paraprofessional
Social Worker and school psychologist
ENL Coordinator and ENL teacher

Full time nurse
Assistant Facilities Manager and Custodian

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***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

Description of Assumptions
Assuming \$120K for Building Principal (Would make position in the 75th percentile of pay for Buffalo, NY based on Salary.com)
Assuming \$90K for Building Vice Principals (The comparables from Salary.com likely include salaries from much larger traditional districts, rather than charter schools. As a result, we discussed with the New York Charter School Association and decided to anchor to 90K as representative of the 75th percentile for Western New York charters.)
Assuming \$90K for Director of Special Education (The comparables from Salary.com likely include salaries from much larger traditional districts, rather than charter schools. As a result, we discussed with the New York Charter School Association and decided to anchor to the Vice Principal salary rate.)
Assuming \$80K for Director of School Operations
Assuming \$55K for Administrative staff positions

Assuming BRICK Buffalo will pay 10% higher than the Buffalo Public School Teacher Salary Scale. BRICK Buffalo is assuming the average teacher will have six years of experience and a master's degree.
Assuming BRICK Buffalo will pay 10% higher than the Buffalo Public School Teacher Salary Scale. BRICK Buffalo is assuming the average teacher will have six years of experience and a master's degree.
Assuming BRICK Buffalo will pay 10% higher than the Buffalo Public School Teacher Salary Scale. BRICK Buffalo is assuming the average teacher will have six years of experience and a master's degree.
Paraprofessional (Would make position in the 75th percentile of pay for Buffalo, NY on Salary.com)
Assuming \$77K for Social Worker (Would make position in the 75th percentile of pay for Buffalo, NY on Salary.com) and for internal equity purposes budgeted school psychologist at the same rate

ENL Coordinator and ENL teacher. Assuming BRICK Buffalo will pay 10% higher than the Buffalo Public School Teacher Salary Scale. BRICK Buffalo is assuming the average teacher will have six years of experience and a masters degree

Assuming \$60 K for School Nurse (while we plan to request a nurse from the school district, we have budgeted this position just in case)

Assuming \$40K for school custodial staff (based on an analysis of salary.com and conversations with the New York Charter School Association)

BRICK BUFFALO ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE
July 1, 2022 - June 30, 2023

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Y
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc*

Total Revenue	700,000
Total Expenses	576,129
Net Income	123,871

	START-UP PERIOD
--	------------------------

REVENUE

REVENUES FROM STATE SOURCES

Grants

Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-

REVENUE FROM FEDERAL FUNDING

Grants

Charter School Program (CSP) Planning & Implementation	-
Other	500,000
Other	200,000
TOTAL REVENUE FROM FEDERAL SOURCES	700,000

LOCAL and OTHER REVENUE

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-

TOTAL REVENUE	700,000
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BRICK BUFFALO ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2022 - June 30, 2023

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year" tab.
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Start-Up Period*

Total Revenue	700,000
Total Expenses	576,129
Net Income	123,871

START-UP PERIOD

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1.00	120,000
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	1.00	80,000
Administrative Staff	1.00	55,000
TOTAL ADMINISTRATIVE STAFF	3.00	255,000
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	255,000
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		28,815
Fringe / Employee Benefits		27,720
Retirement / Pension		5,100
TOTAL PAYROLL TAXES AND BENEFITS		61,635
TOTAL PERSONNEL SERVICE COSTS	3.00	316,635
CONTRACTED SERVICES		
Accounting / Audit		10,000
Legal		10,000
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		-

**BRICK BUFFALO ACADEMY CHARTER SCHOOL
 PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE
 July 1, 2022 - June 30, 2023**

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Y
 The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc*

Total Revenue	700,000
Total Expenses	576,129
Net Income	123,871

	START-UP PERIOD
Special Ed Services	-
Titlment Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	95,000
TOTAL CONTRACTED SERVICES	115,000

**BRICK BUFFALO ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PE**

July 1, 2022 - June 30, 2023

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Y
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc*

Total Revenue	700,000
Total Expenses	576,129
Net Income	123,871

START-UP PERIOD

SCHOOL OPERATIONS

Board Expenses	5,000
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	-
Telephone	1,044
Technology	-
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
	75,000
Office Expense	-
Staff Development	-
Staff Recruitment	18,000
Student Recruitment / Marketing	31,200
School Meals / Lunch	-
Travel (Staff)	12,000
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	142,244

FACILITY OPERATION & MAINTENANCE

Insurance	-
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	2,250
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	2,250

DEPRECIATION & AMORTIZATION

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DISSOLUTION ESCROW & RESERVES / CONTIGENCY

	-
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TOTAL EXPENSES	576,129
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NET INCOME	123,871
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**BRICK BUFFALO ACADEMY CHA
PROJECTED BUDGET / OPERATING PLAN F:RIOD**

July 1, 2022 - June 30,

**NOTE: Please enter financial data on "6) Pear."
The pre-opening budget will be for a 1-Year Period as school Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1.00	Principal
Instructional Management	-	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	1.00	Director of Operations
Administrative Staff	1.00	Family and Community Engagement
TOTAL ADMINISTRATIVE STAFF	3.00	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other	-	
TOTAL INSTRUCTIONAL	-	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		Assuming 7.65% FICA/Medicare/SSN/Payroll Taxes; State Unemployment Insurance 2.90%; Workers Compensation .75%
Fringe / Employee Benefits		Assuming 9,240 per employee
Retirement / Pension		4% Contribution with 50% of staff participation
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	3.00	
CONTRACTED SERVICES		
Accounting / Audit		Assuming \$10,000 for annual audit
Legal		Assuming \$10,000 for annual legal work
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		

**BRICK BUFFALO ACADEMY CHA
PROJECTED BUDGET / OPERATING PLAN PERIOD**

July 1, 2022 - June 30,

**NOTE: Please enter financial data on "6" Year.
The pre-opening budget will be for a 1-Year Period as school information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	
Special Ed Services	
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting	Power School Student Information System Setup and payment to City Year for year one services
TOTAL CONTRACTED SERVICES	

**BRICK BUFFALO ACADEMY CHA
PROJECTED BUDGET / OPERATING PLAN F:RIOD**

July 1, 2022 - June 30,

**NOTE: Please enter financial data on "6" Page.
The pre-opening budget will be for a 1-Year Period as school Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	

SCHOOL OPERATIONS

Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	Assuming \$15 Per staff for Zoom License; Assuming \$14 Per staff for Zoom Phone License with 3% Inflation (12 months)
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	Initial facility lease payment that supports a backloaded lease throughout the charter term as well as funds to address potential facility upgrades
Office Expense	
Staff Development	
Staff Recruitment	Assuming \$750 per staff member Year 0 (Premium Year 0)
Student Recruitment / Marketing	Assuming \$200 per student Year 0 (Premium Year 0)
School Meals / Lunch	
Travel (Staff)	Travel for staff to Management Company Location
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	

FACILITY OPERATION & MAINTENANCE

Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	Assuming \$750 Per staff member technology
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY	
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TOTAL EXPENSES	
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NET INCOME	
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PRE-OPENING CASH FLOW 1-YEAR		BRICK BUFFALO ACADEMY CHARTER SCHOOL												
*NOTE: <i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
		July 1, 2022 - June 30, 2023												
Total Revenue	41,667	41,667	41,667	41,667	41,667	141,667	41,667	41,667	41,667	41,667	41,667	41,667	141,667	700,000
Total Expenses	29,723	31,946	31,946	31,946	31,946	31,946	47,779	47,779	47,779	47,779	47,779	47,779	147,779	576,129
Net Income	11,943	9,721	9,721	9,721	9,721	109,721	(6,113)	(6,113)	(6,113)	(6,113)	(6,113)	(6,113)	123,871	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	11,943	21,664	31,385	41,105	50,826	160,547	160,547	154,434	148,322	142,209	136,096	129,984	
Net Income	11,943	21,664	31,385	41,105	50,826	160,547	154,434	148,322	142,209	136,096	129,984	123,871	123,871	
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Grants														
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING														
Grants														
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	500,000
Other	-	-	-	-	-	100,000	-	-	-	-	-	-	100,000	200,000
TOTAL REVENUE FROM FEDERAL SOURCES	41,667	41,667	41,667	41,667	41,667	141,667	41,667	41,667	41,667	41,667	41,667	41,667	141,667	700,000
LOCAL and OTHER REVENUE														
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	41,667	41,667	41,667	41,667	41,667	141,667	41,667	41,667	41,667	41,667	41,667	41,667	141,667	700,000

PRE-OPENING CASH FLOW 1-YEAR		BRICK BUFFALO ACADEMY CHARTER SCHOOL												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
		July 1, 2022 - June 30, 2023												
Total Revenue	41,667	41,667	41,667	41,667	41,667	141,667	41,667	41,667	41,667	41,667	41,667	41,667	141,667	700,000
Total Expenses	29,723	31,946	31,946	31,946	31,946	31,946	47,779	47,779	47,779	47,779	47,779	47,779	147,779	576,129
Net Income	11,943	9,721	9,721	9,721	9,721	109,721	(6,113)	(6,113)	(6,113)	(6,113)	(6,113)	(6,113)	123,871	123,871
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	11,943	21,664	31,385	41,105	50,826	160,547	160,547	154,434	148,322	142,209	136,096	129,984	-
Net Income	11,943	21,664	31,385	41,105	50,826	160,547	154,434	148,322	142,209	136,096	129,984	123,871	123,871	123,871
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	78,333	95,000	
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	98,333	115,000	

PRE-OPENING CASH FLOW 1-YEAR	BRICK BUFFALO ACADEMY CHARTER SCHOOL													
*NOTE: <i>Please enter Description of Assumptions on tab 4)Pre-Opening Period Budget.</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION													
	July 1, 2022 - June 30, 2023													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Total Revenue	41,667	41,667	41,667	41,667	41,667	141,667	41,667	41,667	41,667	41,667	41,667	41,667	700,000	
Total Expenses	29,723	31,946	31,946	31,946	31,946	31,946	47,779	47,779	47,779	47,779	47,779	47,779	576,129	
Net Income	11,943	9,721	9,721	9,721	9,721	109,721	(6,113)	(6,113)	(6,113)	(6,113)	(6,113)	(6,113)	123,871	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	11,943	21,664	31,385	41,105	50,826	160,547	154,434	148,322	142,209	136,096	129,984	-	
Net Income	11,943	21,664	31,385	41,105	50,826	160,547	154,434	148,322	142,209	136,096	129,984	123,871	123,871	
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES														
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
INVESTMENT ACTIVITIES														
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
FINANCING ACTIVITIES														
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
NET INCOME	11,943	9,721	9,721	9,721	9,721	109,721	(6,113)	(6,113)	(6,113)	(6,113)	(6,113)	(6,113)	123,871	
Beginning Cash Balance	-	11,943	21,664	31,385	41,105	50,826	160,547	154,434	148,322	142,209	136,096	129,984	-	
ENDING CASH BALANCE	11,943	21,664	31,385	41,105	50,826	160,547	154,434	148,322	142,209	136,096	129,984	123,871	123,871	

YEAR 1 BUDGET AND ASSUMPTION	BRICK BUFFALO ACADEMY CHARTER SCHOOL					
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE					
	JULY 1, 2023 - JUNE 30, 2024					
Total Revenue	2,183,544	35,312	-	-	709,000	2,927,857
Total Expenses	1,548,379	297,345	-	-	1,022,990	2,868,714
Net Income	635,166	(262,033)	-	-	(313,990)	59,143
Budgeted Student Enrollment	156	-				156
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Text Book	-	-	-	-	-	-
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	9,000	9,000
TOTAL REVENUE	2,183,544	35,312	-	-	709,000	2,927,857

YEAR 1 BUDGET AND ASSUMPTION	BRICK BUFFALO ACADEMY CHARTER SCHOOL					
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE					
	JULY 1, 2023 - JUNE 30, 2024					
Total Revenue	2,183,544	35,312	-	-	709,000	2,927,857
Total Expenses	1,548,379	297,345	-	-	1,022,990	2,868,714
Net Income	635,166	(262,033)	-	-	(313,990)	59,143
Budgeted Student Enrollment	156	-				156
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Special Ed Services	-	-	-	-	7,800	7,800
Titlement Services (i.e. Title I)	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	5,000	5,000
TOTAL CONTRACTED SERVICES	-	-	-	-	266,309	266,309

YEAR 1 BUDGET AND ASSUMPTION	BRICK BUFFALO ACADEMY CHARTER SCHOOL					
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE					
	JULY 1, 2023 - JUNE 30, 2024					
Total Revenue	2,183,544	35,312	-	-	709,000	2,927,857
Total Expenses	1,548,379	297,345	-	-	1,022,990	2,868,714
Net Income	635,166	(262,033)	-	-	(313,990)	59,143
Budgeted Student Enrollment	156	-				156
	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	5,000	5,000
Classroom / Teaching Supplies & Materials	26,676	-	-	-	-	26,676
Special Ed Supplies & Materials	-	1,404	-	-	-	1,404
Textbooks / Workbooks	33,345	1,755	-	-	-	35,100
Supplies & Materials other	7,410	390	-	-	-	7,800
Equipment / Furniture	22,230	1,170	-	-	-	23,400
Telephone	-	-	-	-	20,352	20,352
Technology	88,920	4,680	-	-	-	93,600
Student Testing & Assessment	7,410	390	-	-	-	7,800
Field Trips	4,446	234	-	-	-	4,680
Transportation (student)	-	-	-	-	14,400	14,400
Student Services - other	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-
Staff Development	9,500	-	-	-	500	10,000
Staff Recruitment	-	-	-	-	12,000	12,000
Student Recruitment / Marketing	-	-	-	-	15,600	15,600
School Meals / Lunch	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	12,000	12,000
Fundraising	-	-	-	-	-	-
Other	950	5,050	-	-	-	6,000
TOTAL SCHOOL OPERATIONS	200,887	15,073	-	-	79,852	295,812
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	76,322	76,322
Janitorial	13,163	731	-	-	731	14,625
Building and Land Rent / Lease / Facility Finance Interest	135,000	7,500	-	-	7,500	150,000
Repairs & Maintenance	71,325	3,963	-	-	3,963	79,250
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	15,795	878	-	-	878	17,550
TOTAL FACILITY OPERATION & MAINTENANCE	235,283	13,071	-	-	89,393	337,747
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-

YEAR 1 BUDGET AND ASSUMPTION	BRICK BUFFALO ACADEMY CHARTER SCHOOL					
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE					
	JULY 1, 2023 - JUNE 30, 2024					
Total Revenue	2,183,544	35,312	-	-	709,000	2,927,857
Total Expenses	1,548,379	297,345	-	-	1,022,990	2,868,714
Net Income	635,166	(262,033)	-	-	(313,990)	59,143
Budgeted Student Enrollment	156	-				156
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-
TOTAL EXPENSES	1,548,379	297,345	-	-	1,022,990	2,868,714
NET INCOME	635,166	(262,033)	-	-	(313,990)	59,143

YEAR 1 BUDGET AND ASSUMPTION	BRICK BUFFALO ACADEMY CHARTER SCHOOL					
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE					
	JULY 1, 2023 - JUNE 30, 2024					
Total Revenue	2,183,544	35,312	-	-	709,000	2,927,857
Total Expenses	1,548,379	297,345	-	-	1,022,990	2,868,714
Net Income	635,166	(262,033)	-	-	(313,990)	59,143
Budgeted Student Enrollment	156	-				156
		PROGRAM SERVICES			SUPPORT SERVICES	
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL
						TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: BUFFALO CITY SD	156					156
Other District 1:	-					-
Other District 2:	-					-
Other District 3:	-					-
Other District 4:	-					-
Other District 5:	-					-
Other District 6:	-					-
Other District 7:	-					-
Other District 8:	-					-
Other District 9:	-					-
Other District 10:	-					-
Other District 11:	-					-
Other District 12:	-					-
Other District 13:	-					-
Other District 14:	-					-
All Other School Districts	-					-
TOTAL ENROLLMENT	156					156
REVENUE PER PUPIL	13,997					18,768
EXPENSES PER PUPIL	9,926					18,389

YEAR 1 BUDGET AND ASSUMPTION		DESCRIPTION OF ASSUMPTIONS
		*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		
Total Expenses		
Net Income		
Budgeted Student Enrollment		
REVENUE		
REVENUES FROM STATE SOURCES		
Per Pupil Revenue	Basic Tuition	
	(2021-22)	
PRIMARY School District: BUFFALO CITY SD	13,308	
Other District 1:	-	
Other District 2:	-	
Other District 3:	-	
Other District 4:	-	
Other District 5:	-	
Other District 6:	-	
Other District 7:	-	
Other District 8:	-	
Other District 9:	-	
Other District 10:	-	
Other District 11:	-	
Other District 12:	-	
Other District 13:	-	
Other District 14:	-	
Other School Districts' Revenue:	(Weighted Avg.) -	
TOTAL Per Pupil Revenue	(Weighted Avg.) 13,308	
Special Education Revenue		
NYC DoE Rental Assistance		Assuming 5% Sped Rate; \$3337.19 Per Student
Grants		
Stimulus		
DYCD (Department of Youth and Community Development)		
Other		
Other		
TOTAL REVENUE FROM STATE SOURCES		
REVENUE FROM FEDERAL FUNDING		
IDEA Special Needs		Assuming 5% Year 1; \$510 Per Student
Title I		Assuming 85% FFRL Rate; \$600 Per Student
Title Funding - Other		Assuming \$80 per student for other Title Funding
School Food Service (Free Lunch)		
Grants		
Charter School Program (CSP) Planning & Implementation		
Other		Management Company National CSP
Other		Buffalo Local Foundation \$200,000
TOTAL REVENUE FROM FEDERAL SOURCES		
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising		
Erate Reimbursement		Assuming 75% E-Rate Reimbursement
Earnings on Investments		
Interest Income		
Food Service (Income from meals)		

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS
	*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

YEAR 1 BUDGET AND ASSUMPTION		DESCRIPTION OF ASSUMPTIONS
		*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		
Total Expenses		
Net Income		
Budgeted Student Enrollment		
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
	FTE No. of Positions	
Executive Management	1.00	Principal
Instructional Management	1.00	VP K-5 Math/Science; VP K-5 ELA/SS; VP of Culture
Deans, Directors & Coordinators	1.00	Director of Special Education
CFO / Director of Finance	-	
Operation / Business Manager	1.00	Director of School Operations
Administrative Staff	<u>2.00</u>	Office Manager (Front End); Family and Community Engagement
TOTAL ADMINISTRATIVE STAFF	<u>6.00</u>	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	12.00	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	2.00	
Aides	-	
Therapists & Counselors	1.00	
Other	<u>1.00</u>	
TOTAL INSTRUCTIONAL	<u>16.00</u>	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	1.00	
Librarian	-	
Custodian	1.00	
Security	-	
Other	<u>-</u>	
TOTAL NON-INSTRUCTIONAL	<u>2.00</u>	
SUBTOTAL PERSONNEL SERVICE COSTS	<u>24.00</u>	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		Assuming 7.65% FICA/Medicare/SSN/Payroll Taxes; State Unemployment Insurance 2.90%; Workers Compensation .75%
Fringe / Employee Benefits		Assuming 9,240 per employee with an annual increase of 3%
Retirement / Pension		4% Contribution with 50% of staff participation
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	<u>24.00</u>	
CONTRACTED SERVICES		
Accounting / Audit		Assuming \$10,000 Annual Audit Fee with 3% Inflation
Legal		Assuming \$10,000 Annual Legal Fee with 3% Inflation
Management Company Fee		Assuming 8% Fee for Management Company
Nurse Services		FTE on School Budget
Food Service / School Lunch		
Payroll Services		Service Performed by Management Company

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS
Total Revenue Total Expenses Net Income Budgeted Student Enrollment	<p data-bbox="1257 168 1682 217">*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.</p>
Special Ed Services	10% Year 2, 15% Year 3-5 Sped rate with 1,000 per student for additional services on top of what is provided by the local district
Titlement Services (i.e. Title I)	
Other Purchased / Professional / Consulting TOTAL CONTRACTED SERVICES	Ecosystem services (such as translation services) estimated at \$2500 per grade level

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS
Total Revenue Total Expenses Net Income Budgeted Student Enrollment	<p style="background-color: #fce4d6;">*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.</p>
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 TOTAL SCHOOL OPERATIONS	Assuming \$5,000 with 3% Inflation Assuming \$180 Per Student Assuming \$180 Per Student Assuming \$225 Per Student Assuming \$50 Per Student Assuming \$150 Per Student Assuming \$15 Per staff for Zoom License; Assuming \$14 Per staff for Zoom Phone License with 3% Inflation (12 months); Assuming \$1,000 per month for internet Assuming 600 per new student and replacing 25% of the previous year's student body laptops Assuming \$50 per student Assuming \$30 per student Assuming \$600 per bus with 2 routes and 12 days (for when Buffalo Public Schools are not in session) with a 3% inflation Service Performed by Management Company; funds provided to support additional PD/certification assistance/money towards founding staff incentives Assuming \$500 per staff member Assuming \$100 per student Assuming intial year \$12,000 Service Performed by Management Company Assuming Flat \$1,000 per student with inflation; ENL Stipend of \$5000
FACILITY OPERATION & MAINTENANCE Insurance Janitorial Building and Land Rent / Lease / Facility Finance Interest Repairs & Maintenance Equipment / Furniture Security Utilities TOTAL FACILITY OPERATION & MAINTENANCE	Assuming 75 square feet per student and \$1 25 per square foot This is the current cost of the lease included with our RFP responses. Assuming 75 square feet per student and \$2 50 per square foot as well as \$50,000 in additional facility contingency costs Assuming 75 square feet per student and \$1 50 per square foot
DEPRECIATION & AMORTIZATION	

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS
	*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS
	*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
ENROLLMENT - *School Districts Are Linked To Above Entries*	
PRIMARY School District: BUFFALO CITY SD	
Other District 1:	
Other District 2:	
Other District 3:	
Other District 4:	
Other District 5:	
Other District 6:	
Other District 7:	
Other District 8:	
Other District 9:	
Other District 10:	
Other District 11:	
Other District 12:	
Other District 13:	
Other District 14:	
All Other School Districts	
TOTAL ENROLLMENT	
REVENUE PER PUPIL	
EXPENSES PER PUPIL	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BRICK BUFFALO ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2023 - JUNE 30, 2024													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Total Revenue	949,468	-	349,468	40,683	349,468	-	449,468	40,683	349,468	-	349,468	49,683	2,927,857	
Total Expenses	307,425	212,660	198,219	223,329	227,279	274,204	227,079	229,079	229,079	229,079	227,079	284,204	2,868,714	
Net Income	642,043	(212,660)	151,249	(182,646)	122,189	(274,204)	222,389	(188,396)	120,389	(229,079)	122,389	(234,521)	59,143	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	642,043	429,383	580,633	397,986	520,176	245,972	468,361	279,965	400,354	171,275	293,664	-	
Ending Cash Balance	642,043	429,383	580,633	397,986	520,176	245,972	468,361	279,965	400,354	171,275	293,664	59,143	59,143	
REVENUE														
REVENUES FROM STATE SOURCES														
* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."														
Per Pupil Revenue	Basic Tuition (2021-22)													
PRIMARY School District: BUFFALO CITY SD	13,308	349,468	-	349,468	-	349,468	-	349,468	-	349,468	-	349,468	-	2,096,808
Other District 1:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg.)	13,308	349,468	-	349,468	-	349,468	-	349,468	-	349,468	-	349,468	-	2,096,808
Special Education Revenue	-	-	-	8,677	-	-	-	8,677	-	-	-	8,677	26,030	
NYC DoE Rental Assistance	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grants														
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	349,468	-	349,468	8,677	349,468	-	349,468	8,677	349,468	-	349,468	8,677	2,122,839	
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs	-	-	-	1,326	-	-	-	1,326	-	-	-	1,326	3,978	
Title I	-	-	-	26,520	-	-	-	26,520	-	-	-	26,520	79,560	
Title Funding - Other	-	-	-	4,160	-	-	-	4,160	-	-	-	4,160	12,480	
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grants														
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	500,000	-	-	-	-	-	-	-	-	-	-	-	500,000	
Other	100,000	-	-	-	-	-	100,000	-	-	-	-	-	200,000	
TOTAL REVENUE FROM FEDERAL SOURCES	600,000	-	-	32,006	-	-	100,000	32,006	-	-	-	32,006	796,018	
LOCAL and OTHER REVENUE														
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	9,000	9,000	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	9,000	9,000	
TOTAL REVENUE	949,468	-	349,468	40,683	349,468	-	449,468	40,683	349,468	-	349,468	49,683	2,927,857	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BRICK BUFFALO ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2023 - JUNE 30, 2024												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	949,468	-	349,468	40,683	349,468	-	449,468	40,683	349,468	-	349,468	49,683	2,927,857
Total Expenses	307,425	212,660	198,219	223,329	227,279	274,204	227,079	229,079	229,079	229,079	227,079	284,204	2,868,714
Net Income	642,043	(212,660)	151,249	(182,646)	122,189	(274,204)	222,389	(188,396)	120,389	(229,079)	122,389	(234,521)	59,143
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	642,043	429,383	580,633	397,986	520,176	245,972	468,361	279,965	400,354	171,275	293,664	-
Ending Cash Balance	642,043	429,383	580,633	397,986	520,176	245,972	468,361	279,965	400,354	171,275	293,664	59,143	59,143

EXPENSES		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
ADMINISTRATIVE STAFF PERSONNEL COSTS														
	No. of Positions													
Executive Management	1.00	10,250	10,250	10,250	10,250	10,250	10,250	10,250	10,250	10,250	10,250	10,250	10,250	123,000
Instructional Management	1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Deans, Directors & Coordinators	1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	6,833	82,000
Administrative Staff	2.00	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
TOTAL ADMINISTRATIVE STAFF	6.00	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	41,250	495,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	12.00	58,000	58,000	58,000	58,000	58,000	58,000	58,000	58,000	58,000	58,000	58,000	58,000	696,000
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	9,667	116,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	6,417	77,000
Other	1.00	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	4,833	58,000
TOTAL INSTRUCTIONAL	16.00	78,917	78,917	78,917	78,917	78,917	78,917	78,917	78,917	78,917	78,917	78,917	78,917	947,000
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	1.00	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	2.00	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	128,500	128,500	128,500	128,500	128,500	128,500	128,500	128,500	128,500	128,500	128,500	128,500	1,542,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	14,521	174,246
Fringe / Employee Benefits		18,480	18,480	18,480	18,480	18,480	18,480	18,480	18,480	18,480	18,480	18,480	18,480	221,760
Retirement / Pension		2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	2,570	30,840
TOTAL PAYROLL TAXES AND BENEFITS		35,571	35,571	35,571	35,571	35,571	35,571	35,571	35,571	35,571	35,571	35,571	35,571	426,846
TOTAL PERSONNEL SERVICE COSTS	24.00	164,071	164,071	164,071	164,071	164,071	164,071	164,071	164,071	164,071	164,071	164,071	164,071	1,968,846
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	10,000	10,000
Legal		-	-	-	-	-	5,000	-	-	-	-	-	5,000	10,000
Management Company Fee		-	-	-	25,945	25,945	25,945	25,945	25,945	25,945	25,945	25,945	25,945	233,509
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	867	867	867	867	867	867	867	867	867	7,800
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		417	417	417	417	417	417	417	417	417	417	417	417	5,000
TOTAL CONTRACTED SERVICES		417	417	417	27,229	27,229	32,229	27,229	27,229	27,229	27,229	27,229	42,229	266,309

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	BRICK BUFFALO ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2023 - JUNE 30, 2024												
	949,468	-	349,468	40,683	349,468	-	449,468	40,683	349,468	-	349,468	49,683	2,927,857
	307,425	212,660	198,219	223,329	227,279	274,204	227,079	229,079	229,079	229,079	227,079	284,204	2,868,714
Total Revenue	949,468	-	349,468	40,683	349,468	-	449,468	40,683	349,468	-	349,468	49,683	2,927,857
Total Expenses	307,425	212,660	198,219	223,329	227,279	274,204	227,079	229,079	229,079	229,079	227,079	284,204	2,868,714
Net Income	642,043	(212,660)	151,249	(182,646)	122,189	(274,204)	222,389	(188,396)	120,389	(229,079)	122,389	(234,521)	59,143
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	642,043	429,383	580,633	397,986	520,176	245,972	468,361	279,965	400,354	171,275	293,664	-
Ending Cash Balance	642,043	429,383	580,633	397,986	520,176	245,972	468,361	279,965	400,354	171,275	293,664	59,143	59,143
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	2,500	278	278	278	278	278	278	278	278	278	5,000
Classroom / Teaching Supplies & Materials	-	13,338	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	1,334	26,676
Special Ed Supplies & Materials	-	702	70	70	70	70	70	70	70	70	70	70	1,404
Textbooks / Workbooks	-	17,550	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	1,755	35,100
Supplies & Materials other	-	3,900	390	390	390	390	390	390	390	390	390	390	7,800
Equipment / Furniture	23,400	-	-	-	-	-	-	-	-	-	-	-	23,400
Telephone	1,696	1,696	1,696	1,696	1,696	1,696	1,696	1,696	1,696	1,696	1,696	1,696	20,352
Technology	93,600	-	-	-	-	-	-	-	-	-	-	-	93,600
Student Testing & Assessment	7,800	-	-	-	-	-	-	-	-	-	-	-	7,800
Field Trips	-	-	-	520	520	520	520	520	520	520	520	520	4,680
Transportation (student)	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	14,400
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	2,000	2,000	2,000	2,000	2,000	10,000
Staff Recruitment	-	-	-	-	2,000	2,000	2,000	2,000	2,000	2,000	-	-	12,000
Student Recruitment / Marketing	-	-	-	-	1,950	1,950	1,950	1,950	1,950	1,950	1,950	1,950	15,600
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	6,000	545	545	545	545	545	545	545	545	545	545	545	12,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	200	200	200	200	200	2,500	-	-	-	-	-	2,500	6,000
TOTAL SCHOOL OPERATIONS	133,896	39,131	9,690	7,988	11,938	14,238	11,738	13,738	13,738	13,738	11,738	14,238	295,812
FACILITY OPERATION & MAINTENANCE													
Insurance	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	6,360	76,322
Janitorial	1,219	1,219	1,219	1,219	1,219	1,219	1,219	1,219	1,219	1,219	1,219	1,219	14,625
Building and Land Rent / Lease / Facility Finance Interest	-	-	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	150,000
Repairs & Maintenance	-	-	-	-	-	39,625	-	-	-	-	-	-	39,625
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463	1,463	17,550
TOTAL FACILITY OPERATION & MAINTENANCE	9,041	9,041	24,041	24,041	24,041	63,666	24,041	24,041	24,041	24,041	24,041	63,666	337,747
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	307,425	212,660	198,219	223,329	227,279	274,204	227,079	229,079	229,079	229,079	227,079	284,204	2,868,714
NET INCOME	642,043	(212,660)	151,249	(182,646)	122,189	(274,204)	222,389	(188,396)	120,389	(229,079)	122,389	(234,521)	59,143
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	642,043	(212,660)	151,249	(182,646)	122,189	(274,204)	222,389	(188,396)	120,389	(229,079)	122,389	(234,521)	59,143

YEAR 1 CASH FLOW <i>(FIRST YEAR OF CHARTER)</i>	BRICK BUFFALO ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2023 - JUNE 30, 2024												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	949,468	-	349,468	40,683	349,468	-	449,468	40,683	349,468	-	349,468	49,683	2,927,857
Total Expenses	307,425	212,660	198,219	223,329	227,279	274,204	227,079	229,079	229,079	229,079	227,079	284,204	2,868,714
Net Income	642,043	(212,660)	151,249	(182,646)	122,189	(274,204)	222,389	(188,396)	120,389	(229,079)	122,389	(234,521)	59,143
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	642,043	429,383	580,633	397,986	520,176	245,972	468,361	279,965	400,354	171,275	293,664	-
Ending Cash Balance	642,043	429,383	580,633	397,986	520,176	245,972	468,361	279,965	400,354	171,275	293,664	59,143	59,143
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Beginning Cash Balance	-	642,043	429,383	580,633	397,986	520,176	245,972	468,361	279,965	400,354	171,275	293,664	-
ENDING CASH BALANCE	642,043	429,383	580,633	397,986	520,176	245,972	468,361	279,965	400,354	171,275	293,664	59,143	59,143

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BRICK BUFFALO ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,927,857	4,063,929	4,951,217	5,865,200	7,101,215	
Total Expenses		2,868,714	3,983,164	4,898,233	5,846,576	6,718,657	
Net Income (Before Cash Flow Adjustments)		59,143	80,765	52,984	18,624	382,557	
Budgeted Student Enrollment		156	234	312	390	468	
		Year 1	Year 2	Year 3	Year 4	Year 5	
		2023-24	2024-25	2025-26	2026-27	2027-28	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		1.0%	1.0%	1.0%	1.0%	1.0%	
Per Pupil Revenue	Basic Tuition (2021-22)						
PRIMARY School District: BUFFALO CITY SD	13,308	2,096,808	3,176,665	4,277,909	5,400,860	6,545,842	
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.) -	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 13,308	2,096,808	3,176,665	4,277,909	5,400,860	6,545,842	
Special Education Revenue		26,030	78,090	156,180	195,226	234,271	Assuming 10% Year 2, 15% Year 3-5
NYC DoE Rental Assistance		-	-	-	-	-	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		2,122,839	3,254,755	4,434,089	5,596,085	6,780,113	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		3,978	11,934	23,868	29,835	35,802	Assuming 10% Year 2, 15% Year 3-5
Title I		79,560	119,340	159,120	198,900	238,680	Assuming 85% Federal Free and Reduced Lunch Rate
Title Funding - Other		12,480	18,720	24,960	31,200	37,440	Assuming \$80 per student for other Title Funding
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		500,000	250,000	-	-	-	
Other		200,000	400,000	300,000	-	-	Local Buffalo Foundation \$400,000 (Year 1 & 2) CSGF \$500,000
TOTAL REVENUE FROM FEDERAL SOURCES		796,018	799,994	507,948	259,935	311,922	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		9,000	9,180	9,180	9,180	9,180	Assuming 75% Reimbursement of internet Service
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		9,000	9,180	9,180	9,180	9,180	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRICK BUFFALO ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,927,857	4,063,929	4,951,217	5,865,200	7,101,215	
Total Expenses	2,868,714	3,983,164	4,898,233	5,846,576	6,718,657	
Net Income (Before Cash Flow Adjustments)	59,143	80,765	52,984	18,624	382,557	
Budgeted Student Enrollment	156	234	312	390	468	
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
TOTAL REVENUE	2,927,857	4,063,929	4,951,217	5,865,200	7,101,215	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		BRICK BUFFALO ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue		2,927,857	4,063,929	4,951,217	5,865,200	7,101,215	
Total Expenses		2,868,714	3,983,164	4,898,233	5,846,576	6,718,657	
Net Income (Before Cash Flow Adjustments)		59,143	80,765	52,984	18,624	382,557	
Budgeted Student Enrollment		156	234	312	390	468	
		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of Positions						<i>*NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
Executive Management	1.00	123,000	126,075	129,227	132,458	135,769	
Instructional Management	1.00	90,000	182,250	276,806	283,726	290,820	
Deans, Directors & Coordinators	1.00	90,000	92,250	94,556	96,920	99,343	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	82,000	84,050	86,151	88,305	90,513	
Administrative Staff	2.00	110,000	112,750	170,569	174,833	179,204	
TOTAL ADMINISTRATIVE STAFF	6.00	495,000	597,375	757,309	776,242	795,648	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	12.00	696,000	1,061,400	1,319,935	1,584,933	1,856,557	
Teachers - SPED	-	-	58,000	59,450	118,936	179,910	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	116,000	118,900	179,873	242,369	306,429	
Aides	-	-	30,000	30,750	31,519	32,307	
Therapists & Counselors	1.00	77,000	78,925	80,898	159,921	163,919	
Other	1.00	58,000	59,450	60,936	62,460	122,021	
TOTAL INSTRUCTIONAL	16.00	947,000	1,406,675	1,731,842	2,200,138	2,661,141	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	60,000	61,500	63,038	64,613	66,229	
Librarian	-	-	-	-	-	-	
Custodian	1.00	40,000	41,000	82,025	84,076	86,178	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.00	100,000	102,500	145,063	148,689	152,406	
SUBTOTAL PERSONNEL SERVICE COSTS	24.00	1,542,000	2,106,550	2,634,214	3,125,069	3,609,196	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		174,246	238,040	297,666	353,133	407,839	Assuming 7.65% FICA/Medicare/SSN/Payroll Taxes; State Unemployment Insurance 2.90%; Workers Compensation .75%
Fringe / Employee Benefits		221,760	304,920	379,302	443,982	508,662	Assuming 9,240 per employee with an annual increase of 5%
Retirement / Pension		30,840	42,131	52,684	62,501	72,184	4% Contribution with 50% of staff participation
TOTAL PAYROLL TAXES AND BENEFITS		426,846	585,091	729,652	859,616	988,685	
TOTAL PERSONNEL SERVICE COSTS	24.00	1,968,846	2,691,641	3,363,866	3,984,685	4,597,881	
CONTRACTED SERVICES							
Accounting / Audit		10,000	10,200	10,404	10,612	10,824	Assuming \$10,000 Annual Audit Fee with 2% Inflation
Legal		10,000	10,200	10,404	10,612	10,824	Assuming \$10,000 Annual Legal Fee with 2% Inflation
Management Company Fee		233,509	405,475	494,204	585,602	709,203	Assuming 10% Flat Fee for Years 2-5 Management Company FTE on School Budget
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	Service Performed by Management Company
Special Ed Services		7,800	23,400	46,800	58,500	70,200	10% Year 2, 15% Year 3-5 Sped rate with 1,000 per student for additional services on top of what is provided by the Local District
Titlment Services (i e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		5,000	7,500	10,000	12,500	15,000	Ecosystem contract services budgeted at \$2500 per grade
TOTAL CONTRACTED SERVICES		266,309	456,775	571,812	677,826	816,052	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRICK BUFFALO ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,927,857	4,063,929	4,951,217	5,865,200	7,101,215	
Total Expenses	2,868,714	3,983,164	4,898,233	5,846,576	6,718,657	
Net Income (Before Cash Flow Adjustments)	59,143	80,765	52,984	18,624	382,557	
Budgeted Student Enrollment	156	234	312	390	468	
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
SCHOOL OPERATIONS						
Board Expenses	5,000	5,100	5,202	5,306	5,412	Assuming \$5,000 Annually with 2% Inflation
Classroom / Teaching Supplies & Materials	26,676	37,908	50,544	63,180	75,816	Assuming \$180 Per Student
Special Ed Supplies & Materials	1,404	4,212	5,616	7,020	8,424	Assuming \$180 Per Student
Textbooks / Workbooks	35,100	52,650	70,200	87,750	105,300	Assuming \$225 Per Student
Supplies & Materials other	7,800	11,700	15,600	19,500	23,400	Assuming \$50 Per Student
Equipment / Furniture	23,400	35,100	46,800	58,500	70,200	Assuming \$150 Per Student
Telephone	20,352	23,724	26,508	28,944	31,380	Assuming \$15 Per staff for Zoom License; Assuming \$14 Per staff for Zoom Phone License; Assuming \$1,000 for Internet Service with 2% Inflation
Technology	93,600	70,200	81,900	93,600	105,300	Assuming 600 Per new student and replacing 25% of the previous year's student body laptops annually
Student Testing & Assessment	7,800	11,700	15,600	19,500	23,400	Assuming \$50 per student
Field Trips	4,680	7,020	9,360	11,700	14,040	Assuming \$30 per student
Transportation (student)	14,400	14,688	14,982	15,281	15,587	Assuming \$600 per bus with 2 routes and 12 days (for when Buffalo is not in session) with a 2% inflation
Student Services - other	-	75,000	75,000	75,000	75,000	City Year Contract Paid in Year 0 and Years 2 through 5 \$75K
Office Expense	-	-	-	-	-	
Staff Development	10,000	12,000	16,500	20,500	24,000	Service Performed by Management Company; funds provided to support additional PD/certification assistance/money towards founding staff incentives at 10K in year one and then \$500 per staff member
Staff Recruitment	12,000	12,000	16,500	20,500	24,000	Assuming \$500 per staff member
Student Recruitment / Marketing	15,600	23,400	31,200	39,000	46,800	Assuming \$100 per staff member
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	12,000	12,240	12,485	12,734	12,989	Assuming initial year \$12,000 with 2% inflation
Fundraising	-	-	-	-	-	Service Performed by Management Company
Other	6,000	6,120	6,304	6,493	6,687	Flat \$1,000 for student uniforms with 2% Inflation
TOTAL SCHOOL OPERATIONS	295,812	414,762	500,300	584,509	667,736	
FACILITY OPERATION & MAINTENANCE						
Insurance	76,322	77,848	79,405	80,994	82,613	Assuming 2% Inflation
Janitorial	14,625	21,938	29,250	36,563	43,875	Assuming 75 square feet per student and \$1.25 per square foot
Building and Land Rent / Lease / Facility Finance Interest	150,000	200,000	250,000	355,000	360,100	Based on current lease terms from the King Urban Life Center
Repairs & Maintenance	79,250	93,875	68,500	83,125	97,750	Assuming 75 square feet per student and \$2.50 per square foot as well as costs for facilities renovations and contingencies of \$50K in years 1 and 2 and \$10K in years 3 through 5
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	17,550	26,325	35,100	43,875	52,650	Assuming 75 square feet per student and \$1.50 per square foot
TOTAL FACILITY OPERATION & MAINTENANCE	337,747	419,986	462,255	599,556	636,988	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	
TOTAL EXPENSES	2,868,714	3,983,164	4,898,233	5,846,576	6,718,657	
NET INCOME	59,143	80,765	52,984	18,624	382,557	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRICK BUFFALO ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,927,857	4,063,929	4,951,217	5,865,200	7,101,215	
Total Expenses	2,868,714	3,983,164	4,898,233	5,846,576	6,718,657	
Net Income (Before Cash Flow Adjustments)	59,143	80,765	52,984	18,624	382,557	
Budgeted Student Enrollment	156	234	312	390	468	
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: BUFFALO CITY SD	156	234	312	390	468	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	<u>156</u>	<u>234</u>	<u>312</u>	<u>390</u>	<u>468</u>	
REVENUE PER PUPIL	<u>18,768</u>	<u>17,367</u>	<u>15,869</u>	<u>15,039</u>	<u>15,174</u>	
EXPENSES PER PUPIL	<u>18,389</u>	<u>17,022</u>	<u>15,699</u>	<u>14,991</u>	<u>14,356</u>	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	<u>59,143</u>	<u>80,765</u>	<u>52,984</u>	<u>18,624</u>	<u>382,557</u>	
Beginning Cash Balance	-	59,143	139,908	192,892	211,516	
ENDING CASH BALANCE	<u>59,143</u>	<u>139,908</u>	<u>192,892</u>	<u>211,516</u>	<u>594,073</u>	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: BUFFALO CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for BUFFALO CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2023-24)	156	13,441	2,096,808	-	2,096,808	1,021,000,000	0.205%
Year 2 (2024-25)	234	13,575	3,176,665	-	3,176,665	1,021,000,000	0.311%
Year 3 (2025-26)	312	13,711	4,277,909	-	4,277,909	1,021,000,000	0.419%
Year 4 (2026-27)	390	13,848	5,400,860	-	5,400,860	1,021,000,000	0.529%
Year 5 (2027-28)	468	13,987	6,545,842	-	6,545,842	1,021,000,000	0.641%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://www.buffaloschools.org/site/handlers/filedownload.ashx?moduleinstanceid=97&dataid=226617&fileName=2021.05.05%202021-22%20Budget%20Update.pdf
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2023-24)	-	-	-	-	-	-	#DIV/0!
Year 2 (2024-25)	-	-	-	-	-	-	#DIV/0!
Year 3 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 4 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 5 (2027-28)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

ACHIEVE COMMUNITY CHARTER SCHOOL

**COMPREHENSIVE ANNUAL
FINANCIAL REPORT**

JUNE 30, 2021

DRAFT

**PREPARED BY
Achieve Community Charter School**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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534 Clinton Ave | Newark, NJ | 07108
Phone (973) 556-7070 | Fax (973) 556-7070
achieveccs.org
Christopher Perpich, *Principal*



_____, 2022

Honorable President and Members
of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

Dear Board Members:

We are pleased to present to you the Comprehensive Annual Financial Report (CAFR) of the Achieve Community Charter School (Charter School) for the fiscal year ended June 30, 2021. This CAFR includes the Charter School's Basic Financial Statements prepared in accordance with Governmental Accounting Standards Board Statement 34.

The Charter School has elected to adopt this new financial reporting model which we believe will provide all users of this document with much more useful financial and statistical information than ever before. Responsibility for both the accuracy of the data and completeness and fairness of the presentation, including all disclosures, rests with the management of the Board of Trustees (Board).

To the best of our knowledge and belief, the data presented in this report is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of operations of the Charter School. This report will provide the taxpayers of the Charter School with comprehensive financial data in a format enabling them to gain an understanding of the Charter School's financial affairs.

The Comprehensive Annual Financial Report is presented in four sections as follows:

- The Introductory Section contains a table of contents, Letter of Transmittal, List of Principal Officials, and an Organizational Chart of the Charter School;
- The Financial Section begins with the Independent Auditor's Report and includes the Management's Discussion and Analysis, the Basic Financial Statements and Notes providing an overview of the Charter School's financial position and operating results, and other schedules providing detailed budgetary information;
- The Statistical Section includes selected economic and demographic information, financial trends, and the fiscal capacity of the Charter School, generally presented on a multi-year basis;
- The Single Audit Section — The Charter School is required to undergo an annual single audit in conformity with the provisions of the New Jersey State Office of Management and Budget (OMB) Circular Letter 15-08-OMB, "Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid".

Information related to this single audit, including the independent auditor's report on the internal control and compliance with applicable laws, regulations, contracts and grants, along with findings and questioned costs, are included in the single audit section of this report.

Charter School Organization

The Board of Trustees is comprised of five voting members and are elected to oversee that the Charter School operates in compliance with statute and administrative code. Voting members of the Board serve as the official governing body of the Charter School charged with policy making, fiscal oversight, and accountability for student academic achievement results of the Charter School. Voting members adopt the annual budget and directly approve all expenditures which serve as the basis for control for the authorization of all expenditures of Charter School tax money which in turn support the Charter School's business to promote academic achievement. Non-voting members include the Charter School's Principal and Vice-Principal, School Business Administrator/Board Secretary, and faculty representative.

The Principal of the Charter School is responsible to the board for the implementation and administration of all educational and support operations. The School Business Administrator/Board Secretary is the chief financial officer of the Charter School and is responsible to the Board for maintaining all financial records, issuing warrants in payment of liabilities incurred by the Charter School, acting as custodian of all Charter School funds, and investing idle funds as permitted by New Jersey Law.

1. **REPORTING ENTITY AND ITS SERVICES:** The Achieve Community Charter School is an independent reporting entity within the criteria adopted by the Government Auditing Standards Board (GASB) as established by A B Statement No. 14. All funds and account groups of the Charter School are included in this report. The Charter School's Board of Trustees, constitutes the Charter School's reporting entity.

The Charter School provides a full range of educational services appropriate to grade levels K through 4. These include both regular and special education programs. As of June 30, 2021, the Charter School's final head count was 447 students.

2. **MAJOR INITIATIVES:** The following are the major initiatives successfully implemented at the Charter School for 2020-2021 school year:

The major initiatives are building the curriculum for rigorous literacy and math instruction through the adoption of a new curriculum. Teachers and leaders will be trained in summer institute and on bi-weekly professional development.

The Charter School also adopted a new guided reading framework in kindergarten to second grade and close reading in third grade. Teachers and leaders were professionally developed to implement the curriculum.

Social emotional learning and support was developed through the addition of a vice principal of culture as well as an associate dean. These two positions provided direct support to teachers and administrators in meeting the needs of our most struggling students.

3. **INTERNAL ACCOUNTING CONTROLS:** Management of the Charter School is responsible for establishing and maintaining an internal control designed to ensure that the assets of the Charter School are protected from loss, theft or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of financial statements in conformity with generally accepted accounting principles (GAAP). Internal control is designed to provide reasonable, but not absolute, assurance that these objectives are met.

INTERNAL ACCOUNTING CONTROLS – CONTINUED

The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

As a recipient of federal and state financial assistance, the Charter School is responsible for ensuring that adequate internal controls are in place to ensure compliance with applicable laws and regulations related to those programs. Internal control is also subject to periodic evaluation by the Charter School's management.

As part of the Charter School's Single Audit described earlier, tests are made to determine the adequacy of internal controls, including that portion related to federal and state financial assistance programs, as well as to determine that the Charter School has complied with applicable laws and regulations.

- BUDGETARY CONTROLS:** In addition to internal accounting controls, the Charter School maintains budgetary controls. The objective of these budgetary controls is to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the voters of the municipality. Annual appropriated budgets are adopted for the general fund and the special revenue fund. The final budget amount, as amended for the fiscal year, is reflected in the financial section.

An encumbrance accounting system is used to record outstanding purchase commitments on a line item basis. Open encumbrances at year-end are either cancelled or are included as re-appropriations of fund balance in the subsequent year. Those amounts are to be re-appropriated at June 30, 2021.

- ACCOUNTING SYSTEM AND REPORTS:** The Charter School's accounting records reflect generally accepted accounting principles, as promulgated by Governmental Accounting Standards Board (GASB). The accounting system of the Charter School is organized on the basis of funds each of which maintains a self-balancing set of accounts. These funds are explained in the "Notes to the Basic Financial Statements."
- DEBT ADMINISTRATION:** At June 30, 2021, the Charter School has no outstanding debt.
- CASH MANAGEMENT:** The investment policy of the Charter School is guided in large part by state statute as detailed in "Notes to the Basic Financial Statement" Notes 1 and 3. The Charter School had adopted a cash management plan which requires it to deposit funds in public depositories protected from loss under the provisions of the Governmental Unit Deposit Protection Act ("GUDPA"). GUDPA was enacted in 1970 to protect Government Units from a loss of funds on deposit with a failed banking institution in New Jersey. The law requires governmental units to deposit public funds only in public depositories located in New Jersey, where the funds are secured in accordance with the Act.

8. **RISK MANAGEMENT:** The Board carries various forms of insurance, including but not limited to general liability, automobile liability and comprehensive/collision, hazard and theft insurance and fidelity bonds.

9. **OTHER INFORMATION:**

Independent Audit

State statute requires an annual audit by independent certified public accountants or registered municipal accountants. The Charter School appointed the accounting firm of Galleros Robinson CPAs, LLP. In addition to meeting the requirements set forth in state statutes, the audit also was designed to meet the requirements of the New Jersey Letter Circular Letter 15-08-OMB.

The auditor's report on the basic financial statements, combining and individual fund statements, and schedules are included in the financial section of this report. The auditor's reports related specifically to the single audit are included in the single audit section of this report.

10. **ACKNOWLEDGMENTS:** I would like to express my appreciation to the Board of Trustees of Achieve Community Charter School for their concern in providing fiscal accountability to the Charter School and thereby contributing their full support to the development and maintenance of our financial operation.

Respectfully submitted,

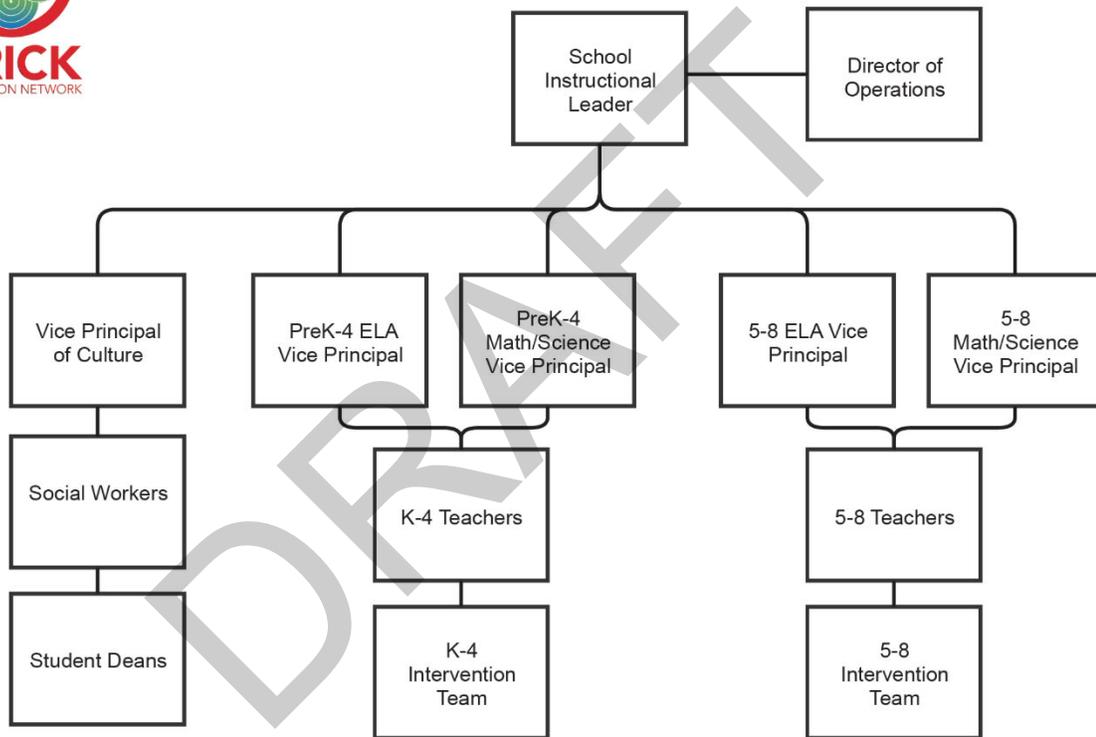
Christopher Lessard
School Business Administrator

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ORGANIZATIONAL CHART



BRICK Education Network PreK-8 School Leadership Structure



**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ROSTER OF OFFICIALS

JUNE 30, 2021

Board of Trustees

MEMBERS OF THE BOARD OF TRUSTEES

TERM

Sally Booth, Board Chair	June 30, 2022
Ronald Augustin, Vice Chair	June 30, 2023
Sonia Rodrigues-Martó, Trustee	June 30, 2023
Charisse Carrion, Trustee	June 30, 2022
Claudia Vazquez, Trustee	August 25, 2021

OTHER OFFICIALS

Dominique Lee, Founder and Chief Executive Officer

Christopher Perpich, Chief School Administrator

Carriean Zielinski, Board Secretary/Business Administrator until June 30, 2021

Christopher Lessard, Board Secretary/Business Administrator beginning July 1, 2021

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CONSULTANTS AND ADVISORS

Independent Auditors

Galleros Robinson CPAs, LLP
115 Davis Station Road
Cream Ridge, NJ 08514

Attorneys

Johnston Law Firm LLC
75 Midland Avenue, Suite 1
Montclair, NJ 07042

Official Depositories

Provident Bank

M&T Bank

City National Bank
900 Broad Street
Newark, NJ 07102

FINANCIAL SECTION

DRAFT



INDEPENDENT AUDITOR'S REPORT

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2021 and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

INDEPENDENT AUDITOR'S REPORT - CONTINUED

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School, in the County of Essex, State of New Jersey as of June 30, 2021, and the respective changes in financial position and, where applicable, cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

We draw attention to Note 2 in the notes to the financial statements which disclose the effects of the Charter School's adoption of the provisions of Government Accounting Standards Board (GASB) Statement No. 84, *Fiduciary Activities*. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 11 through 16, Budgetary Comparison Information on pages 51 through 54, and information related to Accounting and Reporting for Pensions (GASB 68) and OPEB (GASB 75) on pages 55 through 60 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the Charter School's basic financial statements. The accompanying introductory section and statistical information are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such other information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

The accompanying combining and individual fund financial statements are also presented for purposes of additional analysis and are not a required part of the basic financial statements.

INDEPENDENT AUDITOR'S REPORT - CONTINUED

The accompanying schedules of expenditures of federal awards and state financial assistance (Schedules) are also presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and New Jersey OMB's Letter Circular 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid* respectively, and are not also a required part of the basic financial statements.

The combining and individual fund financial statements and Schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund financial statements, and the Schedules are fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 26, 2022 on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Charter School's internal control over financial reporting and compliance.

Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400

Galleros Robinson CPAs, LLP
Certified Public Accountants

January 26, 2022
Cream Ridge, New Jersey

REQUIRED SUPPLEMENTARY INFORMATION

PART I

MANAGEMENT'S DISCUSSION AND ANALYSIS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS

The discussion and analysis of Achieve Community Charter School's (the Charter School) financial performance provides an overall review of the Charter School's financial activities for the fiscal period ended June 30, 2021. The intent of this discussion and analysis is to look at the Charter School's financial performance as a whole; readers should also review the basic financial statements and notes to enhance their understanding of the Charter School's financial performance.

The Management's Discussion and Analysis (MD&A) provides an analysis of the Charter School's overall financial position and results of operations.

Introduction

This section of the Charter School's annual financial report presents our discussion and analysis of the Charter School's financial performance and provides an overview of the Charter School's financial activities for the fiscal year ended June 30, 2021. It should be read in conjunction with the transmittal letter at the front of this report and the Charter School's financial statements, which follow this section.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB).

Financial Highlights

Key Financial highlights for the fiscal year 2021 are as follows:

- In total, net position increased \$768,770 in 2021. The increase was mainly due to the recognition of PPP loan forgiveness amounting to \$340,090.
- General revenues accounted for \$4.72 million or 81% of all revenues. Program specific revenues in the form of charges for services, operating grants and contributions accounted for \$1.07 million or 18% of total revenues of \$5.85 million.
- The Charter School had \$5.08 million in expenses; only \$1.07 million of these expenses were offset by program specific charges for services, grants or contributions. General revenues of \$4.72 million was adequate to provide for these programs.
- Among governmental funds, the General Fund had \$5.78 million in revenues and other financing sources and \$5.04 million in expenditures. The General Fund's fund balance increased by \$0.74 million in 2021.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

Basic Financial Statements

This annual report consists of a series of basic financial statements, required supplementary information, other supplementary information and notes to those statements and information.

The report is organized so the reader can understand the Achieve Community Charter School as a financial whole, or as an entire operating entity. The first two basic financial statements, the Statement of Net Position and the Statement of Activities, are governmental-wide financial statements and provide overall information about the activities of the entire Charter School, presenting both an aggregate view of the Charter School's finances and a long-term view of those finances.

Fund Financial Statements

The remaining basic financial statements are fund financial statements that focus on the individual parts of the government, reporting the Charter School's operation in more detail than the government-wide statements. The fund financial statements also look at the Charter School's most significant funds with all other non-major funds presented in total in a single column. For the Achieve Community Charter School, the General Fund is the most significant fund.

The governmental funds statements tell how general government services were financed in the short-term as well as what remains for future spending.

Proprietary fund statements offer short and long term financial information about the activities; the government operates like a business, such as food service.

Fiduciary fund statements provide information about financial relationship in which the Charter School acts solely as a trustee or agent for the benefits of other, to whom the resources in question belong.

The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data. The statements are followed by a section of Required Supplementary Information that further explains and supports the information in the financial statements.

Statement of Net Position and Statements of Activities

While this report contains the funds used by the Charter School to provide programs and activities, the view of the Charter School as a whole looks at all financial transactions and asks the question, "how did we do financially during fiscal year 2021?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all the Charter School's assets and liabilities using the accrual basis of accounting similar to the accounting system used by most private sector companies. These bases of accounting take into account all of the current year's revenues and expenses regardless of when cash was received or paid.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

These two statements report the Charter School's net position and changes in the net position. This change in net position is important because it identifies whether the financial position of the Charter School has improved or diminished for the Charter School as a whole. This change is the result of many factors some financial, some not. Financial factors represent increases in federal and state funding that resulted from the increase in enrollment noted for the fiscal year ended June 30, 2021. These factors are presented in our discussions on the Charter School as a whole. Non-financial factors include the property tax base of the School District where the Charter School is located, current educational funding laws in New Jersey, facilities conditions, required educational programs, and other factors. In the Statements of Net Position and the Statements of Activities, the Charter School is divided into two distinct kinds of activities:

Governmental Activities – Most of the Charter School's programs and services are reported here including instructional, extracurricular activities, curriculum, staff development, special education and other support services, operation and maintenance of plant, pupil transportation, health services and general administration.

Business-Type Activity – Services are provided on a charge for goods or services or reimbursement basis to recover the expenses of the goods or services provided. The Food Service enterprise fund is reported as a business activity.

Reporting the School Charter School's Most Significant Funds

Fund Financial Statements

Fund financial reports provide detailed information about the Charter School's major funds, not the Charter School as a whole. Funds are accounting devices that the Charter School uses to keep track of a multitude of financial transactions. The Charter School's only major governmental fund is the General Fund.

Governmental Funds

Most of the Charter School's activities are reported in governmental funds, which focus on how monies flow into and out of those funds and the balances left at fiscal year-end for spending in future periods. These funds are reported using an accounting method called modified accrual accounting which measures cash and all other financial assets that can readily be converted to cash.

The governmental fund statement provides a detailed short-term view of the Charter School's general government operations and the basic services it provides.

Governmental fund information helps determine whether there are sufficient financial resources that can be spent in the near future to finance educational programs. The relationship, or differences, between governmental activities reported in the Statement of Net Position and the Statement of Activities and the governmental funds are reconciled in the financial statements.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT’S DISCUSSION AND ANALYSIS - CONTINUED

Enterprise Fund

The enterprise fund uses the same basis of accounting as business-type activities; therefore, these statements are essentially the same.

The Charter School as a Whole

The perspective of the Statement of Net Position is of the Charter School as a whole. The table below provides a summary of the Charter School’s net position at June 30, 2021.

The total net position of the Charter School has increased by \$0.77 million during the current fiscal year.

The table that follows reflects the change in net position for fiscal year 2021.

	<u>Governmental Activities</u>	<u>Business-yp Activities</u>	<u>Total</u>
Assets			
Current Assets	\$ 1,391,958	\$	\$ 1,391,958
Liabilities			
Current Liabilities	573,576	-	573,576
Net Position			
Restricted for:			
Student activities	2,643	-	2,643
Unrestricted	815,739	-	815,739
Total Net Position	<u>\$ 818,382</u>	<u>\$ -</u>	<u>\$ 818,382</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

In 2021, total revenues amounted to \$5.85 million and total expenses amounted to \$5.08 million.

	Governmental Activities		Business Type Activities		Total	
	2021	2020	2021	2020	2021	2020
Revenues						
Program Revenues:						
Charge for Services	\$ -	\$ -	\$ -	\$ 45	\$ -	\$ 45
Grants and Contributions	1,067,413	962,610	-	125,147	1,067,413	1,087,757
Total Program Revenues	1,067,413	962,610	-	125,192	1,067,413	1,087,802
General Revenues:						
Local sources	566,328	925,620	-	-	566,328	925,620
Federal and State Aid	3,762,984	3,081,793	-	-	3,762,984	3,081,793
Contributions	12,813	335,996	-	-	12,813	335,996
Other financing sources	335,866	-	6,086	-	397,952	-
Other	39,368	83,744	-	-	39,368	83,744
Total General Revenues	4,717,359	4,427,153	62,0	-	4,779,445	4,427,153
Total Revenues	5,784,772	5,389,763	62,086	125,192	5,846,858	5,514,955
Expenses:						
Instruction	2,877,453	3,348,485	-	-	2,877,453	3,333,485
Support Services:						
Administrative expenses	1,127,12	3	-	-	1,127,612	906,773
Other support expenses	1,036,90	1,114,357	-	-	1,036,908	1,114,357
Capital Outlay	-	-	-	-	-	-
Food service	-	-	36,115	116,770	36,115	116,770
Total Expenses	5,041,97	5,354,615	36,115	116,770	5,078,088	5,471,385
Changes in Net Position	\$ 742,79	\$ 35,148	\$ 25,971	\$ 8,422	\$ 768,770	\$ 43,570

Governmental Activities

The Statement of Activities reflects the cost of program services and the charges for services and operating grants and contributions offsetting those services. The table below, for government activities, indicates the total cost of services and the net cost of services. It identifies the cost of these services supported by unrestricted state entitlements for the fiscal year ended June 30, 2021.

	Total Cost of Services	Grants/ Contributions	Net Cost of Services
Instruction	\$ 2,877,453	\$ 818,135	\$ (2,059,318)
Adminstrative	1,127,612	24,303	(1,103,309)
Support services	1,036,908	224,975	(811,933)
Unallocated:			
Capital outlay	-	-	-
Total Expenses	\$ 5,041,973	\$ 1,067,413	\$ (3,974,560)

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

Business-Type Activity

The business-type activities of the Charter School are related to the food service operation that has zero revenue and operating expenses of \$0.03 million for fiscal year 2021.

The Charter School's Funds

The Charter School's governmental funds are accounted for using the modified accrual basis of accounting. All governmental funds had revenues and other financing sources of \$5.78 million and expenditures of \$5.04 million.

General Fund Budgeting Highlights

The Charter School's budget is prepared according to New Jersey law and is based on accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The most significant budgeted fund is the general fund.

During the course of fiscal year 2021, the Charter School amended its General Fund budget as needed. The Charter School uses state-aid and other revenue-based budget. The budgeting systems are designed to tightly control total budget but provide flexibility for Charter School management teams.

For the General Fund, final budgeted revenues were \$4.72 million. Expenditures were budgeted at \$3.97 million. The Charter School anticipated an excess of revenues over expenditures of \$0.76 million in fiscal year 2021. During the fiscal year ended June 30, 2021, actual revenues were \$4.89 million and expenditures were \$4.09 million.

Reimbursement from the State of New Jersey during the year ended June 30, 2021 for the employer's share of social security contributions amounted to \$0.11 million and there was no TPAF on-behalf TPAF payments for post-retirement medical benefits from the State.

Capital Assets

At the end of fiscal year 2021, the Charter School had no investment in capital assets.

Economic Factors and Next Year's Budget

The State of New Jersey continues to face serious budgetary constraints. These impacts the amount of state aid allocated to charter schools. This reality was taken into account when adopting the general fund budget for 2020-2021. Nothing was done to compromise the quality of the programs in place in our Charter School during the regular instructional day. The budget was prepared to ensure that all students have the textbooks, materials supplies, equipment and programs they need to meet New Jersey's Core Curriculum Content Standards.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

Contacting the Charter School's Financial Management

This financial report is designed to provide our citizens, taxpayers, investors, and creditors with a general overview of the Charter School's finances and to reflect the Charter School's accountability for the monies it receives. Questions about this report or additional financial information needs should be directed to: Achieve Community Charter School, Business Office, 534 Clinton Ave, Newark, NJ 07108.

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BASIC FINANCIAL STATEMENTS

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CHARTER SCHOOL-WIDE FINANCIAL STATEMENTS

This Statement of Net Position and the Statement of Activities display information about the Charter School as a whole. The Statement of Net Position presents the financial condition of the government and business-type activities of the Charter School at fiscal year-end. The Statement of Activities presents a comparison between direct expense and program revenues for each program function of the Charter School's governmental and business-type activities.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STATEMENT OF NET POSITION

JUNE 30, 2021

	<u>Governmental Activities</u>	<u>Business-type Activities</u>	<u>Total</u>
Assets			
Cash and cash equivalents	\$ 470,300	\$ -	\$ 470,300
Interfund receivables (internal)	11,260	(11,260)	-
Accounts receivable	847,898	11,260	859,158
Other receivables	<u>62,500</u>	<u>-</u>	<u>62,500</u>
Total current assets	<u>1,391,958</u>	<u>-</u>	<u>1,391,958</u>
Total assets	<u>1,391,958</u>	<u>-</u>	<u>1,391,958</u>
Liabilities			
Current Liabilities:			
Accounts payable	536,903		536,903
Payroll deductions and withholdings	<u>6 3</u>	<u>-</u>	<u>36,673</u>
Total current liabilities	<u>573, 6</u>	<u>-</u>	<u>573,576</u>
Total liabilities	<u>3 576</u>	<u>-</u>	<u>573,576</u>
Net position			
Restricted for:			
Food service	-	-	-
Student activities	2,643	-	2,643
Unrestricted	<u>815,739</u>	<u>-</u>	<u>815,739</u>
Total net position	<u>\$ 818,382</u>	<u>\$ -</u>	<u>\$ 818,382</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2021

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Assets		Totals
		Charges for Services	Operating Grants and Contributions	Governmental Activities	Business-type Activities	
Governmental activities:						
Instruction	\$ 2,877,453	\$ -	\$ 818,135	\$ (2,059,318)	\$ -	\$ (2,059,318)
Administrative cost	1,127,612	-	24,303	(1,103,309)	-	(1,103,309)
Support services	1,036,908	-	224,975	(811,933)	-	(811,933)
Total governmental activities	5,041,973	-	1,067,413	(3,974,560)	-	(3,974,560)
Business-type activities:						
Food Service	36,115	-	-	-	(36,115)	(36,115)
Total primary government	\$ 5,078,088	\$ -	\$ 1,067,413	(3,974,560)	\$ (36,115)	\$ (4,010,675)
General revenues, transfers and special items:						
Local sources				\$ 566,328	\$ -	\$ 566,328
State sources				3,762,984	-	3,762,984
Contributions				12,813	-	12,813
Other financing sources				335,866	62,086	397,952
Miscellaneous				39,368	-	39,368
Total general revenue, transfers and special items				4,717,359	62,086	4,779,445
Changes in net position				742,799	25,971	768,770
Net position at beginning of year as reported				72,940	(25,971)	46,969
Prior period adjustment				2,643	-	2,643
Net position at beginning of year, as restated				75,583	(25,971)	49,612
Net position at end of year (A-1)				\$ 818,382	\$ -	\$ 818,382

FUND FINANCIAL STATEMENTS

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GOVERNMENTAL FUNDS

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**GOVERNMENTAL FUNDS
BALANCE SHEET**

JUNE 30, 2021

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Total Governmental Funds</u>
Assets			
Cash and cash equivalents	\$ 467,657	\$ 2,643	\$ 470,300
Interfunds accounts receivable	409,712	-	409,712
Accounts receivables:			
Federal	-	456,391	456,391
State	391,507	-	391,507
Other receivables	<u>62,500</u>	<u>-</u>	<u>62,500</u>
Total assets	<u>\$ 1,331,376</u>	<u>459,034</u>	<u>\$ 1,790,410</u>
Liabilities and Fund Balances			
Liabilities:			
Accounts payable	\$ 3,185	\$ 1,053	\$ 536,903
Payroll deductions and withholdings payable	36,673	-	36,673
Interfund accounts payable	107,11	291,338	398,452
Intergovernmental payables:			
State	-	-	-
Loans payable	<u>-</u>	<u>-</u>	<u>-</u>
Total liabilities	<u>5,37</u>	<u>456,391</u>	<u>972,028</u>
Fund balances:			
Restricted:			
Student activities	-	2,643	2,643
Assigned	-	-	-
Unassigned	<u>815,739</u>	<u>-</u>	<u>815,739</u>
Total fund balances	<u>815,739</u>	<u>2,643</u>	<u>818,382</u>
Total liabilities and fund balance	<u>\$ 1,331,376</u>	<u>\$ 459,034</u>	<u>-</u>
Amounts reported for governmental activities in the statement of net position (A-1) are different because:			
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.			
		Cost of capital assets	\$ -
		Accumulated depreciation	<u>-</u>
Governmental funds do not report the effect of assets or liabilities related to net pension assets (liabilities) whereas these amounts are deferred and amortized in the statement of activities.			
		Deferred amounts on net pension liability	<u>-</u>
Long-term liabilities, including capital leases and compensated absences are not due and payable in the current period and therefore are not reported as liabilities in the funds.			
		Net pension liability	-
		Compensated absences payable	-
		Capital lease obligation payable	<u>-</u>
			<u>-</u>
Net position of governmental activities - A-1			<u>\$ 818,382</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

GOVERNMENTAL FUNDS

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

YEAR ENDED JUNE 30, 2021

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Total</u>
Revenues			
Local sources:			
Local tax levy	\$ 566,328	\$ -	\$ 566,328
Grant and contributions	12,813	-	12,813
Miscellaneous	39,368	-	39,368
Total revenues - local sources	<u>618,509</u>	-	<u>618,509</u>
Federal sources	-	955,218	955,218
State sources	3,762,984	-	3,762,984
Reimbursed TPAF - Social Security (non-budgeted)	12,195	-	112,195
On-Behalf Teachers' Pension and Annuity Fund	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance	-	-	-
Total revenues	<u>4,493,608</u>	<u>955,218</u>	<u>5,448,906</u>
Expenditures			
Current expense:			
Regular instruction	1,717,528	742,323	2,459,851
Support services and undistributed costs:			
Student and instruction-related services	228,123	212,895	441,018
Other administrative services	116,517	-	116,517
School administrative services	877,223	-	877,223
Plant operations and maintenance	690,760	-	690,760
Pupil transportation	5,100	-	5,100
Personal services - employee benefits	451,504	-	451,504
Total expenditures	<u>4,086,755</u>	<u>955,218</u>	<u>5,041,973</u>
Excess of revenues over expenditures	406,933	-	406,933
Other financing sources/(uses):			
Paycheck Protection Program loan forgiven	401,740	-	401,740
Operating transfers out - Food Program	(62,086)	-	-
Interest expense forgiven (non-budgeted)	(3,788)	-	(3,788)
Total other financing sources/(uses)	<u>335,866</u>	-	<u>335,866</u>
Excess revenues over expenditures and other financing uses	742,799	-	742,799
Net change in fund balances	742,799	-	742,799
Fund balances at beginning of the year	72,940		72,940
Prior period adjustment	-	2,643	-
Fund balances at beginning of the year, as restated	<u>72,940</u>	<u>2,643</u>	<u>72,940</u>
Fund balance at end of year	<u>\$ 815,739</u>	<u>\$ 2,643</u>	<u>\$ 815,739</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES**

YEAR ENDED JUNE 30, 2021

Total net change in fund balances - governmental funds (B-2) \$ 742,799

**Amounts reported for governmental activities in the Statement
of Activities (A-2) are different because:**

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense exceeded capital outlays in the period. Additionally, in the Statement of Activities gains or (losses) are recognized upon disposition.

-

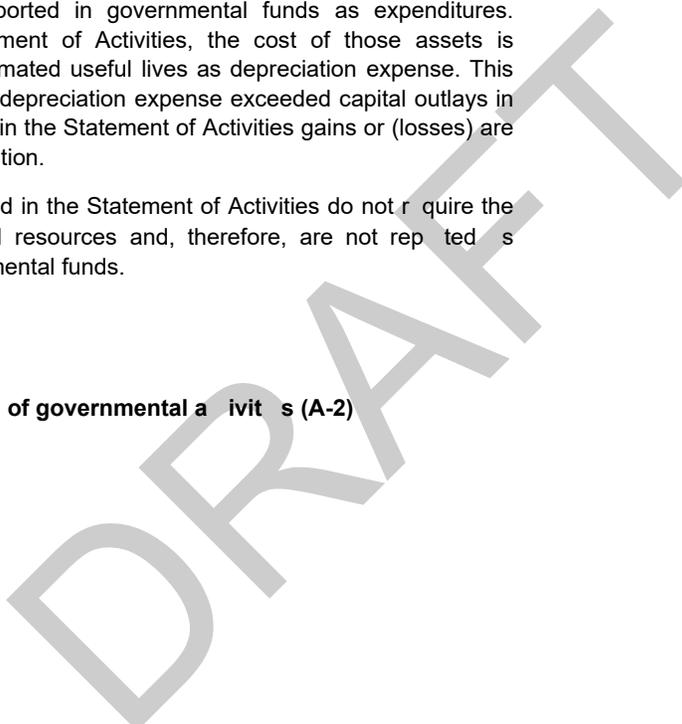
Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.

-

Pension costs

-

Change in net position of governmental activities (A-2) \$ 742,799



PROPRIETARY FUNDS

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF NET POSITION

JUNE 30, 2021

Assets

Current assets:

Accounts receivable:

Federal

\$ 11,047

State

213

11,260

Total Assets

\$ 11,260

Liabilities

Current liabilities

Interfund payable

\$ 11,260

Total current liabilities

11,260

Net position

Unrestricted

-

Total Liabilities and Net Pos io

\$ 11,260

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION

YEAR ENDED JUNE 30, 2021

Operating revenues:		
Charges for services:		
Daily sales - reimbursable programs	\$	-
Miscellaneous revenue		-
Total operating revenues		<u>-</u>
Operating expenses:		
Employee benefits		1,200
Supplies and materials - reimbursable programs		<u>34,915</u>
Total operating expenses		<u>36,115</u>
Operating loss		<u>(36,115)</u>
Nonoperating revenues:		
State sources:		
State School Lunch Program		-
Federal sources:		
National School Lunch		-
National School Breakfast		-
Total nonoperating revenue		<u>-</u>
Other financing sources:		
Transfers in - General Fund		<u>62,086</u>
Total other financing sources:		<u>62,086</u>
Change in net position		25,971
Total net position at beginning of year		<u>(25,971)</u>
Total net position at end of year	\$	<u><u>-</u></u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021

Cash flows from operating activities

Operating income	\$ (36,115)
Adjustment to reconcile operating loss to net cash from operating activities:	
Depreciation	-
Changes in assets and liabilities:	
Accounts receivable	12,576
Interfund receivable	5,215
Accounts payable	<u>(55,042)</u>
Interfund payable	<u>11,260</u>
Net cash from operating activities	(62,106)

Cash flows from noncapital financing activities

Transfer-in from General Fund	62,086
Cash received from state and federal reimbursements	<u>-</u>
Net cash from noncapital financing activities	<u>62,086</u>
Net increase in cash and cash equivalents	(20)
Cash and cash equivalents at beginning of the year	<u>20</u>
Cash and cash equivalents at end of year	<u><u>\$ -</u></u>

FIDUCIARY FUNDS

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**NOTES TO THE BASIC
FINANCIAL STATEMENTS**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2021

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

This summary of significant accounting policies of Achieve Community Charter School (the "Charter School") is presented to assist in understanding the Charter School's financial statements and notes are representation of the Charter School's management, who is responsible for their integrity and objectivity. These accounting policies conform to accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units and have been consistently applied in the preparation of these financial statements.

A. Reporting Entity

The Charter School is an instrumentality of the State of New Jersey, established to function as an educational institution. The school is governed by an independent Board of Trustees, which consists of parents, founders and other community representatives in accordance with its charter, which was appointed by the State Department of Education. An administrator is appointed by the board and is responsible for the administrative control of the Charter School.

B. Component Units

The primary criterion for including activities within the Charter School's reporting entity, as set forth in Section 2100 of the GASB's Codification of Governmental Accounting and Financial Reporting Standards, is the degree of oversight responsibility maintained by the Charter School management. Oversight responsibility includes financial interdependency, selection of governing authority, designation of management, and ability to significantly influence operations and accountability for fiscal matters. The combined financial statements include all funds and account groups of the Charter School. Based on the aforementioned criteria, the Charter School has no component units.

C. Basis of Presentation

The financial statements of the Charter School have been prepared in conformity with GAAP as applied to governmental units. GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

The Charter School also applies Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, to its governmental and business-type activities and to its enterprise fund unless they conflict with or contradict GASB pronouncements. The most significant of the Charter School's accounting policies are described below:

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

C. Basis of Presentation - Continued

In June 1999, the Governmental Accounting Standards Boards unanimously approved Statement No. 34, *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. Certain of the significant changes in the financial statements include the following:

The financial statements include:

- i) A Management’s Discussion and Analysis (MD&A) section providing an analysis of the Charter School’s overall financial position and results of operations.
- ii) Financial statements prepared using full accrual accounting for all of the Charter School’s activities.
- iii) A change in the fund financial statements to focus on the major funds.

These and other changes are reflected in the accompanying financial statements (including notes to financial statements).

D. Basic Financial Statements

The Charter School’s basic financial statements consist of Charter School or government-wide statements, including a statement of net position and a statement of activities, and fund financial statements that provide a more detailed level of financial information.

Government-wide Financial Statements

The statement of net position and the statement of activities display information about the Charter School as a whole. These statements include the financial activities of the Charter School, except for fiduciary funds.

The statement of net position presents the financial condition of the governmental and business-type activities of the Charter School at fiscal year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the Charter School’s governmental and business-type activities. The governmental activities generally are financed through federal and state awards, taxes and other non-exchange revenues. Business-type activities are financed in whole or in part by fees charged to external parties for goods or services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

D. Basic Financial Statements - Continued

Fund Financial Statements

Fund financial statements of the Charter School are organized into funds, each of which is considered to be separate accounting entities. Each fund is accounted for by providing a separate set of self-balancing accounts that constitute its assets, liabilities, fund equity, revenues, and expenditure/expenses. Funds are organized into three major categories: governmental, proprietary, and fiduciary. An emphasis is placed on major funds within the governmental and proprietary categories. A fund is considered major if it is the primary operating fund of the Charter School.

The Charter School segregates transactions related to certain Charter School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the Charter School at a more detailed level.

E. Governmental Funds

General Fund - The General Fund is the primary operating fund of the Charter School and is always classified as a major fund. It is used to account for all financial resources except those that are legally or administratively required to be accounted for in another fund. Included are certain expenditures for vehicles and movable instructional or non-instructional equipment which are classified in the Capital Outlay sub-fund.

- 1) As required by the New Jersey Department of Education, the Charter School included budgeted capital outlay in this fund. Generally accepted accounting principles as they pertain to governmental entities state that General Fund resources may be used to directly finance capital outlays for long-lived improvements as long as the resources in such cases are derived exclusively from unrestricted revenues.
- 2) Resources for budgeted capital outlay purposes are normally derived from State of New Jersey aid and appropriated fund balance. Expenditures are those that result in the acquisition of or additions to fixed assets for land, existing buildings, improvements of ground, construction of buildings, additions to or remodeling of buildings and the purchase of built-in equipment. These resources can be transferred from and to current expense by board resolution.

Special Revenue Fund - The Special Revenue Fund is used to account for the proceeds of specific revenue from State and Federal Government, (other than major Capital Projects, Debt Service or the Enterprise Funds) and local appropriations that are legally restricted to expenditures for specified purposes.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

E. Governmental Funds - Continued

Capital Projects Fund - The Capital Projects Fund is used to account for all financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds). The financial resources are derived from temporary notes or serial bonds that are specifically authorized by the voters as a separate question on the ballot either during the annual election or at a special election. As of June 30, 2021, there was no Capital Projects Fund.

Debt Service Fund - The Debt Service Fund is used to account for the accumulation of resources for, and the payment of principal and interest on, bonds issued to finance major property acquisitions, construction, and improvement programs. As of June 30, 2021, there was no debt service fund.

F. Proprietary Funds

The focus of Proprietary Fund measurement is upon determination of net income, changes in net position, financial position and cash flows. The generally accepted accounting principles applicable are those similar to business in the private sector. The following is a description of the Proprietary Funds of the Charter School:

Enterprise Funds:

The Enterprise Fund is utilized to account for operations that are financed and operated in a manner similar to private business enterprises where the intent of the Charter School is that the cost (i.e. expenses including depreciation and indirect costs) of providing goods and services to the students on a continuing basis be financed or recovered primarily through user charges; or where the Charter School has decided that periodic determination of revenues earned, expenses incurred, and/or net income is appropriated for capital maintenance, public policy, management control, accountability or other purposes.

All proprietary funds are accounted for on a cost of services or "capital maintenance" measurement focus. This means that all assets and all liabilities, whether current or noncurrent, associated with their activity are included on their balance sheets. Their reported fund equity (net total assets) is segregated into contributed capital and unreserved retained earnings, if applicable. Proprietary fund type operating statements present increases (revenue) and decreases (expenses) in net total assets.

Internal Service (Self-Insurance) Fund:

The Self-Insurance Fund is used to cover the self-insured limits of the various insurance policies for all funds. Charter School does not use self-insurance fund.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

F. Fiduciary Funds

Fiduciary funds are classified as follows:

Trust Fund. Accounts for assets held in a trustee capacity for others and therefore cannot be used to support the Charter School's own programs. Three trust fund types discussed below are used to account for resources held and administered by the Charter School when it is acting in a fiduciary capacity for individuals, private organizations or other governmental units. These funds are distinguished from custodial funds generally by the existence of a trust agreement that affects the degree of management involvement and the length of time that the resources are held.

- a. Pension and Other Employee Benefit Trust. Accounts for resources held in trust for the members and beneficiaries of various employee benefit plans.
- b. Investment Trust Fund. Account for the portion of investment pools reported by the sponsoring district.
- c. Private Purpose Trust Fund. Accounts for all other trust arrangements, such as a scholarship fund to benefit individual students.

Custodial Fund. Accounts for resources held by the Charter School in a purely custodial capacity that involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments. Charter School must maintain the financial integrity of the individual agencies through separate accounting of each activity for which the Charter School is acting as an agent. Custodial funds would include parent-teacher organizations.

G. Measurement Focus and Basis of Accounting

Measurement Focus - Measurement focus is a term used to describe "which" transactions are recorded within the various financial statements. Basis of accounting refers to "when" transactions are recorded regardless of the measurement focus applied. On the government-wide statements of net position and the statement of activities, both governmental and business-like activities are presented using the economic resources measurement focus. The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. All governmental funds and expendable trust funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statement of these funds present increases (i.e., revenues and other financing sources), and decreases (i.e. Expenditures and other finances

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

G. Measurement Focus and Basis of Accounting - Continued

uses) during a given period. These funds use fund balance as their measure of available spendable financial resources at the end of the period.

All proprietary funds are accounted for on a flow economic resources measurement focus. With this measurement focus, the accounting objectives are the determination of operating income, changes in net position (or cost recovery), financial position, and cash flow. All assets and all liabilities, whether current or noncurrent, associated with their activities are included on the balance sheet. Fund equity (i.e., net total assets) is classified as net position.

Basis of Accounting - In the government-wide statement of net position and statements of activities, both governmental and business-like activities are presented using the accrual basis of accounting. Under the accrual basis of accounting revenues are recognized when earned and expenses are recognized when the liability, resulting from exchange and exchange like transactions, is incurred (i.e. the exchange takes place).

In the fund financial statement governmental fund and agency funds are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting revenue is recognized when they become both measurable and available.

“Measurable” means the amount of the transaction can be determined and “available” means collectible with the current period or soon enough thereafter to be used to pay liabilities of the current period. State equalization monies are recognized as revenue during the period in which they are appropriated. A one-year availability period is used for revenue recognition for all other governmental fund revenues.

H. Budgets/Budgetary Control

Annual appropriated budgets are prepared prior to July 1, for the General Fund. The budget is prepared using the modified accrual basis of accounting. The legal level of budgetary control is established at line item accounts within each fund. Line item accounts are defined as the lowest (most specific) level of detail as established pursuant to the minimum chart of accounts referenced in N.J.A.C. 6:20-2A. 2(m)1. All budget amendments must be approved by the State Department of Education. Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds, there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles, with the exception of the Special Revenue Fund as noted below.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

H. Budgets/Budgetary Control - Continued

Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles with the exception of the special revenue fund as noted below. Encumbrance accounting is also employed as an extension of formal budgetary integration in the governmental fund types. Unencumbered appropriations lapse at fiscal year-end.

The accounting records of special revenue funds are maintained on the grant accounting budgetary basis. The grant accounting budgetary basis differs from GAAP in that the grant accounting budgetary basis recognized encumbrances as expenditures and also recognized the related revenue, whereas the GAAP basis does not. Sufficient supplemental records are maintained to allow of the presentation of GAAP basis financial reports. As presented in the Statement of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General, Special Revenue Fund and Debt Service Funds to the GAAP basis of accounting as presented in the Statements of Revenue, Expenditures and Changes in Fund Balance – Governmental Funds.

I. Deposits, Investment and Risk Disclosure

Cash and cash equivalents includes amounts in deposits, money market accounts and short-term investments with original maturities of three months or less.

Investments are stated at cost, or amortized cost, which approximates market. The amortized cost method involves valuing a security at its cost on the date of purchase and thereafter assuming a constant amortization to maturity of any discount or premium. The Board classifies certificates of deposit which have original maturity dates of more than three months but less than twelve months from the date of purchase, as investments.

GASB Statement No. 40 replaces in part, and otherwise modifies the prior GASB Statement No. 3, in addressing the requirements for disclosure of the level of custodial credit risk assumed by the Board in its cash, cash equivalents and investments. Custodial credit risk disclosures are limited to deposits that are not covered by depository insurance and are (a) uncollateralized; (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor-government's name. Investment securities that are uninsured, are not registered in the name of the government, and are held by either (a) the counterparty or (b) the counterparty's trust department or agent but not in the government's name.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

I. Deposits, Investments and Risk Disclosure - Continued

Deposits

New Jersey statutes require that Charter Schools deposit public funds in public depositories located in New Jersey which are insured by the Federal Deposit Insurance Corporation, the Federal Savings and Loan Insurance Corporation, or by any other agency of the United States that insures deposits made in public depositories. Charter Schools are also permitted to deposit public funds in the State of New Jersey Cash Management Fund. New Jersey statutes require public depositories to maintain collateral for deposits of public funds that exceed depository insurance limits as follows: The market value of the collateral must equal at least five percent of the average daily balance of collected public funds on deposit.

In addition to the above collateral requirement, if the public funds deposited exceed 75% of the capital funds of the depository, the depository must provide collateral having a market value at least equal to 100% of the amount exceeding 75%. All collateral must be deposited with the Federal Reserve Bank of New York, the Federal Reserve Bank of Philadelphia, the Federal Home Loan Bank of New York, or a banking institution that is a member of the Federal Reserve System and has capital funds of no less than \$25,000,000.

Investments

New Jersey statutes permit the Charter School to purchase the following types of securities:

- a. Bonds or other obligations of the United States or obligations guaranteed by the United States.
- b. Bonds of any Federal Intermediate Credit Bank, Federal Home Loan Bank, Federal National Mortgage Agency or of any United States Bank for Cooperatives which have a maturity date not greater than twelve months from the date of purchase.
- c. Bonds or other obligations of the Charter School.
- d. New Jersey Cash Management Fund, New Jersey Arbitrage Rebate Management Fund and MBIA CLASS.

As of June 30, 2021, the Charter School did not hold any investments.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

I. Deposits, Investments and Risk Disclosure - Continued

Risk Category

All bank deposits, as of the balance sheet date, are entirely insured or collateralized by a collateral pool maintained by public depositories as required by the Governmental Unit Deposit Protection Act. Although GASB Statement No. 40 eliminated Categories 1 and 2 as previously established by GASB Statement No. 3, it maintained, with modification, the level-of-disclosure requirements of GASB Statement No. 3.

As of June 30, 2021, the Board had funds invested and on deposit in checking accounts. These funds constitute "deposits with financial institutions" as defined by GASB Statement No. 3 and modified by GASB Statement No. 40, and as such, are deposits that are insured or collateralized with securities held by the Board or by its agent in the Board's name both at year-end and throughout the year.

The Charter School does not have a policy for the management of the custodial risk, other than depositing all of its funds in banks covered by GUDPA.

J. Prepaid Expenses

Prepaid expenses, which benefit future periods, other than those recorded in the enterprise and are recorded as expenditure during the year of purchase.

The Charter School does not have prepaid expenses as of June 30, 2021.

K. Interfund Assets Liabilities

On the fund financial statements, receivables and payables resulting from short-term Interfund loans are classified as Interfund Receivable/Payable. Interfund balanced within governmental activities and within business-type activities are eliminated on the government-wide Statement of Net Position.

L. Fixed Assets

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. General capital assets are long-lived assets of the Charter School as a whole. When purchased, such assets are recorded as expenditures in the governmental funds and capitalized. The valuation based for general capital assets are historical cost, or where historical cost is not available, estimated historical cost based on replacement cost.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

L. Fixed Assets - Continued

Capital assets in the proprietary funds are capitalized in the fund in which they are utilized. The valuation bases for proprietary fund capital assets are the same as those used for the governmental fund capital assets.

Donated capital assets are capitalized at estimated fair market value on the date donated. Depreciation of capital assets is computed and recorded by the straight-line method. The Charter School does not have capital assets as of June 30, 2021.

M. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

N. Compensated Absences

The Charter School accounts for compensated absences (e.g., unused vacation, sick leave) as directed by Governmental Accounting Standards Board Statement No. 16 (GASB 16), "Accounting for Compensated Absences." A liability for compensated absences that are attributable to services already rendered and not contingent on a specific event that is outside the control of the employer and employee is accrued as employees earn the rights to the benefits.

Charter School employees are granted sick and vacation leave in varying amounts under the Charter School's personnel policies and according to negotiated contracts. In the event of termination, an employee is reimbursed for accumulated vacation and sick leave. Vacation days not used during the year may only be carried forward with approval from the Head of School.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

N. Compensated Absences - Continued

In the charter school-wide Statement of Net Position, the liabilities whose average maturities are greater than one year should be reported in two components – the amount due within one year and the amount due in more than one year.

The liability for vested compensated absences of the proprietary fund types is recorded within those funds as the benefits accrue to employees. As of June 30, 2021, the Charter School has no liabilities for compensated absences.

O. Net Pension Liability (Asset)

The net pension liability (asset) represents the Charter School's proportionate share of the net pension liability (asset) of the New Jersey State Pension Employees' Retirement System and the New Jersey State Teachers' Pension and Annuity Fund System. The financial reporting of these amounts is presented in accordance with the provisions of GASB Statement No. 68, "*Accounting and Financial Reporting for Pensions*" and GASB Statement No. 71, "*Pension Transition for Contributions Made Subsequent to the Measurement Date*".

P. Deferred Revenue

Deferred revenue in special revenue fund represent cash that has been received but not yet earned.

Q. Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported on the government-wide financial statements. All payable, accrued liabilities, and long-term obligations payable from the enterprises fund are reported and the enterprises fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds. However, contractually required pension contributions and compensated absences that are paid from governmental funds are reported as liabilities on the fund financial statements only to the extent that they are due for payments during the current year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

R. Fund Balance and Equity

Generally, fund balance represents the difference between current assets and current liabilities. In the fund financial statements, governmental funds report fund classifications that comprise a hierarchy based primarily on the extent to which the Charter School is bound to honor constraints on the specific purposes for which amounts in those funds can be spent. Under this standard, the fund balance classifications are as follows:

Nonspendable fund balance includes amount that cannot be spent because they are either not in spendable form (inventories, prepaid amounts, long-term receivables) or they are legally or contractually required to be maintained intact (the corpus of a permanent fund).

Restricted fund balance is to be reported when constraints placed on the use of the resources are imposed by grantors, contributors, laws or regulations of other governments or imposed by law through enabling legislation. Enabling legislation includes a legally enforceable requirement that these resources be used only for the specific purposes as provided in the legislation. This fund balance classification will be used to report fund that are restricted for debt service obligations and for other items contained in General Municipal Law or Education Law.

Committed fund balance will be reported for amounts that can only be used for specific purposes pursuant to formal action of the entity's highest level of decision making authority. These funds may only be used for the purpose specified unless the entity removes or changes the purpose by taking the same action that was used to establish the commitment. This classification includes certain designations established and approved by the entity's governing board.

Assigned fund balance, in the General Fund, will represent amounts constrained either by the entity's highest level of decision making authority or a person with delegated authority from the governing board to assign amounts for a specific intended purpose. An assignment cannot result in a deficit in the unassigned fund balance in the General Fund. This classification will include amounts designated for balancing the subsequent year's budget and encumbrances. Assigned fund balance in all other governmental funds represents any positive remaining amount after classifying nonspendable, restricted or committed fund balance amounts.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED**

R. Fund Balance and Equity - Continued

Unassigned fund balance, in the General Fund, represents amounts not classified as nonspendable, restricted, committed or assigned. The General Fund is the only fund that would report a positive amount in unassigned fund balance. For all governmental funds other than the General Fund, unassigned fund balance would necessarily be negative, since the fund's liabilities, together with amounts already classified as nonspendable, restricted and committed would exceed the fund's assets.

When both restricted and unrestricted amounts of fund balance are available for use for expenditures incurred, it is the Charter School's policy to use restricted amounts first and then unrestricted amounts as they are needed. For unrestricted amounts of fund balance, it is the Charter School's policy to use fund balance in the following order: committed, assigned and unassigned.

S. Net Position

Net Position on the *Statement of Net Position* include the following:

Investments in Capital Assets, net of Related Debt - the component of net position there reports the differences between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributed to the acquisition, construction or improvement of those assets.

Restricted for Specific Purposes – the component of net position that reports the difference between assets and liabilities of the certain programs that consist of assets with constraints placed on their use by either external parties and /or enabling legislation.

Restricted for Debt Service – the component of net position that reports the difference between assets and liabilities of the Debt Service Fund that consists of assets with constraints placed on their use by creditors.

Unrestricted - the difference between the assets and liabilities that is not reported in Net Position Invested in Capital Assets, net of Related Debt, Net Position Restricted for Specific Purposes or Net Position Restricted for Debt Services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

T. Contributed Capital

Contributed capital represents the amount of fund capital contributed to the proprietary funds from other funds.

U. Interfund Transactions

Interfund transfers are defined as the flow of assets, such as cash or goods, without equivalent flows of assets in return. Interfund borrowings are reflected as “Due from/to Other Funds” on the accompanying financial statements. All other interfund transfers are reported as operating transfers.

V. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates that affect the recorded amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

W. Accounting for Uncertainty in Income Taxes

The Charter School recognizes the effect of income tax positions only of those positions are more likely than not of being sustained. Management has determined that the Charter School had no uncertain tax positions that would require financial statement recognition. Fiscal year ended June 30, 2021 is the Charter School's fourth year of operations.

X. On-Behalf Payments

Revenues and expenditures of the General Fund include payment made by the State of New Jersey for Pension and social security contributions for certified teacher members of the New Jersey Teachers Pension and Annuity Fund, and for post-retirement medical benefits of members. The amounts are not required to be included in the Charter School's annual budget.

Y. Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is _____, 2022.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 2 ACCOUNTING PRONOUNCEMENTS

A. Accounting Pronouncement Adopted During the year

On July 1, 2020, the Charter School adopted Statement No. 84, *Fiduciary Activities*, and Implementation Guide No. 2019-2. GASB Statement No. 84 establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists.

Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities. Determining whether an activity is fiduciary can be a challenge. GASB recently issued Implementation Guide No. 2019-2, *Fiduciary Activities*. The Implementation Guide, which is an authoritative document, includes questions and answers on topics such as identifying fiduciary activities and reporting fiduciary activities: Implementation Guide No. 2019-2, *Fiduciary Activities*.

The adoption of the GASB No. 84, resulted to the following:

Student Activity Funds are Reported in the Special Revenue Fund effective July 1, 2020

The revenue source for the Student Activity Fund are solely for the fees and dues collected and they are restricted for the specifically identified student activity. N.J.A.C. 6A:23A-1.12 governs the establishment and operation of the Student Activity Fund restricting expenditures within the fund and prohibiting the transfer of any unspent balances to any other fund.

This adoption resulted to a restatement of July 1, 2020 net position of governmental funds to increase total assets and restricted net position of \$2,643 in the governmental activities' Statement of Net Position.

Payroll Funds are Reported in the General Fund effective July 1, 2020

Payroll Clearing Funds do not meet the definition of fiduciary activities prescribed in GASB No. 84 paragraph 11, they are accounted for and reported in the General Fund. Any unremitted balance at year-end is reported as a liability on Schedule B-1. Assets and liabilities for the Payroll Clearing Funds were reported as assets and liabilities in the Governmental Funds Balance Sheet under General Fund. This adoption did not result to a restatement of the July 1, 2020 net position. However, the adoption resulted to an increase in total assets and liabilities of \$33,866 in the governmental activities' Statement of Net Position.

**ACHIEVE COMMUNITY CHARTER SCHOOL
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NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 2 ACCOUNTING PRONOUNCEMENTS - CONTINUED

A. Accounting Pronouncement Adopted During the year

GASB Statement No. 90, *Majority Equity Interests – An Amendment of GASB Statements No. 14 and No. 61, (GASBS 90)*. GASBS 90 defines a majority equity interest and specifies that a majority equity interest in a legally separate organization should be reported as an investment if a government's holding of the equity interest meets the definition of an investment. The Charter School do not hold an equity interest in an investment, therefore the adoption did not have an effect on the Charter School's financial statements.

B. Accounting Pronouncements Issued but not Yet Adopted

Statement No. 87 and Implementation Guide No. 2019-3, *Leases*, effective for reporting periods beginning after June 15, 2021, and all reporting periods thereafter. The objective of GASB 87 is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. GASB 87 increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under GASB 87 a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities. The Charter School is currently evaluating the impact of this Statement.

Statement No. 91, *Conduit Debt Obligations*, reporting periods beginning after December 15, 2021. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures. Currently, the Charter School do not have conduit debt obligation and expects that the adoption of this in fiscal year 2022 will not have an impact on the Charter School's financial statements.

**ACHIEVE COMMUNITY CHARTER SCHOOL
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NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 2 ACCOUNTING PRONOUNCEMENTS - CONTINUED

B. Accounting Pronouncements Issued but not Yet Adopted - continued

Statement No. 93, Replacement of Interbank Offered Rates effective for fiscal years beginning after June 15, 2021. The objective of GASB 93 is to address accounting and financial reporting implications that result from the replacement of an interbank offered rate. The Charter School is currently assessing effect on its financial statement.

Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangement* effective for fiscal years beginning after June 15, 2022 or fiscal year 2023. The objective of GASB 94 is to improve financial reporting related to public-private and public-public partnership arrangements (PPP). It provides accounting and financial reporting guidance for availability payment arrangements (APA) and establishes definitions of PPPs and APAs and provides uniform guidance on accounting and financial reporting for transactions that meet definitions. The Charter School is currently assessing effect on its financial statement.

Statement No. 96, *Subscription Based Information Technology Arrangement (SBITA)* effective for fiscal year beginning after June 15, 2022. GASB No. 96 establishes uniform accounting and financial reporting requirements, improves comparability of financial statements and enhances information. It establishes that SBITA result in an intangible asset and a subscription liability and provides capitalization criteria for other than subscription payments. The Charter School is currently assessing effect on its financial statement.

Statement No. 97 *Certain Component Unit Criteria, and Accounting and Financial Reporting for Internal Revenue Code Section 457 Section 457 Deferred Compensation Plans* effective for fiscal years beginning after June 15, 2021. GASB 97 creates an exception, allowing defined contribution pension plans, defined contribution OPEB plans, and certain Section 457 plans who do not have a board to be excluded from consideration as a component unit. The Charter School is currently assessing effect on its financial statement.

Statement No. 98, *The Annual Comprehensive Financial Report* effective for fiscal years ending after December 15, 2021. This Statement establishes the term annual comprehensive financial report and its acronym ACFR. That new term and acronym replace instances of comprehensive annual financial report and its acronym in generally accepted accounting principles for state and local governments. The Charter School will adopt this change in fiscal year 2022.

**ACHIEVE COMMUNITY CHARTER SCHOOL
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NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 3 CASH AND CASH EQUIVALENTS

The Charter School's cash and cash equivalents are classified below to inform financial statement users about the extent to which the Charter School's deposits and investments are exposed to custodial credit risk.

As of June 30, 2021, the Charter School's deposits are summarized as follows:

	General Fund	Special Fund	Enterprise Fund	Total
Operating Account	\$ 433,791	\$ 2,643	\$ -	\$ 436,434
Restricted cash	33,866	-	-	33,866
Total	<u>\$ 467,657</u>	<u>\$ 2,643</u>	<u>\$ -</u>	<u>\$ 470,300</u>

Operating cash accounts are held in the Charter School's name by several banking institutions. At June 30, 2021, the Charter School's carrying amount of deposits was \$470,300 and the bank balance was \$472,949. Of the bank balance, up to a maximum of \$250,000 of the Charter School's cash deposits on June 30, 2021 were secured by federal deposit insurance (FDIC) and \$222,949 was covered by a collateral pool maintained by the bank as required by New Jersey statutes in accordance with the New Jersey Governmental Unit Deposit Protection Act ("GUDPA").

Restricted Cash

The Charter School has established and funded an Escrow Account pursuant to an agreement signed with the New Jersey Department of Education. The agreement stipulates that the intended use of the escrow amount is "to pay for legal and audit expenses and any other outstanding pension benefits that would be associated with a dissolution should it occur." The required minimum is \$75,000, of which, the Charter School obtained a surety bond.

NOTE 4 LONG-TERM DEBT

During 2020, the Charter School received a forgivable loan amounting to \$340,090 under the Paycheck Protection Program ("PPP"), which the Charter School recognized as a long-term debt, in accordance with paragraph 12 of GASB Statement No. 70, "Nonexchange Financial Guarantee". The PPP, established as part of the Coronavirus Aid, Relief and Economic Security Act ("CARES Act"), provides loans to qualifying businesses for amounts up to 2.5 times of the average monthly payroll expenses of the qualifying business. The loans and accrued interest are forgivable after 24 weeks as long as the loan proceeds are used for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. As of June 30, 2021, PPP loans payable amounting to \$343,878 was forgiven which includes accrued interest of \$3,788.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 5 NET POSITION (DEFICIT)

As of June 30, 2021, the net position consisted of the following components:

<u>INVESTMENT IN CAPITAL ASSETS, NET OF RELATED DEBT</u>	<u>Governmental</u>	<u>Business Type</u>	<u>Total</u>
Capital assets, net	\$ -	\$ -	\$ -
Less: Long-Term obligations	-	-	-
(All long-term debt relates to capital assets)	-	-	-
<u>RESTRICTED</u>			
Restricted for:			
Food service	-	-	-
Student activities	2,643	-	2,643
	2,643	-	2,643
<u>UNRESTRICTED</u>			
Net position (deficit) not restricted above	757,877	-	757,877
NET POSITION (DEFICIT)	\$ 760,520	\$ -	\$ 760,520

NOTE 6 PENSION PLANS

A. Description of Plans

All eligible employees of the Charter School are covered by either the Public Employee's Retirement System (PERS) or the Teacher's Pension and Annuity Fund (TPAF) which have been established by state statute and are administered by the New Jersey Division of Pension and Benefit (Division). According to the State of New Jersey Administrative Code, all obligations of both Systems will be assumed by the State of New Jersey should the Systems terminate. The Division issues a publicly available financial report that includes the financial statements and required supplementary information for the PERS and the TPAF. These reports may be obtained by writing to the Division of Pensions and Benefits, PO Box 295, Trenton, New Jersey 08625.

i. Public Employees' Retirement System (PERS)

The Public Employees' Retirement Systems (PERS) was established as of January 1, 1955 under the provisions of N.J.S.A. 43:15A to provide coverage including post-retirement health care to substantially all full-time employees of the State or any county municipality, Charter School, or public agency provided the employee is not a member of another state-administered retirement system. The Public Employees' Retirement System is a cost-sharing multiple-employer plan. Membership is mandatory for substantially all full-time employees of the State of New Jersey or any county, municipality, Charter School, or public agency, provided the employee is not required to be a member of another state-administered retirement system or other state or local jurisdiction.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS - CONTINUED

A. Description of Plans - Continued

ii. Teachers Pension and Annuity Fund (TPAF)

The Teachers' Pension and Annuity Fund was established in January 1, 1995, under the provisions of N.J.S.A. 18A:66 to provide coverage including post-retirement health care to substantially all full time certified teachers or professional staff of the public school systems in the State. The Teacher's Pension and Annuity Fund is considered a cost-sharing multiple-employer plan with a special funding situation, as under current statute, all employer contributions are made by the State of New Jersey on behalf of the Charter School and the systems other related non-contributing employers. Membership is mandatory for substantially all teachers or members of the professional staff certified by the State Board of Examiners and employees of the Department of Education who have titles that are unclassified, professional, and certified.

B. Vesting and Benefit Provisions

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefit that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determined to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefits that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determined to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS - CONTINUED

B. Vesting and Benefit Provisions - Continued

The PERS and TPAF provides for specified medical benefits for member who retire after achieving 25 years of qualified service, as defined, or under the disability provisions of the System.

Members are always fully vested for their own contributions and, after three years of service credit, become vested for 2% of related interest earned on the contributions. In the case of death before retirement, members' beneficiaries are entitled to full interest credited to the member's accounts.

C. Significant Legislation

Two pieces of legislation passed during fiscal year 2001 having significant impact on the benefit provisions under PERS and TPAF. Chapter 133, P.L.2001, increases retirement benefit for service deferred and early retirements by changing the formula from $1/60$ to $1/55$ of final compensation for each year of service. The legislation also increases the retirement benefit for veteran member with 35 years or more service and reduces age qualification from 60 to 55. The legislation further provide that existing retirees and beneficiaries would also receive a comparable percentage increase in their retirement allowance. The benefit enhancements are effective with the November 1, 2001 benefit checks. Chapter 120 P.L. 2001, established an additional retirement option for plan members. Under the new option, a retiree's actuarially reduced allowance (to provide a benefit to the retiree's beneficiary upon the death of the retiree) would "pop-up" to the maximum retirement allowance if the beneficiary predeceases the retiree.

Chapter 4, P.L. 2001 provides increased benefit to certain members of PERS who retired prior to December 29, 1989 with at least 25 years of creditable service. The maximum amount of the increase is 5 percent the retiree's final compensation. For those with 30 or more years of service, the total pension would increase from 65 to 71 percent of final compensation.

Due to the enactment of 1997 legislation, Chapter 114, P.L. 1997 and Chapter 115, P.L. 1997, the State of New Jersey's portion of the unfunded accrued liability under each retirement system was eliminated. In addition, excess valuation assets were available to fund, in full or in part, the State of New Jersey's normal contribution from 1997 to 2001, excluding the contribution for post-retirement medical benefits in the PERS and TPAF.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS - CONTINUED

D. Contribution Requirement

The contribution policy is set by laws of the State of New Jersey and requires contributions by active members and contributing employers. Plan member and employer contributions may be amended by State of New Jersey legislation with the amount of contributions by the State of New Jersey contingent upon the Annual Appropriations Act. As defined, the retirement systems require employee contributions based on 7.06% for PERS and 7.06% for TPAF of the employee's annual compensation. Employers are required to contribute at an actuarially determined rate in both TPAF and PERS. The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF. TPAF employer contributions are made annually by the State of New Jersey to the pension system on behalf of the Charter School.

The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF.

In accordance with N.J.S.A. 18A:66-66 the State of New Jersey reimbursed the Charter School \$11,195 during the year ended June 30, 2021 for the employer's share of social security contributions for TPAF members, as calculated on their base salaries.

The Charter School did not have PERS contribution nor TPAF on-behalf payments since fiscal year ended June 30, 2021 is the Charter School's first year of operations.

E. GASB 68 Disclosures

i. Public Employees' Retirement System (PERS)

As of June 30, 2021, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

ii. Teachers Pension and Annuity Fund (TPAF)

As of June 30, 2021, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 7 POST-RETIREMENT BENEFITS

General Information about the OPEB Plan

The State of New Jersey Provides post-retirement (PRM) benefits for certain State and other retired employees meeting the service credit eligibility requirements. In Fiscal Year 2020, the State paid PRM benefits for 143,053 State and local retirees.

The State funds post-retirement medical benefits on a “pay-as-you-go” basis, which means that the State does not pre-fund, or otherwise establish a reserve or other pool of assets against the PRM expenses that the State may incur in future years. For Fiscal Year 2020, the State contributed \$1.578 billion to pay for pay-as-you-go PRM benefit costs incurred by covered retirees. The State’s “pay-as-you-go” contributions have decreased from Fiscal Year 2019 amounts. Reductions are attributable to various cost savings initiatives implemented by the State, including new Medicare Advantage contracts. The State has appropriated \$1.75 billion in Fiscal Year 2021 as the State’s contribution to fund pay-as-you-go PRM costs.

In accordance with the provisions of GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, the State is required to quantify and disclose its obligations to pay Other Postemployment Benefits (OPEB) to retired plan members. This new standard supersedes the previously issued guidance, GASB Statement No. 45 Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, effective for Fiscal Year 2018. The State is now required to accrue a liability in all instances where statutory language names the State as the legal obligor for benefit payments. The Fiscal Year 2020 total State OPEB liability to provide these benefits is \$65.5 billion, a decrease of \$10.5 billion or 13.8 percent from the \$76.0 billion liability recorded in Fiscal Year 2019.

Additional information on Pensions and OPEB can be accessed at state.nj.us/treasury/pensions/financial-reports.shtml.

Total OPEB Liability

The State, a nonemployer contributing entity, is the only entity that has a legal obligation to make employer contributions to OPEB for qualified retired PERS and TPAF participants. The Charter School’s proportionate share percentage determined under paragraphs 193 and 203 through 205 of GASBS No. 75 is zero percent. Accordingly, the Charter School did not recognize any portion of the collective net OPEB liability on the Statement of Net Position.

Accordingly, the following OPEB liability note information is reported at the State’s level and is not specific to the board of education/board of trustees. Note that actual numbers will be published in the NJ State CAFR at <https://www.nj.gov/treasury/omb/cafr.shtml>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 7 POST-RETIREMENT BENEFITS - CONTINUED

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2021, the Charter School recognize OPEB revenue and expense of \$0 as determined by the State as the total OPEB liability for benefits provided through a defined benefit OPEB plan that is not administered through a trust that meets the criteria in paragraph 4 of GASBS No. 75 and in which there is a special funding situation.

In accordance with GASBS No. 75, the Charter School's proportionate share of school retirees OPEB is zero, there is no recognition of the allocation of proportionate share of deferred outflows of resources and deferred inflows of resources.

At June 30, 2021, the State reported deferred outflows of resources and deferred inflows of resources related to retired Charter School employees' OPEB was zero.

NOTE 8 DEFERRED COMPENSATION

The Charter School offered its employees a choice of the following deferred compensation plans created in accordance with Internal Revenue Service 403(b). The Plan which are administered by the Charter School and various insurance companies, permits participants to defer a portion of their salary until future years. Amounts deferred under the plan are not available to employees until termination, death or unforeseeable emergency.

NOTE 9 RISK MANAGEMENT

The Charter School is exposed to various risks of loss relates to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

A. Property and Liability Insurance

The Charter School maintains commercial insurance coverage for property, liability and surety bonds. A complete schedule of insurance coverage can be found in the Statistical Section (Unaudited) of this Comprehensive Annual Financial Report (Schedule J-20).

B. New Jersey Unemployment Compensation

The Charter School has elected to fund its New Jersey Unemployment Compensation Insurance under the "Benefit Reimbursement Method". Under this plan, the Charter School is required to reimburse the New Jersey Unemployment Trust Fund For benefits paid to its former employees and charged to its account with the State. The Charter School is billed quarterly for amounts due to the State.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 10 INTERFUND RECEIVABLES AND PAYABLES

Amount reported in the governmental funds as interfund receivable and payable from/to other governmental funds pertains to expenses that were paid from the general fund which are eliminated in the governmental activities' column. The remaining internal receivable and payable between the governmental funds and enterprise fund have been eliminated in the total Charter School-wide Statement of Net Position.

At June 30, 2021, the interfund balances consisted of the following:

	<u>RECEIVABLE (PAYABLE)</u>		
	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Enterprise Fund</u>
General fund	302,598	(291,338)	(11,260)
GASB No 34 mandated eliminations within governmental activities	<u>291,338)</u>	<u>291,338</u>	<u>-</u>
Net interfund balances reported as follows:			
Entity-wide (eliminated in total column)	<u>\$ 11,260</u>	<u>\$ -</u>	<u>\$ (11,260)</u>

NOTE 11 CONTINGENCIES

State and Federal Aid Receipts

State and Federal awards are generally subject to review by the responsible governmental agencies for compliance with the agencies regulations governing the aid. In the opinion of the Charter School's management and legal counsel, any potential adjustments to the Federal or State aid recorded by the Charter School through June 30, 2021, resulting from a review by a responsible government agency will not have a material effect on the Charter School financial statements at June 30, 2021.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 12 MANAGEMENT AGREEMENT

On July 1, 2019, the Charter School entered into a two-year operating agreement with BRICK, Inc., a New Jersey not-for-profit corporation, renewable for another two-year term until June 30, 2023. The fee for the services is equal to 10% of the total federal, state and local public revenue actually received by the Charter School.

Total management fee incurred by the Charter School for the fiscal year ended June 30, 2021 amounted to \$540,767.

NOTE 13 COVID-19 PUBLIC HEALTH EMERGENCY

On June 4, 2021, Governor Murphy signed legislation (A5820/S3866) and Executive Order No. 244 ending of the COVID-19 Public Health Emergency that has been in place since March 9, 2020. Under the legislation, the majority of executive orders issued pursuant to the Public Health Emergency expired 30 days from the approval date. The legislation allows for the termination of the Public Health Emergency while also allowing the Administration to retain the tools necessary to manage the ongoing threat posed by the pandemic. Specifically, the Administration is authorized to issue orders, directives, and waivers under the authority in the Emergency Health Powers Act that are related to vaccination efforts; testing; health resource and personnel allocation; data collection, retention, sharing, and access; coordination of local health departments; and implementation of any CDC recommendations to prevent the transmission of COVID-19. This authority lasts until January 11, 2022 and can be extended for 90 days with the passage of a concurrent resolution by the Legislature.

With the end of the Public Health Emergency, full-time school operations were restored in New Jersey beginning September 2021.

REQUIRED SUPPLEMENTARY INFORMATION

PART II

BUDGETARY COMPARISON SCHEDULES

DRAFT

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2021

	Original Budget	Budget Modifications / Transfers	Final Budget	Actual	Variance Final to Actual
Revenues					
Local sources:					
Local tax levy	\$ -	\$ -	\$ -	\$ 566,328	\$ 566,328
Contributions	15,456	-	15,456	12,813	(2,643)
Miscellaneous	39,368	-	39,368	39,368	-
Total - local sources	54,824	-	54,824	618,509	563,685
State sources:					
Equalization aid	3,767,038	-	3,767,038	3,200,710	(566,328)
Categorical special education aid	149,106	-	149,106	149,106	-
Categorical security aid	87,552	-	87,552	87,552	-
Adjustment aid	325,616	-	325,616	325,616	-
Reimbursed T.P A F. social security contributions (non-budgeted)	-	-	-	112,195	112,195
Total - state sources	4,329,312	-	4,329,312	3,875,179	(454,133)
Total revenues	4,384,136	-	4,384,136	4,493,688	109,552
Expenditures					
Current expense:					
Regular programs - instruction:					
Kindergarten	161,508	8,189	179,697	179,697	-
Grade 1-5	849,066	(3,566)	845,500	845,500	-
Grade 6-8	2	14,0	245,841	245,841	-
Regular programs - Undistributed Instruction:					
Other salaries for instruction	261,5	902	354,447	354,447	-
Purchased professional - educational services	364,3	4,130	368,449	368,449	-
General supplies	37,053	7,541	44,594	44,594	-
Total Regular Programs - Instruction	1,905,202	(187,674)	1,717,528	1,717,528	-
Cognitive - Mild					
Salaries	-	125,967	125,967	125,967	-
Undistributed Expenditures - Health Services					
Salaries	-	85,850	85,850	85,850	-
Supplies and materials	1,793	2,285	4,078	4,078	-
Total Undistributed Expenditures - Health Services	1,793	88,135	89,928	89,928	-
Undistributed Expenditures - Child Study Team:					
Salaries of other professional staff	294,009	(281,781)	12,228	12,228	-
Undistributed Expenditures - Support Services - General Administration:					
Legal services	15,000	4,982	19,982	19,982	-
Audit fees	12,500	6,000	18,500	18,500	-
Other purchased professional services	45,000	6,493	51,493	51,493	-
Communications/telephone	26,542	-	26,542	26,542	-
Total Undistributed Expenditures - Support services - General Administration	99,042	17,475	116,517	116,517	-
Undistributed Expenditures - Support services - School Administration:					
Salaries of principals/assistant principals	330,986	79,882	410,868	410,868	-
Salaries of secretarial and clerical assistants	95,000	79,329	174,329	174,329	-
Salaries of other professional staff	(655)	32,437	31,782	31,782	-
Other purchased services (400-500 Series)	245,356	7,541	252,897	252,897	-
Supplies and materials	2,500	-	2,500	2,500	-
Other objects	2,347	2,500	4,847	4,847	-
Total Undistributed Expenditures - Support Services - School Administration	675,534	201,689	877,223	877,223	-
Undistributed Expenditures - Custodial services:					
Salaries	-	41,887	41,887	41,887	-
Insurance	24,237	-	24,237	24,237	-
Rental of land & bldg. oth. than lease pur agrmt	533,596	-	533,596	533,596	-
Energy (Electricity)	57,922	-	57,922	57,922	-
Total Undistributed Expenditures - Custodial Services	615,755	41,887	657,642	657,642	-

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2021

	Original Budget	Budget Modifications / Transfers	Final Budget	Actual	Variance Final to Actual
Undistributed Expenditures - Security:					
Purchased professional and technical services	33,118	-	33,118	33,118	-
Undistributed expenditures - Student Transportation Services:					
Other purchased prof. and technical serv.	5,100	-	5,100	5,100	-
Unallocated Benefits - Employee Benefits:					
Social security contributions	106,395	-	106,395	106,395	-
Unemployment compensation	48,342	-	48,342	48,342	-
Workmen's compensation	74,874	-	74,874	74,874	-
Health benefits	106,370	3,328	109,698	109,698	-
Total Unallocated Benefits - Employee Benefits	335,981	3,328	339,309	339,309	-
On-behalf T.P.A.F. pension contributions - normal cost (non-budg)	-	-	-	-	-
On-behalf T.P.A.F. pension contributions - post-retirement medical (non-budgeted)	-	-	-	-	-
On-behalf T.P.A.F. pension contributions - long-term disability insurance (non-budgeted)	-	-	-	-	-
Reimbursed T.P.A.F. social security contributions (non-budgeted)	-	-	-	112,195	(112,195)
Total On-Behalf Contributions	-	-	-	112,195	(112,195)
Total Personal Services - Employee Benefits	335,981	3,328	339,309	451,504	(112,195)
Total Undistributed Expenditures	2,033	70,333	2,131,065	2,243,260	(112,195)
Total Expenditures	3,965,444	9,026	3,974,560	4,086,755	(112,195)
Excess (deficiency) of revenues over (under) expenditures	418,600	(9,026)	409,576	406,933	221,747
Other financing sources (uses):					
Paycheck Protection Program loan forgiven	340,090	-	340,090	401,740	61,650
Operating transfers out - Food Program	-	-	-	(62,086)	62,086
Interest expense forgiven (non-budgeted)	-	-	-	(3,788)	(3,788)
Total other financing sources (uses)	340,090	-	340,090	335,866	119,948
Excess (deficiency) of revenues and other financing sources over (under) expenditures and other financing uses	758,692	(9,026)	749,666	742,799	341,695
Fund balances at beginning of year, as reported	72,940	-	72,940	72,940	-
Prior period adjustment	-	-	-	-	-
Fund balances at beginning of year, as restated	72,940	-	72,940	72,940	-
Fund balances, June 30	\$ 831,632	\$ (9,026)	\$ 822,606	\$ 815,739	\$ 341,695
Recapitulation:					
Unassigned				\$ 815,739	
Reconciliation to governmental funds statements (GAAP):					
Fiscal year 2021 last state aid payments not recognized on GAAP basis				-	
Fund balance per governmental funds (GAAP)				\$ 815,739	

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

SPECIAL REVENUE FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2021

	Original Budget	Budget Transfers	Final Budget	Actual	Final to Actual
Revenues					
Local	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	955,218	-	955,218	955,218	-
State	-	-	-	-	-
Total Revenues	<u>955,218</u>	<u>-</u>	<u>955,218</u>	<u>955,218</u>	<u>-</u>
Expenditures					
Instruction:					
Salaries	620,122	-	620,122	620,122	-
Purchased professional - educational services	58,418	-	58,418	58,418	-
Other purchased services (400-500 series)	3,645	-	645	3,645	-
General supplies	60,138	-	60,138	60,138	-
Total Instruction	<u>742,323</u>	<u>-</u>	<u>742,323</u>	<u>742,323</u>	<u>-</u>
Support Services:					
Salaries - support	40,718	-	40,718	40,718	-
Employee benefits	166,077	-	166,507	166,507	-
Supplies and materials	5,670	-	5,670	5,670	-
Total Support Services	<u>212,895</u>	<u>-</u>	<u>212,895</u>	<u>212,895</u>	<u>-</u>
Total Expenditures	<u>955,218</u>	<u>-</u>	<u>955,218</u>	<u>955,218</u>	<u>-</u>
Excess (Deficiency) of Revenues Over (Under)					
Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -
Fund Balance at beginning of year, as reported				-	-
Prior period adjustment				<u>2,643</u>	-
Fund Balance at beginning of year as restated				<u>2,643</u>	-
Fund Balance at end of year				<u>\$ 2,643</u>	-
Recapitulation:					
Restricted:					
Student Activities				<u>2,643</u>	-
Total Fund Balance				<u>\$ 2,643</u>	-

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART II

DRAFT

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

REQUIRED SUPPLEMENTARY INFORMATION
BUDGETARY GAAP RECONCILIATION
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
(REISSUED)

YEAR ENDED JUNE 30, 2021

**Note A - Explanation of Differences between Budgetary Inflows
and Outflows and GAAP Revenues and Expenditures**

	<u>General Fund</u>		<u>Special Revenue Fund</u>
Sources/inflows of resources			
Actual amounts (budgetary basis) "revenue" from the budgetary comparison schedule:	[C-1] \$ 4, 3,688	[C-2]	955,218
Difference - budget to GAAP:			
Grant accounting budgetary basis differs from GAAP in that encumbrances are recognized as expenditures, and the related revenue is recognized.	-		-
Last State aid payment recognized for budgetary purposes only.	-		-
General Fund contribution to Early Childhood Program Aid	-		-
Total revenues as reported on the statement of revenues, expenditures and changes in fund balances - governmental fund	[B-2] <u>4,493,688</u>	[B-2]	<u>955,218</u>
Uses/outflows of resources			
Actual amounts (budgetary basis) "total outflow" from the budgetary comparison schedule	[C-1] 4,086,755	[C-2]	955,218
Differences - budget to GAAP			
Encumbrances for supplies and equipment ordered but not received are reported in the year the order is placed for budgetary purposes, but in the year the supplies are received for financial reporting purposes.	-		-
Transfers to and from other funds are presented as outflows of budgetary resources but are not expenditures for financial reporting purposes.			
Net transfer (outflows) to general fund	-		-
Total expenditures as reported on the statement of revenues, expenditures, and changes in fund balances - governmental funds	[B-2] <u>\$ 4,086,755</u>	[B-2]	<u>\$ 955,218</u>

Note A -The general fund budget basis of the use/outflow of resources is GAAP, therefore no reconciliation is required.

REQUIRED SUPPLEMENTARY INFORMATION

PART III

**SCHEDULES RELATED TO ACCOUNTING
AND REPORTING FOR PENSIONS (GASB 68)**

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - PERS
Last Ten Fiscal Years (1)

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Charter School's proportion of the net pension liability (asset)	0.0000000000%	0.0000000000%	0.0000000000%	0.0000000000%
Charter School's proportionate share of the net pension liability (asset)	\$ -	\$ -	\$ -	\$ -
Charter School's covered-employee payroll	\$ -	\$ -	\$ -	\$ -
Charter School's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	0.00%	0.00%	0.00%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	0.00%	0.00%	0.00%	0.00%

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, Accounting and Financial Reporting for Pensions in fiscal year 2018, the same year that the Charter School was formed.

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REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S CONTRIBUTIONS
PUBLIC EMPLOYEES' RETIREMENT SYSTEM (PERS)
Last Ten Fiscal Years (1)

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Contractually required contribution	\$ -	\$ -	\$ -	\$ -
Contributions in relation to the contractually required contribution	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Charter School's covered-employee payroll	\$ -	\$ -	\$ -	\$ -
Contributions as a percentage of covered-employee payroll	0.0 %	0.00%	0.00%	0.00%

(1) The Charter School implemented GAS 68, Accounting and Financial Reporting for Pension in fiscal year 2018, the same year that the Charter School was formed.

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - TPAF
Last Ten Fiscal Years (1)

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
State's proportion of the net pension liability (asset) attributable to the Charter School	0.0000000000%	0.0000000000%	0.0000000000%	0.0000000000%
State's proportionate share of the net pension liability (asset) attributable to the Charter School	\$ -	\$ -	\$ -	\$ -
Charter School's covered-employee payroll	\$ -	\$ -	\$ -	\$ -
State's proportionate share of the net pension liability (asset) attributable to the Charter School as a percentage of its covered-employee payroll	0.00%	0.00%	0.00%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	0.00%	0.00%	0.00%	0.00%

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, Accounting and Financial Reporting for Pensions in fiscal year 2018, the same year that the Charter School was formed.

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**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART III

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO REQUIRED SUPPLEMENTARY INFORMATION – PART III
YEAR ENDED JUNE 30, 2021**

Public Employees Retirement System (PERS)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 6.28% to 7.00%. This change in the discount rate is considered to be a change in actuarial assumptions under GASBS No. 68.

The projection of cash flows used to determine the discount rate of 7% as of June 30, 2020 measurement date assumed that contributions from plan members will be made at the current member contribution rates and that contributions from employers and nonemployer contributing entity will be based on 78% (70% in prior measurement date) of the actuarially determined contributions for the State employer and 100% of actuarially determined contributions from local employers. Based on those assumptions, the plan's fiduciary net position was projected to be available to make all projected future benefit payments of all current plan members. Therefore, the long-term expected rate of return on plan investments was applied to all projected benefit payments to determine the total pension liability.

Teachers Pension and Annuity Fund (TPAF)

Change in benefit terms. There is no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 5.60% to 5.40% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 68.

The single blended discount rate of 5.40% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.00% in prior measurement date) and a municipal bond rate of 2.21% (3.5% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHANGES IN THE CHARTER SCHOOL'S TOTAL
OPEB LIABILITY AND RELATED RATIOS**

LAST TEN FISCAL YEARS (1)

	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Total State OPEB Liability Attributable to Charter School				
Service cost	\$ -	\$ -	\$ -	\$ -
Interest	-	-	-	-
Changes in assumptions and other inputs	-	-	-	-
Benefit payments	-	-	-	-
Contributions from the member	-	-	-	-
Net Change in Total State OPEB Liability Attributable to	-	-	-	-
Total State OPEB Liability Attributable to Charter School:				
At beginning of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
At end of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Charter School's proportionate share of the Total OPEB Liability	0%	0%	0%	0%
Charter School Covered-employee payroll ⁽²⁾	\$ -	-	\$ -	\$ -
Total State OPEB liability as a percentage of Charter School covered-employee payroll	N/A	N/A	N/A	N/A

Note - The amounts presented for the fiscal year was determined as June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* in fiscal year 2018. No data is available prior to fiscal year 2018.

(2) Covered payroll was based on the Charter School payroll for the year ended June 30, 2018.

OTHER SUPPLEMENTARY INFORMATION

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SPECIAL REVENUE FUND

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ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT E-1

SPECIAL REVENUE FUND
COMBINING SCHEDULE OF REVENUES AND EXPENDITURES
BUDGETARY BASIS

YEAR ENDED JUNE 30, 2021

	Every Student Succeeds Act (E.S.S.A.)	I.D.E.A.		COVID-19 Grants			CMO Developer Grant	Student Activities	Total
	Title I, Part A	I.D.E.A. Part B, Basic	Preschool Education Aid	Education Stabilization Fund (CARES Act)	COVID R Fund	Project Neighborhood			
Revenues									
Local sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal sources	292,267	58,418	1,404	42,119	23,210	200,000	237,800	-	955,218
Total revenues	<u>292,267</u>	<u>58,418</u>	<u>1,404</u>	<u>42,119</u>	<u>23,210</u>	<u>200,000</u>	<u>237,800</u>	<u>-</u>	<u>955,218</u>
Expenditures									
Instruction:									
Salaries	162,539	-	-	583	-	200,000	165,000	-	620,122
Purchased professional - educational services	-	58,418	-	-	-	-	-	-	58,418
Other purchased services (400-500 series)	-	-	-	-	3,645	-	-	-	3,645
General supplies	2,037	-	1,404	17,132	19,565	-	20,000	-	60,138
Total instruction	<u>164,576</u>	<u>58,418</u>	<u>1,404</u>	<u>17,715</u>	<u>23,210</u>	<u>200,000</u>	<u>185,000</u>	<u>-</u>	<u>742,323</u>
Support services:									
Salaries - support	40,718	-	-	-	-	-	-	-	40,718
Employee benefits	81,303	-	-	32,404	-	-	52,800	-	166,507
Supplies and materials	5,670	-	-	-	-	-	-	-	5,670
Total support services	<u>127,691</u>	<u>-</u>	<u>-</u>	<u>32,404</u>	<u>-</u>	<u>-</u>	<u>52,800</u>	<u>-</u>	<u>212,895</u>
Total expenditures	<u>292,267</u>	<u>58,418</u>	<u>1,404</u>	<u>49,119</u>	<u>23,210</u>	<u>200,000</u>	<u>237,800</u>	<u>-</u>	<u>955,218</u>
Excess (deficiency) of revenues over (under) expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fund balance at beginning of the year, as reported								-	
Prior period adjustment								2,643	
Fund balance at beginning of the year, as restated								2,643	
Fund balance at end of year								\$ 2,643	

CAPITAL PROJECTS FUND

The capital projects fund is used to account for the acquisition and construction of major capital facilities and equipment purchases other than those financed by proprietary funds.

At June 30, 2021, there was no capital project fund.

ENTERPRISE FUNDS

Enterprise funds are used to account for operations that are financed and operated in a manner similar to private business enterprises, where the intent of the Charter School is that the cost of providing goods and services be financed through user charges. The Charter School has the Food Service and After Care in its Enterprise Fund to account for the operation of food services and after care.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ENTERPRISE FUND

COMBINING SCHEDULE OF NET POSITION

JUNE 30, 2021

	FOOD SERVICE
Assets	
Current assets:	
Cash and cash equivalents	\$ -
Interfund receivable	
Accounts receivable:	
Federal	11,047
State	213
	<u>11,260</u>
Total Assets	<u>\$ 11,260</u>
Liabilities	
Current liabilities	
Accounts payable	\$ -
Interfund payable - General fund	11,260
	<u>11,260</u>
Net assets	
Unrestricted	<u>-</u>
Total Liabilities and Net Position	<u>\$ 11,260</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ENTERPRISE FUND

COMBINING SCHEDULE OF CASH FLOWS

YEAR ENDED JUNE 30, 2021

	FOOD SERVICE
Cash flows from operating activities	
Operating loss	\$ (36,115)
Adjustment to reconcile operating income to net cash from operating activities:	
Depreciation	-
Changes in assets and liabilities:	
Accounts receivable	12,576
Interfund receivable	5,215
Accounts payable	(55,042)
Interfund payable	11,260
Net cash used by operating activities	<u>(62,106)</u>
Cash flows from noncapital financing activities	
Transfer-in from General Fund	62,086
Cash received from state and federal reimbursements	<u>-</u>
Net cash from noncapital financing activities	<u>62,086</u>
Net decrease in cash and cash equivalents	(20)
Cash and cash equivalents at beginning of the year	<u>20</u>
Cash and cash equivalents at end of year	<u>\$ -</u>

FIDUCIARY FUNDS

Trust Fund. Accounts for assets held in a trustee capacity for others and therefore cannot be used to support the Charter School's own programs which are as follow:

- a. Pension and Other Employee Benefit Trust. Accounts for resources held in trust for the members and beneficiaries of various employee benefit plans.
- b. Investment Trust Fund. Accounts for the portion of investment pools reported by the sponsoring district.
- c. Private Purpose Trust Fund. Accounts for all other trust arrangements, such as a scholarship fund to benefit individual students.

Custodial Fund. Accounts for resources held by the Charter School in a purely custodial capacity that involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments. Charter School must maintain the financial integrity of the individual agencies through a separate accounting of each activity for which the Charter School is acting as an agent. Custodial funds would include parent-teacher organizations.

At June 30, 2021, the Charter School do not have a Trust Fund nor Custodial Fund.

LONG-TERM DEBT

The long-term debt is used to record the outstanding principal balances of the long-term liabilities of the charter school. This includes the outstanding principal balance on capital lease, the accrued liability for insurance claims and the liability for compensated absences and the outstanding principal balance on certificates of participation outstanding or mortgage note payable.

STATISTICAL SECTION (UNAUDITED)

Unless otherwise noted, the information in these Schedules was derived from the Comprehensive Annual Financial Reports (CAFR) for the relevant year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INTRODUCTION TO THE STATISTICAL SECTION

<u>Contents</u>	<u>Page</u>
Financial Trends These schedules contain trend information to help the reader understand how the district's financial performance and well being have changed over time.	65
Revenue Capacity These schedules contain information to help the reader assess the district's most significant local revenue source, the property tax.	N/A
Debt Capacity These schedules present information to help the reader assess the affordability of the district's current levels of outstanding debt and the district's ability to issue additional debt in the future.	N/A
Demographic and Economic Information These schedules offer demographic and economic indicators to help the reader understand the environment within which the district's financial activities take place.	70
Operating Information These schedules contain service and infrastructure data to help the reader understand how the information in the district's financial report relates to the services the district provides and the activities it performs.	72

Note (1): *Fiscal year ended June 30, 2018 is the first operating year of the Charter School; schedules presenting charter-wide information include information beginning in that year.*

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NET POSITION BY COMPONENT
Last Ten Fiscal Years (1)**

(Accrual basis of accounting)

	Fiscal Year Ending June 30,			
	2021	2020	2019	2018
Governmental activities				
Invested in capital assets, net of related debt	\$ -	\$ 25,971	\$ 34,392	\$ -
Restricted	2,643	-	-	-
Unrestricted	815,739	4,969	3,400	38,537
Total governmental activities net position	<u>\$ 818,382</u>	<u>\$ 940</u>	<u>\$ 37,792</u>	<u>\$ 38,537</u>
Business-type activities				
Invested in capital assets, net of related debt	\$ -	\$ -	\$ -	\$ -
Restricted	-	-	-	-
Unrestricted	-	(25,971)	(34,392)	-
Total business-type activities net position	<u>\$ -</u>	<u>\$ (25,971)</u>	<u>\$ (34,392)</u>	<u>\$ -</u>
School-wide				
Invested in capital assets, net of related debt	\$ -	\$ 25,971	\$ 34,392	\$ -
Restricted	2,643	-	-	-
Unrestricted	5,739	20,998	(30,992)	38,537
Total charter school net position	<u>\$ 8,382</u>	<u>\$ 46,969</u>	<u>\$ 3,400</u>	<u>\$ 38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

	Fiscal Year Ending June 30,			
	2021	2020	2019	2018
Expenses				
Governmental activities				
Instruction	\$ 2,877,453	\$ 3,333,485	\$ 2,370,936	\$ 724,567
Administrative	1,127,612	906,773	533,889	167,020
Support Services	1,036,908	1,114,357	868,343	145,896
Unallocated:				
Capital outlay	-	-	135,934	6,280
Total governmental activities expenses	<u>5,041,973</u>	<u>5,340,615</u>	<u>3,909,102</u>	<u>1,043,763</u>
Business-type activities:				
Food service	36,115	116,770	158,263	-
Total business-type activities expense	<u>36,115</u>	<u>116,770</u>	<u>158,263</u>	<u>-</u>
Total district expenses	<u>5,078,088</u>	<u>5,457,385</u>	<u>4,067,365</u>	<u>1,043,763</u>
Program Revenues				
Governmental activities:				
Charges for services:				
Operating grants and contributions	1,074,413	962,610	794,015	217,693
Total governmental activities program revenues	<u>1,067,413</u>	<u>962,610</u>	<u>794,015</u>	<u>217,693</u>
Business-type activities:				
Charges for services:				
Food service	-	45	254	-
Operating grants and contributions	-	125,147	123,617	-
Total business-type activities program revenues	<u>-</u>	<u>125,192</u>	<u>123,871</u>	<u>-</u>
Total district program revenue	<u>1,067,413</u>	<u>1,087,802</u>	<u>917,886</u>	<u>217,693</u>
Net (Expense)/Revenue				
Governmental activities	(3,974,560)	(4,392,005)	(3,115,087)	(826,070)
Business-type activities	<u>(36,115)</u>	<u>8,422</u>	<u>(34,392)</u>	<u>-</u>
Total district-wide net expense	<u>(4,010,675)</u>	<u>(4,383,583)</u>	<u>(3,149,479)</u>	<u>(826,070)</u>
General Revenues and Other Changes in Net Assets				
Governmental activities:				
Property taxes levied for general purposes, net	566,328	925,620	432,026	131,141
Grants and contributions	3,775,797	3,417,789	2,618,526	728,034
Other financing sources	335,866	-	-	-
Miscellaneous income	39,368	83,744	63,790	5,432
Transfers	-	-	-	-
Total governmental activities	<u>4,717,359</u>	<u>4,427,153</u>	<u>3,114,342</u>	<u>864,607</u>
Business-type activities:				
Miscellaneous Income	-	-	-	-
Transfers	-	-	-	-
Total business-type activities	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total district-wide	<u>4,717,359</u>	<u>4,427,153</u>	<u>3,114,342</u>	<u>864,607</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

	<u>2021</u>	Fiscal Year Ending June 30,		<u>2018</u>
		<u>2020</u>	<u>2019</u>	
Changes in Net Position				
Governmental activities	742,799	35,148	(745)	38,537
Business-type activities	<u>(36,115)</u>	<u>8,422</u>	<u>(34,392)</u>	<u>-</u>
Total district	<u>\$ 706,684</u>	<u>\$ 43,570</u>	<u>\$ (35,137)</u>	<u>\$ 38,537</u>

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ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

FUND BALANCES - GOVERNMENTAL FUNDS

Last Ten Fiscal Years (1)

(Modified accrual basis of accounting)

	Fiscal Year Ending June 30,			
	2021	2020	2019	2018
General Fund				
Assigned	\$ -	\$ -	264,007	-
Restricted	2,643	-	2,643	-
Unassigned	815,739	72,940	(226,215)	38,537
Total general fund	<u>\$ 818,382</u>	<u>\$ 72,940</u>	<u>40,435</u>	<u>38,537</u>

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ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
Last Ten Fiscal Years (1)
(Unaudited)

Function	2021	2020	2019	2018
Revenues				
Local Sources:				
Local tax levy	\$ 566,328	\$ 518,300	\$ 432,026	\$ 215,161
Miscellaneous	52,181	419,740	183,790	5,432
State sources	3,875,179	3,194,352	2,598,411	756,321
Federal sources	955,218	850,051	694,130	105,386
Total Revenues	<u>5,448,906</u>	<u>4,982,443</u>	<u>3,908,357</u>	<u>1,082,300</u>
Current expense				
Instruction	2,459,851	2,762,277	2,017,731	671,300
Administrative cost	1,333,049	1,277,99	788,250	188,199
Support services	1,136,878	1,196,780	867,302	148,897
Capital outlay	-	-	135,934	6,280
TPAF - FICA Reimbursement	11,195	112,559	99,885	28,287
Total Expenditures	<u>5,041,933</u>	<u>5,354,615</u>	<u>3,909,102</u>	<u>1,042,963</u>
Excess of Revenues Over Expenditures	406,933	(372,172)	(745)	39,337
Other financing sources(uses):				
Operating transfers in/(out)	35,866	-	-	-
Cancellation of prior year's payable	-	-	-	-
Cancellation of prior year's receivable	-	-	-	-
Capital leases (nonbudgeted)	-	-	-	-
Total other financing sources/(uses)	<u>35,866</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net change in fund balances	<u>\$ 742,799</u>	<u>\$ (372,172)</u>	<u>\$ (745)</u>	<u>\$ 39,337</u>
Debt service as a percentage noncapital expenditures	0.00%	0.00%	0.00%	0.00%

Source: Charter school's records.

Note: Noncapital expenditures are total expenditures less capital outlay.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**DEMOGRAPHIC AND ECONOMIC STATISTICS
Last Ten Fiscal Years (1)**

<u>Year</u>	<u>Population ^a</u>	<u>Personal Income ^b</u>	<u>Per Capita Personal Income ^c</u>	<u>Unemployment Rate ^d</u>
2021	**	**	**	**
2020	\$ 282,520	**	**	14.70%
2019	282,011	\$ 19,140,368,271	\$ 67,657	4.50%
2018	282,090	19,029,509,310	67,459	7.00%
2017	281,014	17,859,563,756	63,554	7.50%

** Data not available

Source:

^a U.S. Census Bureau, Population Division

^b Personal income has been estimated based upon the municipal population and per capita personal income presented

^c Per capita personal income was computed using Census Bureau midyear population estimates. All dollar estimates are in thousands of current dollars (not adjusted for inflation). Estimates for 2010-2018 reflect county population estimates available as of March 6, 2019.

^d Unemployment data provided by the New Jersey Department of Labor and Workforce Development

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**PRINCIPAL EMPLOYERS
Current Year and Three Years Ago**

Employer	2021		2018	
	Employees	Percentage of Total Municipal Employment	Employees	Percentage of Total Municipal Employment
St. Barnabas Health Care System	23,000	**	23,000	**
Verizon	17,100	**	17,100	**
Prudential Ins. Co. of America	16,850	**	16,850	**
Rutgers University - Newark Campus	15,500	**	15,500	**
Continental Airlines	11,000	**	11,000	**
Newark Board of Education	7,050	**	7,050	**
Automatic Data Processing	5,649	**	5,649	**
New Jersey Transit	4,000	**	4,000	**
City of Newark	4,000	**	4,000	**
Essex County	3,500	*	3,500	**
PSE&G	-		-	
JP Morgan Chase	-		-	
Horizon Blue Cross/Blue Shield	-		-	
Roche	-		-	
KPMG	-		-	
Ricoh American Corp	-		-	
	<u>107, 9</u>		<u>107,649</u>	

Note - Principal employers are that of Essex County

** - Information not available

Source: Essex County Economic Development Corporation

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FULL-TIME EQUIVALENT CHARTER SCHOOL EMPLOYEES BY FUNCTION/PROGRAM

Last Ten Fiscal Years (1)

(Unaudited)

<u>Function/Program</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Instruction	37	35	35	4
Administrative	4	10	10	3
Support Services	10	5	5	7
Food Service	-	-	-	-
Total	<u>51</u>	<u>50</u>	<u>50</u>	<u>14</u>

Source: Charter School's personnel records

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

OPERATING STATISTICS

Last Ten Fiscal Years (1)
(Unaudited)

Fiscal Year	Enrollment	Operating Expenditures ^a	Cost Per Pupil	Percentage Change	Teaching Staff ^b	Pupil/Teacher Ratio Elementary	Average Daily Enrollment (ADE) ^c	Average Daily Attendance (ADA) ^c	% Change in Average	Student Attendance Percentage
2021	447	\$ 5,041,973	11,280	-35.54%	37	12:1	364.6	329.0	25.00%	90.22%
2020	306	5,354,615	17,499	2.49%	35	9:1	374.0	263.2	20.77%	70.36%
2019	221	3,773,168	17,073	0.38%	35		221.2	217.9	262%	98.51%
2018	61	1,037,483	17,008	N/A	5	12:1	62.8	60.1	N/A	95.77%

Source: Charter School's Records

Note: Enrollment based on annual October Charter School count.

- a Operating expenditures equal total expenditures less debt service and capital outlay.
- b Teaching staff includes only full-time equivalents of certificate staff.
- c Average daily enrollment and average daily attendance are obtained from the School Register Summary (SRS).

12.08

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

SCHOOL BUILDING INFORMATION
Last Ten Fiscal Years (1)

	2021	2020	2019	2018
<u>Charter School Building</u>				
<u>Elementary School</u>				
Square Feet	4,000	4,000	4,000	4,000
Capacity (students)	900	900	900	900
Enrollment	447	306	221	61
Number of Schools		1	1	1

Source: Charter School's Records

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INSURANCE SCHEDULE

**June 30, 2021
(Unaudited)**

	<u>Coverage</u>	<u>Deductible</u>
Cyber Liability ⁽²⁾		
Network & Info Security Regulatory	\$1,000,000	\$5,000
Defense & Penalties Multimedia	\$1,000,000	\$5,000
Content Liability	\$1,000,000	\$5,000
PCI Fines Penalties Cyber Breach	\$1,000,000	\$5,000
Response	1,000,000	\$5,000
Crisis Mgmt & Public Relations	\$1,000,000	\$5,000
Cyber Extortion Cyber	\$1,000,000	\$5,000
Business Income and Extra Expense	1,000,000	\$5,000
Digital Asset Restoration	\$1,000,000	\$5,000
Funds Transfer Fraud	\$500,000	\$25,000
Reputation Repair	\$1,000,000	\$5,000
Computer Replacement	\$1,000,000	\$5,000
Service Fraud	\$100,000	\$5,000
BI/PD 1st party	\$250,000	\$5,000
BI/PD 3rd party	\$250,000	\$5,000
Pollution liability	\$250,000	\$5,000
Reputational Harm Loss	\$1,000,000	\$14
Breach Response Support	\$1,000,000	\$5,000
Umbrella ⁽¹⁾		
Commercial Umbrella	\$1,000,000	\$10,000
Commercial General Liability ⁽¹⁾		
General aggregate	\$ 3,000,000	
Products/Completed Ops Aggregate	3,000,000	
Personal & Advertising Injury	1,000,000	
Each Occurrence	1,000,000	
Fire Damage	1,000,000	
Medical expense	10,000	any one person
Employee Benefits	3,000,000	
	1,000,000/	
Non Owned & Hired Auto Liability	3,000,000	
Professional liability	3,000,000	
Abuse or Molestation - aggregate	3,000,000	
Abuse or Molestation - limit	1,000,000	

Property ⁽¹⁾

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INSURANCE SCHEDULE

**June 30, 2021
(Unaudited)**

	<u>Coverage</u>	<u>Deductible</u>
Business Personal Property	1,000,000	
Business Income/Extra Expense	1,082,000	
Crime ⁽¹⁾		
Employee Dishonesty Blanket	0,000	2,500
Accident-Health ⁽³⁾		
Accidental Death & Dismemberment	25,000	
D&O w/ EPL ⁽¹⁾		
Combined Limit Directors & Officers/Employer Practices Liability	1,000,000	25,000
Commercial Package Policy ⁽¹⁾		
General Liability Coverages		
Each occurrence	1,000,000	
Fire Damage Legal Liability	1,000,000	
Medical expense Limit	20,000	
Personal and Advertising Injury	1,000,000	
General aggregate	3,000,000	
Products/Completed Operation Aggregate	3,000,000	
Additional Coverage, Endorsements and Exclusions	1,000,000	
Abuse or Molestation	3,000,000	
Employee Benefits	1,000,000	
Hired & Non-Owned Liability	3,000,000	
	1,000,000	
Umbrella/Excess Coverages ⁽¹⁾		
Per Occurrence	1,000,000	
General aggregate	1,000,000	
Retention	None	
Employment Practices & Educators Legal Liability ⁽⁴⁾		
Defense Reimbursement Payments - Retention 10,000	50,000/100,000	
Employment Practices Liability - Retention 25,000	1,000,000	
D&O - Educators Legal Liability - Retention 10,000	1,000,000	
Policy Aggregate	1,000,000	

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INSURANCE SCHEDULE

**June 30, 2021
(Unaudited)**

	<u>Coverage</u>	<u>Deductible</u>
Cyber Liability⁽⁵⁾		
Network & Info Liability	1,000,000	\$ 5,000
Regulatory Defense & Penalties	1,000,000	\$ 5,000
Multimedia Content Liability	1,000,000	\$ 5,000
PCI Fines and Assessments	1,000,000	\$ 5,000
Breach Response	1,000,000	\$ 5,000
Crisis Management and Public Relations	1,000,000	\$ 5,000
Cyber Extortion	1,000,000	\$ 5,000
Business Interruption and Extra Expenses	1,000,000	\$ 5,000
Business Interruption and Extra Expenses Waiting Period: hrs		
Digital Asset Restoration	1,000,000	\$ 5,000
Funds Transfer Fraud	500,000	\$ 25,000

Source: Charter School's Records

⁽¹⁾ Lloyds of London

⁽²⁾ Great American Alliance Insurance Co

⁽³⁾ Philadelphia Indemnity Insurance

⁽⁴⁾ Greenwich Insurance Company

⁽⁵⁾ North American Capacity Insurance Co

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

CHARTER SCHOOL PERFORMANCE FRAMEWORK
FINANCIAL PERFORMANCE
FISCAL RATIOS

Multi-Year Information

	2019 Audit	2020 Audit	2021 Audit	Source
Cash	\$ 55,488	\$ 319,651	\$ 470,300	Audit: Exhibit A-1
Current Assets	346,167	916,867	1,391,958	Audit: Exhibit A-1
Current Liabilities	342,767	529,808	573,576	Audit: Exhibit A-1
Total Expenses	4,067,365	5,471,385	5,078,088	Audit: Exhibit A-1
Change in Net Assets	(35,137)	43,570	(4,010,675)	Audit: Exhibit A-2
Final Average Daily Enrollment (exclude PK)*	374	306	447	DE Final Enrollment Report
March 30 Budgeted Enrollment (exclude PK)	66	500	470	March 30 Charter School Budget
<i>Complete section only if auditee has mortgage/note/bond payable:</i>				
Depreciation Expense	-	-	-	Auditor/Workpapers
Interest Expense	-	-	-	Auditor/Workpapers
Principal Payments	-	-	-	Auditor/Workpapers
Interest Payments	-	-	-	Auditor/Workpapers

Performance Indicators	2019	2020	2021	3 YR CUM	Calculation****	Target****
Near Term Indicators						
1a	Current Ratio (working capital ratio)	1.01	1.73	2.43	Current Assets/Current Liabilities	> 1.1 or between 1.0-1.1 with positive trend
1b	Unrestricted days cash on hand	5	21	34	Cash/(Total Expenses/365)	60 days or 30-60 days with positive trend
1c	Enrollment Variance	567%	61%	95%	241%	Average Daily Enrollment/Budgeted Enrollment
1d **	Default on loans or delinquent in debt payments	NO	NO	NO	Auditor	not in default
Sustainability Indicators						
2a***	3 Year Cumulative Cash Flow	33,474	264,16	150,649	448,286	Net change in cash flow from prior years
2b	Debt Service Coverage Ratio	N/A	N/A	N/A	N/A or (Change in Net Position + depreciation + interest expense) / (principal + interest payments)	3 yr cum positive with most recent year positive >1.10

* For renaissance schools: use Oct 15 count if no final count; use head count if DE not available
 ** Is school in default of loan covenant(s) and/or is delinquent with debt service payments? Yes or No
 *** 2021 =2021 Cash - 2020 Cash; 2020 =2020 Cash-2019 Cash; 2019 =2019 Cash-2018 Cash
 **** Refer to NJ Performance Framework

Meets Standard
 Does Not Meet Standard
 Falls Far Below Standard

SINGLE AUDIT SECTION

DRAFT

**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and audit requirements as prescribed by the Office of School Finance Department of Education, State of New Jersey, the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2021, and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements, and have issued our report hereon dated January 26, 2022.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies

INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS - CONTINUED

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School’s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not a objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey.

We also noted certain matters that we have reported to the Board of Trustees of the Achieve Community Charter School in the County of Essex, New Jersey in a separate *Auditor’s Management Report on Administrative Findings - Financial, Compliance and Performance*, dated January 26, 2022.

Charter School’s Response to Finding

The Charter School’s response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The Charter School’s response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity’s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School’s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400

Galleros Robinson CPAs, LLP
Certified Public Accountants

January 26, 2022
Cream Ridge, New Jersey



EXHIBIT K-2

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL
AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE
AS REQUIRED BY THE UNIFORM GUIDANCE AND
NEW JERSEY OMB CIRCULAR LETTER 15-08**

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
Essex County, New Jersey

Report on Compliance for Each Major State and Federal Programs

We have audited the Achieve Community Charter School's (the Charter School) in the County of Essex, State of New Jersey compliance with the types of compliance requirements described in the *New Jersey State Aid Grant Compliance Supplement* that could have a direct and material effect on each of the Charter School's major state and federal programs for the fiscal year ended June 30, 2021. The Charter School's major state and federal program are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal and state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Charter School's major federal and state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey; Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. Those standards, Uniform Guidance and New Jersey OMB Circular Letter 15-08, require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on major federal and state program occurred. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE AND NEW JERSEY OMB CIRCULAR LETTER 15-08

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination of the Charter School's compliance on compliance for each major federal and state programs.

Opinions on Each Major Federal and State Programs

In our opinion, the Achieve Community Charter School in the County of Essex, State of New Jersey, complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal and state program for the fiscal year ended June 30, 2021.

Report on Internal Control Over Compliance

Management of the Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Charter School's internal control over compliance with the types of requirement that could have a direct and material effect on each major federal and state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance and to test and report on internal control over compliance for each major federal and state program and to test and report on internal control over compliance in accordance with the Uniform Guidance and New Jersey OMB Letter Circular 15-08-OMB but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Charter School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal and state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal and state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal and state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE AND NEW JERSEY OMB CIRCULAR LETTER 15-08

Purpose of the Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and New Jersey OMB Circular Letter 15-08. Accordingly, this report is not suitable for any other purpose.

Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400

Galleros Robinson CPAs, LLP
Certified Public Accountants

January 26, 2022
Cream Ridge, New Jersey

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SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2021

Federal Grant/ Pass-Through Grantor/ Program Title	Federal CFDA No.	Federal FAIN Number	Grant or State Project Number	Program or Award Amount	Grant Period		Balance at June 30, 2020	Carryover/ (Walkover) Amount	Cash Received	Budgetary Expenditures	Repayment of Prior Years' Balances	Balance at June 30, 2021			
					From	To						(Accounts Receivable)	Deferred Revenue	Due to Grantor	
U.S. Department of Education:															
Passed-through New Jersey State Department Education															
Special Revenue Fund:															
Title I Part A Grants to Local Educational Agencies	84.010	S010A200030	ESSA - 6110 - 21	\$ 292,267	7/1/2020	9/30/2021	\$ -	\$ -	\$ 219,459	\$ (292,267)	\$ -	\$ (72,808)	\$ -	\$ -	
Preschool Grants for Children with Disabilities	84.173	H173A200114	IDEA - 6110 - 21	1,404	7/1/2020	9/30/2021	-	-	-	(1,404)	-	(1,404)	-	-	
Individuals with Disabilities - States Grant (Basic)	84.027	H027A200100	IDEA - 6110 - 21	58,418	7/1/2020	9/30/2021	-	-	21,078	(58,418)	-	(37,340)	-	-	
Individuals with Disabilities - States Grant (Basic)	84.027	H027A190100	IDEA - 6110 - 20	49,172	7/1/2019	6/30/2020	(1,298)	-	298	-	-	-	-	-	
COVID 19 - CARES Emergency Relief Grant	84.425D	S425D200027	NA	142,119	3/1/2020	9/30/20	-	-	85,080	(142,119)	-	(57,039)	-	-	
Total U.S. Department of Education							(1)	-	326,915	(494,208)	-	(168,591)	-	-	
U.S. Department of Treasury:															
Passed-through New Jersey State Department Education															
Special Revenue Fund:															
COVID 19 - Coronavirus Relief Fund	21.019	SLT0007	NA	\$ 23,210	7/1/2020	6/30/21	-	-	23,210	(23,210)	-	-	-	-	
Total U.S. Department of Treasury							-	-	23,210	(23,210)	-	-	-	-	
U.S. Department of Education:															
Passed-through Building Responsible Intelligent Creative Kids															
Charter Schools Program (CSP) Grants to Developers for the Replication and Expansion of High-Quality Charter Schools															
	84.282	UNKNOWN	UNKNOWN	.800	10/1/2020	9/30/2021	-	-	-	(237,800)	-	(237,800)	-	-	
U.S. Department of Education:															
Passed-through South Ward Alliance															
Project Neighborhood Programs	84.215	UNKNOW	UNKNOWN	200,000	1/1/2021	12/31/2021	-	-	150,000	(200,000)	-	(50,000)	-	-	
U.S. Department of Agriculture															
Passed-through New Jersey State Department of Agriculture															
Enterprise Fund:															
National School Lunch Program	10.555	201NJ304N1099	N/A	\$ 91,722	7/1/2019	6/30/2020	(19,435)	-	9,463	-	-	(9,972)	-	-	
National School Breakfast Program	10.553	201NJ304N1099	N/A	31,707	7/1/2019	6/30/2020	(4,047)	-	2,972	-	-	(1,075)	-	-	
Total U.S. Department of Agriculture							(23,482)	-	12,435	-	-	(11,047)	-	-	
Total Expenditures of Federal Awards							\$ (24,780)	\$ -	\$ 512,560	\$ (955,218)	\$ -	\$ (467,438)	\$ -	\$ -	

SCHEDULE OF STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2021

State Grantor/ Program Title	Grant or State Project Number	Grant Period	Balance at June 30, 2020				Cash Received	Budgetary Expenditures Pass-through Funds	Adjustments Repayment Prior Year's Balances	Balance at June 30, 2021				MEMO	
			Award Amount	Deferred Revenue (Accounts Receivable)	Due to Grantor	Carryover/ (Walkover) Amount				Intergovernmental (Accounts Receivable)	Deferred Revenue/ Interfund Payable	Due to Grantor	Budgetary Receivable	Cumulative Total Expenditure	
New Jersey State Department of Education															
General Fund:															
Equalization Aid	21-495-034-5120-078	7/1/20-6/30/21	\$ 3,200,710	\$ -	\$ -	\$ -	2,875,815	\$ (3,210)	\$ -	(324,895)	\$ -	\$ -	\$ 324,895	\$ 3,200,710	
Equalization Aid	20-495-034-5120-078	7/1/19-6/30/20	2,863,368	(136,313)	28,110	-	160,516	-	(28,110)	(4,236)	-	28,439	4,236	-	
Equalization Aid	19-495-034-5120-078	7/1/18-6/30/19	2,334,463	(103,686)	10,148	-	17,127	-	-	(86,559)	-	10,148	-	-	
Special Education															
Categorical Aid	21-495-034-5120-089	7/1/20-6/30/21	149,106	-	-	-	149,106	9,106	-	-	-	-	-	149,106	
Security Aid	21-495-034-5120-084	7/1/20-6/30/21	87,552	-	-	-	87,552	(8,52)	-	-	-	-	-	87,552	
Adjustment Aid	21-495-034-5121-085	7/1/20-6/30/21	325,616	-	-	-	325,616	(325,616)	-	-	-	-	-	325,616	
Reimbursed Social Security Tax															
Reimbursed Social Security Tax	21-495-034-5094-003	7/1/20-6/30/21	112,195	-	-	-	7,791	(112,195)	-	(14,404)	-	-	14,404	-	
Reimbursed Social Security Tax	20-495-034-5094-003	7/1/19-6/30/20	112,559	(30,312)	-	-	30,312	-	-	-	-	-	-	-	
On-Behalf Teachers' Pension and Annuity Fund															
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	21-495-034-5094-001	7/1/20-6/30/21	-	-	-	-	-	-	-	-	-	-	-	-	
On-Behalf Teachers' Pension & Annuity Fund - Non-contributory Insurance	21-495-034-5094-004	7/1/20-6/30/21	-	-	-	-	-	-	-	-	-	-	-	-	
Total General Fund				<u>(270,311)</u>	<u>38,258</u>	<u>-</u>	<u>3,743,815</u>	<u>(3,875,179)</u>	<u>(28,110)</u>	<u>(430,094)</u>	<u>-</u>	<u>38,587</u>	<u>343,535</u>	<u>3,762,984</u>	
Enterprise Fund:															
State School Lunch Program	20-100-010-3350-023	7/1/19-6/30/20	1,718	()	-	-	141	-	-	(213)	-	-	213	-	
Total Expenditures of State Financial Assistance				<u>\$ 665</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,743,976</u>	<u>\$ (3,875,179)</u>	<u>\$ (28,110)</u>	<u>\$ (430,307)</u>	<u>\$ -</u>	<u>\$ 38,587</u>	<u>\$ 343,748</u>	<u>\$ 3,762,984</u>	
Less: On-Behalf TPAF Pension System Contributions															
On-Behalf Teachers' Pension and Annuity Fund	21-495-034-5094-002														
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	21-495-034-5094-001														
On-Behalf Teachers' Pension & Annuity Fund - Non-contributory Insurance	21-495-034-5094-004														
Total for State Financial Assistance-Major Program Determination								<u>\$ (3,875,179)</u>							

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE****FISCAL YEAR ENDED JUNE 30, 2021****NOTE 1 GENERAL**

The accompanying schedules of expenditures of federal awards and state financial assistance include federal and state activity of the Board of Trustees for Achieve Community Charter School. The Board of Trustees is defined in Note 1 to the Charter School's basic financial statements. All federal and state awards received directly from federal and state agencies, as well as federal awards and state financial assistance passed through other government agencies is included on the schedule of federal awards and state financial assistance.

NOTE 2 BASIS OF ACCOUNTING

The accompanying Schedules of Expenditure of Federal Awards and State Financial Assistance are presented using the budgetary basis of accounting with the exception of those recorded in the food service fund, which are presented using the accrual basis of accounting. These bases of accounting are described in Note 1 to the Charter School's basic financial statements. The information in these schedules is presented in accordance with the requirements of *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grant and State Aid*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS

Amounts reported in the accompanying schedules agree with the amounts reported in the Charter School's basic financial statements. The basic financial statements present the special revenue fund on both GAAP and budgetary basis. The special revenue fund is presented in the accompanying schedules on the grant accounting budgetary basis which recognizes encumbrances as expenditures and also recognizes the related revenues, whereas the GAAP basis does not. See Exhibit C-3 for a reconciliation of the budgetary basis to the GAAP basis of accounting for the special revenue fund. Awards and financial assistance revenues are reported in the Charter School's basic financial statements on a GAAP basis as follows:

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE - CONTINUED**

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS - CONTINUED

	<u>Federal</u>	<u>State</u>	<u>Total</u>
General Fund	\$ -	\$ 3,875,179	\$ 3,875,179
Special Revenue Fund	955,218	-	955,218
Total	<u>\$ 955,218</u>	<u>\$ 3,875,179</u>	<u>\$ 4,830,397</u>

NOTE 4 RELATIONSHIP TO STATE FINANCIAL REPORTS

Amounts reported in the accompanying schedules agree with the amounts reported in the related federal and state financial reports.

NOTE 5 ON-BEHALF PAYMENTS

TPAF Social Security Contributions represents reimbursements in the amount of \$112,195 by the State for the employer's share of social security contributions for TPAF members for the year ended June 30, 2021. The State did not make on-behalf TPAF payments for pension contributions, post-retirement medical benefits and long-term disability insurance contributions for the year ended June 30, 2021.

NOTE 6 ON-BEHALF PROGRAMS NOT SUBJECT TO STATE SINGLE AUDIT

On-behalf State Programs for TPAF pension contributions, post-retirement medical benefits contributions and long-term disability insurance are not subject to a State Single Audit and, therefore, are excluded from major program determination. The Schedule of State Financial Assistance provides a reconciliation of State financial assistance reported in the Charter School's financial statements and the amount subject to State Single Audit and major program determination.

NOTE 7 DE MINIMIS INDIRECT COST

The Charter School has not elected to use the ten percent de minimis indirect cost rate allowed under the Uniform Guidance.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2021

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statement Section

Type of auditor's report issued: Unmodified

Internal control over financial reporting:
 Material weakness(es) identified? Yes No reported

Significant deficiency(ies) identified not considered to be material weaknesses? Yes No

Noncompliance material to financial statements noted? Yes No

Federal Awards

Dollar threshold used to determine Type A and B programs: \$750,000

Auditee qualified as low-risk auditee? Yes No

Type of auditor's report on compliance for major programs: Unmodified

Internal control over compliance:
 Material weakness(es) identified? Yes No

Significant deficiency(ies) identified not considered to be material weakness(es)? Yes No

Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance? Yes No

Identification of Major Programs:

CFDA No.	Name of Federal Program
84.215N	Project Neighborhood Programs

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2021

SECTION I - SUMMARY OF AUDITOR'S RESULTS - CONTINUED

State Financial Assistance

Dollar threshold used to determine Type A and B programs: \$750,000

Auditee qualified as low-risk auditee? Yes No

Type of auditor's report on compliance for major programs: Unmodified

Internal control over compliance:

Material weakness(es) identified? Yes No

Significant deficiency(ies) identified not considered to be material weakness(es)? Yes No

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200 section 6()? Yes No

Identification of Major Program :

<u>State or Project No</u>	<u>Name of State Program</u>
State Aid Public Cluster: 21-495-034-5120-078 21-495-034-5120-084 21-495-034-5120-089 Aid	Equalization Aid Security Aid Special Education Categorical

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS

None.

DRAFT

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

**SECTION III - FEDERAL AND STATE FINANCIAL ASSISTANCE FINDINGS AND
QUESTIONED COSTS**

None noted.

DRAFT

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SUMMARY SCHEDULE OF PRIOR-YEAR AUDIT FINDINGS AND QUESTIONED COSTS AS
PREPARED BY MANAGEMENT**

FISCAL YEAR ENDED JUNE 30, 2021

**Finding 2020-001 Timely Reporting, Account Analysis and Reconciliation
and Audit Preparation**

The financial records were not readily available during the audit due to turnover in CMO employee and unfamiliarity with the accounting system used. As a result, there were several trial balance revisions to reconcile cash balances, interfund activities, accounts payable and payroll account balances. Also, multiple general ledger cash accounts in each fund were used for a bank account to account for interfund transactions. Case in point, the general fund has cash accounts for food service, student activities and payroll. Several adjusting journal entries were recorded at year-end in each fund to correct the cash balances and other accounts.

There was also one bank account that was overdrawn as of June 30, 2020.

The Board Secretary's and financial reports were not presented monthly to the board as prescribed (N.J.S.A.18A:17-9 and 18A:17-3). In addition, the budget columns in the monthly Board Secretary's report are not updated.

Status: These were corrected in 2021.

Finding 2020-002 – Claims and Purchase orders

In our review of claims we note the following:

- a. Supporting documents for 6 of 10 sample claims paid were not on file.
- b. Of the 34 claims paid with supporting documents provided,
 - 16 claims have confirming purchase orders.
 - 12 claims did not have signed vendor certifications.
 - 10 claims have inadequate supporting documentation.
 - 3 did not have signed purchase orders.
- 2 claims have undated purchase orders.

Status: These were corrected in 2021.

Finding 2020-003 Time and Activity Reports

During our audit, Title I and IDEA employees did not have time and activity reports first half of the Year.

Status: This condition does not exist in 2021.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SUMMARY SCHEDULE OF PRIOR-YEAR AUDIT FINDINGS AND QUESTIONED COSTS AS
PREPARED BY MANAGEMENT - CONTINUED**

FISCAL YEAR ENDED JUNE 30, 2021

Finding 2020-004 Late Submission of Food Service Claims

The reimbursement claims for meals served during the month of September 2019 in the total amount of \$11,797 was submitted to the New Jersey State Department of Agriculture past the 60 days after the end of the reporting month. As a result, the claims are in further review by the New Jersey State Department of Agriculture and remained unpaid at June 30, 2020.

Status: This condition does not exist in 2021.

DRAFT

ACHIEVE COMMUNITY CHARTER SCHOOL

**COMPREHENSIVE ANNUAL
FINANCIAL REPORT**

JUNE 30, 2020

**PREPARED BY
Achieve Community Charter School**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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534 Clinton Ave | Newark, NJ | 07108
Phone (973) 556 -7070 | Fax (973) 556 -7070
achieveccs.org
Christopher Perpich, *Principal*



January 19, 2021

Honorable President and Members
of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

Dear Board Members:

We are pleased to present to you the Comprehensive Annual Financial Report (CAFR) of the Achieve Community Charter School (Charter School) for the fiscal year ended June 30, 2020. This CAFR includes the Charter School's Basic Financial Statements prepared in accordance with Governmental Accounting Standards Board Statement 34.

The Charter School has elected to adopt this new financial reporting model which we believe will provide all users of this document with much more useful financial and statistical information than ever before. Responsibility for both the accuracy of the data and completeness and fairness of the presentation, including all disclosures, rests with the management of the Board of Trustees (Board).

To the best of our knowledge and belief, the data presented in this report is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of operations of the Charter School. This report will provide the taxpayers of the Charter School with comprehensive financial data in a format enabling them to gain an understanding of the Charter School's financial affairs.

The Comprehensive Annual Financial Report is presented in four sections as follows:

- The Introductory Section contains a table of contents, Letter of Transmittal, List of Principal Officials, and an Organizational Chart of the Charter School;
- The Financial Section begins with the Independent Auditor's Report and includes the Management's Discussion and Analysis, the Basic Financial Statements and Notes providing an overview of the Charter School's financial position and operating results, and other schedules providing detailed budgetary information;
- The Statistical Section includes selected economic and demographic information, financial trends, and the fiscal capacity of the Charter School, generally presented on a multi-year basis;
- The Single Audit Section — The Charter School is required to undergo an annual single audit in conformity with the provisions of the New Jersey State Office of Management and Budget (OMB) Circular Letter 15-08-OMB, "*Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*".

Information related to this single audit, including the independent auditor's report on the internal control and compliance with applicable laws, regulations, contracts and grants, along with findings and questioned costs, are included in the single audit section of this report.

Charter School Organization

The Board of Trustees is comprised of five voting members and are elected to oversee that the Charter School operates in compliance with statute and administrative code. Voting members of the Board serve as the official governing body of the Charter School charged with policy making, fiscal oversight, and accountability for student academic achievement results of the Charter School. Voting members adopt the annual budget and directly approve all expenditures which serve as the basis for control for the authorization of all expenditures of Charter School tax money which in turn support the Charter School's business to promote academic achievement. Non-voting members include the Charter School's Principal and Vice-Principal, School Business Administrator/Board Secretary, and faculty representative.

The Principal of the Charter School is responsible to the board for the implementation and administration of all educational and support operations. The School Business Administrator/Board Secretary is the chief financial officer of the Charter School and is responsible to the Board for maintaining all financial records, issuing warrants in payment of liabilities incurred by the Charter School, acting as custodian of all Charter School funds, and investing idle funds as permitted by New Jersey Law.

1. **REPORTING ENTITY AND ITS SERVICES:** The Achieve Community Charter School is an independent reporting entity within the criteria adopted by the Government Auditing Standards Board (GASB) as established by GASB Statement No. 14. All funds and account groups of the Charter School are included in this report. The Charter School's Board of Trustees, constitutes the Charter School's reporting entity.

The Charter School provides a full range of educational services appropriate to grade levels K through 4. These include both regular and special education programs. As of June 30, 2020, the Charter School's final head count was 306 students.

2. **MAJOR INITIATIVES:** The following are the major initiatives successfully implemented at the Charter School for 2019-2020 school year:

The major initiatives are building the curriculum for rigorous literacy and math instruction through the adoption a new curriculums. Teachers and leaders will be trained in summer institute and on bi-weekly professional development.

The Charter School also adopted a new guided reading framework in kindergarten to second grade and close reading in third grade. Teachers and leaders were professionally developed to implement the curriculum.

Social emotional learning and support was developed through the addition of a vice principal of culture as well as an associate dean. These two positions provided direct support to teachers and administrators in meeting the needs of our most struggling students.

3. **INTERNAL ACCOUNTING CONTROLS:** Management of the Charter School is responsible for establishing and maintaining an internal control designed to ensure that the assets of the Charter School are protected from loss, theft or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of financial statements in conformity with generally accepted accounting principles (GAAP). Internal control is designed to provide reasonable, but not absolute, assurance that these objectives are met.

INTERNAL ACCOUNTING CONTROLS – CONTINUED

The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

As a recipient of federal and state financial assistance, the Charter School is responsible for ensuring that adequate internal controls are in place to ensure compliance with applicable laws and regulations related to those programs. Internal control is also subject to periodic evaluation by the Charter School's management.

As part of the Charter School's Single Audit described earlier, tests are made to determine the adequacy of internal controls, including that portion related to federal and state financial assistance programs, as well as to determine that the Charter School has complied with applicable laws and regulations.

4. **BUDGETARY CONTROLS:** In addition to internal accounting controls, the Charter School maintains budgetary controls. The objective of these budgetary controls is to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the voters of the municipality. Annual appropriated budgets are adopted for the general fund and the special revenue fund. The final budget amount, as amended for the fiscal year, is reflected in the financial section.

An encumbrance accounting system is used to record outstanding purchase commitments on a line item basis. Open encumbrances at year-end are either cancelled or are included as re-appropriations of fund balance in the subsequent year. Those amounts to be re-appropriated at June 30, 2020.

5. **ACCOUNTING SYSTEM AND REPORTS:** The Charter School's accounting records reflect generally accepted accounting principles, as promulgated by Governmental Accounting Standards Board (GASB). The accounting system of the Charter School is organized on the basis of funds each of which maintains a self-balancing set of accounts. These funds are explained in the "Notes to the Basic Financial Statements."
6. **DEBT ADMINISTRATION:** At June 30, 2020, the Charter School has no outstanding debt.
7. **CASH MANAGEMENT:** The investment policy of the Charter School is guided in large part by state statute as detailed in "Notes to the Basic Financial Statement" Notes 1 and 3. The Charter School had adopted a cash management plan which requires it to deposit funds in public depositories protected from loss under the provisions of the Governmental Unit Deposit Protection Act ("GUDPA"). GUDPA was enacted in 1970 to protect Government Units from a loss of funds on deposit with a failed banking institution in New Jersey. The law requires governmental units to deposit public funds only in public depositories located in New Jersey, where the funds are secured in accordance with the Act.

8. **RISK MANAGEMENT:** The Board carries various forms of insurance, including but not limited to general liability, automobile liability and comprehensive/collision, hazard and theft insurance and fidelity bonds.

9. **OTHER INFORMATION:**

Independent Audit

State statute requires an annual audit by independent certified public accountants or registered municipal accountants. The Charter School appointed the accounting firm of Galleros Robinson CPAs, LLP. In addition to meeting the requirements set forth in state statutes, the audit also was designed to meet the requirements of the New Jersey Letter Circular Letter 15-08-OMB.

The auditor's report on the basic financial statements, combining and individual fund statements, and schedules are included in the financial section of this report. The auditor's reports related specifically to the single audit are included in the single audit section of this report.

10. **ACKNOWLEDGMENTS:** I would like to express my appreciation to the Board of Trustees of Achieve Community Charter School for their concern in providing fiscal accountability to the Charter School and thereby contributing their full support to the development and maintenance of our financial operation.

Respectfully submitted,



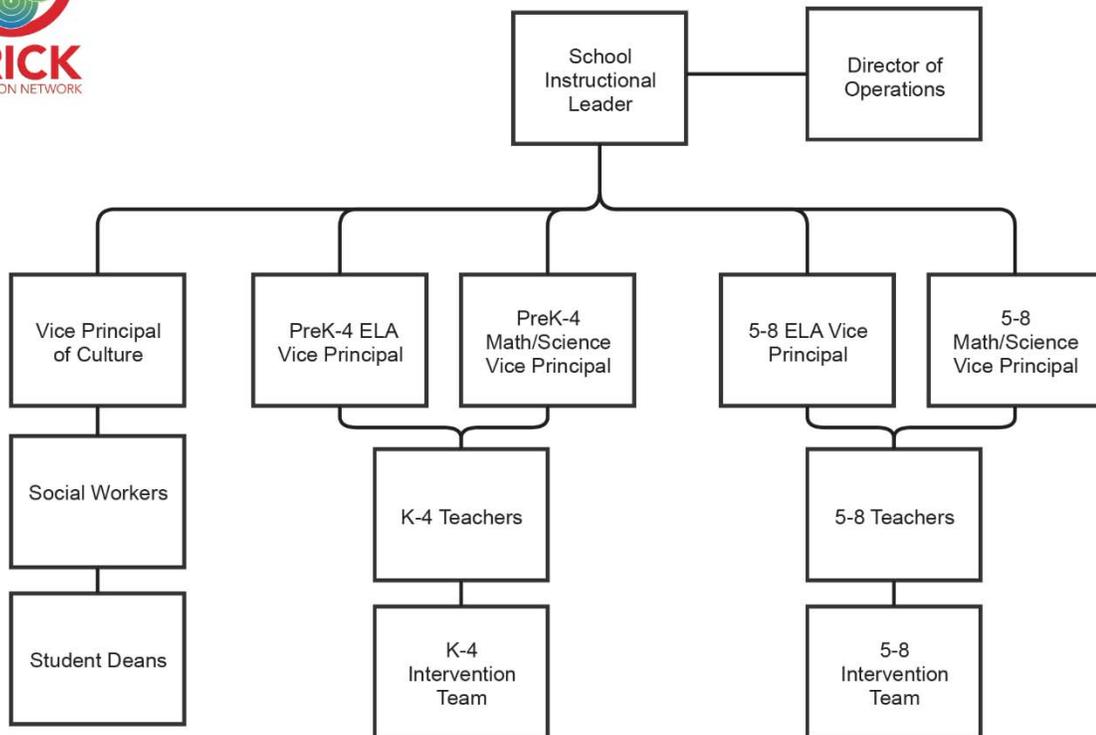
Carrieann Zielinski
School Business Administrator

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ORGANIZATIONAL CHART



BRICK Education Network PreK-8 School Leadership Structure



**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ROSTER OF OFFICIALS

JUNE 30, 2020

Board of Trustees

MEMBERS OF THE BOARD OF TRUSTEES	TERM
Sally Booth, Board Chair	June 30, 2021
Ronald Augustin, Vice Chair	June 30, 2020
Sonia Rodrigues-Martó, Trustee	June 30, 2020
Charisse Carrion, Trustee	June 30, 2022
Claudia Vazquez, Trustee	July 1, 2020

OTHER OFFICIALS

Dominique Lee, Founder and Chief Executive Officer

Christopher Perpich, Chief School Administrator

Carriean Zielinski, Board Secretary/Business Administrator

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CONSULTANTS AND ADVISORS

Independent Auditors

Galleros Robinson CPAs, LLP
115 Davis Station Road
Cream Ridge, NJ 08514

Attorneys

Johnston Law Firm LLC
75 Midland Avenue, Suite 1
Montclair, NJ 07042

Official Depositories

City National Bank
900 Broad Street
Newark, NJ 07102

FINANCIAL SECTION



INDEPENDENT AUDITOR'S REPORT

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2020 and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

INDEPENDENT AUDITOR'S REPORT - CONTINUED

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School, in the County of Essex, State of New Jersey as of June 30, 2020, and the respective changes in financial position and, where applicable, cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 11 through 16, Budgetary Comparison Information on pages 51 through 54, and information related to Accounting and Reporting for Pensions (GASB 68) and OPEB (GASB 75) on pages 55 through 59 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the Charter School's basic financial statements. The accompanying introductory section and statistical information are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such other information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

The accompanying combining and individual fund financial statements are also presented for purposes of additional analysis and are not a required part of the basic financial statements.

INDEPENDENT AUDITOR'S REPORT - CONTINUED

The accompanying schedules of expenditures of federal awards and state financial assistance (Schedules) are also presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and New Jersey OMB's Letter Circular 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid* respectively, and are not also a required part of the basic financial statements.

The combining and individual fund financial statements and Schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund financial statements, and the Schedules are fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated January 19, 2021 on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Charter School's internal control over financial reporting and compliance. Our report thereon, was not changed as a result of the financial statements described in Note 11 to the financial statements.



Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400



Galleros Robinson CPAs, LLP
Certified Public Accountants

January 19, 2021
Cream Ridge, New Jersey

REQUIRED SUPPLEMENTARY INFORMATION

PART I

MANAGEMENT'S DISCUSSION AND ANALYSIS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS

The discussion and analysis of Achieve Community Charter School's (the Charter School) financial performance provides an overall review of the Charter School's financial activities for the fiscal period ended June 30, 2020. The intent of this discussion and analysis is to look at the Charter School's financial performance as a whole; readers should also review the basic financial statements and notes to enhance their understanding of the Charter School's financial performance.

The Management's Discussion and Analysis (MD&A) provides an analysis of the Charter School's overall financial position and results of operations.

Introduction

This section of the Charter School's annual financial report presents our discussion and analysis of the Charter School's financial performance and provides an overview of the Charter School's financial activities for the fiscal year ended June 30, 2020. It should be read in conjunction with the transmittal letter at the front of this report and the Charter School's financial statements, which follow this section.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB).

Financial Highlights

Key Financial highlights for the fiscal year 2020 are as follows:

- In total, net position increased to \$46,969 in 2020.
- General revenues accounted for \$4.42 million or 80% of all revenues. Program specific revenues in the form of charges for services, operating grants and contributions accounted for \$1.09 million or 20% of total revenues of \$5.51 million.
- The Charter School had \$5.47 million in expenses; only \$1.09 million of these expenses were offset by program specific charges for services, grants or contributions. General revenues of \$4.42 million was adequate to provide for these programs.
- Among governmental funds, the General Fund had \$5.39 million in revenues and \$5.35 million in expenditures. The General Fund's fund balance increased by \$35,148 in 2020.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

Basic Financial Statements

This annual report consists of a series of basic financial statements, required supplementary information, other supplementary information and notes to those statements and information.

The report is organized so the reader can understand the Achieve Community Charter School as a financial whole, or as an entire operating entity. The first two basic financial statements, the Statement of Net Position and the Statement of Activities, are governmental-wide financial statements and provide overall information about the activities of the entire Charter School, presenting both an aggregate view of the Charter School's finances and a long-term view of those finances.

Fund Financial Statements

The remaining basic financial statements are fund financial statements that focus on the individual parts of the government, reporting the Charter School's operation in more detail than the governmental-wide statements. The fund financial statements also look at the Charter School's most significant funds with all other non-major funds presented in total in a single column. For the Achieve Community Charter School, the General Fund is the most significant fund.

The governmental funds statements tell how general government services were financed in the short-term as well as what remains for future spending.

Proprietary fund statements offer short and long-term financial information about the activities; the government operates like a business, such as food service.

Fiduciary fund statements provide information about financial relationship in which the Charter School acts solely as a trustee or agent for the benefits of other, to whom the resources in question belong.

The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data. The statements are followed by a section of Required Supplementary Information that further explains and supports the information in the financial statements.

Statement of Net Position and Statements of Activities

While this report contains the funds used by the Charter School to provide programs and activities, the view of the Charter School as a whole looks at all financial transactions and asks the question, "how did we do financially during fiscal year 2020?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all the Charter School's assets and liabilities using the accrual basis of accounting similar to the accounting system used by most private sector companies. These bases of accounting take into account all of the current year's revenues and expenses regardless of when cash was received or paid.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

These two statements report the Charter School's net position and changes in the net position. This change in net position is important because it identifies whether the financial position of the Charter School has improved or diminished for the Charter School as a whole. This change is the result of many factors some financial, some not. Financial factors represent increases in federal and state funding that resulted from the increase in enrollment noted for the fiscal year ended June 30, 2020. These factors are presented in our discussions on the Charter School as a whole. Non-financial factors include the property tax base of the School District where the Charter School is located, current educational funding laws in New Jersey, facilities conditions, required educational programs, and other factors. In the Statements of Net Position and the Statements of Activities, the Charter School is divided into two distinct kinds of activities:

Governmental Activities – Most of the Charter School's programs and services are reported here including instructional, extracurricular activities, curriculum, staff development, special education and other support services, operation and maintenance of plant, pupil transportation, health services and general administration.

Business-Type Activity – Services are provided on a charge for goods or services or reimbursement basis to recover the expenses of the goods or services provided. The Food Service enterprise fund is reported as a business activity.

Reporting the School Charter School's Most Significant Funds

Fund Financial Statements

Fund financial reports provide detailed information about the Charter School's major funds, not the Charter School as a whole. Funds are accounting devices that the Charter School uses to keep track of a multitude of financial transactions. The Charter School's only major governmental fund is the General Fund.

Governmental Funds

Most of the Charter School's activities are reported in governmental funds, which focus on how monies flow into and out of those funds and the balances left at fiscal year-end for spending in future periods. These funds are reported using an accounting method called modified accrual accounting which measures cash and all other financial assets that can readily be converted to cash.

The governmental fund statement provides a detailed short-term view of the Charter School's general government operations and the basic services it provides.

Governmental fund information helps determine whether there are sufficient financial resources that can be spent in the near future to finance educational programs. The relationship, or differences, between governmental activities reported in the Statement of Net Position and the Statement of Activities and the governmental funds are reconciled in the financial statements.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

Enterprise Fund

The enterprise fund uses the same basis of accounting as business-type activities; therefore, these statements are essentially the same.

The Charter School as a Whole

The perspective of the Statement of Net Position is of the Charter School as a whole. The table below provides a summary of the Charter School's net position at June 30, 2020.

The total net position of the Charter School has increased by \$43,570 during the current fiscal year.

The table that follows reflects the change in net position for fiscal year 2020.

	Governmental Activities	Business-Type Activities	Total
Assets			
Current Assets	\$ 887,796	\$ 29,071	\$ 916,867
Liabilities			
Current Liabilities	814,856	55,042	869,898
Noncurrent liabilities	<u>-</u>	<u>-</u>	<u>-</u>
Total Liabilities	<u>814,856</u>	<u>55,042</u>	<u>869,898</u>
Net Position			
Restricted for Food Service	25,971	-	25,971
Unrestricted	<u>46,969</u>	<u>(25,971)</u>	<u>20,998</u>
Total Net Position	<u>\$ 72,940</u>	<u>\$ (25,971)</u>	<u>\$ 46,969</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

In 2020, total revenues amounted to \$5.51 million and total expenses amounted to \$5.47 million.

	Governmental		Business Type		Total	
	Activities		Activities			
	2020	2019	2020	2019	2020	2019
Revenues						
Program Revenues:						
Charge for Services	\$ -	\$ -	\$ 45	\$ 254	\$ 45	\$ 254
Grants and Contributions	962,610	794,015	125,147	123,617	1,087,757	917,632
Total Program Revenues	962,610	794,015	125,192	123,871	1,087,802	917,886
General Revenues:						
Local sources	925,620	432,026	-	-	925,620	432,026
Federal and State Aid	3,081,793	2,498,526	-	-	3,081,793	2,498,526
Contributions	335,996	120,000	-	-	335,996	120,000
Other	83,744	63,790	-	-	83,744	63,790
Total General Revenues	4,427,153	3,114,342	-	-	4,427,153	3,114,342
Total Revenues	5,389,763	3,908,357	125,192	123,871	5,514,955	4,032,228
Expenses:						
Instruction	3,333,485	2,370,936	-	-	3,333,485	2,370,936
Support Services:						
Administrative expenses	906,773	533,889	-	-	906,773	533,889
Other support expenses	1,114,357	868,343	-	-	1,114,357	868,343
Capital Outlay	-	135,934	-	-	-	135,934
Food service	-	-	116,770	158,263	116,770	158,263
Total Expenses	5,354,615	3,909,102	116,770	158,263	5,471,385	4,067,365
Changes in Net Position	\$ 35,148	\$ (745)	\$ 8,422	\$ (34,392)	\$ 43,570	\$ (35,137)

Governmental Activities

The Statement of Activities reflects the cost of program services and the charges for services and operating grants and contributions offsetting those services. The table below, for government activities, indicates the total cost of services and the net cost of services. It identifies the cost of these services supported by unrestricted state entitlements for the fiscal year ended June 30, 2020.

Business-Type Activity

The business-type activities of the Charter School are related to the food service operation with total revenues of \$125,192 and operating expenses of \$116,770 for fiscal year 2020.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

The Charter School's Funds

The Charter School's governmental funds are accounted for using the modified accrual basis of accounting. All governmental funds had revenues of \$5.39 million and expenditures of \$5.35 million.

General Fund Budgeting Highlights

The Charter School's budget is prepared according to New Jersey law and is based on accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The most significant budgeted fund is the general fund.

During the course of fiscal year 2020, the Charter School amended its General Fund budget as needed. The Charter School uses state-aid and other revenue-based budget. The budgeting systems are designed to tightly control total budget, but provide flexibility for Charter School management teams.

For the General Fund, final budgeted revenues were \$4.01 million which included a local tax levy of \$0.5 million. Expenditures were budgeted at \$4.01 million. The Charter School anticipated a break even in fiscal year 2020. During the fiscal year ended June 30, 2020, actual revenues were \$4.54 million and expenditures were \$4.50 million.

Reimbursement from the State of New Jersey during the year ended June 30, 2020 for the employer's share of social security contributions amounted to \$112,559 and there was no TPAF on-behalf TPAF payments for post-retirement medical benefits from the State.

Capital Assets

At the end of fiscal year 2020, the Charter School had no investment in capital assets.

Economic Factors and Next Year's Budget

The State of New Jersey continues to face serious budgetary constraints. These impacts the amount of state aid allocated to charter schools. This reality was taken into account when adopting the general fund budget for 2019-2020. Nothing was done to compromise the quality of the programs in place in our Charter School during the regular instructional day. The budget was prepared to ensure that all students have the textbooks, materials supplies, equipment and programs they need to meet New Jersey's Core Curriculum Content Standards.

Contacting the Charter School's Financial Management

This financial report is designed to provide our citizens, taxpayers, investors, and creditors with a general overview of the Charter School's finances and to reflect the Charter School's accountability for the monies it receives. Questions about this report or additional financial information needs should be directed to: Achieve Community Charter School, Business Office, 534 Clinton Ave, Newark, NJ 07108.

BASIC FINANCIAL STATEMENTS

CHARTER SCHOOL-WIDE FINANCIAL STATEMENTS

This Statement of Net Position and the Statement of Activities display information about the Charter School as a whole. The Statement of Net Position presents the financial condition of the government and business-type activities of the Charter School at fiscal year-end. The Statement of Activities presents a comparison between direct expense and program revenues for each program or function of the Charter School's governmental and business-type activities.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STATEMENT OF NET POSITION

JUNE 30, 2020

	<u>Governmental Activities</u>	<u>Business-type Activities</u>	<u>Total</u>
Assets			
Cash and cash equivalents	\$ 319,631	\$ 20	\$ 319,651
Accounts receivable	271,609	23,836	295,445
Interfund receivables (internal)	(5,215)	5,215	-
Other receivables	<u>301,771</u>	<u>-</u>	<u>301,771</u>
Total current assets	<u>887,796</u>	<u>29,071</u>	<u>916,867</u>
Total assets	<u>887,796</u>	<u>29,071</u>	<u>916,867</u>
Liabilities			
Current Liabilities:			
Accounts payable	348,506	55,042	403,548
Intergovernmental payable:			
State	38,258	-	38,258
Federal	-	-	-
Interfund payables (fiduciary)	<u>88,002</u>	<u>-</u>	<u>88,002</u>
Total current liabilities	<u>474,766</u>	<u>55,042</u>	<u>529,808</u>
Noncurrent Liabilities:			
Due within one year	-	-	-
Due in more than one year	<u>340,090</u>	<u>-</u>	<u>340,090</u>
Total noncurrent liabilities	<u>340,090</u>	<u>-</u>	<u>340,090</u>
Total liabilities	<u>814,856</u>	<u>55,042</u>	<u>869,898</u>
Net position			
Invested in capital assets, net of related debt	-	-	-
Restricted for Food Service	25,971		25,971
Unrestricted	<u>46,969</u>	<u>(25,971)</u>	<u>20,998</u>
Total net position	<u>\$ 72,940</u>	<u>\$ (25,971)</u>	<u>\$ 46,969</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2020

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Assets		
		Charges for Services	Operating Grants and Contributions	Governmental Activities	Business-type Activities	Totals
Governmental activities:						
Instruction	\$ 3,333,485	\$ -	\$ 613,402	\$ (2,720,083)	\$ -	\$ (2,720,083)
Administrative cost	906,773	-	15,304	(891,469)	-	(891,469)
Support services	1,114,357	-	333,904	(780,453)	-	(780,453)
Capital outlay	-	-	-	-	-	-
Total governmental activities	5,354,615	-	962,610	(4,392,005)	-	(4,392,005)
Business-type activities:						
Food Service	116,770	45	125,147	-	8,422	8,422
Total primary government	\$ 5,471,385	\$ 45	\$ 1,087,757	\$ (4,392,005)	\$ 8,422	\$ (4,383,583)
General revenues, transfers and special items:						
Local sources				\$ 925,620	-	\$ 925,620
State sources				3,081,793	-	3,081,793
Contributions				335,996	-	335,996
Miscellaneous				83,744	-	83,744
Total general revenues, transfers and special items				4,427,153	-	4,427,153
Changes in net position				35,148	8,422	43,570
Net position - beginning				37,792	(34,393)	3,399
Net position - ending (A-1)				\$ 72,940	\$ (25,971)	\$ 46,969

FUND FINANCIAL STATEMENTS

GOVERNMENTAL FUNDS

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

GOVERNMENTAL FUNDS
BALANCE SHEET

JUNE 30, 2020

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Total Governmental Funds</u>
Assets			
Cash and cash equivalents	\$ 319,631	\$ -	\$ 319,631
Accounts receivable:			
State	270,311	-	270,311
Federal	-	1,298	1,298
Interfund receivables	110,401	42,221	152,622
Other receivables	<u>301,771</u>	<u>-</u>	<u>301,771</u>
Other current assets	<u>-</u>	<u>-</u>	<u>-</u>
Total assets	<u>\$ 1,002,114</u>	<u>\$ 43,519</u>	<u>\$ 1,045,633</u>
Liabilities and Fund Balances			
Liabilities:			
Accounts payable	\$ 304,987	\$ 43,519	\$ 348,506
Intergovernmental payables:			
State	38,258	-	38,258
Federal	-	-	-
Interfund payables	245,839	-	245,839
Deferred revenue	-	-	-
Paycheck protection program loans payable	<u>340,090</u>	<u>-</u>	<u>340,090</u>
Total liabilities	<u>929,174</u>	<u>43,519</u>	<u>972,693</u>
Fund balances:			
Assigned	-	-	-
Unassigned	<u>72,940</u>	<u>-</u>	<u>72,940</u>
Total fund balances	<u>72,940</u>	<u>-</u>	<u>72,940</u>
Total liabilities and fund balances	<u>\$ 1,002,114</u>	<u>\$ 43,519</u>	<u>-</u>
Amounts reported for governmental activities in the statement of net position (A-1) are different because:			
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.			
			\$ -
	Cost of capital assets		-
	Accumulated depreciation		<u>-</u>
Governmental funds do not report the effect of assets or liabilities related to net pension assets (liabilities) whereas these amounts are deferred and amortized in the statement of activities.			
	Deferred amounts on net pension liability		<u>-</u>
Long-term liabilities, including capital leases and compensated absences are not due and payable in the current period and therefore are not reported as liabilities in the funds.			
	Net pension liability		-
	Compensated absences payable		-
	Capital lease obligation payable		<u>-</u>
Net position of governmental activities - A-1			<u>\$ 72,940</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

GOVERNMENTAL FUNDS

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

YEAR ENDED JUNE 30, 2020

	General Fund	Special Revenue Fund	Total
Revenues			
Local Sources:			
Local tax levy	\$ 518,300	\$ -	\$ 518,300
Grant and contributions	335,996	-	335,996
Sublease rent income and facility use revenue	407,320	-	407,320
Miscellaneous	<u>83,744</u>	<u>-</u>	<u>83,744</u>
Total revenues -local sources	1,345,360	-	1,345,360
State sources	3,081,793	-	3,081,793
Federal sources	-	850,051	850,051
Reimbursed TPAF - Social Security (non-budgeted)	112,559	-	112,559
On-Behalf Teachers' Pension and Annuity Fund	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance	<u>-</u>	<u>-</u>	<u>-</u>
Total revenues	<u>4,539,712</u>	<u>850,051</u>	<u>5,389,763</u>
Expenditures			
Current expense:			
Instruction	2,239,129	528,148	2,767,277
Administrative cost	1,277,999	-	1,277,999
Support services	874,877	321,903	1,196,780
Capital outlay	-	-	-
Reimbursed and on-behalf payments:			
Reimbursed TPAF - Social Security (non-budgeted)	112,559	-	112,559
On-Behalf Teachers' Pension and Annuity Fund	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance	<u>-</u>	<u>-</u>	<u>-</u>
Total expenditures	<u>4,504,564</u>	<u>850,051</u>	<u>5,354,615</u>
Excess revenues over expenditures	35,148	-	35,148
Fund balances at beginning of the year	<u>37,792</u>	<u>-</u>	<u>37,792</u>
Fund balances at end of year	<u>\$ 72,940</u>	<u>\$ -</u>	<u>\$ 72,940</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES**

YEAR ENDED JUNE 30, 2020

Total net change in fund balances - governmental funds (B-2)	\$	35,148
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**Amounts reported for governmental activities in the Statement
of Activities (A-2) are different because:**

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense exceeded capital outlays in the period. Additionally, in the Statement of Activities gains or (losses) are recognized upon disposition.

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Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.

-

Change in net position of governmental activities (A-2)	\$	35,148
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PROPRIETARY FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF NET POSITION

JUNE 30, 2020

Assets

Current assets:

Cash and cash equivalents	\$	20
Interfund receivable		5,215
Accounts receivable:		
Federal		23,482
State		354
Miscellaneous		-
		<u>23,836</u>

Total Assets	\$	<u>29,071</u>
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Liabilities

Current liabilities

Accounts payable	\$	<u>55,042</u>
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Net position

Unrestricted		<u>(25,971)</u>
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Total Liabilities and Net Position	\$	<u>29,071</u>
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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION

YEAR ENDED JUNE 30, 2020

Operating revenues:		
Charges for services:		
Daily sales - reimbursable programs	\$	-
Miscellaneous revenue		45
Total operating revenues		<u>45</u>
Operating expenses:		
Supplies and materials - reimbursable programs		<u>116,770</u>
Depreciation		-
Miscellaneous		-
Total operating expenses		<u>116,770</u>
Operating loss		<u>(116,725)</u>
Nonoperating revenues:		
State sources:		
State School Lunch Program	\$	1,718
Federal sources:		
National School Lunch		91,722
National School Breakfast		<u>31,707</u>
Total nonoperating revenues		<u>125,147</u>
Change in net position		8,422
Total net position at beginning of year		<u>(34,393)</u>
Total net position at end of year	\$	<u>(25,971)</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2020

Cash flows from operating activities

Operating income	\$ (116,725)
Adjustment to reconcile operating loss to net cash from operating activities:	
Depreciation	-
Changes in assets and liabilities:	
Accounts receivable	13,210
Interfund receivable	(5,215)
Accounts payable	55,042
Interfund payable	(73,911)
Net cash from operating activities	<u>(127,599)</u>

Cash flows from noncapital financing activities

Cash received from state and federal reimbursements	<u>125,146</u>
Net increase in cash and cash equivalents	(2,453)
Cash and cash equivalents at beginning of the year	<u>2,473</u>
Cash and cash equivalents at end of year	<u><u>\$ 20</u></u>

FIDUCIARY FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****FIDUCIARY FUNDS****STATEMENT OF FIDUCIARY NET POSITION****JUNE 30, 2020****Assets**

Cash and cash equivalents	\$	105,897
Interfund receivables		<u>88,002</u>
Total assets	\$	<u><u>193,899</u></u>

Liabilities

Payroll withholdings payable	\$	191,229
Due to student groups		<u>2,670</u>
Total liabilities	\$	<u><u>193,899</u></u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FIDUCIARY FUNDS

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

YEAR ENDED JUNE 30, 2020

Revenues:

General fund appropriation	\$ -
Employees' contributions	<u>3,252</u>
Total revenues	<u>3,252</u>

Expenditures:

Payments to NJ Unemployment Compensation Fund	<u>3,252</u>
Total expenditures	<u>3,252</u>

Excess of revenues over expenditures	-
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Net position at beginning of the year	<u>-</u>
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Net position at end of year	<u><u>\$ -</u></u>
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**NOTES TO THE BASIC
FINANCIAL STATEMENTS**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO THE BASIC FINANCIAL STATEMENTS

JUNE 30, 2020

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

This summary of significant accounting policies of Achieve Community Charter School (the "Charter School") is presented to assist in understanding the Charter School's financial statements and notes are representation of the Charter School's management, who is responsible for their integrity and objectivity. These accounting policies conform to accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units and have been consistently applied in the preparation of these financial statements.

A. Reporting Entity

The Charter School is an instrumentality of the State of New Jersey, established to function as an educational institution. The school is governed by an independent Board of Trustees, which consists of parents, founders and other community representatives in accordance with its charter, which was appointed by the State Department of Education. An administrator is appointed by the board and is responsible for the administrative control of the Charter School.

B. Component Units

The primary criterion for including activities within the Charter School's reporting entity, as set forth in Section 2100 of the GASB's Codification of Governmental Accounting and Financial Reporting Standards, is the degree of oversight responsibility maintained by the Charter School management. Oversight responsibility includes financial interdependency, selection of governing authority, designation of management, and ability to significantly influence operations and accountability for fiscal matters. The combined financial statements include all funds and account groups of the Charter School. Based on the aforementioned criteria, the Charter School has no component units.

C. Basis of Presentation

The financial statements of the Charter School have been prepared in conformity with GAAP as applied to governmental units. GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

The Charter School also applies Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, to its governmental and business-type activities and to its enterprise fund unless they conflict with or contradict GASB pronouncements. The most significant of the Charter School's accounting policies are described below:

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

C. Basis of Presentation - Continued

In June 1999, the Governmental Accounting Standards Boards unanimously approved Statement No. 34, *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. Certain of the significant changes in the financial statements include the following:

The financial statements include:

- i) A Management’s Discussion and Analysis (MD&A) section providing an analysis of the Charter School’s overall financial position and results of operations.
- ii) Financial statements prepared using full accrual accounting for all of the Charter School’s activities.
- iii) A change in the fund financial statements to focus on the major funds.

These and other changes are reflected in the accompanying financial statements (including notes to financial statements).

D. Basic Financial Statements

The Charter School’s basic financial statements consist of Charter School or government-wide statements, including a statement of net position and a statement of activities, and fund financial statements that provide a more detailed level of financial information.

Government-wide Financial Statements

The statement of net position and the statement of activities display information about the Charter School as a whole. These statements include the financial activities of the Charter School, except for fiduciary funds.

The statement of net position presents the financial condition of the governmental and business-type activities of the Charter School at fiscal year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the Charter School’s governmental and business-type activities. The governmental activities generally are financed through federal and state awards, taxes and other non-exchange revenues. Business-type activities are financed in whole or in part by fees charged to external parties for goods or services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

D. Basic Financial Statements - Continued

Fund Financial Statements

Fund financial statements of the Charter School are organized into funds, each of which is considered to be separate accounting entities. Each fund is accounted for by providing a separate set of self-balancing accounts that constitute its assets, liabilities, fund equity, revenues, and expenditure/expenses. Funds are organized into three major categories: governmental, proprietary, and fiduciary. An emphasis is placed on major funds within the governmental and proprietary categories. A fund is considered major if it is the primary operating fund of the Charter School.

The Charter School segregates transactions related to certain Charter School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the Charter School at a more detailed level.

E. Governmental Funds

General Fund - The General Fund is the primary operating fund of the Charter School and is always classified as a major fund. It is used to account for all financial resources except those that are legally or administratively required to be accounted for in another fund. Included are certain expenditures for vehicles and movable instructional or non-instructional equipment which are classified in the Capital Outlay sub-fund.

- 1) As required by the New Jersey Department of Education, the Charter School included budgeted capital outlay in this fund. Generally accepted accounting principles as they pertain to governmental entities state that General Fund resources may be used to directly finance capital outlays for long-lived improvements as long as the resources in such cases are derived exclusively from unrestricted revenues.
- 2) Resources for budgeted capital outlay purposes are normally derived from State of New Jersey aid and appropriated fund balance. Expenditures are those that result in the acquisition of or additions to fixed assets for land, existing buildings, improvements of ground, construction of buildings, additions to or remodeling of buildings and the purchase of built-in equipment. These resources can be transferred from and to current expense by board resolution.

Special Revenue Fund - The Special Revenue Fund is used to account for the proceeds of specific revenue from State and Federal Government, (other than major Capital Projects, Debt Service or the Enterprise Funds) and local appropriations that legally restricted to expenditures for specified purposes.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

E. Governmental Funds - Continued

Capital Projects Fund - The Capital Projects Fund is used to account for all financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds). The financial resources are derived from temporary notes or serial bonds that are specifically authorized by the voters as a separate question on the ballot either during the annual election or at a special election. As of June 30, 2020, there was no Capital Projects Fund.

Debt Service Fund - The Debt Service Fund is used to account for the accumulation of resources for, and the payment of principal and interest on, bonds issued to finance major property acquisitions, construction, and improvement programs. As of June 30, 2020, there was no debt service fund.

F. Proprietary Funds

The focus of Proprietary Funds' measurement is upon determination of net income, changes in net position, financial position and cash flows. The generally accepted accounting principles applicable are those to similar to business in the private sector. The following is a description of the Proprietary Funds of the Charter School:

Enterprise Funds:

The Enterprise Fund are utilized to account for operations that are financed and operated in a manner similar to private business enterprises where the intent of the Charter School is that the cost (i.e. expenses including depreciation and indirect costs) of providing goods and services to the students on a continuing basis be financed or recovered primarily through user charges; or where the Charter School has decided that periodic determination of revenues earned, expenses incurred, and/or net income is appropriated for capital maintenance, public policy, management control, accountability or other purposes.

All proprietary funds are accounted for on a cost of services or "capital maintenance" measurement focus. This means that all assets and all liabilities, whether current or noncurrent, associated with their activity are included on their balance sheets. Their reported fund equity (net total assets) is segregated into contributed capital and unreserved retained earnings, if applicable. Proprietary fund type operating statements present increases (revenue) and decreases (expenses) in net total assets.

Internal Service (Self-Insurance) Fund:

The Self-Insurance Fund is used to cover the self-insured limits of the various insurance policies for all funds. Charter School does not use self-insurance fund.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

G. Fiduciary Funds

Fiduciary or trust and Agency Funds are used to account for assets held by the Charter School in a trustee capacity or as an agent for individuals, private organizations, other governments and/or other funds. This fund category includes:

Expendable Trust Funds - Expendable Trust Funds are accounted for in essentially the same manner as the governmental fund types, using the same measurement focus and basis of accounting. Expendable Trust Funds account for assets where both the principal and interest may be spent.

Nonexpendable Trust Funds - Nonexpendable Trust Funds are used to account for assets held under the terms of a formal trust agreement, whereby the Charter School is under obligations to maintain the trust principal.

Agency Funds - Agency funds are used to account for the assets that the Charter School holds on behalf of others as their agent. Agency funds are custodial in nature and do not involved measurement of results of operations. Agency funds include payroll and student activities funds.

H. Measurement Focus and Basis of Accounting

Measurement Focus - Measurement focus is a term used to describe “which” transactions are recorded within the various financial statements. Basis of accounting refers to “when” transactions are recorded regardless of the measurement focus applied. On the government-wide statements of net position and the statement of activities, both governmental and business-like activities are presented using the economic resources measurement focus. The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. All governmental funds and expendable trust funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statement of these funds present increases (i.e., revenues and other financing sources), and decreases (i.e. Expenditures and other finances uses) during a given period. These funds use fund balance as their measure of available spend able financial resources at the end of the period.

All proprietary funds are accounted for on a flow economic resources measurement focus. With this measurement focus, the accounting adjectives are the determination of operating income, changes in net position (or cost recovery), financial position, and cash flow. All assets and all liabilities, whether current or noncurrent, associated with their activities are included on the balance sheet. Fund equity (i.e., net total assets) is classified as net position.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

H. Measurement Focus and Basis of Accounting - Continued

Basis of Accounting - In the government-wide statement of net position and statements of activities, both governmental and business-like activities are presented using the accrual basis of accounting. Under the accrual basis of accounting revenues are recognized when earned and expenses are recognized when the liability, resulting from exchange and exchange like transactions, is incurred (i. e. the exchange takes place).

In the fund financial statements, governmental fund and agency funds are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when they become both measurable and available.

“Measurable” means the amount of the transaction can be determined and “available” means collectible with the current period or soon enough thereafter to be used to pay liabilities of the current period. State equalization monies are recognized as revenue during the period in which they are appropriated. A one-year availability period is used for revenue recognition for all other governmental fund revenues.

I. Budgets/Budgetary Control

Annual appropriated budgets are prepared prior to July 1, for the General Fund. The budget is prepared using the modified accrual basis of accounting. The legal level of budgetary control is established at line item accounts within each fund. Line item accounts are defined as the lowest (most specific) level of detail as established pursuant to the minimum chart of accounts referenced in N.J.A.C. 6:20-2A. 2(m)1. All budget amendments must be approved by the State Department of Education. Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds, there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles, with the exception of the Special Revenue Fund as noted below.

Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles with the exception of the special revenue fund as noted below. Encumbrance accounting is also employed as an extension of formal budgetary integration in the governmental fund types. Unencumbered appropriations lapse at fiscal year-end.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

I. Budgets/Budgetary Control - Continued

The accounting records of special revenue fund are maintained on the grant accounting budgetary basis. The grant accounting budgetary basis differs from GAAP in that the grant accounting budgetary basis recognized encumbrances as expenditures and also recognized the related revenue, whereas the GAAP basis does not. Sufficient supplemental records are maintained to allow of the presentation of GAAP basis financial report. As presented in the Statement of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General, Special Revenue Fund and Debt Service Funds to the GAAP basis of accounting as presented in the Statements of Revenue, Expenditures and Changes in Fund Balances – Governmental Funds.

J. Deposits, Investments and Risk Disclosure

Cash and cash equivalents includes amounts in deposits, money market accounts and short-term investments with original maturities of three months or less.

Investments are stated at cost, or amortized cost, which approximates market. The amortized cost method involves valuing a security at its cost on the date of purchase and thereafter assuming a constant amortization to maturity of any discount or premium. The Board classifies certificates of deposit which have original maturity dates of more than three months but less than twelve months from the date of purchase, as investments.

GASB Statement No. 40 replaces in part, and otherwise modifies the prior GASB Statement No. 3, in addressing the requirements for disclosure of the level of custodial credit risk assumed by the Board in its cash, cash equivalents and investments. Custodial credit risk disclosures are limited to deposits that are not covered by depository insurance and are (a) uncollateralized; (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor-government's name. Investment securities that are uninsured, are not registered in the name of the government, and are held by either (a) the counterparty or (b) the counterparty's trust department or agent but not in the government's name.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

J. Deposits, Investments and Risk Disclosure - Continued

Deposits

New Jersey statutes require that Charter Schools deposit public funds in public depositories located in New Jersey which are insured by the Federal Deposit Insurance Corporation, the Federal Savings and Loan Insurance Corporation, or by any other agency of the United States that insures deposits made in public depositories. Charter Schools are also permitted to deposit public funds in the State of New Jersey Cash Management Fund. New Jersey statutes require public depositories to maintain collateral for deposits of public funds that exceed depository insurance limits as follows: The market value of the collateral must equal at least five percent of the average daily balance of collected public funds on deposit.

In addition to the above collateral requirement, if the public funds deposited exceed 75% of the capital funds of the depository, the depository must provide collateral having a market value at least equal to 100% of the amount exceeding 75%. All collateral must be deposited with the Federal Reserve Bank of New York, the Federal Reserve Bank of Philadelphia, the Federal Home Loan Bank of New York, or a banking institution that is a member of the Federal Reserve System and has capital funds of not less than \$25,000,000.

Investments

New Jersey statutes permit the Charter School to purchase the following types of securities:

- a. Bonds or other obligations of the United States or obligations guaranteed by the United States.
- b. Bonds of any Federal Intermediate Credit Bank, Federal Home Loan Bank, Federal national Mortgage Agency or of any United States Bank for Cooperatives which have a maturity date not greater than twelve months from the date of purchase.
- c. Bonds or other obligations of the Charter School.
- d. New Jersey Cash Management Fund, New Jersey Arbitrage Rebate Management Fund and MBIA CLASS.

As of June 30, 2020, the Charter School did not hold any investments.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

J. Deposits, Investments and Risk Disclosure - Continued

Risk Category

All bank deposits, as of the balance sheet date, are entirely insured or collateralized by a collateral pool maintained by public depositories as required by the Governmental Unit Deposit Protection Act. Although GASB Statement No. 40 eliminated Categories 1 and 2 as previously established by GASB Statement No. 3, it maintained, with modification, the level-of-disclosure requirements of GASB Statement No. 3.

As of June 30, 2020, the Board had funds invested and on deposit in checking accounts. These funds constitute “deposits with financial institutions” as defined by GASB Statement No. 3 and modified by GASB Statement No. 40, and as such, are deposits that are insured or collateralized with securities held by the Board or by its agent in the Board’s name, both at year-end and throughout the year.

The Charter School does not have a policy for the management of the custodial risk, other than depositing all of its funds in banks covered by GUDPA.

K. Prepaid Expenses

Prepaid expenses, which benefit future periods, other than those recorded in the enterprise fund are recorded as expenditure during the year of purchase.

The Charter School does not have prepaid expenses as of June 30, 2020.

L. Interfund Assets/Liabilities

On the fund financial statements, receivables and payables resulting from short-term Interfund loans are classified as Interfund Receivable/Payable. Interfund balanced within governmental activities and within business-type activities are eliminated on the government-wide Statement of Net Position.

M. Fixed Assets

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. General capital assets are long-lived assets of the Charter School as a whole. When purchased, such assets are recorded as expenditures in the governmental funds and capitalized. The valuation based for general capital assets are historical cost, or where historical cost is not available, estimated historical cost based on replacement cost.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

M. Fixed Assets - Continued

Capital assets in the proprietary funds are capitalized in the fund in which they are utilized. The valuation bases for proprietary fund capital assets are the same as those used for the governmental fund capital assets.

Donated capital assets are capitalized at estimated fair market value on the date donated. Depreciation of capital assets is computed and recorded by the straight-line method. The Charter School does not have capital assets as of June 30, 2020.

N. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

O. Compensated Absences

The Charter School accounts for compensated absences (e.g., unused vacation, sick leave) as directed by Governmental Accounting Standards Board Statement No. 16 (GASB 16), "Accounting for Compensated Absences." A liability for compensated absences that are attributable to services already rendered and not contingent on a specific event that is outside the control of the employer and employee is accrued as employees earn the rights to the benefits.

Charter School employees are granted sick and vacation leave in varying amounts under the Charter School's personnel policies and according to negotiated contracts. In the event of termination, an employee is reimbursed for accumulated vacation and sick leave. Vacation days not used during the year may only be carried forward with approval from the Head of School.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

O. Compensated Absences - Continued

In the charter school-wide Statement of Net Position, the liabilities whose average maturities are greater than one year should be reported in two components – the amount due within one year and the amount due in more than one year.

The liability for vested compensated absences of the proprietary fund types is recorded within those funds as the benefits accrue to employees. As of June 30, 2020, the Charter School has no liabilities for compensated absences.

P. Net Pension Liability (Asset)

The net pension liability (asset) represents the Charter School's proportionate share of the net pension liability (asset) of the New Jersey State Pension Employees' Retirement System and the New Jersey State Teachers' Pension and Annuity Fund System. The financial reporting of these amounts is presented in accordance with the provisions of GASB Statement No. 68, "Accounting and Financial Reporting for Pensions" and GASB Statement No. 71, "Pension Transition for Contributions Made Subsequent to the Measurement Date".

Q. Deferred Revenue

Deferred revenue in special revenue fund represent cash that has been received but not yet earned.

R. Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported on the government-wide financial statements. All payable, accrued liabilities, and long-term obligations payable from the enterprises fund are reported and the enterprises fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds. However, contractually required pension contributions and compensated absences that are paid from governmental funds are reported as liabilities on the fund financial statements only to the extent that they are due for payments during the current year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

S. Fund Balance and Equity

Generally, fund balance represents the difference between current assets and current liabilities. In the fund financial statements, governmental funds report fund classifications that comprise a hierarchy based primarily on the extent to which the Charter School is bound to honor constraints on the specific purposes for which amounts in those funds can be spent. Under this standard, the fund balance classifications are as follows:

Nonspendable fund balance includes amounts that cannot be spent because they are either not in spendable form (inventories, prepaid amounts, long-term receivables) or they are legally or contractually required to be maintained intact (the corpus of a permanent fund).

Restricted fund balance is to be reported when constraints placed on the use of the resources are imposed by grantors, contributors, laws or regulations of other governments or imposed by law through enabling legislation. Enabling legislation includes a legally enforceable requirement that these resources be used only for the specific purposes as provided in the legislation. This fund balance classification will be used to report funds that are restricted for debt service obligations and for other items contained in General Municipal Law or Education Law.

Committed fund balance will be reported for amounts that can only be used for specific purposes pursuant to formal action of the entity's highest level of decision making authority. These funds may only be used for the purpose specified unless the entity removes or changes the purpose by taking the same action that was used to establish the commitment. This classification includes certain designations established and approved by the entity's governing board.

Assigned fund balance, in the General Fund, will represent amounts constrained either by the entity's highest level of decision making authority or a person with delegated authority from the governing board to assign amounts for a specific intended purpose. An assignment cannot result in a deficit in the unassigned fund balance in the General Fund. This classification will include amounts designated for balancing the subsequent year's budget and encumbrances. Assigned fund balance in all other governmental funds represents any positive remaining amount after classifying nonspendable, restricted or committed fund balance amounts.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** – CONTINUED

S. **Fund Balance and Equity** - Continued

Unassigned fund balance, in the General Fund, represents amounts not classified as nonspendable, restricted, committed or assigned. The General Fund is the only fund that would report a positive amount in unassigned fund balance. For all governmental funds other than the General Fund, unassigned fund balance would necessarily be negative, since the fund's liabilities, together with amounts already classified as nonspendable, restricted and committed would exceed the fund's assets.

When both restricted and unrestricted amounts of fund balance are available for use for expenditures incurred, it is the Charter School's policy to use restricted amounts first and then unrestricted amounts as they are needed. For unrestricted amounts of fund balance, it is the Charter School's policy to use fund balance in the following order: committed, assigned, and unassigned.

T. **Net Position**

Net Position on the *Statement of Net Position* include the following:

Investments in Capital Assets, net of Related Debt - the component of net position there reports the differences between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributed to the acquisition, construction or improvement of those assets.

Restricted for Specific Purposes – the component of net position that reports the difference between assets and liabilities of the certain programs that consist of assets with constraints placed on their use by either external parties and /or enabling legislation.

Restricted for Debt Service – the component of net position that reports the difference between assets and liabilities of the Debt Service Fund that consists of assets with constraints placed on their use by creditors.

Unrestricted - the difference between the assets and liabilities that is not reported in Net Position Invested in Capital Assets, net of Related Debt, Net Position Restricted for Specific Purposes or Net Position Restricted for Debt Services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

U. Contributed Capital

Contributed capital represents the amount of fund capital contributed to the proprietary funds from other funds.

V. Interfund Transactions

Interfund transfers are defined as the flow of assets, such as cash or goods, without equivalent flows of assets in return. Interfund borrowings are reflected as “Due from/to Other Funds” on the accompanying financial statements. All other interfund transfers are reported as operating transfers.

W. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates that affect the recorded amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

X. Accounting for Uncertainty in Income Taxes

The Charter School recognizes the effect of income tax positions only of those positions are more likely than not of being sustained. Management has determined that the Charter School had no uncertain tax positions that would require financial statement recognition. Fiscal year ended June 30, 2020 is the Charter School’s third year of operations.

Y. On-Behalf Payments

Revenues and expenditures of the General Fund include payment made by the State of New Jersey for Pension and social security contributions for certified teacher members of the New Jersey Teachers Pension and Annuity Fund, and for post-retirement medical benefits of members. The amounts are not required to be included in the Charter School’s annual budget.

Z. Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is January 19, 2021.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

Z. Subsequent Events Evaluation by Management - continued

In March 2020, the COVID-19 virus has been declared a global pandemic as it continues to spread rapidly. Business continuity, including supply chains and consumer demand across a broad range of industries and countries, is and will continue to be severely impacted for months or beyond as governments and their citizens take significant and unprecedented measures to mitigate the consequences of the pandemic. Management is carefully monitoring the situation and evaluating its options during this time. No adjustments have been made to these financial statements because of this uncertainty.

NOTE 2 ACCOUNTING PRONOUNCEMENTS

During the fiscal year ended June 30, 2020, the Charter School adopted GASB Statement No. 95, Postponement of the Effective Dates of Certain Authoritative Guidance (GASBS 95), which addresses the impact of the COVID-19 pandemic and provides relief to governments by postponing implementation and application of certain GASB Statements by a year, and by up to 18 months for other statements.

In accordance with this Standard, the Charter School postponed the implementation of any previously applicable standards until their new required implementation dates as follow:

- a. Pronouncements postponed by one year and new effective dates:
 - Statement No. 84, Fiduciary Activities and Implementation Guide No. 2019-2, periods beginning after December 15, 2019
 - Statement No. 89, Accounting for Interest Cost Incurred before the End of a Construction Period, reporting periods beginning after December 15, 2020
 - Statement No. 90, Majority Equity Interests, reporting periods beginning after December 15, 2019
 - Statement No. 91, Conduit Debt Obligations, reporting periods beginning after December 15, 2021
 - Statement No. 92, Omnibus 2020, paragraphs 6 and 7, fiscal years beginning after June 15, 2021
 - Statement No. 92, Omnibus 2020, paragraphs 8, 9, and 12, fiscal years beginning after June 15, 2021
 - Statement No. 93, Replacement of Interbank Offered Rates, fiscal years beginning after June 15, 2021

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 2 ACCOUNTING PRONOUNCEMENTS - CONTINUED

Implementation Guide No. 2017-3, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions (and Certain Issues Related to OPEB Plan Reporting), the first reporting period in which the measurement date of the (collective) net OPEB liability is on or after June 15, 2019

Implementation Guide No. 2018-1, Implementation Guidance Update—2018, reporting periods beginning after June 15, 2019

Implementation Guide No. 2019-1, Implementation Guidance Update—2019, Fiduciary Activities, reporting periods beginning after June 15, 2020

- b. Effective dates of pronouncements postponed 18 months:
Statement No. 87 and Implementation Guide No. 2019-3, Leases, reporting periods beginning after June 15, 2021, and all reporting periods thereafter

NOTE 3 CASH AND CASH EQUIVALENTS

The Charter School's cash and cash equivalents are classified below to inform financial statement users about the extent to which the Charter School's deposits and investments are exposed to custodial credit risk.

As of June 30, 2020, the Charter School's deposits are summarized as follows:

	General Fund	Enterprise Fund	Trust and Agency Funds	Total
Operating Account	\$ 319,631	\$ 20	\$ 105,897	\$ 425,548
Restricted cash	-	-	-	-
Total	\$ 319,631	\$ 20	\$ 105,897	\$ 425,548

Operating cash accounts are held in the Charter School's name by several banking institutions. At June 30, 2020, the Charter School's carrying amount of deposits was \$425,548 and the bank balance was \$600,063. Of the bank balance, up to a maximum of \$250,000 of the Charter School's cash deposits on June 30, 2020 were secured by federal deposit insurance (FDIC) and \$350,063 was covered by a collateral pool maintained by the bank as required by New Jersey statutes in accordance with the New Jersey Governmental Unit Deposit Protection Act ("GUDPA").

Restricted Cash

The Charter School has established and funded an Escrow Account pursuant to an agreement signed with the New Jersey Department of Education. The agreement stipulates that the intended use of the escrow amount is "to pay for legal and audit expenses and any other outstanding pension benefits that would be associated with a dissolution should it occur." The required minimum is \$75,000, of which, the Charter School obtained a surety bond.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 4 LONG-TERM DEBT

During 2020, the Charter School received a forgivable loan amounting to \$340,090 under the Paycheck Protection Program (“PPP”), which the Charter School recognized as a long-term debt, in accordance with paragraph 12 of GASB Statement No. 70, “*Nonexchange Financial Guarantee*”. The PPP, established as part of the Coronavirus Aid, Relief and Economic Security Act (“CARES Act”), provides loans to qualifying businesses for amounts up to 2.5 times of the average monthly payroll expenses of the qualifying business. The loans and accrued interest are forgivable after 24 weeks as long as the loan proceeds are used for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The amount of loan forgiveness will be reduced if the borrower terminates employees or reduces salaries during the 24-week period. No payments are due on the Loan for six (6) months (the “Deferment Period”) from the date of first disbursement of the Loan. Interest will continue to accrue during the Deferment Period. Borrower must make principal and interest payments every month beginning in the month immediately following the end of the Deferment Period (the “Payment Commencement Date”). Any portion of the proceeds that is unforgiven is payable over two years at an interest rate of 1%, with a deferral of payments. It matures on May 1, 2022 and bears an interest rate of 1% per annum payable monthly and such payments are deferred for the first six months. The Charter School currently believes that its use of the proceeds will meet the conditions for forgiveness of the loan. As of June 30, 2020, PPP loans payable amounted to \$340,090.

NOTE 5 NET POSITION (DEFICIT)

As of June 30, 2020, the net position consisted of the following components:

<u>INVESTMENT IN CAPITAL ASSETS, NET OF RELATED DEBT</u>	<u>Governmental</u>	<u>Business Type</u>	<u>Total</u>
Capital assets, net	\$ -	\$ -	\$ -
Less: Long-Term obligations	-	-	-
(All long-term debt relates to capital assets)	-	-	-
<u>RESTRICTED</u>			
Restricted for Food Service	25,971	-	25,971
<u>UNRESTRICTED</u>			
Net position (deficit) not restricted above	46,969	(25,971)	20,998
NET POSITION (DEFICIT)	<u>\$ 72,940</u>	<u>\$ (25,971)</u>	<u>\$ 46,969</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS

A. Description of Plans

All eligible employees of the Charter School are covered by either the Public Employee's Retirement System (PERS) or the Teacher's Pension and Annuity Fund (TPAF) which have been established by state statute and are administered by the New Jersey Division of Pension and Benefit (Division). According to the State of New Jersey Administrative Code, all obligations of both Systems will be assumed by the State of New Jersey should the Systems terminate. The Division issues a publicly available financial report that includes the financial statements and required supplementary information for the PERS and the TPAF. These reports may be obtained by writing to the Division of Pensions and Benefits, PO Box 295, Trenton, New Jersey 08625.

i. Public Employees' Retirement System (PERS)

The Public Employees' Retirement Systems (PERS) was established as of January 1, 1955 under the provisions of N.J.S.A. 43:15A to provide coverage including post-retirement health care to substantially all full-time employees of the State or any county municipality, Charter School, or public agency provided the employee is not a member of another state-administered retirement system. The Public Employees' Retirement System is a cost-sharing multiple-employer plan. Membership is mandatory for substantially all full-time employees of the State of New Jersey or any county, municipality, Charter School, or public agency, provided the employee is not required to be a member of another state administered retirement system or other state or local jurisdiction.

ii. Teachers Pension and Annuity Fund (TPAF)

The Teachers' Pension and Annuity Fund was established in January 1, 1995, under the provisions of N.J.S.A. 18A:66 to provide coverage including post-retirement health care to substantially all full time certified teachers or professional staff of the public school systems in the State. The Teacher's Pension and Annuity Fund is considered a cost-sharing multiple-employer plan with a special funding situation, as under current statute, all employer contributions are made by the State of New Jersey on behalf of the Charter School and the systems other related non-contributing employers. Membership is mandatory for substantially all teachers or members of the professional staff certified by the State Board of Examiners, and employees of the Department of Education who have titles that are unclassified, professional, and certified.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS - CONTINUED

B. Vesting and Benefit Provisions

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefits that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determine to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefits that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determine to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

The PERS and TPAF provides for specified medical benefits for member who retire after achieving 25 years of qualified service, as defined, or under the disability provisions of the System.

Members are always fully vested for their own contributions and, after three years of service credit, become vested for 2% of related interest earned on the contributions. In the case of death before retirement, members' beneficiaries are entitled to full interest credited to the member's accounts.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS - CONTINUED

C. Significant Legislation

Two pieces of legislation passed during fiscal year 2001 having significant impact on the benefit provisions under PERS and TPAF. Chapter 133, P.L.2001, increases retirement benefits for service, deferred and early retirements by changing the formula from 1/60 to 1/55 of final compensation for each year of service. The legislation also increases the retirement benefit for veteran member with 35 years or more of service and reduces age qualification from 60 to 55. The legislation further provides that existing retirees and beneficiaries would also receive a comparable percentage increase in their retirement allowance. The benefit enhancements are effective with the November 1, 2001 benefit checks. Chapter 120, P.L. 2001, established an additional retirement option for plan members. Under the new option, a retiree's actuarially reduced allowance (to provide a benefit to the retiree's beneficiary upon the death of the retiree) would "pop-up" to the maximum retirement allowance if the beneficiary predeceases the retiree.

Chapter 4, P.L. 2001 provides increased benefit to certain members of PERS who retired prior to December 29, 1989 with at least 25 years of creditable service. The maximum amount of the increase is 5 percent the retiree's final compensation. For those with 30 or more years of service, the total pension would increase from 65 to 71 percent of final compensation.

Due to the enactment of 1997 legislation, Chapter 114, P.L. 1997 and Chapter 115, P.L. 1997, the State of New Jersey's portion of the unfunded accrued liability under each retirement system was eliminated. In addition, excess valuation assets were available to fund, in full or in part, the State of New Jersey's normal contribution from 1997 to 2001, excluding the contribution for post-retirement medical benefits in the PERS and TPAF.

D. Contribution Requirement

The contribution policy is set by laws of the State of New Jersey and requires contributions by active members and contributing employers. Plan member and employer contributions may be amended by State of New Jersey legislation with the amount of contributions by the State of New Jersey contingent upon the Annual Appropriations Act. As defined, the retirement systems require employee contributions based on 7.06% for PERS and 7.06% for TPAF of the employee's annual compensation. Employers are required to contribute at an actuarially determined rate in both TPAF and PERS. The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF. TPAF employer contributions are made annually by the State of New Jersey to the pension system on behalf of the Charter School.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 PENSION PLANS - CONTINUED

D. Contribution Requirement - Continued

The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF.

In accordance with N.J.S.A 18A:66-66 the State of New Jersey reimbursed the Charter School \$99,885 during the year ended June 30, 2020 for the employer's share of social security contributions for TPAF members, as calculated on their base salaries.

The Charter School did not have PERS contribution nor TPAF on-behalf payments since fiscal year ended June 30, 2020 is the Charter School's first year of operations.

E. GASB 68 Disclosures

i. Public Employees' Retirement System (PERS)

As of June 30, 2020, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

ii. Teachers Pension and Annuity Fund (TPAF)

As of June 30, 2020, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

NOTE 7 POST-RETIREMENT BENEFITS

General Information about the OPEB Plan

The State of New Jersey Provides employer-paid coverage to members of the TPAF who retire from a board of education or county college with 25 year of service or on a disability retirement. Under the provision of Chapter 126, P.L. 1992, the State also provides employer-paid coverage to members of PERS and Alternate Benefits Program (ABP) who retire from a board of education or county college with 25 years of service or on a disability retirement if the member's employer does not provide this coverage. Certain local participating employers also provide post-retirement medical coverage to their employees. Retirees who are not eligible for employer paid health coverage at retirement can continue in the program if their employer participates in this program or if they are participating in the health benefits plan of their former employer and are enrolled in Medicare Parts A and B by paying the cost of the insurance for themselves and their covered dependents. In Fiscal Year 2019, the State paid PRM benefits for 153,893 State and local retirees.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 7 POST-RETIREMENT BENEFITS - CONTINUED

The State funds post-retirement medical benefits on a “pay-as-you-go” basis, which means that the State does not pre-fund, or otherwise establish a reserve or other pool of assets against the PRM expenses that the State may incur in future years. For Fiscal Year 2019, the State contributed \$1.908 billion to pay for pay-as-you-go PRM benefit costs incurred by covered retirees. The State’s “pay-as-you-go” contributions have remained consistent with Fiscal Year 2018 amounts. The State has appropriated \$1.612 billion in Fiscal Year 2020 as the State’s contribution to fund pay-as-you-go PRM costs.

In accordance with the provisions of GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, the State is required to quantify and disclose its obligations to pay Other Postemployment Benefits (OPEB) to retired plan members. This new standard supersedes the previously issued guidance, GASB Statement No. 45, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, effective for Fiscal Year 2018. The State is now required to accrue a liability in all instances where statutory language names the State as the legal obligor for benefit payments. The Fiscal Year 2019 total State OPEB liability to provide these benefits is \$76.0 billion, a decrease of \$14.5 billion or 16 percent from the \$90.5 billion liability recorded in Fiscal Year 2018.

The School Employees Health Benefits Program (SEHBP) Act is found in New Jersey Statutes Annotated, Title 52, Article 17.25 et. seq. Rules governing the operation and administration of the program are found in Title 17, Chapter 9 of the New Jersey Administrative Code.

No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASBS No. 75.

Total OPEB Liability

The State, a nonemployer contributing entity, is the only entity that has a legal obligation to make employer contributions to OPEB for qualified retired PERS and TPAF participants. The Charter School’s proportionate share percentage determined under paragraphs 193 and 203 through 205 of GASBS No. 75 is zero percent. Accordingly, the Charter School did not recognize any portion of the collective net OPEB liability on the Statement of Net Position.

Accordingly, the following OPEB liability note information is reported at the State’s level and is not specific to the board of education/board of trustees. Note that actual numbers will be published in the NJ State CAFR at <https://www.nj.gov/treasury/omb/cafr.shtml>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 7 POST-RETIREMENT BENEFITS - CONTINUED

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2019, the Charter School recognize OPEB revenue and expense of \$0 as determined by the State as the total OPEB liability for benefits provided through a defined benefit OPEB plan that is not administered through a trust that meets the criteria in paragraph 4 of GASBS No. 75 and in which there is a special funding situation.

In accordance with GASBS No. 75, the Charter School's proportionate share of school retirees OPEB is zero, there is no recognition of the allocation of proportionate share of deferred outflows of resources and deferred inflows of resources.

At June 30, 2019, the State reported deferred outflows of resources and deferred inflows of resources related to retired Charter School employees' OPEB was zero.

NOTE 8 DEFERRED COMPENSATION

The Charter School offered its employees a choice of the following deferred compensation plans created in accordance with Internal Revenue Service 403(b). The Plan which are administered by the Charter School and various insurance companies, permits participants to defer apportion of their salary until future years. Amounts deferred under the plan are not available to employees until termination, death or unforeseeable emergency.

NOTE 9 RISK MANAGEMENT

The Charter School is exposed to various risks of loss relates to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

A. Property and Liability Insurance

The Charter School maintains commercial insurance coverage for property, liability and surety bonds. A complete schedule of insurance coverage can be found in the Statistical Section (Unaudited) of this Comprehensive Annual Financial Report (Schedule J-20).

B. New Jersey Unemployment Compensation

The Charter School has elected to fund its New Jersey Unemployment Compensation Insurance under the "Benefit Reimbursement Method". Under this plan, the Charter School is required to reimburse the New Jersey Unemployment Trust Fund For benefits paid to its former employees and charged to its account with the State. The Charter School is billed quarterly for amounts due to the State.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 10 INTERFUND RECEIVABLES AND PAYABLES

Amount reported in the governmental funds as interfund receivable and payable from/to other governmental funds pertains to expenses that were paid from the general fund which are eliminated in the governmental activities' column. The remaining internal receivable and payable between the governmental funds and enterprise fund have been eliminated in the total Charter School-wide Statement of Net Position.

At June 30, 2020, the interfund balances consisted of the following:

	RECEIVABLE (PAYABLE)			
	General Fund	Special Revenue Fund	Enterprise Fund	Fiduciary Fund
General fund	(135,438)	42,221	5,215	\$ 88,002
GASB No 34 mandated eliminations within governmental activities	<u>42,221</u>	<u>(42,221)</u>	-	-
Net interfund balances reported as follows:				
Entity-wide (eliminated in total column)	<u>\$ (93,217)</u>	<u>\$ -</u>	<u>\$ 5,215</u>	
External (Due from Trust and Agency Funds)				<u>\$ 88,002</u>

NOTE 11 CONTINGENCIES

State and Federal Aid Receipts

State and Federal awards are generally subject to review by the responsible governmental agencies for compliance with the agencies regulations governing the aid. In the opinion of the Charter School's management and legal counsel, any potential adjustments to the Federal or State aid recorded by the Charter School through June 30, 2020, resulting from a review by a responsible government agency will not have a material effect on the Charter School financial statements at June 30, 2020.

NOTE 12 MANAGEMENT AGREEMENT

On July 1, 2019, the Charter School entered into an two-year operating agreement with BRICK, Inc., a New Jersey not-for-profit corporation, renewable for another two-year term until June 30, 2023. The fee for the services is equal to 10% of the total federal, state and local public revenue actually received by the Charter School.

Total management fee paid by the Charter School for the fiscal year ended June 30, 2020 amounted to \$144,458.

REQUIRED SUPPLEMENTARY INFORMATION

PART II

BUDGETARY COMPARISON SCHEDULES

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT C-1

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2020

	<u>Original Budget</u>	<u>Budget Transfers</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Variance Final to Actual</u>
Revenues					
Local Sources:					
Local tax levy	\$ 520,934	\$ -	\$ 520,934	\$ 518,300	\$ (2,634)
Contributions	-	-	-	335,996	335,996
Sublease rent income and facility use revenue	-	-	-	407,320	407,320
Miscellaneous	<u>525,753</u>	<u>700,515</u>	<u>1,226,268</u>	<u>83,744</u>	<u>(1,142,524)</u>
Total revenues - local sources	1,046,687	700,515	1,747,202	1,345,360	(401,842)
State sources	2,965,186	-	2,965,186	3,081,793	116,607
Reimbursed TPAF - Social Security (non-budgeted)	<u>-</u>	<u>-</u>	<u>-</u>	<u>112,559</u>	<u>112,559</u>
Total revenues	<u>4,011,873</u>	<u>700,515</u>	<u>4,712,388</u>	<u>4,539,712</u>	<u>(172,676)</u>
Expenditures					
Current expense:					
Instruction					
Salaries	1,194,212	24,718	1,218,930	1,218,930	-
Other salaries for instruction	205,166	415,279	620,445	619,663	782
Professional/technical service	59,750	(35,952)	23,798	22,512	1,286
Other purchased services	20,000	87,316	107,316	95,253	12,063
General supplies	130,312	115,684	245,996	245,996	-
Miscellaneous	<u>13,510</u>	<u>67,763</u>	<u>81,273</u>	<u>36,775</u>	<u>44,498</u>
Total current expense	<u>1,622,950</u>	<u>674,808</u>	<u>2,297,758</u>	<u>2,239,129</u>	<u>58,629</u>
Administrative cost:					
Salaries	644,567	(228,430)	416,137	416,137	-
Total benefit costs	587,939	43,598	631,537	472,869	158,668
Professional/technical service	-	-	-	-	-
Other purchased services	2,032	178,549	180,581	180,581	-
Communications and telephones	14,400	(10,334)	4,066	4,066	-
Supplies and materials	4,600	35,281	39,881	35,591	4,290
Judgments against Charter School	10,000	46,249	56,249	56,249	-
Miscellaneous	<u>10,000</u>	<u>102,506</u>	<u>112,506</u>	<u>112,506</u>	<u>-</u>
Total administrative cost	<u>1,273,538</u>	<u>167,419</u>	<u>1,440,957</u>	<u>1,277,999</u>	<u>162,958</u>
Support services:					
Salaries	410,800	(84,500)	326,300	326,300	-
Purchased professional/technical service	3,000	13,859	16,859	14,840	2,019
Other purchased services	92,500	11,977	104,477	104,477	-
Rent on land and buildings	350,000	840	350,840	350,840	-
Insurance-fidelity, liability, property	59,000	(37,327)	21,673	21,673	-
Utilities	<u>25,000</u>	<u>31,747</u>	<u>56,747</u>	<u>56,747</u>	<u>-</u>
Total support services	<u>940,300</u>	<u>(63,404)</u>	<u>876,896</u>	<u>874,877</u>	<u>2,019</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT C-1

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2020

	<u>Original Budget</u>	<u>Budget Transfers</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Variance Final to Actual</u>
Capital outlay:					
Non-instructional equipment	175,085	(175,085)	-	-	-
Reimbursed TPAF - Social Security (non-budgeted)	-	-	-	112,559	(112,559)
On-Behalf Teachers' Pension and Annuity Fund	-	-	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - -- Non-contributory Insurance	-	-	-	-	-
Total expenditures	<u>4,011,873</u>	<u>603,738</u>	<u>4,615,611</u>	<u>4,504,564</u>	<u>111,047</u>
Excess (deficiency) of revenues over expenditures	-	96,777	96,777	35,148	(61,629)
Fund balances at beginning of the year	<u>37,792</u>	-	<u>37,792</u>	<u>37,792</u>	-
Fund balances at ending of the year	<u>\$ 37,792</u>	<u>96,777</u>	<u>\$ 134,569</u>	<u>\$ 72,940</u>	<u>\$ (61,629)</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

SPECIAL REVENUE FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2020

	Original Budget	Budget Transfers	Final Budget	Actual	Final to Actual
Revenues					
Local	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	850,051	-	850,051	850,051	-
Total revenues - all sources	<u>850,051</u>	<u>-</u>	<u>850,051</u>	<u>850,051</u>	<u>-</u>
Expenditures					
Current Expenditures:					
Instruction:					
Salaries of teachers	429,516	-	429,516	429,516	-
Purchased professional and technical services	-	-	-	-	-
Supplies and materials	12,141	-	12,141	12,141	-
Miscellaneous	36,491	-	36,491	36,491	-
Total instruction	<u>528,148</u>	<u>-</u>	<u>528,148</u>	<u>528,148</u>	<u>-</u>
Support services					
Employee benefits	162,124	-	162,124	162,124	-
Purchased professional educational services	32,064	-	32,064	32,064	-
Total support services	<u>321,903</u>	<u>-</u>	<u>321,903</u>	<u>321,903</u>	<u>-</u>
Capital Outlay:					
Facilities acquisition and construction services	-	-	-	-	-
Instructional equipment	-	-	-	-	-
Total Expenditures	<u>850,051</u>	<u>-</u>	<u>850,051</u>	<u>850,051</u>	<u>-</u>
Excess Revenues Over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART II

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**REQUIRED SUPPLEMENTARY INFORMATION
BUDGETARY GAAP RECONCILIATION
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
(REISSUED)**

YEAR ENDED JUNE 30, 2020

**Note A - Explanation of Differences between Budgetary Inflows
and Outflows and GAAP Revenues and Expenditures**

	<u>General Fund</u>	<u>Special Revenue Fund</u>
Sources/inflows of resources		
Actual amounts (budgetary basis) "revenue" from the budgetary comparison schedule:	[C-1] \$ 4,539,712	[C-2] 850,051
Difference - budget to GAAP:		
Grant accounting budgetary basis differs from GAAP in that encumbrances are recognized as expenditures, and the related revenue is recognized.	-	-
Last State aid payment recognized for budgetary purposes only.	-	-
General Fund contribution to Early Childhood Program Aid.	-	-
Total revenues as reported on the statement of revenues, expenditures and changes in fund balances - governmental funds	[B-2] <u>4,539,712</u>	[B-2] <u>850,051</u>
Uses/outflows of resources		
Actual amounts (budgetary basis) "total outflows" from the budgetary comparison schedule	[C-1] 4,504,564	[C-2] 850,051
Differences - budget to GAAP		
Encumbrances for supplies and equipment ordered but not received are reported in the year the order is placed for budgetary purposes, but in the year the supplies are received for financial reporting purposes.	-	-
Transfers to and from other funds are presented as outflows of budgetary resources but are not expenditures for financial reporting purposes.		
Net transfer (outflows) to general fund	-	-
Total expenditures as reported on the statement of revenues, expenditures, and changes in fund balances - governmental funds	[B-2] <u>\$ 4,504,564</u>	[B-2] <u>\$ 850,051</u>

Note A -The general fund budget basis of the use/outflow of resources is GAAP, therefore no reconciliation is required.

REQUIRED SUPPLEMENTARY INFORMATION

PART III

**SCHEDULES RELATED TO ACCOUNTING
AND REPORTING FOR PENSIONS (GASB 68)**

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - PERS
Last Ten Fiscal Years (1)

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Charter School's proportion of the net pension liability (asset)	0.0000000000%	0.0000000000%	0.0000000000%
Charter School's proportionate share of the net pension liability (asset)	\$ -	\$ -	\$ -
Charter School's covered-employee payroll	\$ -	\$ -	\$ -
Charter School's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	0.00%	0.00%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	0.00%	0.00%	0.00%

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, Accounting and Financial Reporting for Pension in fiscal year 2018, the same year that the Charter School was formed.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-2

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S CONTRIBUTIONS
PUBLIC EMPLOYEES' RETIREMENT SYSTEM (PERS)
Last Ten Fiscal Years (1)**

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Contractually required contribution	\$ -	\$ -	\$ -
Contributions in relation to the contractually required contribution	<u>-</u>	<u>-</u>	<u>-</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Charter School's covered-employee payroll	\$ -	\$ -	\$ -
Contributions as a percentage of covered-employee payroll	0.00%	0.00%	0.00%

(1) The Charter School implemented GASB 68, *Accounting and Financial Reporting for Pension* in fiscal year 2018, the same year that the Charter School was formed.

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - TPAF
Last Ten Fiscal Years (1)

	<u>2020</u>	<u>2019</u>	<u>2018</u>
State's proportion of the net pension liability (asset) attributable to the Charter School	0.0000000000%	0.0000000000%	0.0000000000%
State's proportionate share of the net pension liability (asset) attributable to the Charter School	\$ -	\$ -	\$ -
Charter School's covered-employee payroll	\$ -	\$ -	\$ -
State's proportionate share of the net pension liability (asset) attributable to the Charter School as a percentage of its covered-employee payroll	0.00%	0.00%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	0.00%	0.00%	0.00%

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, Accounting and Financial Reporting for Pension in fiscal year 2018, the same year that the Charter School was formed.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHANGES IN THE CHARTER SCHOOL'S TOTAL
OPEB LIABILITY AND RELATED RATIOS**

LAST TEN FISCAL YEARS (1)

	<u>2020</u>	<u>2019</u>	<u>2018</u>
Total State OPEB Liability Attributable to Charter School			
Service cost	\$ -	\$ -	\$ -
Interest	-	-	-
Changes in assumptions and other inputs	-	-	-
Benefit payments	-	-	-
Contributions from the member	-	-	-
Net Change in Total State OPEB Liability Attributable to	-	-	-
Total State OPEB Liability Attributable to Charter School:			
At beginning of year	\$ -	\$ -	\$ -
At end of year	\$ -	\$ -	\$ -
Charter School's proportionate share of the Total OPEB Liability	0%	0%	0%
Charter School Covered-employee payroll ⁽²⁾	\$ -	\$ -	\$ -
Total State OPEB liability as a percentage of Charter School covered-employee payroll	N/A	N/A	N/A

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* in fiscal year 2018. No data is available prior to fiscal year 2018.

(2) Covered payroll was based on the Charter School's payroll for the year ended June 30, 2018.

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART III

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO REQUIRED SUPPLEMENTARY INFORMATION – PART III
YEAR ENDED JUNE 30, 2019**

Public Employees Retirement System (PERS)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 5.66% to 6.28%. This change in the discount rate is considered to be a change in actuarial assumptions under GASBS No. 68.

The single blended discount rate of 6.28% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.00% in prior measurement date) and a municipal bond rate of 3.50% (3.87% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

At June 30, 2020, the Charter School's share in the net pension liability is zero.

Teachers Pension and Annuity Fund (TPAF)

Change in benefit terms. There is no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 4.25% to 5.60% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 68.

The single blended discount rate of 5.60% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.00% in prior measurement date) and a municipal bond rate of 3.50% (3.87% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

At June 30, 2020, the Charter School's share in the net pension liability is zero.

Other Post-Employment Benefits (OPEB)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total nonemployer OPEB liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 3.87% to 3.50% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 75. The source is the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher. At June 30, 2020, the Charter School's share in the net pension liability is zero.

OTHER SUPPLEMENTARY INFORMATION

SPECIAL REVENUE FUND

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

SPECIAL REVENUE FUND
COMBINING SCHEDULE OF REVENUES AND EXPENDITURES
BUDGETARY BASIS

YEAR ENDED JUNE 30, 2020

	Title I	IDEA	Project Neighborhood	CMO Developer Grant	Total
Revenues					
Local	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	194,071	49,172	422,500	184,308	850,051
Total revenues - all sources	<u>\$ 194,071</u>	<u>\$ 49,172</u>	<u>\$ 422,500</u>	<u>\$ 184,308</u>	<u>\$ 850,051</u>
Expenditures					
Current Expenditures:					
Instruction:					
Salaries of teachers	\$ 120,000	\$ -	309,516	\$ -	\$ 429,516
Other salaries for instruction	-	-	-	50,000	50,000
Supplies and materials	12,071	70	-	-	12,141
Miscellaneous	-	-	36,491	-	36,491
Total instruction	<u>132,071</u>	<u>70</u>	<u>346,007</u>	<u>50,000</u>	<u>528,148</u>
Support expenditures					
Employee benefits	62,000	7,631	76,493	16,000	162,124
Purchased services	-	32,064	-	-	32,064
Other purchase services	-	9,407	-	118,308	127,715
Total administrative services	<u>62,000</u>	<u>49,102</u>	<u>76,493</u>	<u>134,308</u>	<u>321,903</u>
Capital Outlay:					
Instructional equipment	-	-	-	-	-
Total Expenditures	<u>\$ 194,071</u>	<u>\$ 49,172</u>	<u>\$ 422,500</u>	<u>\$ 184,308</u>	<u>\$ 850,051</u>

CAPITAL PROJECTS FUND

The capital projects fund is used to account for the acquisition and construction of major capital facilities and equipment purchases other than those financed by propriety funds.

At June 30, 2020, there was no capital project fund.

ENTERPRISE FUNDS

Enterprise funds are used to account for operations that are financed and operated in a manner similar to private business enterprises, where the intent of the Charter School is that the costs of providing goods and services be financed through user charges. The Charter School has the Food Service and After Care in its Enterprise Fund to account for the operation of food services and after care.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

ENTERPRISE FUND

COMBINING SCHEDULE OF NET POSITION

JUNE 30, 2020

	<u>FOOD SERVICE</u>
Assets	
Current assets:	
Cash and cash equivalents	\$ 20
Interfund receivable	5,215
Accounts receivable:	
Federal	23,482
State	<u>354</u>
	<u>23,836</u>
Total Assets	<u>\$ 29,071</u>
Liabilities	
Current liabilities	
Accounts payable	\$ 55,042
Net assets	
Unrestricted	<u>(25,971)</u>
Total Liabilities and Net Position	<u>\$ 29,071</u>

EXHIBIT G-2

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

ENTERPRISE FUND

COMBINING SCHEDULE OF REVENUES, EXPENSES AND
CHANGES IN FUND NET POSITION

YEAR ENDED JUNE 30, 2020

	<u>FOOD SERVICE</u>
Operating revenues:	
Charges for services:	
Daily sales - reimbursable programs	\$ -
Miscellaneous revenue	<u>45</u>
Total operating revenues	<u>45</u>
Operating expenses:	
Supplies and materials - reimbursable programs	<u>116,770</u>
Operating loss	<u>(116,725)</u>
Nonoperating revenues:	
State sources:	
State School Lunch	1,718
Federal sources:	
National School Lunch	91,722
National School Breakfast	<u>31,707</u>
Total nonoperating revenues	<u>125,147</u>
Income before transfers	8,422
Transfers in - General fund	<u>-</u>
Changes in net position	8,422
Total net position at beginning of year	<u>(34,393)</u>
Total net position at end of year	<u>\$ (25,971)</u>

EXHIBIT G-3

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ENTERPRISE FUND

COMBINING SCHEDULE OF CASH FLOWS

YEAR ENDED JUNE 30, 2020

	FOOD SERVICE
Cash flows from operating activities	
Operating loss	\$ (116,725)
Adjustment to reconcile operating income to net cash from operating activities:	
Changes in assets and liabilities:	
Accounts receivable	13,210
Interfund receivable	(5,215)
Accounts payable	55,042
Interfund payable	(73,911)
Net cash used by operating activities	<u>(127,599)</u>
Cash flows from noncapital financing activities	
Cash received from state and federal reimbursements	<u>125,146</u>
Net decrease in cash and cash equivalents	(2,453)
Cash and cash equivalents at beginning of the year	<u>2,473</u>
Cash and cash equivalents at end of year	<u><u>\$ 20</u></u>

FIDUCIARY FUNDS

Trust funds are used to account for gifts and bequests to the Charter School for specific purposes.

Unemployment Compensation Insurance Trust Fund is an expendable trust fund used to account for unemployment transactions of the Charter School.

At June 30, 2020, there was no non-expandable trust fund utilized by the Charter School.

Agency funds are used to account for assets held by the Charter School as an agent for individuals, private organizations, governmental and/or other funds.

Payroll Fund - This agency fund is used to account for the payroll transactions of the Charter School.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

FIDUCIARY FUNDS

COMBINING SCHEDULE OF FIDUCIARY NET POSITION

JUNE 30, 2020

	New Jersey Unemployment Benefits	Agency		Total	
		Student Activities	Net Payroll		Payroll Agency
Assets					
Cash and cash equivalents	\$ -	\$ 2,659	\$ -	\$ 103,238	\$ 105,897
Interfund receivable	-	11	-	87,991	88,002
Total assets	<u>\$ -</u>	<u>\$ 2,670</u>	<u>\$ -</u>	<u>\$ 191,229</u>	<u>\$ 193,899</u>
Liabilities and Fund Balances					
Liabilities:					
Payroll and withholdings payable	\$ -	\$ -	\$ -	\$ 191,229	\$ 191,229
Due to student groups	-	2,670	-	-	2,670
Total liabilities	<u>-</u>	<u>2,670</u>	<u>-</u>	<u>191,229</u>	<u>193,899</u>
Net Position					
Restricted					
Unemployment compensation	-	-	-	-	-
Total liabilities and net position	<u>\$ -</u>	<u>\$ 2,670</u>	<u>\$ -</u>	<u>\$ 191,229</u>	<u>\$ 193,899</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

FIDUCIARY FUNDS

COMBINING SCHEDULE OF CHANGES IN FIDUCIARY NET POSITION
(TRUST FUND)

YEAR ENDED JUNE 30, 2020

	New Jersey Unemployment Benefits
	<u> </u>
Revenues:	
General fund appropriation	\$ -
Employees' contributions	<u>3,252</u>
Total revenues	<u>3,252</u>
Expenditures:	
Payments to NJ Unemployment Compensation Fund	<u>3,252</u>
Total expenditures	<u>3,252</u>
Excess (deficiency) of revenue over expenditures	-
Net position at beginning of the year	<u>-</u>
Net position at end of year	<u>\$ -</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STUDENT ACTIVITY AGENCY FUND

SCHEDULE OF RECEIPTS AND DISBURSEMENTS

YEAR ENDED JUNE 30, 2020

	<u>Balance June 30, 2019</u>	<u>Cash Receipts</u>	<u>Cash Disbursements</u>	<u>Balance June 30, 2020</u>
Assets				
Cash	\$ 927	\$ 2,659	\$ 927	\$ 2,659
Interfund Receivable	<u>-</u>	<u>11</u>	<u>-</u>	<u>11</u>
	927	2,670	927	2,670
Liabilities				
Due to Student Groups	<u>\$ 927</u>	<u>\$ 1,743</u>	<u>\$ -</u>	<u>\$ 2,670</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

PAYROLL AGENCY FUND

SCHEDULE OF RECEIPTS AND DISBURSEMENTS

YEAR ENDED JUNE 30, 2020

	<u>Balance June 30, 2019</u>	<u>Cash Receipts</u>	<u>Cash Disbursements</u>	<u>Balance June 30, 2020</u>
Assets				
Cash and cash equivalents	\$ 40,489	\$ 3,778,338	\$ 3,715,589	\$ 103,238
Interfund receivable	-	87,991	-	87,991
Total Assets	<u>\$ 40,489</u>	<u>\$ 3,866,329</u>	<u>\$ 3,715,589</u>	<u>\$ 191,229</u>
Liabilities				
Payroll deductions and withholdings	\$ 12,238	\$ 3,866,329	\$ 3,687,338	\$ 191,229
Interfund payable	28,251	-	28,251	-
Total Liabilities	<u>\$ 40,489</u>	<u>\$ 3,866,329</u>	<u>\$ 3,715,589</u>	<u>\$ 191,229</u>

LONG-TERM DEBT

The long-term debt is used to record the outstanding principal balances of the long-term liabilities of the charter school. This includes the outstanding principal balance on capital lease, the accrued liability for insurance claims and the liability for compensated absences and the outstanding principal balance on certificates of participation outstanding or mortgage note payable.

STATISTICAL SECTION (UNAUDITED)

Unless otherwise noted, the information in these Schedules was derived from the Comprehensive Annual Financial Reports (CAFR) for the relevant year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INTRODUCTION TO THE STATISTICAL SECTION

<u>Contents</u>		<u>Page</u>
Financial Trends	These schedules contain trend information to help the reader understand how the district's financial performance and well being have changed over time.	68
Revenue Capacity	These schedules contain information to help the reader assess the district's most significant local revenue source, the property tax.	N/A
Debt Capacity	These schedules present information to help the reader assess the affordability of the district's current levels of outstanding debt and the district's ability to issue additional debt in the future.	N/A
Demographic and Economic Information	These schedules offer demographic and economic indicators to help the reader understand the environment within which the district's financial activities take place.	73
Operating Information	These schedules contain service and infrastructure data to help the reader understand how the information in the district's financial report relates to the services the district provides and the activities it performs.	75
Note (1):	<i>Fiscal year ended June 30, 2018 is the first operating year of the Charter School; schedules presenting charter-wide information include information beginning in that year.</i>	

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NET POSITION BY COMPONENT
Last Ten Fiscal Years (1)**

(Accrual basis of accounting)

	Fiscal Year Ending June 30,		
	2020	2019	2018
Governmental activities			
Invested in capital assets, net of related debt	\$ 25,971	\$ 34,392	\$ -
Restricted	-	-	-
Unrestricted	<u>46,969</u>	<u>3,400</u>	<u>38,537</u>
Total governmental activities net position	<u>\$ 72,940</u>	<u>\$ 37,792</u>	<u>\$ 38,537</u>
Business-type activities			
Invested in capital assets, net of related debt	\$ -	\$ -	\$ -
Restricted	-	-	-
Unrestricted	<u>(25,971)</u>	<u>(34,392)</u>	<u>-</u>
Total business-type activities net position	<u>\$ (25,971)</u>	<u>\$ (34,392)</u>	<u>\$ -</u>
School-wide			
Invested in capital assets, net of related debt	\$ 25,971	\$ 34,392	\$ -
Restricted	-	-	-
Unrestricted	<u>20,998</u>	<u>(30,992)</u>	<u>38,537</u>
Total charter school net position	<u>\$ 46,969</u>	<u>\$ 3,400</u>	<u>\$ 38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

	Fiscal Year Ending June 30,		
	2020	2019	2018
Expenses			
Governmental activities			
Instruction	\$ 3,333,485	\$ 2,370,936	\$ 724,567
Administrative	906,773	533,889	167,020
Support Services	1,114,357	868,343	145,896
Unallocated:			
Capital outlay	-	135,934	6,280
Total governmental activities expenses	<u>5,354,615</u>	<u>3,909,102</u>	<u>1,043,763</u>
Business-type activities:			
Food service	116,770	158,263	-
Total business-type activities expense	<u>116,770</u>	<u>158,263</u>	<u>-</u>
Total district expenses	<u>5,471,385</u>	<u>4,067,365</u>	<u>1,043,763</u>
Program Revenues			
Governmental activities:			
Charges for services:			
Operating grants and contributions	962,610	794,015	217,693
Total governmental activities program revenues	<u>962,610</u>	<u>794,015</u>	<u>217,693</u>
Business-type activities:			
Charges for services			
Food service	45	254	-
Operating grants and contributions	125,147	123,617	-
Total business-type activities program revenues	<u>125,192</u>	<u>123,871</u>	<u>-</u>
Total district program revenues	<u>1,087,802</u>	<u>917,886</u>	<u>217,693</u>
Net (Expense)/Revenue			
Governmental activities	(4,392,005)	(3,115,087)	(826,070)
Business-type activities	<u>8,422</u>	<u>(34,392)</u>	<u>-</u>
Total district-wide net expense	<u>(4,383,583)</u>	<u>(3,149,479)</u>	<u>(826,070)</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

	Fiscal Year Ending June 30,		
	2020	2019	2018
General Revenues and Other Changes in Net Assets			
Governmental activities:			
Property taxes levied for general purposes, net	925,620	432,026	131,141
Grants and contributions	3,417,789	2,618,526	728,034
Miscellaneous income	83,744	63,790	5,432
Total governmental activities	<u>4,427,153</u>	<u>3,114,342</u>	<u>864,607</u>
Business-type activities:			
Miscellaneous Income	-	-	-
Transfers	-	-	-
Total business-type activities	<u>-</u>	<u>-</u>	<u>-</u>
Total district-wide	<u>4,427,153</u>	<u>3,114,342</u>	<u>864,607</u>
Changes in Net Position			
Governmental activities	35,148	(745)	38,537
Business-type activities	8,422	(34,392)	-
Total district	<u>\$ 43,570</u>	<u>\$ (35,137)</u>	<u>\$ 38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FUND BALANCES - GOVERNMENTAL FUNDS

Last Ten Fiscal Years (1)

(Modified accrual basis of accounting)

	Fiscal Year Ending June 30,		
	2020	2019	2018
General Fund			
Assigned	\$ -	264,007	-
Unassigned	72,940	(226,215)	38,537
Total general fund	<u>\$ 72,940</u>	<u>37,792</u>	<u>38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS

Last Ten Fiscal Years (1)

(Unaudited)

Function	2020	2019	2018
Revenues			
Local Sources:			
Local tax levy	\$ 518,300	\$ 432,026	\$ 215,161
Miscellaneous	419,740	183,790	5,432
State sources	3,194,352	2,598,411	756,321
Federal sources	<u>850,051</u>	<u>694,130</u>	<u>105,386</u>
Total Revenues	<u>4,982,443</u>	<u>3,908,357</u>	<u>1,082,300</u>
Current expense			
Instruction	2,767,277	2,017,731	671,300
Administrative cost	1,277,999	788,250	188,199
Support services	1,196,780	867,302	148,897
Capital outlay	-	135,934	6,280
TPAF - FICA Reimbursement	<u>112,559</u>	<u>99,885</u>	<u>28,287</u>
Total Expenditures	<u>5,354,615</u>	<u>3,909,102</u>	<u>1,042,963</u>
Excess of Revenues Over Expenditures	(372,172)	(745)	39,337
Net change in fund balances	<u>\$ (372,172)</u>	<u>\$ (745)</u>	<u>\$ 39,337</u>
Debt service as a percentage of noncapital expenditures	0.00%	0.00%	0.00%

Source: Charter school's records.

Note: Noncapital expenditures are total expenditures less capital outlay.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**DEMOGRAPHIC AND ECONOMIC STATISTICS
Last Ten Fiscal Years (1)**

<u>Year</u>	<u>Population ^a</u>	<u>Personal Income ^b</u>	<u>Per Capita Personal Income ^c</u>	<u>Unemployment Rate ^d</u>
2020	**	**	**	**
2019	282,011	**	**	4.50%
2018	282,090	\$ 19,029,509,310	\$ 67,459	7.00%
2017	281,014	17,859,563,756	63,554	7.50%

** Data not available

Source:

^a U.S. Census Bureau, Population Division

^b Personal income has been estimated based upon the municipal population and per capita personal income presented

^c Per capita personal income was computed using Census Bureau midyear population estimates. All dollar estimates are in thousands of current dollars (not adjusted for inflation). Estimates for 2010-2018 reflect county population estimates available as of March 6, 2019.

^d Unemployment data provided by the New Jersey Department of Labor and Workforce Development

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**PRINCIPAL EMPLOYERS
Current Year and Two Years Ago**

<u>Employer</u>	<u>2020</u>		<u>2018</u>	
	<u>Employees</u>	<u>Percentage of Total Municipal Employment</u>	<u>Employees</u>	<u>Percentage of Total Municipal Employment</u>
St. Barnabas Health Care System	23,000	**	23,000	**
Verizon	17,100	**	17,100	**
Prudential Ins. Co. of America	16,850	**	16,850	**
Rutgers University - Newark Campus	15,500	**	15,500	**
Continental Airlines	11,000	**	11,000	**
Newark Board of Education	7,050	**	7,050	**
Automatic Data Processing	5,649	**	5,649	**
New Jersey Transit	4,000	**	4,000	**
City of Newark	4,000	**	4,000	**
Essex County	3,500	**	3,500	**
PSE&G	-		-	
JP Morgan Chase	-		-	
Horizon Blue Cross/Blue Shield	-		-	
Roche	-		-	
KPMG	-		-	
Ricoh American Corp	-		-	
	<u>107,649</u>		<u>107,649</u>	

Note - Principal employers are that of Essex County

** - Information not available

Source: Essex County Economic Development Corporation

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**FULL-TIME EQUIVALENT CHARTER SCHOOL EMPLOYEES BY FUNCTION/PROGRAM
Last Ten Fiscal Years (1)
(Unaudited)**

<u>Function/Program</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>
Instruction	35	35	4
Administrative	10	10	3
Support Services	5	5	7
Food Service	-	-	-
	<hr/>	<hr/>	<hr/>
Total	50	50	14
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

Source: Charter School's personnel records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

OPERATING STATISTICS

**Last Ten Fiscal Years (1)
(Unaudited)**

<u>Fiscal Year</u>	<u>Enrollment</u>	<u>Operating Expenditures^a</u>	<u>Cost Per Pupil</u>	<u>Percentage Change</u>	<u>Teaching Staff^b</u>	<u>Pupil/Teacher Ratio Elementary</u>	<u>Average Daily Enrollment (ADE)^c</u>	<u>Average Daily Attendance (ADA)^c</u>	<u>% Change in Average Daily Enrollment</u>	<u>Student Attendance Percentage</u>
2020	306	5,354,615	17,499	100.00%	35	12: 1	221.2	301.7	N/A	136.40%
2019	221	3,773,168	17,073	100.00%	35	12: 1	221.2	217.9	N/A	98.51%
2018	61	1,037,483	17,008	100.00%	5	12: 1	62.8	60.1	N/A	95.77%

Source: Charter School's Records

Note: Enrollment based on annual October Charter School count.

- a Operating expenditures equal total expenditures less debt service and capital outlay.
- b Teaching staff includes only full-time equivalents of certificated staff.
- c Average daily enrollment and average daily attendance are obtained from the School Register Summary (SRS).

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SCHOOL BUILDING INFORMATION
Last Ten Fiscal Years (1)**

	<u>2020</u>	<u>2019</u>	<u>2018</u>
<u>Charter School Building</u>			
<u>Elementary School</u>			
Square Feet	4,000	4,000	4,000
Capacity (students)	900	900	900
Enrollment	306	221	61
Number of Schools	1	1	1

Source: Charter School's Records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INSURANCE SCHEDULE

**June 30, 2020
(Unaudited)**

	<u>Coverage</u>	<u>Deductible</u>
Commercial General Liability ⁽¹⁾		
Aggregate Limit	\$ 3,000,000	
Products - Completed Operations Aggregate Limit	3,000,000	
Personal and Advertising Injury Limit	1,000,000	
Each Occurrence	1,000,000	
Fire Damage	1,000,000	
Damage to Premises Rented	100,000	any one premises
Medical expense limit	10,000	any one person
Personal Property	75,000	1,000
Employee Benefits	3,000,000	
Automobile		
Non Owned & Hired Auto Liability	1,000,000	
Professional Liability		
Aggregate limit	3,000,000	
Each Claim limit	1,000,000	
School Coverage		
Medical Expense	25,000	
Accidental Death	25,000	
Accidental Dismemberment	up to \$50,000	
Accidental Paralysis	50,000	
Accident Medical Expense Benefits	25,000	

Source: Charter School's Records

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

CHARTER SCHOOL PERFORMANCE FRAMEWORK
FINANCIAL PERFORMANCE
FISCAL RATIOS

Multi-Year Information
(Unaudited)

	2018 Audit	2019 Audit	2020 Audit	Source
Cash	\$ 22,014	\$ 55,488	\$ 319,651	Audit: Exhibit A-1
Current Assets	54,253	346,167	916,867	Audit: Exhibit A-1
Total Assets	54,253	346,167	916,867	Audit: Exhibit A-1
Current Liabilities	15,716	342,767	529,808	Audit: Exhibit A-1
Total Liabilities	15,716	342,767	869,898	Audit: Exhibit A-1
Net Assets	38,537	3,400	46,969	Audit: Exhibit A-1
Total Revenue	1,082,300	4,032,228	5,514,955	Audit: Exhibit A-2
Total Expenses	1,043,763	4,067,365	5,471,385	Audit: Exhibit A-2
Change in Net Assets	38,537	(35,137)	43,570	Audit: Exhibit A-2
Depreciation Expense	-	-	-	Financial Statements/Audit Workpapers
Interest Expense	-	-	-	Financial Statements/Audit Workpapers
Principal Payments	-	-	-	Financial Statements/Audit Workpapers
Interest Payments	-	-	-	Financial Statements/Audit Workpapers
Final Average Daily Enrollment	63	221	306	DOE Enrollment Reports
March 30th Budgeted Enrollment	66	66	500	Charter School Budget

Near Term Indicators	2018	2019	2020	Source	Target
1a. Current Ratio	3.45	1.01	1.73	Current Assets/Current Liabilities	> 1.1
1b. Unrestricted Days Cash	7.70	4.98	21.32	Cash/(Total Expenses/365)	30-60
1c. Enrollment Variance	95%	335%	61%	Average Daily Enrollment/Budgeted Enrollment	>95%
1d. Default	No	No	No	Audit	not in default
Sustainability Indicators					
2a. Total Margin	4%	-1%	1%	Change in Net Assets/Total Revenue	positive
2b. Debt to Asset	0.99	0.99	0.95	Total Liabilities/Total Assets	<.9
2c. Cash Flow	22,014	33,474	264,163	Net change in cash flow from prior years (Change in Net Assets+Depreciation+Interest Expense)/(Principal & Interest Payments)	3 yr cum positive
2d. Debt Service Coverage Ratio	N/A	N/A	N/A		>1.10

SINGLE AUDIT SECTION



EXHIBIT K-1

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey, the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements, and have issued our report thereon dated January 19, 2021.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS - CONTINUED

may exist that have not been identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. We did, however, identify certain deficiencies, described in the accompanying schedule of findings and questioned costs as finding 2020-001 and 2020-002 that we consider to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey.

We also noted certain matters that we have reported to the Board of Trustees of the Achieve Community Charter School in the County of Essex, New Jersey in a separate *Auditor's Management Report on Administrative Findings - Financial, Compliance and Performance*, dated January 19, 2021.

Charter School's Response to Findings

The Charter School's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400



Galleros Robinson CPAs, LLP
Certified Public Accountants

January 19, 2021
Cream Ridge, New Jersey



EXHIBIT K-2

**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL
AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE
AS REQUIRED BY THE UNIFORM GUIDANCE AND
NEW JERSEY OMB CIRCULAR LETTER 15-08**

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
Essex County, New Jersey

Report on Compliance for Each Major State and Federal Programs

We have audited the Achieve Community Charter School's (the Charter School) in the County of Essex, State of New Jersey compliance with the types of compliance requirements described in the *New Jersey State Aid Grant Compliance Supplement* that could have a direct and material effect on each of the Charter School's major state and federal programs for the fiscal year ended June 30, 2020. The Charter School's major state and federal program are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal and state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Charter School's major federal and state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey; Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. Those standards, Uniform Guidance and New Jersey OMB Circular Letter 15-08, require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on major federal and state program occurred. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

New York Office
488 Madison Avenue, 23rd Floor
New York, NY 10022
Tel: 646.921.0400
Fax: 646.921.1600

www.gallerosrobinson.com

New Jersey Office
115 Davis Station Road
Cream Ridge, NJ 08514
Tel: 732.462.2020
Fax: 609.259.3429

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE AND NEW JERSEY OMB CIRCULAR LETTER 15-08

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination of the Charter School's compliance on compliance for each major federal and state programs.

Opinions on Each Major Federal and State Programs

In our opinion, the Achieve Community Charter School in the County of Essex, State of New Jersey, complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal and state program for the fiscal year ended June 30, 2020.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and New Jersey OMB Letter Circular 15-08, and which are described in the accompanying schedule of findings and questioned costs as items 2020-003 and 2020-004. Our opinion on each major federal program and state financial assistance is not modified with respect to these matters.

Report on Internal Control Over Compliance

Management of the Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal and state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance and to test and report on internal control over compliance for each major federal and state program and to test and report on internal control over compliance in accordance with the Uniform Guidance and New Jersey OMB Letter Circular 15-08-OMB, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Charter School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal and state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal and state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal and state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE AND NEW JERSEY OMB CIRCULAR LETTER 15-08

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Purpose of the Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and New Jersey OMB Circular Letter 15-08. Accordingly, this report is not suitable for any other purpose.



Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400



Galleros Robinson CPAs, LLP
Certified Public Accountants

January 19, 2021
Cream Ridge, New Jersey

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT K-3
SCHEDULE A

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2020

Federal Grant/ Pass-Through Grantor/ Program Title	Federal CFDA No.	Federal FAIN Number	Grant or State Project Number	Program or Award Amount	Grant Period		Balance at June 30, 2019	Carryover/ (Walkover) Amount	Cash Received	Budgetary Expenditures	Repayment of Prior Years' Balances	Balance at June 30, 2020			
					From	To						(Accounts Receivable)	Deferred Revenue	Due to Grantor	
U.S. Department of Education															
Passed-through New Jersey State Department Education															
Special Revenue Fund															
Title I Part A Grants to Local Educational Agencies Individuals with Disabilities	84 010	S010A190030	ESSA - 6110 - 20	\$ 194,071	7/1/2019	6/30/2020	\$ -	\$ -	\$ 194,071	\$ (194,071)	\$ -	\$ -	\$ -	\$ -	\$ -
- States Grant	84 027	H027A190100	IDEA - 6110 - 20	49,172	7/1/2019	6/30/2020	-	-	47,874	(49,172)	-	(1,298)	-	-	-
Total U.S. Department of Education							-	-	241,945	(243,243)	-	(1,298)	-	-	-
U.S. Department of Education															
Passed-through Building Responsible Intelligent Creative Kids															
Charter Schools Program (CSP) Grants to Developers for the Replication and Expansion of High-Quality Charter Schools	84 282	UNKNOWN	UNKNOWN	\$ 184,308	10/1/2019	9/30/2020	-	-	184,308	(184,308)	-	-	-	-	-
U.S. Department of Education															
Passed-through South Ward Alliance															
Project Neighborhood Programs	84 215	UNKNOWN	UNKNOWN	\$ 422,500	10/1/2019	9/30/2020	-	-	422,500	(422,500)	-	-	-	-	-
U.S. Department of Agriculture															
Passed-through New Jersey State Department of Agriculture															
Enterprise Fund															
National School Lunch Program	10 555	201NJ304N1099	N/A	91,722	7/1/2019	6/30/2020	-	-	72,287	(91,722)	-	(19,435)	-	-	-
National School Lunch Program	10 555	191NJ304N1099	N/A	88,144	7/1/2018	6/30/2019	(25,738)	-	25,738	-	-	-	-	-	-
National School Breakfast Program	10 553	201NJ304N1099	N/A	31,707	7/1/2019	6/30/2020	-	-	27,660	(31,707)	-	(4,047)	-	-	-
National School Breakfast Program	10 553	191NJ304N1099	N/A	33,930	7/1/2018	6/30/2019	(10,880)	-	10,880	-	-	-	-	-	-
Total U.S. Department of Agriculture							(36,618)	-	136,565	(123,429)	-	(23,482)	-	-	-
Total Expenditures of Federal Awards							\$ (36,618)	\$ -	\$ 985,318	\$ (973,480)	\$ -	\$ (24,780)	\$ -	\$ -	\$ -

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT K-4
SCHEDULE B

SCHEDULE OF STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2020

State Grantor/ Program Title	Grant or State Project Number	Grant Period	Balance at June 30, 2019			Carryover/ (Walkover) Amount	Cash Received	Budgetary Expenditures Pass-through Funds	Adjustments Repayment Prior Year's Balances	Balance at June 30, 2020			MEMO		
			Award Amount	Deferred Revenue (Accounts Receivable)	Due to Grantor					Intergovernmental (Accounts Receivable)	Deferred Revenue/ Interfund Payable	Due to Grantor	Budgetary Receivable	Cumulative Total Expenditure	
New Jersey State Department of Education															
General Fund:															
Equalization Aid	20-495-034-5120-078	7/1/19-6/30/20	\$ 2,863,368	\$ -	\$ -	\$ -	2,755,165	\$ (2,863,368)	\$ -	(136,313)	\$ -	\$ 28,110	\$ 136,313	\$ 2,863,368	
Equalization Aid	19-495-034-5120-078	7/1/18-6/30/19	2,334,463	(119,241)	48,846	-	15,555	-	(38,698)	(103,686)	-	10,148	-	-	
Special Education															
Categorical Aid	20-495-034-5120-089	7/1/19-6/30/20	127,136	-	-	-	127,136	(127,136)	-	-	-	-	-	127,136	
Security Aid	20-495-034-5120-084	7/1/19-6/30/20	91,289	-	-	-	91,289	(91,289)	-	-	-	-	-	91,289	
Reimbursed Social Security Tax	20-495-034-5094-003	7/1/19-6/30/20	112,559	-	-	-	82,247	(112,559)	-	(30,312)	-	-	-	-	
Reimbursed Social Security Tax	19-495-034-5094-003	7/1/18-6/30/19	99,885	(42,467)	-	-	42,467	-	-	-	-	-	-	-	
On-Behalf Teachers' Pension and Annuity Fund	20-495-034-5094-002	7/1/19-6/30/20	-	-	-	-	-	-	-	-	-	-	-	-	
On-Behalf Teachers' Pension and Annuity Fund – Post Retirement Medical	20-495-034-5094-001	7/1/19-6/30/20	-	-	-	-	-	-	-	-	-	-	-	-	
On-Behalf Teachers' Pension & Annuity Fund – Non-contributory Insurance	20-495-034-5094-004	7/1/19-6/30/20	-	-	-	-	-	-	-	-	-	-	-	-	
Total General Fund				(161,708)	48,846	-	3,113,859	(3,194,352)	(38,698)	(270,311)	-	38,258	136,313	3,081,793	
Enterprise Fund:															
State School Lunch Program	20-100-010-3350-023	7/1/19-6/30/20	1,718	-	-	-	1,364	(1,718)	-	(354)	-	-	354	1,718	
State School Lunch Program	19-100-010-3350-023	7/1/18-6/30/19	1,543	(428)	-	-	428	-	-	-	-	-	-	-	
Total Expenditures of State Financial Assistance				<u>\$ (162,136)</u>	<u>\$ 48,846</u>	<u>\$ -</u>	<u>\$ 3,115,651</u>	<u>\$ (3,196,070)</u>	<u>\$ (38,698)</u>	<u>\$ (270,665)</u>	<u>\$ -</u>	<u>\$ 38,258</u>	<u>\$ 136,667</u>	<u>\$ 3,083,511</u>	
Less: On-Behalf TPAF Pension System Contributions															
On-Behalf Teachers' Pension and Annuity Fund	20-495-034-5094-002														
On-Behalf Teachers' Pension and Annuity Fund – Post Retirement Medical	20-495-034-5094-001														
On-Behalf Teachers' Pension & Annuity Fund – Non-contributory Insurance	20-495-034-5094-004														
Total for State Financial Assistance-Major Program Determination								<u>\$ (3,196,070)</u>							

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE**

FISCAL YEAR ENDED JUNE 30, 2020

NOTE 1 GENERAL

The accompanying schedules of expenditures of federal awards and state financial assistance include federal and state activity of the Board of Trustees for Achieve Community Charter School. The Board of Trustees is defined in Note 1 to the Charter School's basic financial statements. All federal and state awards received directly from federal and state agencies, as well as federal awards and state financial assistance passed through other government agencies is included on the schedule of federal awards and state financial assistance.

NOTE 2 BASIS OF ACCOUNTING

The accompanying Schedules of Expenditures of Federal Awards and State Financial Assistance are presented using the budgetary basis of accounting with the exception of those recorded in the food service fund, which are presented using the accrual basis of accounting. These bases of accounting are described in Note 1 to the Charter School's basic financial statements. The information in these schedules is presented in accordance with the requirements of *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS

Amounts reported in the accompanying schedules agree with the amounts reported in the Charter School's basic financial statements. The basic financial statements present the special revenue fund on both GAAP and budgetary basis. The special revenue fund is presented in the accompanying schedules on the grant accounting budgetary basis which recognizes encumbrances as expenditures and also recognizes the related revenues, whereas the GAAP basis does not. See Exhibit C-3 for a reconciliation of the budgetary basis to the GAAP basis of accounting for the special revenue fund. Awards and financial assistance revenues are reported in the Charter School's basic financial statements on a GAAP basis as follows:

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE - CONTINUED**

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS - CONTINUED

	<u>Federal</u>	<u>State</u>	<u>Total</u>
General Fund	\$ -	\$ 3,194,352	\$ 3,194,352
Special Revenue Fund	850,051	-	850,051
Enterprise Fund	<u>123,429</u>	<u>1,718</u>	<u>125,147</u>
Total	<u>\$ 973,480</u>	<u>\$ 3,196,070</u>	<u>\$ 4,169,550</u>

NOTE 4 RELATIONSHIP TO STATE FINANCIAL REPORTS

Amounts reported in the accompanying schedules agree with the amounts reported in the related federal and state financial reports.

NOTE 5 ON-BEHALF PAYMENTS

TPAF Social Security Contributions represents reimbursements in the amount of \$112,559 by the State for the employer's share of social security contributions for TPAF members for the year ended June 30, 2020. The State did not made on-behalf TPAF payments for pension contributions, post-retirement medical benefits and long-term disability insurance contributions for the year ended June 30, 2020.

NOTE 6 ON-BEHALF PROGRAMS NOT SUBJECT TO STATE SINGLE AUDIT

On-behalf State Programs for TPAF pension contributions, post-retirement medical benefits contributions and long-term disability insurance are not subject to a State Single Audit and, therefore, are excluded from major program determination. The Schedule of State Financial Assistance provides a reconciliation of State financial assistance reported in the Charter School's financial statements and the amount subject to State Single Audit and major program determination.

NOTE 7 DE MINIMIS INDIRECT COST

The Charter School has not elected to use the ten percent de minimis indirect cost rate allowed under the Uniform Guidance.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2019

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statement Section

Type of auditor's report issued: Unmodified

Internal control over financial reporting:
 Material weakness(es) identified?
 reported _____ Yes No

Significant deficiency(ies) identified not considered to be
 material weaknesses? Yes _____ No

Noncompliance material to financial statements noted? _____ Yes No

Federal Awards – Not Applicable

Dollar threshold used to determine Type A and B programs: \$750,000

Auditee qualified as low-risk auditee? _____ Yes No

Type of auditor's report on compliance for major programs: Unmodified

Internal control over compliance:
 Material weakness(es) identified? _____ Yes No

Significant deficiency(ies) identified not considered to be
 material weakness(es)? _____ Yes No

Any audit findings disclosed that are required to be reported
 in accordance with Uniform Guidance? Yes _____ No

Identification of Major Programs:

<u>CFDA No.</u>	<u>Name of Federal Program</u>
84.215N	Project Neighborhood Programs

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2020

SECTION I - SUMMARY OF AUDITOR'S RESULTS - CONTINUED

State Financial Assistance

Dollar threshold used to determine Type A and B programs: \$750,000

Auditee qualified as low-risk auditee? Yes ✓ No

Type of auditor's report on compliance for major programs: Unmodified

Internal control over compliance:

Material weakness(es) identified? Yes ✓ No

Significant deficiency(ies) identified not considered to be material weakness(es)? Yes ✓ No

Any audit findings disclosed that are required to be reported in accordance with NJ OMB Circular Letter 15-08? Yes ✓ No

Identification of Major Programs:

<u>State or Project No.</u>	<u>Name of State Program</u>
State Aid Public Cluster:	
20-495-034-5120-078	Equalization Aid
20-495-034-5120-084	Security Aid
20-495-034-5120-089	Special Education Categorical Aid

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS

**Finding 2020-001 – Timely Reporting, Account Analysis and Reconciliation
and Audit Preparation**

Criteria

Timely and accurate financial reports are prescribed by N.J.S.A.18A:17-9 and 18A:17-36 to be presented to the Board.

Condition

During the audit the financial records were not readily available due to turnover in CMO employee and unfamiliarity with the accounting system used. As a result, there were several trial balance revisions to reconcile cash balances, interfund activities, accounts payable and payroll account balances. Also, multiple general ledger cash accounts in each fund were used for a bank account to account for interfund transactions. Case on point, the general fund has cash accounts for food service, student activities and payroll. Several adjusting journal entries were recorded at year-end in each fund to correct the cash balances and other accounts.

There was also one bank account that was overdrawn as of June 30, 2020.

We also noted from the monthly Board minutes that the Board Secretary's and financial reports were not presented monthly to the Board as prescribed (N.J.S.A.18A:17-9 and 18A:17-36). In addition, the budget columns in the monthly Board Secretary's report were not updated.

Cause

The Charter School transactions were not timely recorded and reconciled due to staff turnover, change in accounting system and unfamiliarity with the new accounting system.

Effect

Various trial balance revisions were provided to the auditors, several adjusting journal entries were needed to correct certain account balances and additional audit time was needed to complete the audit.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS

**Finding 2020-001 – Timely Reporting, Account Analysis and Reconciliation
and Audit Preparation - continued**

Recommendation

Timely reconciliation of accounts is a fundamental account process to prove that transactions sums to the correct ending account balances. The Charter School should ensure that all transactions are recorded and reconciled on a timely basis. We also recommend that the Charter School streamline the general ledger accounts and develop monthly closing and post-closing procedures to ensure that accounts are reconciled and accurate.

View of Responsible Official and Planned Corrective Actions

The School Business Administrator has consulted with an outside management firm to assess the accounting software Achieve was utilizing. Due to mapping error the one software had, Achieve has decided to change the accounting software and implement a procurement platform. Since FY20 the School Business Administrator has also ensured the Board receives timely financial reports. The finance department is taking the proper steps to ensure accounting compliance moving forward.

Finding 2020-002 – Claims and Purchase Orders

Criteria

All claims should follow the purchasing policy, where purchase orders are made before incurrence of expenses and supporting documents should be kept on file.

Condition

During our audit, we noted some claims that did not follow the purchasing policy.

Context

In our review of claims, we noted the following:

- a. Supporting documents for 6 of 40 sample claims paid were not on file.
- b. Of the 34 claims paid with supporting documents provided,
 - 16 claims have confirming purchase orders.
 - 12 claims did not have signed vendor certifications.
 - 10 claims have inadequate supporting documentation.
 - 3 did not have signed purchase orders.
 - 2 claims have undated purchase orders.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS

Finding 2020-002 – Claims and Purchase Orders - continued

Cause

Controls in place to monitor compliance with the purchasing policy was not consistently adhered to.

Effect

There were claims that failed to follow the purchasing policy and claims where supporting documentation were not available.

Questioned cost

None.

Recommendation

We recommend a review of the purchasing policy and procedures with personnel assigned. All supporting documents including approved purchase orders, vendor invoices and certifications are obtained and maintained. Further, expenses should always follow the Charter School's purchasing policy.

View of Responsible Official and Planned Corrective Actions

The current School Business Administrator has revised and implemented a new Purchasing Manual that ensures fiscal compliance across the district. Procurement training has also been implemented at the beginning of the fiscal year to ensure fiscal accountability. Consequences have been implemented for staff members who receive goods or services without a signed Purchase Order.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

**SECTION III - FEDERAL AND STATE FINANCIAL ASSISTANCE FINDINGS AND
QUESTIONED COSTS**

Finding 2020-003 Time and Activity Reports

CFDA #84.010 – Title I Grants to Local Educational Agencies
CFDA #84.027 – Individuals with Disabilities – State Grants

Criteria

An employee who works, in whole or in part, on a Federal program or cost objective must document time and effort. An employee who works solely on a single cost objective (e.g., a single Federal program) must furnish a semi-annual certification that he/she has been engaged solely in activities that support the single cost objective. The certification must be signed by the employee or a supervisory official having first-hand knowledge of the work performed by the employee in accordance with Uniform Guidance 2 C.F.R. 200.302. The payroll expense recorded in the books should represent the approved time and activity report.

Condition

During our audit, Title I and IDEA employees did not have time and activity reports first half of the year

Context

Full time Title I and IDEA employees only have one of the two semi-annual time and activity certifications. Not all of the monthly time and activity reports of split-funded employees were provided.

Cause

Procedures to monitor the submission of time and effort documentation were not adhered to consistently.

Effect

Allocation of salaries among programs may not be equitable.

Questioned cost

None.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

**SECTION III - FEDERAL AND STATE FINANCIAL ASSISTANCE FINDINGS AND
QUESTIONED COSTS - CONTINUED**

Finding 2020-03 Time and Activity Reports - continued

Recommendation

The Charter School should ensure that federally funded employee salaries have a completed semi-annual or monthly time and activity certification in accordance with Uniform Guidance 2 C.F.R. 200.302

View of Responsible Official and Planned Corrective Action

The School Business Administrator and Chief School Administrator have become educated in all Federal Grant requirements moving forward to ensure all federally funded positions complete the required paperwork.

Finding 2020-004 Late Submission of Food Service Claims

CFDA No.	Name of Federal Program or Cluster
	Child Nutrition Cluster
10.553	National School Breakfast Program
10.555	National School Lunch Program

Criteria

Under Title 7 CFR Part 210.8 Claims for reimbursement, "A final Claim for Reimbursement shall be postmarked or submitted to the State agency not later than 60 days following the last day of the full month covered by the claim. State agencies may establish shorter deadlines at their discretion. Claims not postmarked and/or submitted within 60 days shall not be paid with Program funds unless otherwise authorized by United State Department of Agriculture (USDA) Food and Nutrition Services (FNS)."

Condition

The reimbursement claims for meals served during the month of September 2019 in the total amount of \$11,797 was submitted to the New Jersey State Department of Agriculture past the 60 days after the end of the reporting month. As a result, the claim is in further review by the New Jersey State Department of Agriculture and remained unpaid at June 30, 2020.

Cause

There were changes in accounting personnel responsible for the submission of the monthly claims and the changes in the state system required time to learn on how to navigate. Both changes caused the delay.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

**SECTION III - FEDERAL AND STATE FINANCIAL ASSISTANCE FINDINGS AND
QUESTIONED COSTS - CONTINUED**

Finding 2020-04 Late Submission of Food Service Claims - continued

Effect

Failure to submit the claims within the prescribed period may result in non-payment of claims.

Recommendation

We recommend that the Charter School implement its policies and procedures to ensure that the required reports are filed timely. We recommend personnel back-up and training to ensure that data requirements and timelines are adhered to.

View of Responsible Official and Planned Corrective Action

The Management have already reviewed the policies and procedures in place for filing claims for the Charter School's Food Program. The claiming procedures and timelines of 60 days after the month covered by the claim were discussed with personnel involved to ensure understanding of the data requirements and the importance of maintaining complete and accurate data to support the monthly claims.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SUMMARY SCHEDULE OF PRIOR-YEAR AUDIT FINDINGS AND QUESTIONED COSTS AS
PREPARED BY MANAGEMENT**

FISCAL YEAR ENDED JUNE 30, 2020

Finding 2019-001 Reconciliation of Accounts

Periodic reconciliation of accounts is a fundamental account process to prove that transactions sums to the correct ending account balances. During the audit, we noted the following:

- The monthly bank reconciliations were incomplete and had several reconciling items requiring further analysis for proper disposition.
- Outstanding checks at year end included 31 checks written but not issued as of June 30, 2019. These were reclassified to accounts payable.
- Interfund payables and receivables were not reconciled.
- Net payroll and payroll agency year-end balances were not reconciled

Status: Similar finding still exists. Refer to Finding 2020-001

Finding 2019-002 – Claims and Purchase orders

In our review of claims, we noted the following:

- Supporting documents for 21 of 40 claims paid were not on file.
- There were 16 of 19 claims examined have purchase order dates that are the same or after the invoice dates.
- One of 19 sample claims provided had a purchase order with no evidence of SBA approval.
- One of 19 sample claims examined did not have a signed vendor certification.
- Purchase orders for 2 of 19 sample claims provided did not have purchase orders on file.

Status: Similar finding still exists. Refer to Finding 2020-002.



ACHIEVE CLINTON HILL
CHARTER SCHOOL

534 Clinton Avenue, Newark, NJ 07108
Phone: 973-556-7070
Fax: 973-556-7070

**CORRECTIVE ACTION PLAN IN RESPONSE TO AUDIT FINDINGS
FISCAL YEAR ENDED JUNE 30, 2020**

**Finding 2020-001 – Timely Reporting, Account Analysis and Reconciliation
and Audit Preparation**

Timely reconciliation of accounts is a fundamental account process to prove that transactions sums to the correct ending account balances. During the audit:

- Cash balances, interfund, receivables and accounts payable and payroll expenses did not reconcile.
- Multiple general ledger cash accounts in each fund was also used for one bank accounts which, in reality are interfund transactions or booking errors not corrected. For example, the general fund has a general ledger cash accounts for food service, student activities and payroll.
- Incorrect recording of some collection and payment of intergovernmental receivables and payables.
- Interfund payables and receivables were not reconciled
- Monthly Board Secretary's Report and cash reports were not timely presented to the Board
- Line item expenses in the June 30, 2020 Board secretary's report did not match the June 30, 2020 general ledger balances.

Several adjusting journal entries were posted during the audit to correct the related account balances.

The Charter School should ensure that all transactions are recorded and reconciled on a timely basis. We also recommend that the Charter School develop and appropriate post-closing adjustment process to ensure that accounts are accurate, implement stricter review of account balances.

Corrective Action : The School Business Administrator has consulted with an outside management firm to assess the accounting software Achieve was utilizing. Due to mapping error the one software had, Achieve has decided to change the accounting softwares and implement a procurement platform. Since FY20 the School Business Administrator has also ensured the Board receives timely financial reports. The finance department is taking the proper steps to ensure accounting compliance moving forward.

Person Responsible : Controller, Senior Accountant, and School Business Administrator

Planned Completion Date : June 30, 2021



ACHIEVE CLINTON HILL
CHARTER SCHOOL

534 Clinton Avenue, Newark, NJ 07108
Phone: 973-556-7070
Fax: 973-556-7070

Finding 2020-002 – Claims and Purchase Orders

In our review of claims, we noted the following:

- a. Supporting documents for 6 of 40 sample claims paid were not on file.
- b. There were 16 of 34 claims examined have purchase order dates that is the same or after the invoice dates.
- c. Twelve (12) out of 34 sample claims examined did not have a signed vendor certification.
- d. Ten (10) out of 34 sample claims examined did not have supporting invoice or billing statement.
- e. Two (2) out of 34 sample claims examined did not have the signed purchase order.
- f. Three (3) of 34 sample claims provided did not have dates on the purchase orders on file

We recommend a review of the purchasing policy and procedures with personnel assigned. All supporting documents including approved purchase orders, vendor invoices and certifications are obtained and maintained. Further, expenses should always follow the Charter School's purchasing policy.

Corrective Action ; The current School Business Administrator has revised and implemented a new Purchasing Manual that ensures fiscal compliance across the district. Procurement training has also been implemented at the beginning of the fiscal year to ensure fiscal accountability. Consequences have been implemented for staff members who receive goods or services without a signed Purchase Order.

Person Responsible School Business Administrator and Accounts Payable Specialist

Planned Completion Date June 30, 2021



ACHIEVE CLINTON HILL
CHARTER SCHOOL

534 Clinton Avenue, Newark, NJ 07108
Phone: 973-556-7070
Fax: 973-556-7070

Finding 2020-003 Time and Activity Reports

CFDA #84.010 – Title I Grants to Local Educational Agencies
CFDA #84.027 – Individuals with Disabilities – State Grants

During our audit, Title I and IDEA employees did not have time and activity reports first half of the year.

The Charter School should ensure that federally funded employee salaries have a completed semi-annual or monthly time and activity certification in accordance with Uniform Guidance 2 C.F.R. 200.302.

Corrective Action The School Business Administrator and Chief School Administrator have become educated in all Federal Grant requirements moving forward to ensure all federally funded positions complete the required paperwork .

Person Responsible Chief School Administrator & School Business Administrator

Planned Completion Date June 30, 2021



**ACHIEVE CLINTON HILL
CHARTER SCHOOL**

**534 Clinton Avenue, Newark, NJ 07108
Phone: 973-556-7070
Fax: 973-556-7070**

Finding 2020-004 Late Submission of Food Service Claims

We noted that the Charter School's reimbursement claims to New Jersey State Department of Agriculture for the month of September 2019 was submitted past the deadline of 60 days after the end of the reporting month.

We recommend that the Charter School implement its policies and procedures to ensure that the required reports are filed timely. We recommend personnel back-up and training to ensure that data requirements and timelines are adhered to.

Corrective Action

The Management have already reviewed the policies and procedures in place for filing claims for the Charter School's Food Program. The claiming procedures and timelines of 60 days after the month covered by the claim were discussed with personnel involved to ensure understanding of the data requirements and the importance of maintaining complete and accurate data to support the monthly claims.

Person Responsible *Chief School Administrator & School Business Administrator*

Planned Completion Date *June 30, 2021*

Carrieann Zielinski
School Business Administrator
Achieve Community Charter School

REVISED

ACHIEVE COMMUNITY CHARTER SCHOOL

**COMPREHENSIVE ANNUAL
FINANCIAL REPORT**

JUNE 30, 2019

**PREPARED BY
Achieve Community Charter School**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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(COUNTY OF ESSEX, NEW JERSEY)**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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(COUNTY OF ESSEX, NEW JERSEY)**

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534 Clinton Ave | Newark, NJ | 07108
Phone (973) 556 -7070 | Fax (973) 556 -7070
achieveccs.org
Christopher Perpich, *Principal*



March 18, 2020

Honorable President and Members
of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

Dear Board Members:

We are pleased to present to you the Comprehensive Annual Financial Report (CAFR) of the Achieve Community Charter School (Charter School) for the fiscal year ended June 30, 2019. This CAFR includes the Charter School's Basic Financial Statements prepared in accordance with Governmental Accounting Standards Board Statement 34.

The Charter School has elected to adopt this new financial reporting model which we believe will provide all users of this document with much more useful financial and statistical information than ever before. Responsibility for both the accuracy of the data and completeness and fairness of the presentation, including all disclosures, rests with the management of the Board of Trustees (Board).

To the best of our knowledge and belief, the data presented in this report is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of operations of the Charter School. This report will provide the taxpayers of the Charter School with comprehensive financial data in a format enabling them to gain an understanding of the Charter School's financial affairs.

The Comprehensive Annual Financial Report is presented in four sections as follows:

- The Introductory Section contains a table of contents, Letter of Transmittal, List of Principal Officials, and an Organizational Chart of the Charter School;
- The Financial Section begins with the Independent Auditor's Report and includes the Management's Discussion and Analysis, the Basic Financial Statements and Notes providing an overview of the Charter School's financial position and operating results, and other schedules providing detailed budgetary information;
- The Statistical Section includes selected economic and demographic information, financial trends, and the fiscal capacity of the Charter School, generally presented on a multi-year basis;
- The Single Audit Section — The Charter School is required to undergo an annual single audit in conformity with the provisions of the New Jersey State Office of Management and Budget (OMB) Circular Letter 15-08-OMB, "*Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*".

Information related to this single audit, including the independent auditor's report on the internal control and compliance with applicable laws, regulations, contracts and grants, along with findings and questioned costs, are included in the single audit section of this report.

Charter School Organization

The Board of Trustees is comprised of five voting members and are elected to oversee that the Charter School operates in compliance with statute and administrative code. Voting members of the Board serve as the official governing body of the Charter School charged with policy making, fiscal oversight, and accountability for student academic achievement results of the Charter School. Voting members adopt the annual budget and directly approve all expenditures which serve as the basis for control for the authorization of all expenditures of Charter School tax money which in turn support the Charter School's business to promote academic achievement. Non-voting members include the Charter School's Principal and Vice-Principal, School Business Administrator/Board Secretary, and faculty representative.

The Principal of the Charter School is responsible to the board for the implementation and administration of all educational and support operations. The School Business Administrator/Board Secretary is the chief financial officer of the Charter School and is responsible to the Board for maintaining all financial records, issuing warrants in payment of liabilities incurred by the Charter School, acting as custodian of all Charter School funds, and investing idle funds as permitted by New Jersey Law.

1. **REPORTING ENTITY AND ITS SERVICES**: The Achieve Community Charter School is an independent reporting entity within the criteria adopted by the Government Auditing Standards Board (GASB) as established by GASB Statement No. 14. All funds and account groups of the Charter School are included in this report. The Charter School's Board of Trustees, constitutes the Charter School's reporting entity.

The Charter School provides a full range of educational services appropriate to grade levels K through 4. These include both regular and special education programs. As of June 30, 2019, the Charter School's final head count was 221 students.

2. **MAJOR INITIATIVES**: The following are the major initiatives successfully implemented at the Charter School for 2018-2019 school year:

The major initiatives are building the curriculum for rigorous literacy and math instruction through the adoption a new curriculums. Teachers and leaders will be trained in summer institute and on bi-weekly professional development.

The Charter School also adopted a new guided reading framework in kindergarten to second grade and close reading in third grade. Teachers and leaders were professionally developed to implement the curriculum.

Social emotional learning and support was developed through the addition of a vice principal of culture as well as an associate dean. These two positions provided direct support to teachers and administrators in meeting the needs of our most struggling students.

3. **INTERNAL ACCOUNTING CONTROLS**: Management of the Charter School is responsible for establishing and maintaining an internal control designed to ensure that the assets of the Charter School are protected from loss, theft or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of financial statements in conformity with generally accepted accounting principles (GAAP). Internal control is designed to provide reasonable, but not absolute, assurance that these objectives are met.

INTERNAL ACCOUNTING CONTROLS – CONTINUED

The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

As a recipient of federal and state financial assistance, the Charter School is responsible for ensuring that adequate internal controls are in place to ensure compliance with applicable laws and regulations related to those programs. Internal control is also subject to periodic evaluation by the Charter School's management.

As part of the Charter School's Single Audit described earlier, tests are made to determine the adequacy of internal controls, including that portion related to federal and state financial assistance programs, as well as to determine that the Charter School has complied with applicable laws and regulations.

4. **BUDGETARY CONTROLS:** In addition to internal accounting controls, the Charter School maintains budgetary controls. The objective of these budgetary controls is to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the voters of the municipality. Annual appropriated budgets are adopted for the general fund and the special revenue fund. The final budget amount, as amended for the fiscal year, is reflected in the financial section.

An encumbrance accounting system is used to record outstanding purchase commitments on a line item basis. Open encumbrances at year-end are either cancelled or are included as re-appropriations of fund balance in the subsequent year. Those amounts to be re-appropriated at June 30, 2019.

5. **ACCOUNTING SYSTEM AND REPORTS:** The Charter School's accounting records reflect generally accepted accounting principles, as promulgated by Governmental Accounting Standards Board (GASB). The accounting system of the Charter School is organized on the basis of funds each of which maintains a self-balancing set of accounts. These funds are explained in the "Notes top the Basic Financial Statements."
6. **DEBT ADMINISTRATION:** At June 30, 2019, the Charter School has no outstanding debt.
7. **CASH MANAGEMENT:** The investment policy of the Charter School is guided in large part by state statute as detailed in "Notes to the Basic Financial Statement" Notes 1 and 3. The Charter School had adopted a cash management plan which requires it to deposit funds in public depositories protected from loss under the provisions of the Governmental Unit Deposit Protection Act ("GUDPA"). GUDPA was enacted in 1970 to protect Government Units from a loss of funds on deposit with a failed banking institution in New Jersey. The law requires governmental units to deposit public funds only in public depositories located in New Jersey, where the funds are secured in accordance with the Act.

8. **RISK MANAGEMENT:** The Board carries various forms of insurance, including but not limited to general liability, automobile liability and comprehensive/collision, hazard and theft insurance and fidelity bonds.

9. **OTHER INFORMATION:**

Independent Audit

State statute requires an annual audit by independent certified public accountants or registered municipal accountants. The Charter School appointed the accounting firm of Galleros Robinson CPAs, LLP. In addition to meeting the requirements set forth in state statutes, the audit also was designed to meet the requirements of the New Jersey Letter Circular Letter 15-08-OMB.

The auditor's report on the basic financial statements, combining and individual fund statements, and schedules are included in the financial section of this report. The auditor's reports related specifically to the single audit are included in the single audit section of this report.

10. **ACKNOWLEDGMENTS:** I would like to express my appreciation to the Board of Trustees of Achieve Community Charter School for their concern in providing fiscal accountability to the Charter School and thereby contributing their full support to the development and maintenance of our financial operation.

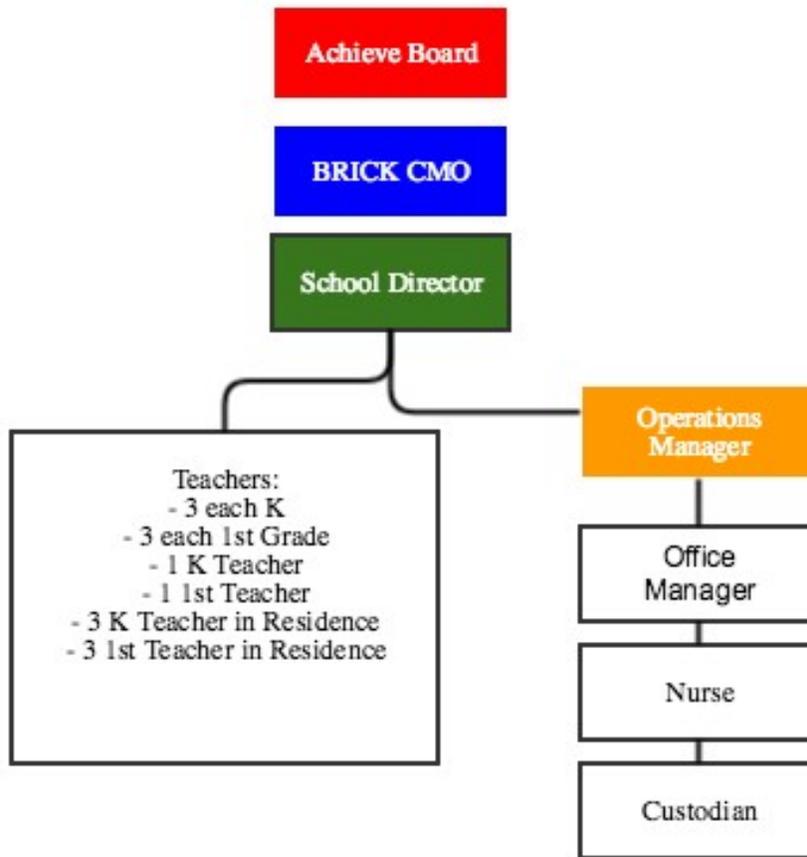
Respectfully submitted,



Carrieann Zielinski
School Business Administrator

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ORGANIZATIONAL CHART



**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ROSTER OF OFFICIALS

JUNE 30, 2019

Board of Trustees

MEMBERS OF THE BOARD OF TRUSTEES	TERM
Nancy Gottesman, Board Chair	February 20, 2019
Sally Booth, Board Chair (from February 21, 2019)	June 30, 2020
Barbara Neal, Treasurer	June 4, 2019
Ronald Augustin, Vice Chair	June 30, 2020
Sonia Rodrigues-Martó, Trustee	June 30, 2020
Charisse Carrion, Trustee	June 30, 2022

OTHER OFFICIALS

Dominique Lee, Founder and Chief Executive Officer

Christopher Perpich, Principal

Dr. Brian Falkowski, Board Secretary/Business Administrator (until June 30, 2019)

Carriean Zielinski, Board Secretary/Business Administrator (from July 1, 2019)

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CONSULTANTS AND ADVISORS

Independent Auditors

Galleros Robinson CPAs, LLP
115 Davis Station Road
Cream Ridge, NJ 08514

Attorneys

Johnston Law Firm LLC
75 Midland Avenue, Suite 1
Montclair, NJ 07042

Official Depositories

City National Bank
900 Broad Street
Newark, NJ 07102

FINANCIAL SECTION



INDEPENDENT AUDITOR'S REPORT

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2019 and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

INDEPENDENT AUDITOR'S REPORT - CONTINUED

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School, in the County of Essex, State of New Jersey as of June 30, 2019, and the respective changes in financial position and, where applicable, cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 11 through 16, Budgetary Comparison Information on pages 51 through 53, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the Charter School's basic financial statements. The accompanying introductory section and statistical information are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such other information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

INDEPENDENT AUDITOR'S REPORT - CONTINUED

The accompanying combining and individual fund financial statements are also presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying schedules of expenditures of federal awards and state financial assistance (Schedules) are also presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and New Jersey OMB's Letter Circular 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid* respectively, and are not also a required part of the basic financial statements

The combining and individual fund financial statements and Schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund financial statements, and the Schedules are fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 18, 2020 on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Charter School's internal control over financial reporting and compliance.



Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400



Galleros Robinson CPAs, LLP
Certified Public Accountants

March 18, 2020
Cream Ridge, New Jersey

REQUIRED SUPPLEMENTARY INFORMATION

PART I

MANAGEMENT'S DISCUSSION AND ANALYSIS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS (AMENDED AND RESTATED)

The discussion and analysis of Achieve Community Charter School's (the Charter School) financial performance provides an overall review of the Charter School's financial activities for the fiscal period ended June 30, 2019. The intent of this discussion and analysis is to look at the Charter School's financial performance as a whole; readers should also review the basic financial statements and notes to enhance their understanding of the Charter School's financial performance.

The Management's Discussion and Analysis (MD&A) provides an analysis of the Charter School's overall financial position and results of operations.

Introduction

This section of the Charter School's annual financial report presents our discussion and analysis of the Charter School's financial performance and provides an overview of the Charter School's financial activities for the fiscal year ended June 30, 2019. It should be read in conjunction with the transmittal letter at the front of this report and the Charter School's financial statements, which follow this section.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB).

Financial Highlights

Key Financial highlights for the fiscal year 2019 are as follows:

- In total, net position decreased from \$38,537 in 2018 to \$3,400 in 2019.
- General revenues accounted for \$3,114,342 or 77% of all revenues. Program specific revenues in the form of charges for services, operating grants and contributions accounted for \$917,886 or 23% of total revenues of \$4,032,228.
- The Charter School had \$4,067,365 in expenses; only \$917,886 of these expenses were offset by program specific charges for services, grants or contributions. General revenues of \$4,031,914 were adequate to provide for these programs.
- Among governmental funds, the General Fund had \$3,214,227 in revenues and \$3,214,972 in expenditures. The General Fund's fund balance decreased by \$745 in 2019.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS () - CONTINUED

Basic Financial Statements

This annual report consists of a series of basic financial statements, required supplementary information, other supplementary information and notes to those statements and information.

The report is organized so the reader can understand the Achieve Community Charter School as a financial whole, or as an entire operating entity. The first two basic financial statements, the Statement of Net Position and the Statement of Activities, are governmental-wide financial statements and provide overall information about the activities of the entire Charter School, presenting both an aggregate view of the Charter School's finances and a long-term view of those finances.

Fund Financial Statements

The remaining basic financial statements are fund financial statements that focus on the individual parts of the government, reporting the Charter School's operation in more detail than the government-wide statements. The fund financial statements also look at the Charter School's most significant funds with all other non-major funds presented in total in a single column. For the Achieve Community Charter School, the General Fund is the most significant fund.

The governmental funds statements tell how general government services were financed in the short-term as well as what remains for future spending.

Proprietary fund statements offer short and long-term financial information about the activities; the government operates like a business, such as food service.

Fiduciary fund statements provide information about financial relationship in which the Charter School acts solely as a trustee or agent for the benefits of other, to whom the resources in question belong.

The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data. The statements are followed by a section of Required Supplementary Information that further explains and supports the information in the financial statements.

Statement of Net Position and Statements of Activities

While this report contains the funds used by the Charter School to provide programs and activities, the view of the Charter School as a whole looks at all financial transactions and asks the question, "how did we do financially during fiscal year 2019?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all the Charter School's assets and liabilities using the accrual basis of accounting similar to the accounting system used by most private sector companies. These bases of accounting take into account all of the current year's revenues and expenses regardless of when cash was received or paid.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS () - CONTINUED

These two statements report the Charter School's net position and changes in the net position. This change in net position is important because it identifies whether the financial position of the Charter School has improved or diminished for the Charter School as a whole. This change is the result of many factors some financial, some not. Financial factors represent increases in federal and state funding that resulted from the increase in enrollment noted for the fiscal year ended June 30, 2019. These factors are presented in our discussions on the Charter School as a whole. Non-financial factors include the property tax base of the School District where the Charter School is located, current educational funding laws in New Jersey, facilities conditions, required educational programs, and other factors. In the Statements of Net Position and the Statements of Activities, the Charter School is divided into two distinct kinds of activities:

Governmental Activities – Most of the Charter School's programs and services are reported here including instructional, extracurricular activities, curriculum, staff development, special education and other support services, operation and maintenance of plant, pupil transportation, health services and general administration.

Business-Type Activity – Services are provided on a charge for goods or services or reimbursement basis to recover the expenses of the goods or services provided. The Food Service enterprise fund is reported as a business activity.

Reporting the School Charter School's Most Significant Funds

Fund Financial Statements

Fund financial reports provide detailed information about the Charter School's major funds, not the Charter School as a whole. Funds are accounting devices that the Charter School uses to keep track of a multitude of financial transactions. The Charter School's only major governmental fund is the General Fund.

Governmental Funds

Most of the Charter School's activities are reported in governmental funds, which focus on how monies flow into and out of those funds and the balances left at fiscal year-end for spending in future periods. These funds are reported using an accounting method called modified accrual accounting which measures cash and all other financial assets that can readily be converted to cash.

The governmental fund statement provides a detailed short-term view of the Charter School's general government operations and the basic services it provides.

Governmental fund information helps determine whether there are sufficient financial resources that can be spent in the near future to finance educational programs. The relationship, or differences, between governmental activities reported in the Statement of Net Position and the Statement of Activities and the governmental funds are reconciled in the financial statements.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS () - CONTINUED

Enterprise Fund

The enterprise fund uses the same basis of accounting as business-type activities; therefore, these statements are essentially the same.

The Charter School as a Whole

The perspective of the Statement of Net Position is of the Charter School as a whole. The table below provides a summary of the Charter School's net position at June 30, 2019.

The total net position of the Charter School has decreased to \$3,400 during the current fiscal year. The decrease is due to higher costs incurred in 2019.

The table that follows reflects the change in net position for fiscal year 2019.

	Governmental Activities	Business-Type Activities	Total
Assets			
Current Assets	\$ 306,648	\$ 39,519	\$ 346,167
Total Assets	<u>306,648</u>	<u>39,519</u>	<u>346,167</u>
Liabilities			
Current Liabilities	268,856	73,911	342,767
Noncurrent liabilities	-	-	-
Total Liabilities	<u>268,856</u>	<u>73,911</u>	<u>342,767</u>
Net Position			
Restricted for Food Service	34,392	-	34,392
Unrestricted	3,400	(34,392)	(30,992)
Total Net Position	<u>\$ 37,792</u>	<u>\$ (34,392)</u>	<u>\$ 3,400</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS () - CONTINUED

In 2019, total revenues amounted to \$4.03 million and total expenses amounted to \$4.06 million.

	Governmental Activities		Business Type Activities		Total	
	2019	2018	2019	2018	2019	2018
Revenues						
Program Revenues:						
Charge for Services	\$ -	\$ -	\$ 123,871	\$ -	\$ 123,871	\$ -
Grants and Contributions	794,015	217,693	-	-	794,015	217,693
Total Program Revenues	794,015	217,693	123,871	-	917,886	217,693
General Revenues:						
Local Aid	432,026	131,141	-	-	432,026	131,141
Federal and State Aid	2,498,526	728,034	-	-	2,498,526	728,034
Contributions	120,000	-	-	-	120,000	-
Other	63,790	5,432	-	-	63,790	5,432
Total General Revenues	3,114,342	864,607	-	-	3,114,342	864,607
Total Revenues	3,908,357	1,082,300	123,871	-	4,032,228	1,082,300
Expenses:						
Instruction	2,370,936	724,567	-	-	2,370,936	724,567
Support Services:						
School Administrative Services	533,889	167,020	-	-	533,889	167,020
General and Business Administration Services	868,343	145,896	-	-	868,343	145,896
Capital Outlay	135,934	6,280	-	-	135,934	6,280
Enterprise Activities	-	-	158,263	-	158,263	-
Total Expenses	3,909,102	1,043,763	158,263	-	4,067,365	1,043,763
Changes in Net Position	\$ (745)	\$ 38,537	\$ (34,392)	\$ -	\$ (35,137)	\$ 38,537

Governmental Activities

The Statement of Activities reflects the cost of program services and the charges for services and operating grants and contributions offsetting those services. The table below, for government activities, indicates the total cost of services and the net cost of services. It identifies the cost of these services supported by unrestricted state entitlements for the fiscal year ended June 30, 2019.

Business-Type Activity

The business-type activities of the Charter School are related to the food service operation with total revenues of \$123,871 and operating expenses of \$158,263 for fiscal year 2019.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS () - CONTINUED

The Charter School's Funds

The Charter School's governmental funds are accounted for using the modified accrual basis of accounting. All governmental funds had revenues of \$3.9 million and expenditures of \$3.9 million.

General Fund Budgeting Highlights

The Charter School's budget is prepared according to New Jersey law and is based on accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The most significant budgeted fund is the general fund.

During the course of fiscal year 2019, the Charter School amended its General Fund budget as needed. The Charter School uses state-aid and other revenue-based budget. The budgeting systems are designed to tightly control total budget, but provide flexibility for Charter School management teams.

For the General Fund, final budgeted revenues were \$2.9 million which included a local tax levy of \$0.4 million. Expenditures were budgeted at \$4.28 million. The Charter School anticipated a decrease in fund balance of \$1.35 million. During the fiscal year ended June 30, 2019, actual revenues were \$3.2 million and expenditures were \$3.2 million.

Reimbursement from the State of New Jersey during the year ended June 30, 2019 for the employer's share of social security contributions amounted to \$99,885 and there was no TPAF on-behalf TPAF payments for post-retirement medical benefits from the State.

Capital Assets

At the end of fiscal year 2019, the Charter School had no investment in capital assets.

Economic Factors and Next Year's Budget

The State of New Jersey continues to face serious budgetary constraints. These impacts the amount of state aid allocated to charter schools. This reality was taken into account when adopting the general fund budget for 2018-2019. Nothing was done to compromise the quality of the programs in place in our Charter School during the regular instructional day. The budget was prepared to ensure that all students have the textbooks, materials supplies, equipment and programs they need to meet New Jersey's Core Curriculum Content Standards.

Contacting the Charter School's Financial Management

This financial report is designed to provide our citizens, taxpayers, investors, and creditors with a general overview of the Charter School's finances and to reflect the Charter School's accountability for the monies it receives. Questions about this report or additional financial information needs should be directed to: Achieve Community Charter School, Business Office, 534 Clinton Ave, Newark, NJ 07108.

BASIC FINANCIAL STATEMENTS

CHARTER SCHOOL-WIDE FINANCIAL STATEMENTS

This Statement of Net Position and the Statement of Activities display information about the Charter School as a whole. The Statement of Net Position presents the financial condition of the government and business-type activities of the Charter School at fiscal year-end. The Statement of Activities presents a comparison between direct expense and program revenues for each program or function of the Charter School's governmental and business-type activities.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STATEMENT OF NET POSITION

JUNE 30, 2019

	<u>Governmental Activities</u>	<u>Business-type Activities</u>	<u>Total</u>
Assets			
Cash and cash equivalents	\$ 53,015	\$ 2,473	\$ 55,488
Accounts receivable	161,708	37,046	198,754
Interfund receivables (fiduciary)	31,925	-	31,925
Other receivables	60,000	-	60,000
Total current assets	<u>306,648</u>	<u>39,519</u>	<u>346,167</u>
Total assets	<u>306,648</u>	<u>39,519</u>	<u>346,167</u>
Liabilities			
Current Liabilities:			
Accounts payable	293,921	-	293,921
Intergovernmental payable:			
State	48,846	-	48,846
Interfund payables (internal)	<u>(73,911)</u>	<u>73,911</u>	<u>-</u>
Total current liabilities	<u>268,856</u>	<u>73,911</u>	<u>342,767</u>
Net position			
Restricted for Food Service	34,392	-	34,392
Unrestricted	<u>3,400</u>	<u>(34,392)</u>	<u>(30,992)</u>
Total net position	<u>\$ 37,792</u>	<u>\$ (34,392)</u>	<u>\$ 3,400</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2019

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Assets		
		Charges for Services	Operating Grants and Contributions	Governmental Activities	Business-type Activities	Totals
Governmental activities:						
Instruction	\$ 2,370,936	\$ -	\$ 643,760	\$ (1,727,176)	\$ -	\$ (1,727,176)
Administrative cost	533,889	-	11,808	(522,081)	-	(522,081)
Support services	868,343	-	76,754	(791,589)	-	(791,589)
Capital outlay	135,934	-	61,693	(74,241)	-	(74,241)
Total governmental activities	3,909,102	-	794,015	(3,115,087)	-	(3,115,087)
Business-type activities:						
Food Service	158,263	254	123,617	-	(34,392)	(34,392)
Total primary government	\$ 4,067,365	\$ 254	\$ 917,632	\$ (3,115,087)	\$ (34,392)	\$ (3,149,479)
General revenues, transfers and special items:						
Local sources				\$ 432,026	-	\$ 432,026
State sources				2,498,526	-	2,498,526
Contributions				120,000	-	120,000
Miscellaneous				63,790	-	63,790
Total general revenues, transfers and special items				3,114,342	-	3,114,342
Changes in net position				(745)	(34,392)	(35,137)
Net position - beginning				38,537	-	38,537
Net position - ending (A-1)				\$ 37,792	\$ (34,392)	\$ 3,400

FUND FINANCIAL STATEMENTS

GOVERNMENTAL FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**GOVERNMENTAL FUNDS
BALANCE SHEET**

JUNE 30, 2019

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Total Governmental Funds</u>
Assets			
Cash and cash equivalents	\$ 53,015	\$ -	\$ 53,015
Accounts receivable:			
State	161,708	-	161,708
Interfund receivables	105,836	-	105,836
Other receivables	<u>60,000</u>	<u>-</u>	<u>60,000</u>
Other current assets	<u>-</u>	<u>-</u>	<u>-</u>
Total assets	<u>\$ 380,559</u>	<u>\$ -</u>	<u>\$ 380,559</u>
Liabilities and Fund Balances			
Liabilities:			
Accounts payable	\$ 293,921	\$ -	\$ 293,921
Intergovernmental payables:			
State	<u>48,846</u>	<u>-</u>	<u>48,846</u>
Total liabilities	<u>342,767</u>	<u>-</u>	<u>342,767</u>
Fund balances:			
Assigned	264,007	-	264,007
Unassigned	<u>(226,215)</u>	<u>-</u>	<u>(226,215)</u>
Total fund balances	<u>37,792</u>	<u>-</u>	<u>37,792</u>
Total liabilities and fund balances	<u>\$ 380,559</u>	<u>\$ -</u>	
Amounts reported for governmental activities in the statement of net position (A-1) are different because:			
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.			
	Cost of capital assets		\$ -
	Accumulated depreciation		<u>-</u>
			<u>-</u>
Governmental funds do not report the effect of assets or liabilities related to net pension assets (liabilities) whereas these amounts are deferred and amortized in the statement of activities.			
	Deferred amounts on net pension liability		<u>-</u>
Long-term liabilities, including capital leases and compensated absences are not due and payable in the current period and therefore are not reported as liabilities in the funds.			
	Net pension liability		-
	Compensated absences payable		-
	Capital lease obligation payable		<u>-</u>
			<u>-</u>
Net position of governmental activities - A-1			<u>\$ 37,792</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

GOVERNMENTAL FUNDS

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

YEAR ENDED JUNE 30, 2019

	General Fund	Special Revenue Fund	Total
Revenues			
Local Sources:			
Local tax levy	\$ 432,026	\$ -	\$ 432,026
Grant and contributions	120,000	-	120,000
Miscellaneous	63,790	-	63,790
Total revenues -local sources	615,816	-	615,816
State sources	2,498,526	-	2,498,526
Federal sources	-	694,130	694,130
Reimbursed TPAF - Social Security (non-budgeted)	99,885	-	99,885
On-Behalf Teachers' Pension and Annuity Fund	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance	-	-	-
Total revenues	3,214,227	694,130	3,908,357
Expenditures			
Current expense:			
Instruction	1,453,352	564,379	2,017,731
Administrative cost	788,250	-	788,250
Support services	799,244	68,058	867,302
Capital outlay	74,241	61,693	135,934
Reimbursed and on-behalf payments:			
Reimbursed TPAF - Social Security (non-budgeted)	99,885	-	99,885
On-Behalf Teachers' Pension and Annuity Fund	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance	-	-	-
Total expenditures	3,214,972	694,130	3,909,102
Excess revenues over expenditures	(745)	-	(745)
Fund balances at beginning of the year	38,537	-	38,537
Fund balances at end of year	\$ 37,792	\$ -	\$ 37,792

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES (REISSUED)**

YEAR ENDED JUNE 30, 2019

Total net change in fund balances - governmental funds (B-2)	\$	(745)
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**Amounts reported for governmental activities in the Statement
of Activities (A-2) are different because:**

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense exceeded capital outlays in the period. Additionally, in the Statement of Activities gains or (losses) are recognized upon disposition.

-

Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.

-

Change in net position of governmental activities (A-2)	\$	(745)
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PROPRIETARY FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF NET POSITION

JUNE 30, 2019

Assets

Current assets:

Cash and cash equivalents	\$ 2,473
Accounts receivable:	
Federal	36,618
State	428
	<u>37,046</u>

Total Assets \$ 39,519

Liabilities

Current liabilities

Interfund payable - General fund	\$ <u>73,911</u>
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Net position

Unrestricted	<u>(34,392)</u>
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Total Liabilities and Net Position \$ 39,519

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION

YEAR ENDED JUNE 30, 2019

Operating revenues:	
Charges for services:	
Daily sales - reimbursable programs	\$ -
Miscellaneous revenue	254
Total operating revenues	<u>254</u>
Operating expenses:	
Supplies and materials - reimbursable programs	<u>158,263</u>
Operating loss	<u>(158,009)</u>
Nonoperating revenues:	
State sources:	
State School Lunch Program	\$ 1,543
Federal sources:	
National School Lunch	88,144
National School Breakfast	33,930
Total nonoperating revenues	<u>123,617</u>
Change in net position	(34,392)
Total net position at beginning of year	<u>-</u>
Total net position at end of year	<u>\$ (34,392)</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2019

Cash flows from operating activities

Operating income	\$ (158,009)
Adjustment to reconcile operating loss to net cash from operating activities:	
Changes in assets and liabilities:	
Accounts receivable	(37,046)
Interfund payable	<u>73,901</u>
Net cash from operating activities	(121,154)

Cash flows from noncapital financing activities

Cash received from state and federal reimbursements	<u>123,617</u>
Net increase in cash and cash equivalents	2,463
Cash and cash equivalents at beginning of the year	<u>10</u>
Cash and cash equivalents at end of year	<u>\$ 2,473</u>

FIDUCIARY FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FIDUCIARY FUNDS

STATEMENT OF FIDUCIARY NET POSITION

JUNE 30, 2019

Assets

Cash and cash equivalents	\$ <u>45,091</u>
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Liabilities

Payroll withholdings payable	\$ 12,239
Due to student groups	927
Interfund payables	<u>31,925</u>

Total liabilities	\$ <u>45,091</u>
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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FIDUCIARY FUNDS

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

YEAR ENDED JUNE 30, 2019

Revenues:	
General fund appropriation	\$ -
Employees' contributions	<u>2,706</u>
Total revenues	<u>2,706</u>
Expenditures:	
Payments to NJ Unemployment Compensation Fund	<u>2,706</u>
Total expenditures	<u>2,706</u>
Excess of revenues over expenditures	-
Net position at beginning of the year	<u>-</u>
Net position at end of year	<u><u>\$ -</u></u>

**NOTES TO THE BASIC
FINANCIAL STATEMENTS**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2019

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

This summary of significant accounting policies of Achieve Community Charter School (the "Charter School") is presented to assist in understanding the Charter School's financial statements and notes are representation of the Charter School's management, who is responsible for their integrity and objectivity. These accounting policies conform to accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units and have been consistently applied in the preparation of these financial statements.

A. Reporting Entity

The Charter School is an instrumentality of the State of New Jersey, established to function as an educational institution. The school is governed by an independent Board of Trustees, which consists of parents, founders and other community representatives in accordance with its charter, which was appointed by the State Department of Education. An administrator is appointed by the board and is responsible for the administrative control of the Charter School.

B. Component Units

The primary criterion for including activities within the Charter School's reporting entity, as set forth in Section 2100 of the GASB's Codification of Governmental Accounting and Financial Reporting Standards, is the degree of oversight responsibility maintained by the Charter School management. Oversight responsibility includes financial interdependency, selection of governing authority, designation of management, and ability to significantly influence operations and accountability for fiscal matters. The combined financial statements include all funds and account groups of the Charter School. Based on the aforementioned criteria, the Charter School has no component units.

C. Basis of Presentation

The financial statements of the Charter School have been prepared in conformity with GAAP as applied to governmental units. GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

The Charter School also applies Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, to its governmental and business-type activities and to its enterprise fund unless they conflict with or contradict GASB pronouncements. The most significant of the Charter School's accounting policies are described below:

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

C. Basis of Presentation - Continued

In June 1999, the Governmental Accounting Standards Boards unanimously approved Statement No. 34, *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. Certain of the significant changes in the financial statements include the following:

The financial statements include:

- i) A Management’s Discussion and Analysis (MD&A) section providing an analysis of the Charter School’s overall financial position and results of operations.
- ii) Financial statements prepared using full accrual accounting for all of the Charter School’s activities.
- iii) A change in the fund financial statements to focus on the major funds.

These and other changes are reflected in the accompanying financial statements (including notes to financial statements).

D. Basic Financial Statements

The Charter School’s basic financial statements consist of Charter School or government-wide statements, including a statement of net position and a statement of activities, and fund financial statements that provide a more detailed level of financial information.

Government-wide Financial Statements

The statement of net position and the statement of activities display information about the Charter School as a whole. These statements include the financial activities of the Charter School, except for fiduciary funds.

The statement of net position presents the financial condition of the governmental and business-type activities of the Charter School at fiscal year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the Charter School’s governmental and business-type activities. The governmental activities generally are financed through federal and state awards, taxes and other non-exchange revenues. Business-type activities are financed in whole or in part by fees charged to external parties for goods or services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

D. Basic Financial Statements - Continued

Fund Financial Statements

Fund financial statements of the Charter School are organized into funds, each of which is considered to be separate accounting entities. Each fund is accounted for by providing a separate set of self-balancing accounts that constitute its assets, liabilities, fund equity, revenues, and expenditure/expenses. Funds are organized into three major categories: governmental, proprietary, and fiduciary. An emphasis is placed on major funds within the governmental and proprietary categories. A fund is considered major if it is the primary operating fund of the Charter School.

The Charter School segregates transactions related to certain Charter School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the Charter School at a more detailed level.

E. Governmental Funds

General Fund - The General Fund is the primary operating fund of the Charter School and is always classified as a major fund. It is used to account for all financial resources except those that are legally or administratively required to be accounted for in another fund. Included are certain expenditures for vehicles and movable instructional or non-instructional equipment which are classified in the Capital Outlay sub-fund.

- 1) As required by the New Jersey Department of Education, the Charter School included budgeted capital outlay in this fund. Generally accepted accounting principles as they pertain to governmental entities state that General Fund resources may be used to directly finance capital outlays for long-lived improvements as long as the resources in such cases are derived exclusively from unrestricted revenues.
- 2) Resources for budgeted capital outlay purposes are normally derived from State of New Jersey aid and appropriated fund balance. Expenditures are those that result in the acquisition of or additions to fixed assets for land, existing buildings, improvements of ground, construction of buildings, additions to or remodeling of buildings and the purchase of built-in equipment. These resources can be transferred from and to current expense by board resolution.

Special Revenue Fund - The Special Revenue Fund is used to account for the proceeds of specific revenue from State and Federal Government, (other than major Capital Projects, Debt Service or the Enterprise Funds) and local appropriations that legally restricted to expenditures for specified purposes.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

E. Governmental Funds - Continued

Capital Projects Fund - The Capital Projects Fund is used to account for all financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds). The financial resources are derived from temporary notes or serial bonds that are specifically authorized by the voters as a separate question on the ballot either during the annual election or at a special election. As of June 30, 2019, there was no Capital Projects Fund.

Debt Service Fund - The Debt Service Fund is used to account for the accumulation of resources for, and the payment of principal and interest on, bonds issued to finance major property acquisitions, construction, and improvement programs. As of June 30, 2019, there was no debt service fund.

F. Proprietary Funds

The focus of Proprietary Funds' measurement is upon determination of net income, changes in net position, financial position and cash flows. The generally accepted accounting principles applicable are those to similar to business in the private sector. The following is a description of the Proprietary Funds of the Charter School:

Enterprise Funds:

The Enterprise Fund are utilized to account for operations that are financed and operated in a manner similar to private business enterprises where the intent of the Charter School is that the cost (i.e. expenses including depreciation and indirect costs) of providing goods and services to the students on a continuing basis be financed or recovered primarily through user charges; or where the Charter School has decided that periodic determination of revenues earned, expenses incurred, and/or net income is appropriated for capital maintenance, public policy, management control, accountability or other purposes.

All proprietary funds are accounted for on a cost of services or "capital maintenance" measurement focus. This means that all assets and all liabilities, whether current or noncurrent, associated with their activity are included on their balance sheets. Their reported fund equity (net total assets) is segregated into contributed capital and unreserved retained earnings, if applicable. Proprietary fund type operating statements present increases (revenue) and decreases (expenses) in net total assets.

Internal Service (Self-Insurance) Fund:

The Self-Insurance Fund is used to cover the self-insured limits of the various insurance policies for all funds. Charter School does not use self-insurance fund.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

G. Fiduciary Funds

Fiduciary or trust and Agency Funds are used to account for assets held by the Charter School in a trustee capacity or as an agent for individuals, private organizations, other governments and/or other funds. This fund category includes:

Expendable Trust Funds - Expendable Trust Funds are accounted for in essentially the same manner as the governmental fund types, using the same measurement focus and basis of accounting. Expendable Trust Funds account for assets where both the principal and interest may be spent.

Nonexpendable Trust Funds - Nonexpendable Trust Funds are used to account for assets held under the terms of a formal trust agreement, whereby the Charter School is under obligations to maintain the trust principal.

Agency Funds - Agency funds are used to account for the assets that the Charter School holds on behalf of others as their agent. Agency funds are custodial in nature and do not involved measurement of results of operations. Agency funds include payroll and student activities funds.

H. Measurement Focus and Basis of Accounting

Measurement Focus - Measurement focus is a term used to describe “which” transactions are recorded within the various financial statements. Basis of accounting refers to “when” transactions are recorded regardless of the measurement focus applied. On the government-wide statements of net position and the statement of activities, both governmental and business-like activities are presented using the economic resources measurement focus. The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. All governmental funds and expendable trust funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statement of these funds present increases (i.e., revenues and other financing sources), and decreases (i.e. Expenditures and other finances uses) during a given period. These funds use fund balance as their measure of available spend able financial resources at the end of the period.

All proprietary funds are accounted for on a flow economic resources measurement focus. With this measurement focus, the accounting adjectives are the determination of operating income, changes in net position (or cost recovery), financial position, and cash flow. All assets and all liabilities, whether current or noncurrent, associated with their activities are included on the balance sheet. Fund equity (i.e., net total assets) is classified as net position.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

H. Measurement Focus and Basis of Accounting - Continued

Basis of Accounting - In the government-wide statement of net position and statements of activities, both governmental and business-like activities are presented using the accrual basis of accounting. Under the accrual basis of accounting revenues are recognized when earned and expenses are recognized when the liability, resulting from exchange and exchange like transactions, is incurred (i. e. the exchange takes place).

In the fund financial statements, governmental fund and agency funds are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when they become both measurable and available.

“Measurable” means the amount of the transaction can be determined and “available” means collectible with the current period or soon enough thereafter to be used to pay liabilities of the current period. State equalization monies are recognized as revenue during the period in which they are appropriated. A one-year availability period is used for revenue recognition for all other governmental fund revenues.

I. Budgets/Budgetary Control

Annual appropriated budgets are prepared prior to July 1, for the General Fund. The budget is prepared using the modified accrual basis of accounting. The legal level of budgetary control is established at line item accounts within each fund. Line item accounts are defined as the lowest (most specific) level of detail as established pursuant to the minimum chart of accounts referenced in N.J.A.C. 6:20-2A. 2(m)1. All budget amendments must be approved by the State Department of Education. Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds, there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles, with the exception of the Special Revenue Fund as noted below.

Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles with the exception of the special revenue fund as noted below. Encumbrance accounting is also employed as an extension of formal budgetary integration in the governmental fund types. Unencumbered appropriations lapse at fiscal year-end.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

I. Budgets/Budgetary Control - Continued

The accounting records of special revenue fund are maintained on the grant accounting budgetary basis. The grant accounting budgetary basis differs from GAAP in that the grant accounting budgetary basis recognized encumbrances as expenditures and also recognized the related revenue, whereas the GAAP basis does not. Sufficient supplemental records are maintained to allow of the presentation of GAAP basis financial report. As presented in the Statement of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General, Special Revenue Fund and Debt Service Funds to the GAAP basis of accounting as presented in the Statements of Revenue, Expenditures and Changes in Fund Balances – Governmental Funds.

J. Deposits, Investments and Risk Disclosure

Cash and cash equivalents includes amounts in deposits, money market accounts and short-term investments with original maturities of three months or less.

Investments are stated at cost, or amortized cost, which approximates market. The amortized cost method involves valuing a security at its cost on the date of purchase and thereafter assuming a constant amortization to maturity of any discount or premium. The Board classifies certificates of deposit which have original maturity dates of more than three months but less than twelve months from the date of purchase, as investments.

GASB Statement No. 40 replaces in part, and otherwise modifies the prior GASB Statement No. 3, in addressing the requirements for disclosure of the level of custodial credit risk assumed by the Board in its cash, cash equivalents and investments. Custodial credit risk disclosures are limited to deposits that are not covered by depository insurance and are (a) uncollateralized; (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor-government's name. Investment securities that are uninsured, are not registered in the name of the government, and are held by either (a) the counterparty or (b) the counterparty's trust department or agent but not in the government's name.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

J. Deposits, Investments and Risk Disclosure - Continued

Deposits

New Jersey statutes require that Charter Schools deposit public funds in public depositories located in New Jersey which are insured by the Federal Deposit Insurance Corporation, the Federal Savings and Loan Insurance Corporation, or by any other agency of the United States that insures deposits made in public depositories. Charter Schools are also permitted to deposit public funds in the State of New Jersey Cash Management Fund. New Jersey statutes require public depositories to maintain collateral for deposits of public funds that exceed depository insurance limits as follows: The market value of the collateral must equal at least five percent of the average daily balance of collected public funds on deposit.

In addition to the above collateral requirement, if the public funds deposited exceed 75% of the capital funds of the depository, the depository must provide collateral having a market value at least equal to 100% of the amount exceeding 75%. All collateral must be deposited with the Federal Reserve Bank of New York, the Federal Reserve Bank of Philadelphia, the Federal Home Loan Bank of New York, or a banking institution that is a member of the Federal Reserve System and has capital funds of not less than \$25,000,000.

Investments

New Jersey statutes permit the Charter School to purchase the following types of securities:

- a. Bonds or other obligations of the United States or obligations guaranteed by the United States.
- b. Bonds of any Federal Intermediate Credit Bank, Federal Home Loan Bank, Federal national Mortgage Agency or of any United States Bank for Cooperatives which have a maturity date not greater than twelve months from the date of purchase.
- c. Bonds or other obligations of the Charter School.
- d. New Jersey Cash Management Fund, New Jersey Arbitrage Rebate Management Fund and MBIA CLASS.

As of June 30, 2019, the Charter School did not hold any investments.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

J. Deposits, Investments and Risk Disclosure - Continued

Risk Category

All bank deposits, as of the balance sheet date, are entirely insured or collateralized by a collateral pool maintained by public depositories as required by the Governmental Unit Deposit Protection Act. Although GASB Statement No. 40 eliminated Categories 1 and 2 as previously established by GASB Statement No. 3, it maintained, with modification, the level-of-disclosure requirements of GASB Statement No. 3.

As of June 30, 2019, the Board had funds invested and on deposit in checking accounts. These funds constitute "deposits with financial institutions" as defined by GASB Statement No. 3 and modified by GASB Statement No. 40, and as such, are deposits that are insured or collateralized with securities held by the Board or by its agent in the Board's name, both at year-end and throughout the year.

The Charter School does not have a policy for the management of the custodial risk, other than depositing all of its funds in banks covered by GUDPA.

K. Prepaid Expenses

Prepaid expenses, which benefit future periods, other than those recorded in the enterprise fund are recorded as expenditure during the year of purchase.

The Charter School does not have prepaid expenses as of June 30, 2019.

L. Interfund Assets/Liabilities

On the fund financial statements, receivables and payables resulting from short-term Interfund loans are classified as Interfund Receivable/Payable. Interfund balanced within governmental activities and within business-type activities are eliminated on the government-wide Statement of Net Position.

M. Fixed Assets

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. General capital assets are long-lived assets of the Charter School as a whole. When purchased, such assets are recorded as expenditures in the governmental funds and capitalized. The valuation based for general capital assets are historical cost, or where historical cost is not available, estimated historical cost based on replacement cost.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

M. Fixed Assets - Continued

Capital assets in the proprietary funds are capitalized in the fund in which they are utilized. The valuation bases for proprietary fund capital assets are the same as those used for the governmental fund capital assets.

Donated capital assets are capitalized at estimated fair market value on the date donated. Depreciation of capital assets is computed and recorded by the straight-line method. The Charter School does not have capital assets as of June 30, 2019.

N. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

O. Compensated Absences

The Charter School accounts for compensated absences (e.g., unused vacation, sick leave) as directed by Governmental Accounting Standards Board Statement No. 16 (GASB 16), "Accounting for Compensated Absences." A liability for compensated absences that are attributable to services already rendered and not contingent on a specific event that is outside the control of the employer and employee is accrued as employees earn the rights to the benefits.

Charter School employees are granted sick and vacation leave in varying amounts under the Charter School's personnel policies and according to negotiated contracts. In the event of termination, an employee is reimbursed for accumulated vacation and sick leave. Vacation days not used during the year may only be carried forward with approval from the Head of School.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

O. Compensated Absences - Continued

In the charter school-wide Statement of Net Position, the liabilities whose average maturities are greater than one year should be reported in two components – the amount due within one year and the amount due in more than one year.

The liability for vested compensated absences of the proprietary fund types is recorded within those funds as the benefits accrue to employees. As of June 30, 2019, the Charter School has no liabilities for compensated absences.

P. Net Pension Liability (Asset)

The net pension liability (asset) represents the Charter School's proportionate share of the net pension liability (asset) of the New Jersey State Pension Employees' Retirement System and the New Jersey State Teachers' Pension and Annuity Fund System. The financial reporting of these amounts is presented in accordance with the provisions of GASB Statement No. 68, "Accounting and Financial Reporting for Pensions" and GASB Statement No. 71, "Pension Transition for Contributions Made Subsequent to the Measurement Date".

Q. Deferred Revenue

Deferred revenue in special revenue fund represent cash that has been received but not yet earned.

R. Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported on the government-wide financial statements. All payable, accrued liabilities, and long-term obligations payable from the enterprises fund are reported and the enterprises fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds. However, contractually required pension contributions and compensated absences that are paid from governmental funds are reported as liabilities on the fund financial statements only to the extent that they are due for payments during the current year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

S. Fund Balance and Equity

Generally, fund balance represents the difference between current assets and current liabilities. In the fund financial statements, governmental funds report fund classifications that comprise a hierarchy based primarily on the extent to which the Charter School is bound to honor constraints on the specific purposes for which amounts in those funds can be spent. Under this standard, the fund balance classifications are as follows:

Nonspendable fund balance includes amounts that cannot be spent because they are either not in spendable form (inventories, prepaid amounts, long-term receivables) or they are legally or contractually required to be maintained intact (the corpus of a permanent fund).

Restricted fund balance is to be reported when constraints placed on the use of the resources are imposed by grantors, contributors, laws or regulations of other governments or imposed by law through enabling legislation. Enabling legislation includes a legally enforceable requirement that these resources be used only for the specific purposes as provided in the legislation. This fund balance classification will be used to report funds that are restricted for debt service obligations and for other items contained in General Municipal Law or Education Law.

Committed fund balance will be reported for amounts that can only be used for specific purposes pursuant to formal action of the entity's highest level of decision making authority. These funds may only be used for the purpose specified unless the entity removes or changes the purpose by taking the same action that was used to establish the commitment. This classification includes certain designations established and approved by the entity's governing board.

Assigned fund balance, in the General Fund, will represent amounts constrained either by the entity's highest level of decision making authority or a person with delegated authority from the governing board to assign amounts for a specific intended purpose. An assignment cannot result in a deficit in the unassigned fund balance in the General Fund. This classification will include amounts designated for balancing the subsequent year's budget and encumbrances. Assigned fund balance in all other governmental funds represents any positive remaining amount after classifying nonspendable, restricted or committed fund balance amounts.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES** – CONTINUED

S. **Fund Balance and Equity** - Continued

Unassigned fund balance, in the General Fund, represents amounts not classified as nonspendable, restricted, committed or assigned. The General Fund is the only fund that would report a positive amount in unassigned fund balance. For all governmental funds other than the General Fund, unassigned fund balance would necessarily be negative, since the fund's liabilities, together with amounts already classified as nonspendable, restricted and committed would exceed the fund's assets.

When both restricted and unrestricted amounts of fund balance are available for use for expenditures incurred, it is the Charter School's policy to use restricted amounts first and then unrestricted amounts as they are needed. For unrestricted amounts of fund balance, it is the Charter School's policy to use fund balance in the following order: committed, assigned, and unassigned.

T. **Net Position**

Net Position on the *Statement of Net Position* include the following:

Investments in Capital Assets, net of Related Debt - the component of net position there reports the differences between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributed to the acquisition, construction or improvement of those assets.

Restricted for Specific Purposes – the component of net position that reports the difference between assets and liabilities of the certain programs that consist of assets with constraints placed on their use by either external parties and /or enabling legislation.

Restricted for Debt Service – the component of net position that reports the difference between assets and liabilities of the Debt Service Fund that consists of assets with constraints placed on their use by creditors.

Unrestricted - the difference between the assets and liabilities that is not reported in Net Position Invested in Capital Assets, net of Related Debt, Net Position Restricted for Specific Purposes or Net Position Restricted for Debt Services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

U. Contributed Capital

Contributed capital represents the amount of fund capital contributed to the proprietary funds from other funds.

V. Interfund Transactions

Interfund transfers are defined as the flow of assets, such as cash or goods, without equivalent flows of assets in return. Interfund borrowings are reflected as “Due from/to Other Funds” on the accompanying financial statements. All other interfund transfers are reported as operating transfers.

W. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates that affect the recorded amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

X. Accounting for Uncertainty in Income Taxes

The Charter School recognizes the effect of income tax positions only of those positions are more likely than not of being sustained. Management has determined that the Charter School had no uncertain tax positions that would require financial statement recognition. Fiscal year ended June 30, 2019 is the Charter School’s second year of operations.

Y. On-Behalf Payments

Revenues and expenditures of the General Fund include payment made by the State of New Jersey for Pension and social security contributions for certified teacher members of the New Jersey Teachers Pension and Annuity Fund, and for post-retirement medical benefits of members. The amounts are not required to be included in the Charter School’s annual budget.

Z. Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is March 18, 2020.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 2 ACCOUNTING PRONOUNCEMENT ISSUED BUT NOT YET ADOPTED

GASB Statement No. 87, Leases. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

Leases should be recognized and measured using the facts and circumstances that exist at the beginning of the period of implementation (or, if applied to earlier periods, the beginning of the earliest period restated). However, lessors should not restate the assets underlying their existing sales-type or direct financing leases. Any residual assets for those leases become the carrying values of the underlying assets.

This Statement will increase the usefulness of governments' financial statements by requiring reporting of certain lease liabilities that currently are not reported. It will enhance comparability of financial statements among governments by requiring lessees and lessors to report leases under a single model. This Statement also will enhance the decision-usefulness of the information provided to financial statement users by requiring notes to financial statements related to the timing, significance, and purpose of a government's leasing arrangements.

The requirements of this Statement are effective for reporting periods beginning after December 15, 2019. The Charter School is currently evaluating the impact of GASB Statement No. 87 on its charter school-wide financial statements.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 3 CASH AND CASH EQUIVALENTS

The Charter School's cash and cash equivalents are classified below to inform financial statement users about the extent to which the Charter School's deposits and investments are exposed to custodial credit risk.

As of June 30, 2019, the Charter School's deposits are summarized as follows:

	General Fund	Enterprise Fund	Trust and Agency Funds	Total
Operating Account	\$ 53,015	\$ 2,473	\$ 45,091	\$ 100,579
Restricted cash	-	-	-	-
Total	\$ 53,015	\$ 2,473	\$ 45,091	\$ 100,579

Operating cash accounts are held in the Charter School's name by several banking institutions. At June 30, 2019, the Charter School's carrying amount of deposits was \$100,579 and the bank balance was \$244,536. Of the bank balance, up to a maximum of \$250,000 of the Charter School's cash deposits on June 30, 2019 were secured by federal deposit insurance (FDIC) and nothing was covered by a collateral pool maintained by the bank as required by New Jersey statutes in accordance with the New Jersey Governmental Unit Deposit Protection Act ("GUDPA") because the bank balance is below the \$250,000 FDIC limit.

Restricted Cash

The Charter School has established and funded an Escrow Account pursuant to an agreement signed with the New Jersey Department of Education. The required minimum is \$75,000, of which, the Charter School did not fund as of June 30, 2018. The agreement stipulates that the intended use of the escrow amount is "to pay for legal and audit expenses and any other outstanding pension benefits that would be associated with a dissolution should it occur."

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 4 NET POSITION (DEFICIT)

As of June 30, 2019, net position consisted of the following components:

<u>INVESTMENT IN CAPITAL ASSETS, NET OF RELATED DEBT</u>	<u>Governmental</u>	<u>Business Type</u>	<u>Total</u>
Capital assets, net	\$ -	\$ -	\$ -
Less: Long-Term obligations	-	-	-
(All long-term debt relates to capital assets)	-	-	-
<u>RESTRICTED</u>			
Restricted for Food Service	34,392	-	34,392
<u>UNRESTRICTED</u>			
Net position (deficit) not restricted above	3,400	(34,392)	(30,992)
NET POSITION (DEFICIT)	\$ 37,792	\$ (34,392)	\$ 3,400

NOTE 5 PENSION PLANS

A. Description of Plans

All eligible employees of the Charter School are covered by either the Public Employee's Retirement System (PERS) or the Teacher's Pension and Annuity Fund (TPAF) which have been established by state statute and are administered by the New Jersey Division of Pension and Benefit (Division). According to the State of New Jersey Administrative Code, all obligations of both Systems will be assumed by the State of New Jersey should the Systems terminate. The Division issues a publicly available financial report that includes the financial statements and required supplementary information for the PERS and the TPAF. These reports may be obtained by writing to the Division of Pensions and Benefits, PO Box 295, Trenton, New Jersey 08625.

i. Public Employees' Retirement System (PERS)

The Public Employees' Retirement Systems (PERS) was established as of January 1, 1955 under the provisions of N.J.S.A. 43:15A to provide coverage including post-retirement health care to substantially all full-time employees of the State or any county municipality, Charter School, or public agency provided the employee is not a member of another state-administered retirement system. The Public Employees' Retirement System is a cost-sharing multiple-employer plan. Membership is mandatory for substantially all full-time employees of the State of New Jersey or any county, municipality, Charter School, or public agency, provided the employee is not required to be a member of another state administered retirement system or other state or local jurisdiction.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 5 PENSION PLANS - CONTINUED

A. Description of Plans - Continued

ii. Teachers Pension and Annuity Fund (TPAF)

The Teachers' Pension and Annuity Fund was established in January 1, 1995, under the provisions of N.J.S.A. 18A:66 to provide coverage including post-retirement health care to substantially all full time certified teachers or professional staff of the public school systems in the State. The Teacher's Pension and Annuity Fund is considered a cost-sharing multiple-employer plan with a special funding situation, as under current statute, all employer contributions are made by the State of New Jersey on behalf of the Charter School and the systems other related non-contributing employers. Membership is mandatory for substantially all teachers or members of the professional staff certified by the State Board of Examiners, and employees of the Department of Education who have titles that are unclassified, professional and certified.

B. Vesting and Benefit Provisions

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefits that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determine to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefits that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determine to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 5 PENSION PLANS - CONTINUED

B. Vesting and Benefit Provisions - Continued

The PERS and TPAF provides for specified medical benefits for member who retire after achieving 25 years of qualified service, as defined, or under the disability provisions of the System.

Members are always fully vested for their own contributions and, after three years of service credit, become vested for 2% of related interest earned on the contributions. In the case of death before retirement, members' beneficiaries are entitled to full interest credited to the member's accounts.

C. Significant Legislation

Two pieces of legislation passed during fiscal year 2001 having significant impact on the benefit provisions under PERS and TPAF. Chapter 133, P.L.2001, increases retirement benefits for service, deferred and early retirements by changing the formula from 1/60 to 1/55 of final compensation for each year of service. The legislation also increases the retirement benefit for veteran member with 35 years or more of service and reduces age qualification from 60 to 55. The legislation further provides that existing retirees and beneficiaries would also receive a comparable percentage increase in their retirement allowance. The benefit enhancements are effective with the November 1, 2001 benefit checks. Chapter 120, P.L. 2001, established an additional retirement option for plan members. Under the new option, a retiree's actuarially reduced allowance (to provide a benefit to the retiree's beneficiary upon the death of the retiree) would "pop-up" to the maximum retirement allowance if the beneficiary predeceases the retiree.

Chapter 4, P.L. 2001 provides increased benefit to certain members of PERS who retired prior to December 29, 1989 with at least 25 years of creditable service.

The maximum amount of the increase is 5 percent the retiree's final compensation. For those with 30 or more years of service, the total pension would increase from 65 to 71 percent of final compensation.

Due to the enactment of 1997 legislation, Chapter 114, P.L. 1997 and Chapter 115, P.L. 1997, the State of New Jersey's portion of the unfunded accrued liability under each retirement system was eliminated. In addition, excess valuation assets were available to fund, in full or in part, the State of New Jersey's normal contribution from 1997 to 2001, excluding the contribution for post-retirement medical benefits in the PERS and TPAF.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 5 PENSION PLANS - CONTINUED

D. Contribution Requirement

The contribution policy is set by laws of the State of New Jersey and requires contributions by active members and contributing employers. Plan member and employer contributions may be amended by State of New Jersey legislation with the amount of contributions by the State of New Jersey contingent upon the Annual Appropriations Act. As defined, the retirement systems require employee contributions based on 7.06% for PERS and 7.06% for TPAF of the employee's annual compensation. Employers are required to contribute at an actuarially determined rate in both TPAF and PERS. The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF. TPAF employer contributions are made annually by the State of New Jersey to the pension system on behalf of the Charter School.

The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF.

In accordance with N.J.S.A 18A:66-66 the State of New Jersey reimbursed the Charter School \$99,885 during the year ended June 30, 2019 for the employer's share of social security contributions for TPAF members, as calculated on their base salaries.

The Charter School did not have PERS contribution nor TPAF on-behalf payments since fiscal year ended June 30, 2019 is the Charter School's first year of operations.

i. Public Employees' Retirement System (PERS)

As of June 30, 2019, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

ii. Teachers Pension and Annuity Fund (TPAF)

As of June 30, 2019, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 POST-RETIREMENT BENEFITS

General Information about the OPEB Plan - Plan description and benefits provided

The State provides post-retirement medical (PRM) benefits for certain State and other retired employees meeting the service credit eligibility requirements. In Fiscal Year 2018, the State paid PRM benefits for 148,401 State and local retirees.

The State funds post-retirement medical benefits on a “pay-as-you-go” basis, which means that the State does not pre-fund, or otherwise establish a reserve or other pool of assets against the PRM expenses that the State may incur in future years. For Fiscal Year 2018, the State contributed \$1.909 billion to pay for pay-as-you-go PRM benefit costs incurred by covered retirees. The increase in the State’s pay-as-you-go contribution between Fiscal Year 2017 and Fiscal Year 2018 is attributed to rising health care costs, an increase in the number of participants qualifying for State-paid PRM benefits at retirement and larger fund balance utilization in Fiscal Year 2017 than in Fiscal Year 2018. The Fiscal Year 2019 Appropriations Act includes \$1.921 billion as the State’s contribution to fund pay-as-you-go PRM costs.

In accordance with the provisions of GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, the State is required to quantify and disclose its obligations to pay Other Postemployment Benefits (OPEB) to retired plan members. This new standard supersedes the previously issued guidance, GASB Statement No. 45, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, effective for Fiscal Year 2018. The State is now required to accrue a liability in all instances where statutory language names the State as the legal obligor for benefit payments. As such, the Fiscal Year 2017 total State OPEB liability to provide these benefits has been re-measured to \$97.1 billion, an increase of \$60.6 billion or 166 percent from the previous year’s \$36.5 billion liability booked in accordance with GASB Statement No. 45. For Fiscal Year 2018, the total OPEB liability for the State is \$90.5 billion, a decrease of \$6.6 billion or 7 percent from the re-measured total OPEB liability in Fiscal Year 2017.

The School Employees Health Benefits Program (SEHBP) Act is found in New Jersey Statutes Annotated, Title 52, Article 17.25 et. seq. Rules governing the operation and administration of the program are found in Title 17, Chapter 9 of the New Jersey Administrative Code.

No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASBS No. 75.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 POST-RETIREMENT BENEFITS - CONTINUED

Total OPEB Liability

The State, a nonemployer contributing entity, is the only entity that has a legal obligation to make employer contributions to OPEB for qualified retired PERS and TPAF participants. The Charter School's proportionate share percentage determined under paragraphs 193 and 203 through 205 of GASBS No. 75 is zero percent. Accordingly, the Charter School did not recognize any portion of the collective net OPEB liability on the Statement of Net Position.

Accordingly, the following OPEB liability note information is reported at the State's level and is not specific to the board of education/board of trustees. Note that actual numbers will be published in the NJ State CAFR at <https://www.nj.gov/treasury/omb/cafr.shtm>.

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2019, the Charter School recognize OPEB revenue and expense of \$0 as determined by the State as the total OPEB liability for benefits provided through a defined benefit OPEB plan that is not administered through a trust that meets the criteria in paragraph 4 of GASBS No. 75 and in which there is a special funding situation.

In accordance with GASBS No. 75, the Charter School's proportionate share of school retirees OPEB is zero, there is no recognition of the allocation of proportionate share of deferred outflows of resources and deferred inflows of resources.

At June 30, 2019, the State reported deferred outflows of resources and deferred inflows of resources related to retired Charter School employees' OPEB was zero.

NOTE 7 DEFERRED COMPENSATION

The Charter School offered its employees a choice of the following deferred compensation plans created in accordance with Internal Revenue Service 403(b). The Plan which are administered by the Charter School and various insurance companies, permits participants to defer apportion of their salary until future years. Amounts deferred under the plan are not available to employees until termination, death or unforeseeable emergency.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 8 RISK MANAGEMENT

The Charter School is exposed to various risks of loss relates to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

A. Property and Liability Insurance

The Charter School maintains commercial insurance coverage for property, liability and surety bonds. A complete schedule of insurance coverage can be found in the Statistical Section (Unaudited) of this Comprehensive Annual Financial Report (Schedule J-20).

B. New Jersey Unemployment Compensation

The Charter School has elected to fund its New Jersey Unemployment Compensation Insurance under the “Benefit Reimbursement Method”. Under this plan, the Charter School is required to reimburse the New Jersey Unemployment Trust Fund For benefits paid to its former employees and charged to its account with the State. The Charter School is billed quarterly for amounts due to the State.

NOTE 9 INTERFUND RECEIVABLES AND PAYABLES

Amount reported in the governmental funds as interfund receivable and payable from/to other governmental funds pertains to to expenses that were paid from the general fund which are eliminated in the governmental activities’ column. The remaining internal receivable and payable between the governmental funds and enterprise fund have been eliminated in the total Charter School-wide Statement of Net Position.

At June 30, 2019, the interfund balances consisted of the following:

	<u>RECEIVABLE (PAYABLE)</u>			
	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Enterprise Fund</u>	<u>Fiduciary Fund</u>
General fund	\$105,836	\$ -	\$ (73,911)	\$ (31,925)
GASB No 34 mandated eliminations within governmental activities	-	-	-	-
Net interfund balances reported as follows:				
Entity-wide (eliminated in total column)	<u>\$105,836</u>	<u>\$ -</u>	<u>\$ (73,911)</u>	
External (Due from Trust and Agency Funds)				<u>\$ (31,925)</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 10 CONTINGENCIES

State and Federal Aid Receipts

State and Federal awards are generally subject to review by the responsible governmental agencies for compliance with the agencies regulations governing the aid. In the opinion of the Charter School's management and legal counsel, any potential adjustments to the Federal or State aid recorded by the Charter School through June 30, 2019, resulting from a review by a responsible government agency will not have a material effect on the Charter School financial statements at June 30, 2019.

REQUIRED SUPPLEMENTARY INFORMATION

PART II

BUDGETARY COMPARISON SCHEDULES

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT C-1

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2019

	Original Budget	Budget Transfers	Final Budget	Actual	Variance Final to Actual
Revenues					
Local Sources:					
Local tax levy	\$ 432,026		\$ -	\$ 432,026	\$ 432,026
Contributions	-	-	-	120,000	120,000
Miscellaneous	-	-	-	63,790	63,790
Total revenues - local sources	<u>432,026</u>	<u>-</u>	<u>-</u>	<u>615,816</u>	<u>615,816</u>
State sources	2,498,526		2,930,552	2,498,526	(432,026)
Reimbursed TPAF - Social Security (non-budgeted)	-	-	-	99,885	99,885
Total revenues	<u>2,930,552</u>	<u>-</u>	<u>2,930,552</u>	<u>3,214,227</u>	<u>283,675</u>
Expenditures					
Current expense:					
Instruction					
Salaries	1,194,130	(179,220)	1,014,910	703,960	310,950
Other salaries for instruction	881,508	(185,750)	695,758	518,214	177,544
Professional/technical service	286,500	(47,560)	238,940	47,036	191,904
Other purchased services	6,000	(975)	5,025	5,025	-
General supplies	84,975	1,749	86,724	86,313	411
Textbooks	63,300	9,702	73,002	73,002	-
Miscellaneous	57,500	(37,530)	19,970	19,802	168
Total current expense	<u>2,573,913</u>	<u>(439,584)</u>	<u>2,134,329</u>	<u>1,453,352</u>	<u>680,977</u>
Administrative cost:					
Salaries	214,332	40,130	254,462	254,462	-
Total benefit costs	414,293	11,547	425,840	306,900	118,940
Professional/technical service	184,997	26,639	211,636	82,642	128,994
Other purchased services	-	3,624	3,624	3,624	-
Communications and telephones	14,400	7,970	22,370	17,663	4,707
Supplies and materials	4,600	26,584	31,184	25,796	5,388
Miscellaneous	-	97,163	97,163	97,163	-
Total administrative cost	<u>832,622</u>	<u>213,657</u>	<u>1,046,279</u>	<u>788,250</u>	<u>258,029</u>
Support services:					
Salaries	175,000	12,403	187,403	187,403	-
Other purchased services	87,000	31,101	118,101	94,444	23,657
Rent on land and buildings	210,000	92,216	302,216	230,000	72,216
Insurance-fidelity, liability, property	23,000	4,180	27,180	24,712	2,468
Supplies and materials	7,500	14,798	22,298	22,159	139
Transportation-other than to/from school	105,000	4,186	109,186	109,186	-
Utilities	80,802	67,043	147,845	131,340	16,505
Total support services	<u>688,302</u>	<u>225,927</u>	<u>914,229</u>	<u>799,244</u>	<u>114,985</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT C-1

GENERAL FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2019

	<u>Original Budget</u>	<u>Budget Transfers</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Variance Final to Actual</u>
Capital outlay:					
Instructional equipment	60,000	2,549	62,549	62,549	-
Non-instructional equipment	<u>128,453</u>	<u>(2,549)</u>	<u>125,904</u>	<u>11,692</u>	<u>114,212</u>
Total capital outlay	<u>188,453</u>	<u>-</u>	<u>188,453</u>	<u>74,241</u>	<u>114,212</u>
Reimbursed TPAF - Social Security (non-budgeted)	-	-	-	99,885	(99,885)
On-Behalf Teachers' Pension and Annuity Fund	-	-	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - -- Non-contributory Insurance	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total expenditures	<u>4,283,290</u>	<u>-</u>	<u>4,283,290</u>	<u>3,214,972</u>	<u>1,068,318</u>
Excess (deficiency) of revenues over expenditures	(1,352,738)	-	(1,352,738)	(745)	1,351,993
Fund balances at beginning of the year	<u>38,537</u>	<u>-</u>	<u>38,537</u>	<u>38,537</u>	<u>-</u>
Fund balances at ending of the year	<u>\$ (1,314,201)</u>	<u>-</u>	<u>\$ (1,314,201)</u>	<u>\$ 37,792</u>	<u>\$ 1,351,993</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

SPECIAL REVENUE FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2019

	<u>Original Budget</u>	<u>Budget Transfers</u>	<u>Final Budget</u>	<u>Actual</u>	<u>Final to Actual</u>
Revenues					
Local	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	694,130	-	694,130	694,130	-
Total revenues - all sources	<u>694,130</u>	<u>-</u>	<u>694,130</u>	<u>694,130</u>	<u>-</u>
Expenditures					
Current Expenditures:					
Instruction:					
Salaries of teachers	488,494	-	488,494	488,494	-
Purchased professional and technical services	74,242	-	74,242	74,242	-
Supplies and materials	1,643	-	1,643	1,643	-
Total instruction	<u>564,379</u>	<u>-</u>	<u>564,379</u>	<u>564,379</u>	<u>-</u>
Support services					
Employee benefits	37,653	-	37,653	37,653	-
Purchased professional educational services	30,405	-	30,405	30,405	-
Total support services	<u>68,058</u>	<u>-</u>	<u>68,058</u>	<u>68,058</u>	<u>-</u>
Capital Outlay:					
Facilities acquisition and construction services		-			-
Instructional equipment	61,693	-	61,693	61,693	-
Total Expenditures	<u>694,130</u>	<u>-</u>	<u>694,130</u>	<u>694,130</u>	<u>-</u>
Excess Revenues Over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART II

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

REQUIRED SUPPLEMENTARY INFORMATION
BUDGETARY GAAP RECONCILIATION
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION

YEAR ENDED JUNE 30, 2019

Note A - Explanation of Differences between Budgetary Inflows
and Outflows and GAAP Revenues and Expenditures

	<u>General Fund</u>		<u>Special Revenue Fund</u>
Sources/inflows of resources			
Actual amounts (budgetary basis) "revenue" from the budgetary comparison schedule:	[C-1] \$ 3,214,227		[C-2] 694,130
Difference - budget to GAAP:			
Grant accounting budgetary basis differs from GAAP in that encumbrances are recognized as expenditures, and the related revenue is recognized.	-		-
Last State aid payment recognized for budgetary purposes only.	-		-
General Fund contribution to Early Childhood Program Aid.	-		-
Total revenues as reported on the statement of revenues, expenditures and changes in fund balances - governmental funds	[B-2] <u>3,214,227</u>		[B-2] <u>694,130</u>
Uses/outflows of resources			
Actual amounts (budgetary basis) "total outflows" from the budgetary comparison schedule	[C-1] 3,214,972		[C-2] 694,130
Differences - budget to GAAP			
Encumbrances for supplies and equipment ordered but not received are reported in the year the order is placed for budgetary purposes, but in the year the supplies are received for financial reporting purposes.	-		-
Transfers to and from other funds are presented as outflows of budgetary resources but are not expenditures for financial reporting purposes. Net transfer (outflows) to general fund	-		-
Total expenditures as reported on the statement of revenues, expenditures, and changes in fund balances - governmental funds	[B-2] <u>\$ 3,214,972</u>		[B-2] <u>\$ 694,130</u>

Note A -The general fund budget basis of the use/outflow of resources is GAAP, therefore no reconciliation is required.

REQUIRED SUPPLEMENTARY INFORMATION

PART III

**SCHEDULES RELATED TO ACCOUNTING
AND REPORTING FOR PENSIONS (GASB 68)**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-1

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - PERS
Last Ten Fiscal Years (1)**

	<u>2019</u>	<u>2018</u>
Charter School's proportion of the net pension liability (asset)	0.0000000000%	0.0000000000%
Charter School's proportionate share of the net pension liability (asset)	\$ -	\$ -
Charter School's covered-employee payroll	\$ -	\$ -
Charter School's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	0.00%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	0.00%	0.00%

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, Accounting and Financial Reporting for Pension in fiscal year 2018, the same year that the Charter School was formed.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-2

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S CONTRIBUTIONS
PUBLIC EMPLOYEES' RETIREMENT SYSTEM (PERS)
Last Ten Fiscal Years (1)**

	<u>2019</u>	<u>2018</u>
Contractually required contribution	\$ -	\$ -
Contributions in relation to the contractually required contribution	<u>-</u>	<u>-</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>
Charter School's covered-employee payroll	\$ -	\$ -
Contributions as a percentage of covered-employee payroll	0.00%	0.00%

(1) The Charter School implemented GASB 68, *Accounting and Financial Reporting for Pension* in fiscal year 2018, the same year that the Charter School was formed.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-3

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - TPAF
Last Ten Fiscal Years (1)**

	<u>2019</u>	<u>2018</u>
State's proportion of the net pension liability (asset) attributable to the Charter School	0.0000000000%	0.0000000000%
State's proportionate share of the net pension liability (asset) attributable to the Charter School	\$ -	\$ -
Charter School's covered-employee payroll	\$ -	\$ -
State's proportionate share of the net pension liability (asset) attributable to the Charter School as a percentage of its covered-employee payroll	0.00%	0.00%
Plan fiduciary net position as a percentage of the total pension liability	0.00%	0.00%

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, Accounting and Financial Reporting for Pension in fiscal year 2018, the same year that the Charter School was formed.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHANGES IN THE CHARTER SCHOOL'S TOTAL
OPEB LIABILITY AND RELATED RATIOS**

LAST TEN FISCAL YEARS (1)

	<u>2019</u>	<u>2018</u>
Total State OPEB Liability Attributable to Charter School		
Service cost	\$ -	\$ -
Interest	-	-
Changes in assumptions and other inputs	-	-
Benefit payments	-	-
Contributions from the member	-	-
Net Change in Total State OPEB Liability Attributable to	-	-
Total State OPEB Liability Attributable to Charter School:		
At beginning of year	<u>\$ -</u>	<u>\$ -</u>
At end of year	<u>\$ -</u>	<u>\$ -</u>
Charter School's proportionate share of the Total OPEB Liability	0%	0%
Charter School Covered-employee payroll ⁽²⁾	\$ -	\$ -
Total State OPEB liability as a percentage of Charter School covered-employee payroll	N/A	N/A

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART III

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO REQUIRED SUPPLEMENTARY INFORMATION – PART III
YEAR ENDED JUNE 30, 2019**

Public Employees Retirement System (PERS)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 5.00% to 5.66%. This change in the discount rate is considered to be a change in actuarial assumptions under GASBS No. 68.

The single blended discount rate of 5.66% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.00% in prior measurement date) and a municipal bond rate of 3.87% (3.58% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

At June 30, 2019, the Charter School's share in the net pension liability is zero.

Teachers Pension and Annuity Fund (TPAF)

Change in benefit terms. There is no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 4.86% to 4.25% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 68.

The single blended discount rate of 4.86% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.00% in prior measurement date) and a municipal bond rate of 3.87% (3.58% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

At June 30, 2019, the Charter School's share in the net pension liability is zero.

Other Post-Employment Benefits (OPEB)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total nonemployer OPEB liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 3.58% to 3.87% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 75. The source is the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher. At June 30, 2019, the Charter School's share in the net pension liability is zero.

OTHER SUPPLEMENTARY INFORMATION

SPECIAL REVENUE FUND

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

SPECIAL REVENUE FUND
COMBINING SCHEDULE OF REVENUES AND EXPENDITURES
BUDGETARY BASIS

YEAR ENDED JUNE 30, 2019

	<u>Title I</u>	<u>Title IIA</u>	<u>Title IV</u>	<u>Project Neighborhood</u>	<u>CMO Developer Grant</u>	<u>Total</u>
Revenues						
Local	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal	126,617	13,331	10,000	380,000	164,182	694,130
Total revenues - all sources	<u>\$ 126,617</u>	<u>\$ 13,331</u>	<u>\$ 10,000</u>	<u>\$ 380,000</u>	<u>\$ 164,182</u>	<u>\$ 694,130</u>
Expenditures						
Current Expenditures:						
Instruction:						
Salaries of teachers	\$ 90,000	\$ -	\$ -	348,494	50,000	\$ 488,494
Purchased professional and technical services	-	-	-	22,500	51,742	74,242
Supplies and materials	1,643	-	-	-	-	1,643
Total instruction	<u>91,643</u>	<u>-</u>	<u>-</u>	<u>370,994</u>	<u>101,742</u>	<u>564,379</u>
Support expenditures						
Employee benefits	27,900	-	-	9,006	747	37,653
Purchased services	7,074	13,331	10,000	-	-	30,405
Total administrative services	<u>34,974</u>	<u>13,331</u>	<u>10,000</u>	<u>9,006</u>	<u>747</u>	<u>68,058</u>
Capital Outlay:						
Instructional equipment	-	-	-	-	61,693	61,693
Total Expenditures	<u>\$ 126,617</u>	<u>\$ 13,331</u>	<u>\$ 10,000</u>	<u>\$ 380,000</u>	<u>\$ 164,182</u>	<u>\$ 694,130</u>

CAPITAL PROJECTS FUND

The capital projects fund is used to account for the acquisition and construction of major capital facilities and equipment purchases other than those financed by propriety funds.

At June 30, 2019, there was no capital project fund.

ENTERPRISE FUNDS

Enterprise funds are used to account for operations that are financed and operated in a manner similar to private business enterprises, where the intent of the Charter School is that the costs of providing goods and services be financed through user charges. The Charter School has the Food Service and After Care in its Enterprise Fund to account for the operation of food services and after care.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

ENTERPRISE FUND

COMBINING SCHEDULE OF NET POSITION

JUNE 30, 2019

	<u>FOOD SERVICE</u>
Assets	
Current assets:	
Cash and cash equivalents	\$ 2,473
Accounts receivable:	
Federal	36,618
State	<u>428</u>
	<u>37,046</u>
Total Assets	<u>\$ 39,519</u>
Liabilities	
Current liabilities	
Interfund payable - General fund	<u>\$ 73,911</u>
Net assets	
Unrestricted	<u>(34,392)</u>
Total Liabilities and Net Position	<u>\$ 39,519</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ENTERPRISE FUND

**COMBINING SCHEDULE OF REVENUES, EXPENSES AND
CHANGES IN FUND NET POSITION**

YEAR ENDED JUNE 30, 2019

	FOOD SERVICE
	<u> </u>
Operating revenues:	
Charges for services:	
Daily sales - reimbursable programs	\$ -
Miscellaneous revenue	<u>254</u>
Total operating revenues	<u>254</u>
Operating expenses:	
Supplies and materials - reimbursable programs	<u>158,263</u>
Operating loss	<u>(158,009)</u>
Nonoperating revenues:	
State sources:	
State School Lunch	1,543
Federal sources:	
National School Lunch	88,144
National School Breakfast	<u>33,930</u>
Total nonoperating revenues	<u>123,617</u>
Loss before transfers	(34,392)
Transfers in - General fund	<u>-</u>
Changes in net position	(34,392)
Total net position at beginning of year	<u>-</u>
Total net position at end of year	<u>\$ (34,392)</u>

EXHIBIT G-3

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

ENTERPRISE FUND

COMBINING SCHEDULE OF CASH FLOWS

YEAR ENDED JUNE 30, 2019

	<u>FOOD SERVICE</u>
Cash flows from operating activities	
Operating income	\$ (158,009)
Adjustment to reconcile operating income to net cash from operating activities:	
Changes in assets and liabilities:	
Accounts receivable	(37,046)
Interfund payable	<u>73,901</u>
Net cash from operating activities	<u>(121,154)</u>
Cash flows from noncapital financing activities	
Cash received from state and federal reimbursements	<u>123,617</u>
Net increase in cash and cash equivalents	2,463
Cash and cash equivalents at beginning of the year	<u>10</u>
Cash and cash equivalents at end of year	<u>\$ 2,473</u>

FIDUCIARY FUNDS

Trust funds are used to account for gifts and bequests to the Charter School for specific purposes.

Unemployment Compensation Insurance Trust Fund is an expendable trust fund used to account for unemployment transactions of the Charter School.

At June 30, 2019, there was no non-expandable trust fund utilized by the Charter School.

Agency funds are used to account for assets held by the Charter School as an agent for individuals, private organizations, governmental and/or other funds.

Payroll Fund - This agency fund is used to account for the payroll transactions of the Charter School.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

FIDUCIARY FUNDS

COMBINING SCHEDULE OF FIDUCIARY NET POSITION

JUNE 30, 2019

	New Jersey Unemployment Benefits	Agency		Total	
		Student Activities	Net Payroll		Payroll Agency
Assets					
Cash and cash equivalents	\$ -	\$ 927	\$ 3,675	\$ 40,489	\$ 45,091
Liabilities and Fund Balances					
Liabilities:					
Payroll and withholdings payable	\$ -	\$ -	\$ -	\$ 12,239	\$ 12,239
Due to student groups	-	927	-	-	927
Interfund payable	-	-	3,675	28,250	31,925
Total liabilities	-	927	3,675	40,489	45,091
Net Position					
Restricted					
Unemployment compensation	-	-	-	-	-
Total liabilities and net position	\$ -	\$ 927	\$ 3,675	\$ 40,489	\$ 45,091

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

FIDUCIARY FUNDS

COMBINING SCHEDULE OF CHANGES IN FIDUCIARY NET POSITION
(TRUST FUND)

YEAR ENDED JUNE 30, 2019

	New Jersey Unemployment Benefits
	<u> </u>
Revenues:	
General fund appropriation	\$ -
Employees' contributions	<u>2,706</u>
Total revenues	<u>2,706</u>
Expenditures:	
Payments to NJ Unemployment Compensation Fund	<u>2,706</u>
Total expenditures	<u>2,706</u>
Excess (deficiency) of revenue over expenditures	-
Net position at beginning of the year	<u>-</u>
Net position at end of year	<u>\$ -</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STUDENT ACTIVITY AGENCY FUND

SCHEDULE OF RECEIPTS AND DISBURSEMENTS

YEAR ENDED JUNE 30, 2019

	<u>Balance June 30, 2018</u>	<u>Cash Receipts</u>	<u>Cash Disbursements</u>	<u>Balance June 30, 2019</u>
Assets				
Cash	\$ -	\$ 927	\$ -	\$ 927
Liabilities				
Due to Student Groups	\$ -	\$ 927	\$ -	\$ 927

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

PAYROLL AGENCY FUND

SCHEDULE OF RECEIPTS AND DISBURSEMENTS

YEAR ENDED JUNE 30, 2019

	<u>Balance June 30, 2018</u>	<u>Cash Receipts</u>	<u>Cash Disbursements</u>	<u>Balance June 30, 2019</u>
Assets				
Cash and cash equivalents	\$ 22,457	\$ 18,032	\$ -	\$ 40,489
Total Assets	<u>\$ 22,457</u>	<u>\$ 18,032</u>	<u>\$ -</u>	<u>\$ 40,489</u>
Liabilities				
Payroll deductions and withholdings	\$ -	\$ 12,239	\$ -	\$ 12,239
Interfund payable	<u>22,457</u>	<u>5,793</u>	<u>-</u>	<u>28,250</u>
Total Liabilities	<u>\$ 22,457</u>	<u>\$ 18,032</u>	<u>\$ -</u>	<u>\$ 40,489</u>

LONG-TERM DEBT

The long-term debt is used to record the outstanding principal balances of the long-term liabilities of the charter school. This includes the outstanding principal balance on capital lease, the accrued liability for insurance claims and the liability for compensated absences and the outstanding principal balance on certificates of participation outstanding or mortgage note payable.

STATISTICAL SECTION (UNAUDITED)

Unless otherwise noted, the information in these Schedules was derived from the Comprehensive Annual Financial Reports (CAFR) for the relevant year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INTRODUCTION TO THE STATISTICAL SECTION

<u>Contents</u>	<u>Page</u>
Financial Trends These schedules contain trend information to help the reader understand how the district's financial performance and well being have changed over time.	68
Revenue Capacity These schedules contain information to help the reader assess the district's most significant local revenue source, the property tax.	N/A
Debt Capacity These schedules present information to help the reader assess the affordability of the district' s current levels of outstanding debt and the district's ability to issue additional debt in the future.	N/A
Demographic and Economic Information These schedules offer demographic and economic indicators to help the reader understand the environment within which the district's financial activities take place.	73
Operating Information These schedules contain service and infrastructure data to help the reader understand how the information in the district's financial report relates to the services the district provides and the activities it performs.	75

Note (1): *Fiscal year ended June 30, 2018 is the first operating year of the Charter School; schedules presenting charter-wide information include information beginning in that year.*

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NET POSITION BY COMPONENT
Last Ten Fiscal Years (1)**

(Accrual basis of accounting)

	Fiscal Year Ending June 30,	
	2019	2018
Governmental activities		
Invested in capital assets, net of related debt	\$ 34,392	\$ -
Restricted	-	-
Unrestricted	<u>3,400</u>	<u>38,537</u>
Total governmental activities net position	<u>\$ 37,792</u>	<u>\$ 38,537</u>
Business-type activities		
Invested in capital assets, net of related debt	\$ -	\$ -
Restricted	-	-
Unrestricted	<u>(34,392)</u>	<u>-</u>
Total business-type activities net position	<u>\$ (34,392)</u>	<u>\$ -</u>
School-wide		
Invested in capital assets, net of related debt	\$ 34,392	\$ -
Restricted	-	-
Unrestricted	<u>(30,992)</u>	<u>38,537</u>
Total charter school net position	<u>\$ 3,400</u>	<u>\$ 38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

	Fiscal Year Ending June 30,	
	2019	2018
Expenses		
Governmental activities		
Instruction	\$ 2,370,936	\$ 724,567
Administrative	533,889	167,020
Support Services	868,343	145,896
Unallocated:		
Capital outlay	135,934	6,280
Total governmental activities expenses	<u>3,909,102</u>	<u>1,043,763</u>
Business-type activities:		
Food service	158,263	-
Total business-type activities expense	<u>158,263</u>	<u>-</u>
Total district expenses	<u>4,067,365</u>	<u>1,043,763</u>
Program Revenues		
Governmental activities:		
Charges for services:		
Operating grants and contributions	794,015	217,693
Total governmental activities program revenues	<u>794,015</u>	<u>217,693</u>
Business-type activities:		
Charges for services		
Food service	254	-
Operating grants and contributions	123,617	-
Total business-type activities program revenues	<u>123,871</u>	<u>-</u>
Total district program revenues	<u>917,886</u>	<u>217,693</u>
Net (Expense)/Revenue		
Governmental activities	(3,115,087)	(826,070)
Business-type activities	<u>(34,392)</u>	<u>-</u>
Total district-wide net expense	<u>(3,149,479)</u>	<u>(826,070)</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

	Fiscal Year Ending June 30,	
	2019	2018
General Revenues and Other Changes in Net Assets		
Governmental activities:		
Property taxes levied for general purposes, net	432,026	131,141
Grants and contributions	2,618,526	728,034
Miscellaneous income	63,790	5,432
Total governmental activities	<u>3,114,342</u>	<u>864,607</u>
Business-type activities:		
Miscellaneous Income	-	-
Transfers	-	-
Total business-type activities	<u>-</u>	<u>-</u>
Total district-wide	<u>3,114,342</u>	<u>864,607</u>
Changes in Net Position		
Governmental activities	(745)	38,537
Business-type activities	(34,392)	-
Total district	<u>\$ (35,137)</u>	<u>\$ 38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FUND BALANCES - GOVERNMENTAL FUNDS

Last Ten Fiscal Years (1)
(Modified accrual basis of accounting)

	Fiscal Year Ending June 30,	
	2019	2018
General Fund		
Assigned	\$ 264,007	\$ -
Unassigned	<u>(226,215)</u>	<u>38,537</u>
Total general fund	<u>\$ 37,792</u>	<u>38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
Last Ten Fiscal Years (1)
(Unaudited)**

Function	2019	2018
Revenues		
Local Sources:		
Local tax levy	\$ 432,026	\$ 215,161
Miscellaneous	183,790	5,432
State sources	2,598,411	756,321
Federal sources	694,130	105,386
Total Revenues	<u>3,908,357</u>	<u>1,082,300</u>
Current expense		
Instruction	2,017,731	671,300
Administrative cost	788,250	188,199
Support services	867,302	148,897
Capital outlay	135,934	6,280
TPAF - FICA Reimbursement	99,885	28,287
Total Expenditures	<u>3,909,102</u>	<u>1,042,963</u>
Excess of Revenues Over Expenditures	(745)	39,337
Net change in fund balances	<u>\$ (745)</u>	<u>\$ 39,337</u>
Debt service as a percentage of noncapital expenditures	0.00%	0.00%

Source: Charter school's records.

Note: Noncapital expenditures are total expenditures less capital outlay.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**DEMOGRAPHIC AND ECONOMIC STATISTICS
Last Ten Fiscal Years (1)**

<u>Year</u>	<u>Population ^a</u>	<u>Personal Income ^b</u>	<u>Per Capita Personal Income ^c</u>	<u>Unemployment Rate ^d</u>
2019	**	**	**	**
2018	282,090	**	**	7.00%

** Data not available

Source:

^a Population information provided by the NJ Dept of Labor and Workforce Development

^b Personal income has been estimated based upon the municipal population and per capita personal income presented

^c Per capita personal income was computed using Census Bureau midyear population estimates. All dollar estimates are in thousands of current dollars (not adjusted for inflation). Estimates for 2010-2017 reflect county population estimates available as of March 6, 2019.

^d Unemployment data provided by the NJ Dept of Labor and Workforce Development

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**PRINCIPAL EMPLOYERS
Current Year and One Year Ago**

Employer	2019		2018	
	Employees	Percentage of Total Municipal Employment	Employees	Percentage of Total Municipal Employment
St. Barnabas Health Care System	23,000	**	23,000	**
Verizon	17,100	**	17,100	**
Prudential Ins. Co. of America	16,850	**	16,850	**
Rutgers University - Newark Campus	15,500	**	15,500	**
Continental Airlines	11,000	**	11,000	**
Newark Board of Education	7,050	**	7,050	**
Automatic Data Processing	5,649	**	5,649	**
New Jersey Transit	4,000	**	4,000	**
City of Newark	4,000	**	4,000	**
Essex County	3,500	**	3,500	**
PSE&G	-		-	
JP Morgan Chase	-		-	
Horizon Blue Cross/Blue Shield	-		-	
Roche	-		-	
KPMG	-		-	
Ricoh American Corp	-		-	
	<u>107,649</u>		<u>107,649</u>	

Note - Principal employers are that of Essex County

** - Information not available

Source: Essex County Economic Development Corporation

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**FULL-TIME EQUIVALENT CHARTER SCHOOL EMPLOYEES BY FUNCTION/PI
Last Ten Fiscal Years (1)
(Unaudited)**

<u>Function/Program</u>	<u>2019</u>	<u>2018</u>
Instruction	35	4
Administrative	10	3
Support Services	5	7
Food Service	<u>-</u>	<u>-</u>
Total	<u><u>50</u></u>	<u><u>14</u></u>

Source: Charter School's personnel records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

OPERATING STATISTICS

Last Ten Fiscal Years (1)
(Unaudited)

Fiscal Year	Enrollment	Operating Expenditures ^a	Cost Per Pupil	Percentage Change	Teaching Staff ^b	Pupil/Teacher Ratio Elementary	Average Daily Enrollment (ADE) ^c	Average Daily Attendance (ADA) ^c	% Change in Average Daily Enrollment	Student Attendance Percentage
2019	221	3,773,168	17,073	100.00%	35	12: 1	221.2	217.9	N/A	98.51%
2018	61	1,037,483	17,008	100.00%	5	12: 1	62.8	60.1	N/A	95.77%

Source: Charter School's Records

Note: Enrollment based on annual October Charter School count.

- a Operating expenditures equal total expenditures less debt service and capital outlay.
- b Teaching staff includes only full-time equivalents of certificated staff.
- c Average daily enrollment and average daily attendance are obtained from the School Register Summary (SRS).

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SCHOOL BUILDING INFORMATION
Last Ten Fiscal Years (1)**

	<u>2019</u>	<u>2018</u>
<u>Charter School Building</u>		
<u>Elementary School</u>		
Square Feet	4,000	4,000
Capacity (students)	250	250
Enrollment	221	61
Number of Schools	1	1

Source: Charter School's Records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INSURANCE SCHEDULE

**June 30, 2019
(Unaudited)**

	<u>Coverage</u>	<u>Deductible</u>
Commercial General Liability ⁽¹⁾		
Aggregate Limit	\$ 3,000,000	
Products - Completed Operations Aggregate Limit	3,000,000	
Personal and Advertising Injury Limit	1,000,000	
Each Occurrence	1,000,000	
Damage to Premises Rented	100,000	any one premises
Medical expense limit	5,000	any one person
Personal Property	75,000	1,000
Employee Benefits		
Aggregate limit	3,000,000	
Each Claim limit	1,000,000	
Automobile		
Non Owned & Hired Auto Liability	1,000,000	
Professional Liability		
Aggregate limit	3,000,000	
Each Claim limit	1,000,000	
School Coverage		
Accidental Death	25,000	
Accidental Dismemberment	up to \$50,000	
Accidental Paralysis	50,000	
Accident Medical Expense Benefits	25,000	

Source: Charter School's Records

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

CHARTER SCHOOL PERFORMANCE FRAMEWORK
FINANCIAL PERFORMANCE
FISCAL RATIOS

Multi-Year Information
(Unaudited)

	2018 Audit	2019 Audit	Source
Cash	\$ 22,014	\$ 55,488	Audit: Exhibit A-1
Current Assets	54,253	346,167	Audit: Exhibit A-1
Total Assets	54,253	346,167	Audit: Exhibit A-1
Current Liabilities	15,716	342,767	Audit: Exhibit A-1
Total Liabilities	15,716	342,767	Audit: Exhibit A-1
Net Assets	38,537	3,400	Audit: Exhibit A-1
Total Revenue	1,082,300	4,032,228	Audit: Exhibit A-2
Total Expenses	1,043,763	4,067,365	Audit: Exhibit A-2
Change in Net Assets	38,537	(35,137)	Audit: Exhibit A-2
Depreciation Expense	-	-	Financial Statements/Audit Workpapers
Interest Expense	-	-	Financial Statements/Audit Workpapers
Principal Payments	-	-	Financial Statements/Audit Workpapers
Interest Payments	-	-	Financial Statements/Audit Workpapers
Final Average Daily Enrollment	63	221	DOE Enrollment Reports
March 30 h Budgeted Enrollment	66	66	Charter School Budget

Near Term Indicators		2018	2019	3 YR CUM	Source:	Target
1a.	Current Ratio	3.45	1.01	N/A	Current Assets/Current Liabilities	> 1.1
1b.	Unrestricted Days Cash	7.70	4.98	N/A	Cash/(Total Expenses/365)	30-60
1c.	Enrollment Variance	95%	335%	N/A	Average Daily Enrollment/Budgeted Enrollment	>95%
1d.	Default	No	No	N/A	Audit	not in default
Sustainability Indicators						
2a.	Total Margin	4%	-1%	N/A	Change in Net Assets/Total Revenue	positive
2b.	Debt to Asset	0.99	0.99	N/A	Total Liabilities/Total Assets	< 9
2c.	Cash Flow	22,014	33,474	N/A	Net change in cash flow from prior years	3 yr cum positive
2d.	Debt Service Coverage Ratio	N/A	N/A	N/A	(Change in Net Assets+Depreciation+Interest Expense)/(Principal & Interest Payments)	>1.10

SINGLE AUDIT SECTION



EXHIBIT K-1

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey, the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2019, and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements, and have issued our report thereon dated March 18, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did identify certain deficiencies in internal control, that we consider to be material weaknesses and significant deficiencies.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS - CONTINUED

detected and corrected on a timely basis. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as finding 2019-001 to be material weaknesses.

A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and questioned costs as finding 2019-002 to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey.

We also noted certain matters that we have reported to the Board of Trustees of the Achieve Community Charter School in the County of Essex, New Jersey in a separate *Auditor's Management Report on Administrative Findings - Financial, Compliance and Performance*, dated March 18, 2020.

Charter School's Response to Findings

The Charter School's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. The Charter School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400



Galleros Robinson CPAs, LLP
Certified Public Accountants

March 18, 2020
Cream Ridge, New Jersey



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL
AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE
AS REQUIRED BY THE UNIFORM GUIDANCE AND
NEW JERSEY OMB CIRCULAR LETTER 15-08**

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
Essex County, New Jersey

Report on Compliance for Each Major State and Federal Programs

We have audited the Achieve Community Charter School's (the Charter School) in the County of Essex, State of New Jersey compliance with the types of compliance requirements described in the *New Jersey State Aid Grant Compliance Supplement* that could have a direct and material effect on each of the Charter School's major state and federal programs for the fiscal year ended June 30, 2019. The Charter School's major state and federal program are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal and state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the Charter School's major federal and state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey; Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance) and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. Those standards, Uniform Guidance and New Jersey OMB Circular Letter 15-08, require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on major federal and state program occurred. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE AND NEW JERSEY OMB CIRCULAR LETTER 15-08

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination of the Charter School's compliance on compliance for each major federal and state programs.

Opinions on Each Major Federal and State Programs

In our opinion, the Achieve Community Charter School in the County of Essex, State of New Jersey, complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal and state program for the fiscal year ended June 30, 2019.

Report on Internal Control Over Compliance

Management of the Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal and state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance and to test and report on internal control over compliance for each major federal and state program and to test and report on internal control over compliance in accordance with the Uniform Guidance and New Jersey OMB Letter Circular 15-08-OMB, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Charter School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal and state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal and state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal and state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL AND STATE PROGRAMS AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY THE UNIFORM GUIDANCE AND NEW JERSEY OMB CIRCULAR LETTER 15-08

Purpose of the Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance and New Jersey OMB Circular Letter 15-08. Accordingly, this report is not suitable for any other purpose.



Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400



Galleros Robinson CPAs, LLP
Certified Public Accountants

March 18, 2020
Cream Ridge, New Jersey

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2019

Federal Grant/ Pass-Through Grantor/ Program Title	Federal CFDA No.	Federal FAIN Number	Grant or State Project Number	Program or Award Amount	Grant Period		Balance at June 30, 2018	Carryover/ (Walkover) Amount	Cash Received	Budgetary Expenditures	Repayment of Prior Years' Balances	Balance at June 30, 2019		
					From	To						(Accounts Receivable)	Deferred Revenue	Due to Grantor
U.S. Department of Education														
Passed-through New Jersey State Department Education														
Special Revenue Fund														
Title I Part A Grants to Local Educational Agencies	84.010	S010A180030	NCLB - 6110 - 19	\$ 126,617	7/1/2018	6/30/2019	\$ -	\$ -	\$ 126,617	\$ (126,617)	\$ -	\$ -	\$ -	\$ -
Improving Teacher Quality State Grants (Title II Part A) SEA	84.367	S367A180029	NCLB - 6110 - 19	13,331	7/1/2018	6/30/2019	-	-	13,331	(13,331)	-	-	-	-
Title IV – Student Support and Academic Enrichment (ESSA)	84.424	S424A180031	NCLB - 6110 - 19	10,000	7/1/2018	6/30/2019	-	-	10,000	(10,000)	-	-	-	-
Total U.S. Department of Education							-	-	149,948	(149,948)	-	-	-	-
U.S. Department of Education														
Passed-through Building Responsible Intelligent Creative Kids														
Charter Schools Program (CSP) Grants to Developers for the Replication and Expansion of High-Quality Charter Schools	84.282E	UNKNOWN	UNKNOWN	\$ 200,000	10/1/2018	9/30/2019	-	-	164,182	(164,182)	-	-	-	-
U.S. Department of Education														
Passed-through South Ward Alliance														
Project Neighborhood Programs	84.215N	UNKNOWN	UNKNOWN	\$ 380,000	10/1/2018	9/30/2019	-	-	380,000	(380,000)	-	-	-	-
U.S. Department of Agriculture														
Passed-through New Jersey State Department of Agriculture														
Enterprise Fund														
National School Lunch Program	10.555	191NJ304N1099	N/A	88,144	7/1/2018	6/30/2019	-	-	62,406	(88,144)	-	(25,738)	-	-
National School Breakfast Program	10.553	191NJ304N1099	N/A	33,930	7/1/2018	6/30/2019	-	-	23,050	(33,930)	-	(10,880)	-	-
Total U.S. Department of Agriculture							-	-	85,456	(122,074)	-	(36,618)	-	-
Total Expenditures of Federal Awards							\$ -	\$ -	\$ 235,404	\$ (816,204)	\$ -	\$ (36,618)	\$ -	\$ -

SCHEDULE OF STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2019

State Grantor/ Program Title	Grant or State Project Number	Grant Period	Balance at June 30, 2018				Cash Received	Budgetary Expenditures Pass-through Funds	Adjustments Repayment Prior Year's Balances	Balance at June 30, 2019				MEMO						
			Award Amount	Deferred Revenue (Accounts Receivable)	Due to Grantor	Carryover/ (Walkover) Amount				Intergovernmental (Accounts Receivable)	Deferred Revenue/ Interfund Payable	Due to Grantor	Budgetary Receivable	Cumulative Total Expenditure						
New Jersey State Department of Education																				
General Fund:																				
Equalization Aid	19-495-034-5120-078	7/1/18-6/30/19	\$ 2,334,463	\$ -	\$ -	\$ -	2,264,068	\$ (2,334,463)	\$ -	\$ (119,241)	\$ -	\$ 48,846	\$ 119,241	\$ 2,334,463						
Equalization Aid	18-495-034-5120-078	7/1/17-6/30/18	701,716	(5,486)	14,193	-	5,486	-	(14,193)	-	-	-	-	-						
Special Education Categorical Aid	19-495-034-5120-089	7/1/18-6/30/19	64,358	-	-	-	64,358	(64,358)	-	-	-	-	-	64,358						
Security Aid	19-495-034-5120-084	7/1/18-6/30/19	99,705	-	-	-	99,705	(99,705)	-	-	-	-	-	99,705						
Security Aid	18-495-034-5120-084	7/1/17-6/30/18	26,318	(113)	1,523	-	-	-	(1,410)	-	-	-	-	-						
Reimbursed Social Security Tax	19-495-034-5094-003	7/1/18-6/30/19	99,885	-	-	-	57,418	(99,885)	-	(42,467)	-	-	-	-						
Reimbursed Social Security Tax	18-495-034-5094-003	7/1/17-6/30/18	28,287	(2,598)	-	-	2,598	-	-	-	-	-	-	-						
On-Behalf Teachers' Pension and Annuity Fund	19-495-034-5094-002	7/1/18-6/30/19	-	-	-	-	-	-	-	-	-	-	-	-						
On-Behalf Teachers' Pension and Annuity Fund – Post Retirement Medical	19-495-034-5094-001	7/1/18-6/30/19	-	-	-	-	-	-	-	-	-	-	-	-						
On-Behalf Teachers' Pension & Annuity Fund – Non-contributory Insurance	19-495-034-5094-004	7/1/18-6/30/19	-	-	-	-	-	-	-	-	-	-	-	-						
Total General Fund				(8,197)	15,716	-	2,493,633	(2,598,411)	(15,603)	(161,708)	-	48,846	119,241	2,498,526						
Enterprise Fund:																				
State School Lunch Program	19-100-010-3350-023	7/1/18-6/30/19	1,543	-	-	-	1,115	(1,543)	-	(428)	-	-	428	1,543						
Total Expenditures of State Financial Assistance			\$	(8,197)	\$	15,716	\$	2,494,748	\$	(2,599,954)	\$	(15,603)	\$	(162,136)	\$	48,846	\$	119,669	\$	2,500,069
Less: On-Behalf TPAF Pension System Contributions																				
On-Behalf Teachers' Pension and Annuity Fund	19-495-034-5094-002																			
On-Behalf Teachers' Pension and Annuity Fund – Post Retirement Medical	19-495-034-5094-001																			
On-Behalf Teachers' Pension & Annuity Fund – Non-contributory Insurance	19-495-034-5094-004																			
Total for State Financial Assistance-Major Program Determination								\$	(2,599,954)											

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE**

FISCAL YEAR ENDED JUNE 30, 2019

NOTE 1 GENERAL

The accompanying schedules of expenditures of federal awards and state financial assistance include federal and state activity of the Board of Trustees for Achieve Community Charter School. The Board of Trustees is defined in Note 1 to the Charter School's basic financial statements. All federal and state awards received directly from federal and state agencies, as well as federal awards and state financial assistance passed through other government agencies is included on the schedule of federal awards and state financial assistance.

NOTE 2 BASIS OF ACCOUNTING

The accompanying Schedules of Expenditures of Federal Awards and State Financial Assistance are presented using the budgetary basis of accounting with the exception of those recorded in the food service fund, which are presented using the accrual basis of accounting. These bases of accounting are described in Note 1 to the Charter School's basic financial statements. The information in these schedules is presented in accordance with the requirements of *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS

Amounts reported in the accompanying schedules agree with the amounts reported in the Charter School's basic financial statements. The basic financial statements present the special revenue fund on both GAAP and budgetary basis. The special revenue fund is presented in the accompanying schedules on the grant accounting budgetary basis which recognizes encumbrances as expenditures and also recognizes the related revenues, whereas the GAAP basis does not. See Exhibit C-3 for a reconciliation of the budgetary basis to the GAAP basis of accounting for the special revenue fund. Awards and financial assistance revenues are reported in the Charter School's basic financial statements on a GAAP basis as follows:

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE - CONTINUED**

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS - CONTINUED

	<u>Federal</u>	<u>State</u>	<u>Total</u>
General Fund	\$ -	\$ 2,598,411	\$ 2,598,411
Special Revenue Fund	694,130	-	694,130
Enterprise Fund	115,730	1,543	117,273
Total	<u>\$ 809,860</u>	<u>\$ 2,599,954</u>	<u>\$ 3,409,814</u>

NOTE 4 RELATIONSHIP TO STATE FINANCIAL REPORTS

Amounts reported in the accompanying schedules agree with the amounts reported in the related federal and state financial reports.

NOTE 5 ON-BEHALF PAYMENTS

TPAF Social Security Contributions represents reimbursements in the amount of \$99,985 by the State for the employer's share of social security contributions for TPAF members for the year ended June 30, 2019. The State did not made on-behalf TPAF payments for pension contributions, post-retirement medical benefits and long-term disability insurance contributions for the year ended June 30, 2019.

NOTE 6 ON-BEHALF PROGRAMS NOT SUBJECT TO STATE SINGLE AUDIT

On-behalf State Programs for TPAF pension contributions, post-retirement medical benefits contributions and long-term disability insurance are not subject to a State Single Audit and, therefore, are excluded from major program determination. The Schedule of State Financial Assistance provides a reconciliation of State financial assistance reported in the Charter School's financial statements and the amount subject to State Single Audit and major program determination.

NOTE 7 DE MINIMIS INDIRECT COST

The Charter School has not elected to use the ten percent de minimis indirect cost rate allowed under the Uniform Guidance.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2019

SECTION I - SUMMARY OF AUDITOR'S RESULTS

Financial Statement Section

Type of auditor's report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified? reported	___ <input checked="" type="checkbox"/> ___ Yes ___ No
Significant deficiency(ies) identified not considered to be material weaknesses?	___ <input checked="" type="checkbox"/> ___ Yes ___ No
Noncompliance material to financial statements noted?	___ Yes ___ <input checked="" type="checkbox"/> No

Federal Awards – Not Applicable

Dollar threshold used to determine Type A and B programs:	\$ <u>750,000</u>
Auditee qualified as low-risk auditee?	___ Yes ___ <input checked="" type="checkbox"/> No
Type of auditor's report on compliance for major programs:	<u>Unmodified</u>
Internal control over compliance:	
Material weakness(es) identified?	___ Yes ___ <input checked="" type="checkbox"/> No
Significant deficiency(ies) identified not considered to be material weakness(es)?	___ Yes ___ <input checked="" type="checkbox"/> No
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance?	___ Yes ___ <input checked="" type="checkbox"/> No

Identification of Major Programs:

___ CFDA No. ___	___ Name of Federal Program ___
84.215N	Project Neighborhood Programs

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2019

SECTION I - SUMMARY OF AUDITOR'S RESULTS - CONTINUED

State Financial Assistance

Dollar threshold used to determine Type A and B programs: \$750,000

Auditee qualified as low-risk auditee? Yes ✓ No

Type of auditor's report on compliance for major programs: Unmodified

Internal control over compliance:

Material weakness(es) identified? Yes ✓ No

Significant deficiency(ies) identified not considered to be material weakness(es)? Yes ✓ No

Any audit findings disclosed that are required to be reported in accordance with NJ OMB Circular Letter 15-08? Yes ✓ No

Identification of Major Programs:

<u>State or Project No.</u>	<u>Name of State Program</u>
State Aid Public Cluster:	
19-495-034-5120-078	Equalization Aid
19-495-034-5120-084	Security Aid
19-495-034-5120-085	Adjustment Aid

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS

Finding 2019-001 – Reconciliation of Accounts

Condition

Periodic reconciliation of accounts is a fundamental account process to prove that transactions sums to the correct ending account balances. During the audit, we noted the following:

- The monthly bank reconciliations were incomplete and had several reconciling items requiring further analysis for proper disposition.
- Outstanding checks at year end included 31 checks written but not issued as of June 30, 2019. These were reclassified to accounts payable.
- Interfund payables and receivables were not reconciled
- Net payroll and payroll agency year-end balances were not reconciled

Several adjusting journal entries were posted during the audit to correct the related account balances.

Cause

The Charter School transactions were not timely recorded and reconciled.

Effect

Several adjusting journal entries were needed to correct certain account balances.

Recommendation

The Charter School should ensure that all transactions are recorded and reconciled on a timely basis. We also recommend that the Charter School develop and appropriate post-closing adjustment process to ensure that accounts are accurate.

View of Responsible Official and Planned Corrective Actions

The Charter School has instituted a policy of reconciling accounts. Bank reconciliations are now being performed for all accounts. Checks are only being written in accordance with the bill lists which are done in accordance with the projected cash flow. Therefore, checks are not written unless the funds will be there to cover the obligation.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS - CONTINUED

Finding 2019-002 – Claims and Purchase orders

Condition

In our review of claims, we noted the following:

- Supporting documents for 21 of 40 claims paid were not on file.
- There were 16 of 19 claims examined have purchase order dates that are the same or after the invoice dates.
- One of 19 sample claims provided had a purchase order with no evidence of SBA approval.
- One of 19 sample claims examined did not have a signed vendor certification.
- Purchase orders for 2 of 19 sample claims provided did not have purchase orders on file.

Further, a payroll payment for an employee partially charged to Tile I did not have a completed time activity report to indicate time and effort spent on the federal program.

Recommendation

We recommend a review of the purchasing policy and procedures with personnel assigned. All supporting documents including approved purchase orders, vendor invoices and certifications are obtained and maintained. Further, expenses should always follow the Charter School's purchasing policy.

View of Responsible Official and Planned Corrective Actions

During this fiscal year end the school used an outside SBA firm that was supposed to perform all of the accounting and SBA duties. This firm did not return all of our records and did not properly handle the invoice and PO process. We no longer utilize the services of this firm and have hired an in-house SBA and accounting department. We follow strict procedures for processing payables and maintaining supporting documentation.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

**SECTION III - FEDERAL AND STATE FINANCIAL ASSISTANCE FINDINGS AND
QUESTIONED COSTS**

None noted.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SUMMARY SCHEDULE OF PRIOR-YEAR AUDIT FINDINGS AND QUESTIONED COSTS AS
PREPARED BY MANAGEMENT**

FISCAL YEAR ENDED JUNE 30, 2019

There was no prior year finding.

ACHIEVE COMMUNITY CHARTER SCHOOL

**COMPREHENSIVE ANNUAL
FINANCIAL REPORT**

JUNE 30, 2018

**PREPARED BY
Achieve Community Charter School**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

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534 Clinton Ave | Newark, NJ | 07108
Phone (973) 556 -7070 | Fax (973) 556 -7070
achieveccs.org
Christopher Perpich, *Principal*



January 28, 2019

Dr. Lamont Repollet
Commissioner
New Jersey Department of Education
100 Riverview Executive Plaza
CN-500
Trenton, New Jersey 08625-0500

Dear Dr. Repollet:

We are pleased to present to you the Comprehensive Annual Financial Report (CAFR) of the Achieve Community Charter School (Charter School) for the fiscal year ended June 30, 2018. This CAFR includes the Charter School's Basic Financial Statements prepared in accordance with Governmental Accounting Standards Board Statement 34.

The Charter School has elected to adopt this new financial reporting model which we believe will provide all users of this document with much more useful financial and statistical information than ever before. Responsibility for both the accuracy of the data and completeness and fairness of the presentation, including all disclosures, rests with the management of the Board of Trustees (Board).

To the best of our knowledge and belief, the data presented in this report is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of operations of the Charter School. This report will provide the taxpayers of the Charter School with comprehensive financial data in a format enabling them to gain an understanding of the Charter School's financial affairs.

The Comprehensive Annual Financial Report is presented in four sections as follows:

- The Introductory Section contains a table of contents, Letter of Transmittal, List of Principal Officials, and an Organizational Chart of the Charter School;
- The Financial Section begins with the Independent Auditors' Report and includes the Management's Discussion and Analysis, the Basic Financial Statements and Notes providing an overview of the Charter School's financial position and operating results, and other schedules providing detailed budgetary information;
- The Statistical Section includes selected economic and demographic information, financial trends, and the fiscal capacity of the Charter School, generally presented on a multi-year basis;
- The Single Audit Section — The Charter School is required to undergo an annual single audit in conformity with the provisions of the New Jersey State Office of Management and Budget (OMB) Circular Letter 15-08-OMB, "*Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*".

Information related to this single audit, including the independent auditor's report on the internal control and compliance with applicable laws, regulations, contracts and grants, along with findings and questioned costs, are included in the single audit section of this report.

Charter School Organization

The Board of Trustees is comprised of five voting members and are elected to oversee that the Charter School operates in compliance with statute and administrative code. Voting members of the Board serve as the official governing body of the Charter School charged with policy making, fiscal oversight, and accountability for student academic achievement results of the Charter School. Voting members adopt the annual budget and directly approve all expenditures which serve as the basis for control for the authorization of all expenditures of Charter School tax money which in turn support the Charter School's business to promote academic achievement. Non-voting members include the Charter School's Principal and Vice-Principal, School Business Administrator/Board Secretary, and faculty representative.

The Principal of the Charter School is responsible to the board for the implementation and administration of all educational and support operations. The School Business Administrator/Board Secretary is the chief financial officer of the Charter School and is responsible to the Board for maintaining all financial records, issuing warrants in payment of liabilities incurred by the Charter School, acting as custodian of all Charter School funds, and investing idle funds as permitted by New Jersey Law.

1. **REPORTING ENTITY AND ITS SERVICES:** The Achieve Community Charter School is an independent reporting entity within the criteria adopted by the Government Auditing Standards Board (GASB) as established by GASB Statement No. 14. All funds and account groups of the Charter School are included in this report. The Charter School's Board of Trustees, constitutes the Charter School's reporting entity.

The Charter School provides a full range of educational services appropriate to grade levels K through 4. These include both regular and special education programs. As of June 30, 2018, the Charter School's final head count was 61 students.

2. **MAJOR INITIATIVES:** The following are the major initiatives successfully implemented at the Charter School for 2017-2018 school year:

- a. ***Comprehensive Curriculum.*** Achieve Community Charter School implements a comprehensive, college preparatory curriculum for students in grades pre-k to 8. In order to ensure college readiness, Achieve cohorts students into three bands: K-2, 3-5 and 6-8. At the end of each band, students complete a BRICK Thesis that integrates key knowledge and skills acquired during the previous 3 years. Each year builds to this culminating thesis. Each subject area, including enrichment classes like visual art and physical education, build into these culminating activities.

In the 2017-2018 school year Achieve Community Charter School served K and 1st grade students. No students were at the end of a cohort band so there were no thesis opportunities but students worked throughout the year to master the key knowledge and skill to use towards their impending thesis.

2. MAJOR INITIATIVES - CONTINUED

- b. *Student Investment and Choice.*** Each Achieve scholar is unique and teachers embrace their uniqueness, especially as they plan instruction. At Achieve, teachers and students are aware of individual strengths and growth areas and teachers plan small group instruction to ensure student mastery. Each quarter, students set specific goals and action steps and constantly revisit those goals and receive feedback on them.

In the 2017-2018 school year Achieve students, teachers, and families used the quarterly “BRICK Plan” individualized data report to reflect on their performance in four key areas: ELA (STEP and NWEA MAP). Math (NWEA MAP), student attendance, and student character as measured by the BRICK DREAM values. Teachers conferenced with students and families during each quarter and goals were set for the following quarter.

- c. *Continuous Data Cycle.*** At Achieve, teachers are constantly engaged in a data cycle that takes them through planning instruction, instructing, assessing impact of instruction and then reteaching. Through the use of this cycle, Achieve teachers have a pulse on student learning and constantly adjust their teaching to ensure student mastery.

In the 2017-2018 school year teachers gave students baseline assessments to diagnose their strengths and growth areas in reading and math. Throughout the year teachers gave formative assessments that included exit tickets, priority demonstrations of learning, and unit assessments that measured student learning and provided the necessary information for teachers to create re-teach plans and adjust their practice.

- d. *Blended Learning.*** Blended learning allows for two teachers at all times. Achieve Community Charter School uses the rotational blended learning model. Students rotate between small group instruction with a teacher, online learning and independent work within the classroom overseen by certified teachers, apprentice teachers, and instructional aides.

In the 2017-2018 school year students were on blended learning programs in math and reading each day as part of the rotational model. Students had twenty-minutes on the blended learning technology each day. This amounted to over 3,000 minutes, or 50 hours, of additional individualized instruction.

- e. *Teacher Development.*** At Achieve, each teacher works directly with an instructional coach, who is typically a school leader. Teachers have individualized professional development plans focusing on instructional practices directly impacting student outcomes and meet weekly with their coach to receive feedback on their practice. Teachers meet weekly in department team meetings where they engage in the data cycle, collaborate on best practices and engage in professional development.

In the 2017-2018 school year teachers met with the Head of School each week for coaching. Additionally, teachers met with their department teams weekly.

3. **INTERNAL ACCOUNTING CONTROLS:** Management of the Charter School is responsible for establishing and maintaining an internal control designed to ensure that the assets of the Charter School are protected from loss, theft or misuse and to ensure that adequate accounting data are compiled to allow for the preparation of financial statements in conformity with generally accepted accounting principles (GAAP). Internal control is designed to provide reasonable, but not absolute, assurance that these objectives are met. The concept of reasonable assurance recognizes that: (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

As a recipient of federal and state financial assistance, the Charter School is responsible for ensuring that adequate internal controls are in place to ensure compliance with applicable laws and regulations related to those programs. Internal control is also subject to periodic evaluation by the Charter School's management.

As part of the Charter School's Single Audit described earlier, tests are made to determine the adequacy of internal controls, including that portion related to federal and state financial assistance programs, as well as to determine that the Charter School has complied with applicable laws and regulations.

4. **BUDGETARY CONTROLS:** In addition to internal accounting controls, the Charter School maintains budgetary controls. The objective of these budgetary controls is to ensure compliance with legal provisions embodied in the annual appropriated budget approved by the voters of the municipality. Annual appropriated budgets are adopted for the general fund and the special revenue fund. The final budget amount, as amended for the fiscal year, is reflected in the financial section.

An encumbrance accounting system is used to record outstanding purchase commitments on a line item basis. Open encumbrances at year-end are either cancelled or are included as re-appropriations of fund balance in the subsequent year. Those amounts to be re-appropriated at June 30, 2018.

5. **ACCOUNTING SYSTEM AND REPORTS:** The Charter School's accounting records reflect generally accepted accounting principles, as promulgated by Governmental Accounting Standards Board (GASB). The accounting system of the Charter School is organized on the basis of funds each of which maintains a self-balancing set of accounts. These funds are explained in the "Notes top the Basic Financial Statements."
6. **DEBT ADMINISTRATION:** At June 30, 2018, the Charter School has no outstanding debt.
7. **CASH MANAGEMENT:** The investment policy of the Charter School is guided in large part by state statute as detailed in "Notes to the Basic Financial Statement" Notes 1 and 3. The Charter School had adopted a cash management plan which requires it to deposit funds in public depositories protected from loss under the provisions of the Governmental Unit Deposit Protection Act ("GUDPA"). GUDPA was enacted in 1970 to protect Government Units from a loss of funds on deposit with a failed banking institution in New Jersey. The law requires governmental units to deposit public funds only in public depositories located in New Jersey, where the funds are secured in accordance with the Act.

8. **RISK MANAGEMENT:** The Board carries various forms of insurance, including but not limited to general liability, automobile liability and comprehensive/collision, hazard and theft insurance and fidelity bonds.

9. **OTHER INFORMATION:**

Independent Audit

State statute requires an annual audit by independent certified public accountants or registered municipal accountants. The Charter School appointed the accounting firm of Galleros Koh LLP. In addition to meeting the requirements set forth in state statutes, the audit also was designed to meet the requirements of the New Jersey Letter Circular Letter 15-08-OMB.

The auditors' report on the basic financial statements, combining and individual fund statements, and schedules are included in the financial section of this report. The auditors' reports related specifically to the single audit are included in the single audit section of this report.

10. **ACKNOWLEDGMENTS:** I would like to express my appreciation to the Board of Trustees of Achieve Community Charter School for their concern in providing fiscal accountability to the Charter School and thereby contributing their full support to the development and maintenance of our financial operation.

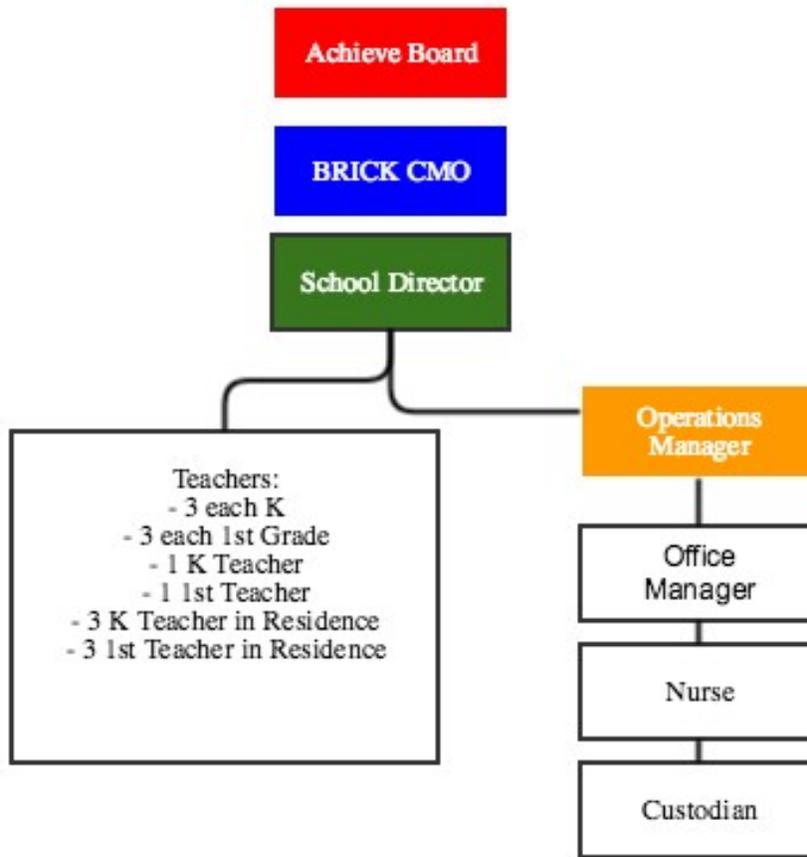
Respectfully submitted,

Dominique Lee

Dominique Lee
Chief Executive Officer

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ORGANIZATIONAL CHART



**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ROSTER OF OFFICIALS

JUNE 30, 2018

Board of Trustees

MEMBERS OF THE BOARD OF TRUSTEES	TERM
Nancy Gottesman, Board Chair	July 2017- June 2018
Barbara Dixon, Treasurer	July 2017-June 2018
Ronald Augustin, Trustee	July 2017- June 2020
Sonia Rodriguez, Trustee	July 2017-June 2020
Sally Booth, Trustee	July 2017- June 2018

OTHER OFFICIALS

Dominique Lee, Founder and Chief Executive Officer

Christopher Perpich, Principal

Femi Amorin, Board Secretary/Business Administrator (until June 30, 2018)

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CONSULTANTS AND ADVISORS

Independent Auditors

Galleros Koh LLP
115 Davis Station Road
Cream Ridge, NJ 08514

Attorneys

Johnston Law Firm LLC
75 Midland Avenue, Suite 1
Montclair, NJ 07042

Official Depositories

City National Bank
900 Broad Street
Newark, NJ 07102

FINANCIAL SECTION



INDEPENDENT AUDITORS' REPORT

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
County of Essex
Newark, New Jersey

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

INDEPENDENT AUDITORS' REPORT - CONTINUED

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School, in the County of Essex, State of New Jersey as of June 30, 2018, and the respective changes in financial position and, where applicable, cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

We draw attention to Notes 2 and 6 in the notes to financial statements which disclose the effects of the School District's adoption of the provisions of Governmental Accounting Standards Board ("GASB") Statement No. 75, "Accounting and Financial Reporting for Post-Employment Benefits Other Than Pensions". Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 13 through 18, Budgetary Comparison Information on pages 62 through 65, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary and Other Information

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the Charter School's basic financial statements. The accompanying introductory section and statistical information are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such other information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

INDEPENDENT AUDITORS' REPORT - CONTINUED

The accompanying combining and individual fund financial statements are also presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying schedules of expenditures of federal awards and state financial assistance (Schedules) are also presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), and New Jersey OMB's Letter Circular 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid* respectively, and are not also a required part of the basic financial statements

The combining and individual fund financial statements and Schedules are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual fund financial statements, and the Schedules are fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated January 28, 2019 on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Charter School's internal control over financial reporting and compliance.



Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400



GALLEROS KOH LLP
Certified Public Accountants

January 28, 2019
Cream Ridge, New Jersey

REQUIRED SUPPLEMENTARY INFORMATION

PART I

MANAGEMENT'S DISCUSSION AND ANALYSIS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS

The discussion and analysis of Achieve Community Charter School's (the Charter School) financial performance provides an overall review of the Charter School's financial activities for the fiscal period ended June 30, 2018. The intent of this discussion and analysis is to look at the Charter School's financial performance as a whole; readers should also review the basic financial statements and notes to enhance their understanding of the Charter School's financial performance.

The Management's Discussion and Analysis (MD&A) provides an analysis of the Charter School's overall financial position and results of operations.

Introduction

This section of the Charter School's annual financial report presents our discussion and analysis of the Charter School's financial performance and provides an overview of the Charter School's financial activities for the fiscal year ended June 30, 2018. It should be read in conjunction with the transmittal letter at the front of this report and the Charter School's financial statements, which follow this section.

The Management's Discussion and Analysis (MD&A) is an element of the reporting model adopted by the Governmental Accounting Standards Board (GASB).

Financial Highlights

Key Financial highlights for the fiscal year 2018 are as follows:

- In total, net position increased by \$38,537.
- General revenues accounted for \$864,607 or 80% of all revenues. Program specific revenues in the form of charges for services, operating grants and contributions accounted for \$217,693 or 20% of total revenues of \$1,082,300.
- The Charter School had \$1,043,763 in expenses; only \$217,693 of these expenses were offset by program specific charges for services, grants or contributions. General revenues of \$864,607 were adequate to provide for these programs.
- Among governmental funds, the General Fund had \$892,894 in revenues and \$854,357 in expenditures. The General Fund's fund balance increased by \$38,537 in 2018.

Basic Financial Statements

This annual report consists of a series of basic financial statements, required supplementary information, other supplementary information and notes to those statements and information.

The report is organized so the reader can understand the Achieve Community Charter School as a financial whole, or as an entire operating entity. The first two basic financial statements, the Statement of Net Position and the Statement of Activities, are governmental-wide financial statements and provide overall information about the activities of the entire Charter School, presenting both an aggregate view of the Charter School's finances and a long-term view of those finances.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

Fund Financial Statements

The remaining basic financial statements are fund financial statements that focus on the individual parts of the government, reporting the Charter School's operation in more detail than the government-wide statements. The fund financial statements also look at the Charter School's most significant funds with all other non-major funds presented in total in a single column. For the Achieve Community Charter School, the General Fund is the most significant fund.

The governmental funds statements tell how general government services were financed in the short-term as well as what remains for future spending.

Proprietary fund statements offer short and long-term financial information about the activities; the government operates like a business, such as food service.

Fiduciary fund statements provide information about financial relationship in which the Charter School acts solely as a trustee or agent for the benefits of other, to whom the resources in question belong.

The financial statements also include notes that explain some of the information in the financial statements and provide more detailed data. The statements are followed by a section of Required Supplementary Information that further explains and supports the information in the financial statements.

Statement of Net Position and Statements of Activities

While this report contains the funds used by the Charter School to provide programs and activities, the view of the Charter School as a whole looks at all financial transactions and asks the question, "how did we do financially during fiscal year 2018?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all the Charter School's assets and liabilities using the accrual basis of accounting similar to the accounting system used by most private sector companies. These bases of accounting take into account all of the current year's revenues and expenses regardless of when cash was received or paid.

These two statements report the Charter School's net position and changes in the net position. This change in net position is important because it identifies whether the financial position of the Charter School has improved or diminished for the Charter School as a whole. This change is the result of many factors some financial, some not. Financial factors represent increases in federal and state funding that resulted from the increase in enrollment noted for the fiscal year ended June 30, 2018. These factors are presented in our discussions on the Charter School as a whole. Non-financial factors include the property tax base of the School District where the Charter School is located, current educational funding laws in New Jersey, facilities conditions, required educational programs, and other factors. In the Statements of Net Position and the Statements of Activities, the Charter School is divided into two distinct kinds of activities:

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

Governmental Activities – Most of the Charter School's programs and services are reported here including instructional, extracurricular activities, curriculum, staff development, special education and other support services, operation and maintenance of plant, pupil transportation, health services and general administration.

Business-Type Activity – Services are provided on a charge for goods or services or reimbursement basis to recover the expenses of the goods or services provided. The Food Service enterprise fund is reported as a business activity.

Reporting the School Charter School's Most Significant Funds

Fund Financial Statements

Fund financial reports provide detailed information about the Charter School's major funds, not the Charter School as a whole. Funds are accounting devices that the Charter School uses to keep track of a multitude of financial transactions. The Charter School's only major governmental fund is the General Fund.

Governmental Funds

Most of the Charter School's activities are reported in governmental funds, which focus on how monies flow into and out of those funds and the balances left at fiscal year-end for spending in future periods. These funds are reported using an accounting method called modified accrual accounting which measures cash and all other financial assets that can readily be converted to cash.

The governmental fund statement provides a detailed short-term view of the Charter School's general government operations and the basic services it provides.

Governmental fund information helps determine whether there are sufficient financial resources that can be spent in the near future to finance educational programs. The relationship, or differences, between governmental activities reported in the Statement of Net Position and the Statement of Activities and the governmental funds are reconciled in the financial statements.

Enterprise Fund

The enterprise fund uses the same basis of accounting as business-type activities; therefore, these statements are essentially the same.

The Charter School as a Whole

The perspective of the Statement of Net Position is of the Charter School as a whole. The table below provides a summary of the Charter School's net position at June 30, 2018.

The total net position of the Charter School has increased by \$38,537 during the current fiscal year. The increase is due to increase in state revenues and cost savings.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

The table that follows reflects the change in net position for fiscal year 2018.

	Governmental Activities	Business-Type Activities	Total
Assets			
Current Assets	\$ 54,243	\$ 10	\$ 54,253
Total Assets	<u>54,243</u>	<u>10</u>	<u>54,253</u>
Liabilities			
Current Liabilities	15,706	10	15,716
Noncurrent liabilities	-	-	-
Total Liabilities	<u>15,706</u>	<u>10</u>	<u>15,716</u>
Net Position			
Unrestricted	38,537	-	38,537
Total Net Position	<u>\$ 38,537</u>	<u>\$ -</u>	<u>\$ 38,537</u>

In 2018, total revenues amounted to \$1.08 million and total expenses amounted to \$1.04 million. Fiscal year 2018, is the Charter School's first year of Charter School operations. The revenue and expense in fiscal year 2017 was related to the Charter School grant as initial fund for charter school set-up.

	Governmental Activities		Business Type Activities		Total	
	2018	2017	2018	2017	2018	2017
Revenues						
Program Revenues:						
Charge for Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Grants and Contributions	217,693	89,762	-	-	217,693	89,762
Total Program Revenues	<u>217,693</u>	<u>89,762</u>	<u>-</u>	<u>-</u>	<u>217,693</u>	<u>89,762</u>
General Revenues:						
Local Aid	131,141	-	-	-	131,141	-
Federal and State Aid	728,034	-	-	-	728,034	-
Other	5,432	-	-	-	5,432	-
Total General Revenues	<u>864,607</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>864,607</u>	<u>-</u>
Total Revenues	<u>1,082,300</u>	<u>89,762</u>	<u>-</u>	<u>-</u>	<u>1,082,300</u>	<u>89,762</u>
Expenses:						
Instruction	724,567	-	-	-	724,567	-
Support Services:						
School Administrative Services	167,020	89,762	-	-	167,020	89,762
General and Business Administration Services	145,896	-	-	-	145,896	-
Capital Outlay	6,280	-	-	-	6,280	-
Enterprise Activities	-	-	-	-	-	-
Total Expenses	<u>1,043,763</u>	<u>89,762</u>	<u>-</u>	<u>-</u>	<u>1,043,763</u>	<u>89,762</u>
Changes in Net Position	<u>\$ 38,537</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 38,537</u>	<u>\$ -</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

Governmental Activities

The Statement of Activities reflects the cost of program services and the charges for services and operating grants and contributions offsetting those services. The table below, for government activities, indicates the total cost of services and the net cost of services. It identifies the cost of these services supported by unrestricted state entitlements for the fiscal year ended June 30, 2018.

	<u>Total Cost of Services</u>	<u>Grants/ Contributions</u>	<u>Net Cost of Services</u>
Instruction	\$ 724,567	\$ 153,269	\$ (571,298)
Administrative	145,896	4,802	(141,094)
Support services	167,020	59,622	(107,398)
Unallocated:			
Capital outlay	6,280	-	(6,280)
Total Expenses	<u>\$ 1,043,763</u>	<u>\$ 217,693</u>	<u>\$ (826,070)</u>

Business-Type Activity

The Charter School did not have a business-type activity for the fiscal year 2018. During the fiscal year 2018, Marion P. Thomas Charter School provided the food service program for the Charter School.

The Charter School's Funds

The Charter School's governmental funds are accounted for using the modified accrual basis of accounting. All governmental funds had revenues of \$1.08 million and expenditures of \$1.04 million.

General Fund Budgeting Highlights

The Charter School's budget is prepared according to New Jersey law and is based on accounting for certain transactions on a basis of cash receipts, disbursements, and encumbrances. The most significant budgeted fund is the general fund.

During the course of fiscal year 2018, the Charter School amended its General Fund budget as needed. The Charter School uses state-aid and other revenue-based budget. The budgeting systems are designed to tightly control total budget, but provide flexibility for Charter School management teams.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

MANAGEMENT'S DISCUSSION AND ANALYSIS - CONTINUED

For the General Fund, final budgeted revenues were \$910,280 which included a local tax levy of \$123,356. Expenditures were budgeted at \$1,049,343. The Charter School anticipated a decrease in fund balance of \$139,062. During the fiscal year ended June 30, 2018, actual revenues were \$892,894 and expenditures were \$854,357.

Reimbursement from the State of New Jersey during the year ended June 30, 2018 for the employer's share of social security contributions amounted to \$28,287 and there was no TPAF on-behalf TPAF payments for post-retirement medical benefits from the State.

Capital Assets

At the end of fiscal year 2018, the Charter School had no investment in capital assets.

Economic Factors and Next Year's Budget

The State of New Jersey continues to face serious budgetary constraints. These impacts the amount of state aid allocated to charter schools. This reality was taken into account when adopting the general fund budget for 2017-2018. Nothing was done to compromise the quality of the programs in place in our Charter School during the regular instructional day. The budget was prepared to ensure that all students have the textbooks, materials supplies, equipment and programs they need to meet New Jersey's Core Curriculum Content Standards.

Contacting the Charter School's Financial Management

This financial report is designed to provide our citizens, taxpayers, investors, and creditors with a general overview of the Charter School's finances and to reflect the Charter School's accountability for the monies it receives. Questions about this report or additional financial information needs should be directed to: Achieve Community Charter School, Business Office, 534 Clinton Ave, Newark, NJ 07108

BASIC FINANCIAL STATEMENTS

CHARTER SCHOOL-WIDE FINANCIAL STATEMENTS

This Statement of Net Position and the Statement of Activities display information about the Charter School as a whole. The Statement of Net Position presents the financial condition of the government and business-type activities of the Charter School at fiscal year-end. The Statement of Activities presents a comparison between direct expense and program revenues for each program or function of the Charter School's governmental and business-type activities.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STATEMENT OF NET POSITION

JUNE 30, 2018

	<u>Governmental Activities</u>	<u>Business-type Activities</u>	<u>Total</u>
Assets			
Cash and cash equivalents	\$ 22,004	\$ 10	\$ 22,014
Accounts receivable	15,982	-	15,982
Interfund receivables	<u>16,257</u>	<u>-</u>	<u>16,257</u>
Total current assets	<u>54,243</u>	<u>10</u>	<u>54,253</u>
 Total assets	 <u>54,243</u>	 <u>10</u>	 <u>54,253</u>
 Deferred Outflow of Resources	 <u>-</u>	 <u>-</u>	 <u>-</u>
Liabilities			
Current Liabilities:			
Intergovernmental payable:			
State	15,716	-	15,716
Interfund payables (internal)	<u>(10)</u>	<u>10</u>	<u>-</u>
Total current liabilities	<u>15,706</u>	<u>10</u>	<u>15,716</u>
Noncurrent Liabilities:			
Due within one year	-	-	-
Due in more than one year	<u>-</u>	<u>-</u>	<u>-</u>
Total noncurrent liabilities	<u>-</u>	<u>-</u>	<u>-</u>
 Total liabilities	 <u>15,706</u>	 <u>10</u>	 <u>15,716</u>
 Deferred Inflow of Resources	 <u>-</u>	 <u>-</u>	 <u>-</u>
Net position			
Invested in capital assets, net of related debt	-	-	-
Unrestricted	<u>38,537</u>	<u>-</u>	<u>38,537</u>
 Total net position	 <u>\$ 38,537</u>	 <u>\$ -</u>	 <u>\$ 38,537</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2018

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Assets		Totals
		Charges for Services	Operating Grants and Contributions	Governmental Activities	Business-type Activities	
Governmental activities:						
Instruction	\$ 724,567	\$ -	\$ 153,269	\$ (571,298)	\$ -	\$ (571,298)
Administrative cost	167,020	-	4,802	(162,218)	-	(162,218)
Support services	145,896	-	59,622	(86,274)	-	(86,274)
Capital outlay	6,280	-	-	(6,280)	-	(6,280)
Depreciation	-	-	-	-	-	-
Total governmental activities	1,043,763	-	217,693	(826,070)	-	(826,070)
Business-type activities:						
Food Service	-	-	-	-	-	-
Afterschool program	-	-	-	-	-	-
Total primary government	\$ 1,043,763	\$ -	\$ 217,693	\$ (826,070)	\$ -	\$ (826,070)
General revenues, transfers and special items:						
Local sources				\$ 131,141	-	\$ 131,141
State sources				728,034	-	728,034
Contributions				-	-	-
Miscellaneous				5,432	-	5,432
Total general revenues, transfers and special items				864,607	-	864,607
Changes in net position				38,537	-	38,537
Net position - beginning				-	-	-
Net position - ending (A-1)				\$ 38,537	\$ -	\$ 38,537

FUND FINANCIAL STATEMENTS

GOVERNMENTAL FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**GOVERNMENTAL FUNDS
BALANCE SHEET**

JUNE 30, 2018

	<u>General Fund</u>	<u>Special Revenue Fund</u>	<u>Total Governmental Funds</u>
Assets			
Cash and cash equivalents	\$ 22,004	\$ -	\$ 22,004
Accounts receivable:			
Local	7,785	-	7,785
State	8,197	-	8,197
Federal	-	-	-
Interfund receivables	16,267	-	16,267
Other receivables	-	-	-
Other current assets	-	-	-
Total assets	<u>\$ 54,253</u>	<u>\$ -</u>	<u>\$ 54,253</u>
Liabilities and Fund Balances			
Liabilities:			
Accounts payable	\$ -	\$ -	\$ -
Intergovernmental payables:			
State	15,716	-	15,716
Federal	-	-	-
Interfund payables	-	-	-
Deferred revenue	-	-	-
Total liabilities	<u>15,716</u>	<u>-</u>	<u>15,716</u>
Fund balances:			
Assigned	-	-	-
Unassigned	<u>38,537</u>	<u>-</u>	<u>38,537</u>
Total fund balances	<u>38,537</u>	<u>-</u>	<u>38,537</u>
Total liabilities and fund balances	<u>\$ 54,253</u>	<u>\$ -</u>	
Amounts reported for governmental activities in the statement of net position (A-1) are different because:			
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.			
			\$ -
	Cost of capital assets		-
	Accumulated depreciation		<u>-</u>
Governmental funds do not report the effect of assets or liabilities related to net pension assets (liabilities) whereas these amounts are deferred and amortized in the statement of activities.			
	Deferred amounts on net pension liability		<u>-</u>
Long-term liabilities, including capital leases and compensated absences are not due and payable in the current period and therefore are not reported as liabilities in the funds.			
	Net pension liability		-
	Compensated absences payable		-
	Capital lease obligation payable		<u>-</u>
			<u>-</u>
Net position of governmental activities - A-1			<u>\$ 38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

GOVERNMENTAL FUNDS

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

YEAR ENDED JUNE 30, 2018

	General Fund	Special Revenue Fund	Total
Revenues			
Local Sources:			
Local tax levy	\$ 131,141	\$ 84,020	\$ 215,161
Miscellaneous	<u>5,432</u>	<u>-</u>	<u>5,432</u>
Total revenues -local sources	136,573	84,020	220,593
State sources	728,034	-	728,034
Federal sources	-	105,386	105,386
Reimbursed TPAF - Social Security (non-budgeted)	28,287	-	28,287
On-Behalf Teachers' Pension and Annuity Fund	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Non-contr butory Insurance	<u>-</u>	<u>-</u>	<u>-</u>
Total revenues	<u>892,894</u>	<u>189,406</u>	<u>1,082,300</u>
Expenditures			
Current expense:			
Instruction	540,151	131,149	671,300
Administrative cost	188,999	-	188,999
Support services	90,640	58,257	148,897
Capital outlay	6,280	-	6,280
Reimbursed and on-behalf payments:			
Reimbursed TPAF - Social Security (non-budgeted)	28,287	-	28,287
On-Behalf Teachers' Pension and Annuity Fund	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Non-contr butory Insurance	<u>-</u>	<u>-</u>	<u>-</u>
Total expenditures	<u>854,357</u>	<u>189,406</u>	<u>1,043,763</u>
Excess revenues over expenditures	38,537	-	38,537
Fund balances at beginning of the year	<u>-</u>	<u>-</u>	<u>-</u>
Fund balances at end of year	<u>\$ 38,537</u>	<u>\$ -</u>	<u>\$ 38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES**

YEAR ENDED JUNE 30, 2018

Total net change in fund balances - governmental funds (B-2) \$ 38,537

**Amounts reported for governmental activities in the Statement
of Activities (A-2) are different because:**

Capital outlays are reported in governmental funds as expenditures. However, in the Statement of Activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense exceeded capital outlays in the period. Additionally, in the Statement of Activities gains or (losses) are recognized upon disposition.

Capital outlay	-
Depreciation expense	-

Repayment of capital lease obligations are expenditures in the governmental funds, but the repayment reduces long-term liabilities in the Statement of Net Assets and are not reported in the Statement of Activities.

-

Some expenses reported in the Statement of Activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.

Pension costs	-
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Change in net position of governmental activities (A-2) **\$ 38,537**

PROPRIETARY FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****PROPRIETARY FUND****STATEMENT OF NET POSITION****JUNE 30, 2018****Assets**

Current assets:

Cash and cash equivalents \$ 10**Liabilities**

Current liabilities

Interfund payable - General fund \$ 10**Net position**Unrestricted -Total Liabilities and Net Position \$ 10

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION

YEAR ENDED JUNE 30, 2018

Operating revenues:		
Charges for services:		
Daily sales - nonreimbursable programs	\$	-
Afterschool fees		-
Miscellaneous revenue		-
Total Operating revenues		<u>-</u>
Operating expenses:		
Cost of sales		-
Salaries		-
Rental		-
Supplies and materials		-
Depreciation		-
Miscellaneous		-
Total operating expenses		<u>-</u>
Operating income (loss)		<u>-</u>
Nonoperating revenues:		
State sources:		
State School Lunch Program		-
Federal sources:		
National School Lunch		-
National School Breakfast		-
Fresh Fruits and Vegetables		-
Total nonoperating revenues		<u>-</u>
Change in net position		-
Total net position at beginning of year		<u>-</u>
Total net position at end of year	\$	<u><u>-</u></u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

PROPRIETARY FUND

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2018

Cash flows from operating activities

Operating income	\$	-
Adjustment to reconcile operating loss to net cash from operating activities		
Depreciation		-
Changes in assets and liabilities:		
Accounts receivable		-
Interfund receivable		-
Accounts payable		-
Interfund payable		10
Net cash from operating activities		<u>10</u>

Cash flows from noncapital financing activities

Cash received from state and federal reimbursements		<u>-</u>
Net cash from noncapital financing activities		<u>-</u>
Net increase in cash and cash equivalents		10
Cash and cash equivalents at beginning of the year		<u>-</u>
Cash and cash equivalents at end of year	\$	<u><u>10</u></u>

FIDUCIARY FUNDS

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****FIDUCIARY FUNDS****STATEMENT OF FIDUCIARY NET POSITION****JUNE 30, 2018****Assets**

Cash and cash equivalents	\$	25,829
Interfund receivables		<u>6,200</u>
Total assets	\$	<u><u>32,029</u></u>

Liabilities

Payroll withholdings payable	\$	9,572
Interfund payables		<u>22,457</u>
Total liabilities	\$	<u><u>32,029</u></u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FIDUCIARY FUNDS

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

YEAR ENDED JUNE 30, 2018

Revenues:		
General fund appropriation	\$	3,646
Employees' contributions		<u>2,706</u>
Total revenues		<u>6,352</u>
Expenditures:		
Payments to NJ Unemployment Compensation Fund		<u>6,352</u>
Total expenditures		<u>6,352</u>
Excess of revenues over expenditures		-
Net position at beginning of the year		<u>-</u>
Net position at end of year	\$	<u><u>-</u></u>

**NOTES TO THE BASIC
FINANCIAL STATEMENTS**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2018

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

This summary of significant accounting policies of Achieve Community Charter School (the "Charter School") is presented to assist in understanding the Charter School's financial statements and notes are representation of the Charter School's management, who is responsible for their integrity and objectivity. These accounting policies conform to accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units and have been consistently applied in the preparation of these financial statements.

A. Reporting Entity

The Charter School is an instrumentality of the State of New Jersey, established to function as an educational institution. The school is governed by an independent Board of Trustees, which consists of parents, founders and other community representatives in accordance with its charter, which was appointed by the State Department of Education. An administrator is appointed by the board and is responsible for the administrative control of the Charter School.

B. Component Units

The primary criterion for including activities within the Charter School's reporting entity, as set forth in Section 2100 of the GASB's Codification of Governmental Accounting and Financial Reporting Standards, is the degree of oversight responsibility maintained by the Charter School management. Oversight responsibility includes financial interdependency, selection of governing authority, designation of management, and ability to significantly influence operations and accountability for fiscal matters. The combined financial statements include all funds and account groups of the Charter School. Based on the aforementioned criteria, the Charter School has no component units.

C. Basis of Presentation

The financial statements of the Charter School have been prepared in conformity with GAAP as applied to governmental units. GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles.

The Charter School also applies Financial Accounting Standards Board (FASB) pronouncements issued on or before November 30, 1989, to its governmental and business-type activities and to its enterprise fund unless they conflict with or contradict GASB pronouncements. The most significant of the Charter School's accounting policies are described below:

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

C. Basis of Presentation - Continued

In June 1999, the Governmental Accounting Standards Boards unanimously approved Statement No. 34, *Basic Financial Statements – and Management’s Discussion and Analysis – for State and Local Governments*. Certain of the significant changes in the financial statements include the following:

The financial statements include:

- i) A Management’s Discussion and Analysis (MD&A) section providing an analysis of the Charter School’s overall financial position and results of operations.
- ii) Financial statements prepared using full accrual accounting for all of the Charter School’s activities.
- iii) A change in the fund financial statements to focus on the major funds.

These and other changes are reflected in the accompanying financial statements (including notes to financial statements).

D. Basic Financial Statements

The Charter School’s basic financial statements consist of Charter School or government-wide statements, including a statement of net position and a statement of activities, and fund financial statements that provide a more detailed level of financial information.

Government-wide Financial Statements

The statement of net position and the statement of activities display information about the Charter School as a whole. These statements include the financial activities of the Charter School, except for fiduciary funds.

The statement of net position presents the financial condition of the governmental and business-type activities of the Charter School at fiscal year-end. The statement of activities presents a comparison between direct expenses and program revenues for each program or function of the Charter School’s governmental and business-type activities. The governmental activities generally are financed through federal and state awards, taxes and other non-exchange revenues. Business-type activities are financed in whole or in part by fees charged to external parties for goods or services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

D. Basic Financial Statements - Continued

Fund Financial Statements

Fund financial statements of the Charter School are organized into funds, each of which is considered to be separate accounting entities. Each fund is accounted for by providing a separate set of self-balancing accounts that constitute its assets, liabilities, fund equity, revenues, and expenditure/expenses. Funds are organized into three major categories: governmental, proprietary, and fiduciary. An emphasis is placed on major funds within the governmental and proprietary categories. A fund is considered major if it is the primary operating fund of the Charter School.

The Charter School segregates transactions related to certain Charter School functions or activities in separate funds in order to aid financial management and to demonstrate legal compliance. Fund financial statements are designed to present financial information of the Charter School at a more detailed level.

E. Governmental Funds

General Fund - The General Fund is the primary operating fund of the Charter School and is always classified as a major fund. It is used to account for all financial resources except those that are legally or administratively required to be accounted for in another fund. Included are certain expenditures for vehicles and movable instructional or non-instructional equipment which are classified in the Capital Outlay sub-fund.

- 1) As required by the New Jersey Department of Education, the Charter School included budgeted capital outlay in this fund. Generally accepted accounting principles as they pertain to governmental entities state that General Fund resources may be used to directly finance capital outlays for long-lived improvements as long as the resources in such cases are derived exclusively from unrestricted revenues.
- 2) Resources for budgeted capital outlay purposes are normally derived from State of New Jersey aid and appropriated fund balance. Expenditures are those that result in the acquisition of or additions to fixed assets for land, existing buildings, improvements of ground, construction of buildings, additions to or remodeling of buildings and the purchase of built-in equipment. These resources can be transferred from and to current expense by board resolution.

Special Revenue Fund - The Special Revenue Fund is used to account for the proceeds of specific revenue from State and Federal Government, (other than major Capital Projects, Debt Service or the Enterprise Funds) and local appropriations that legally restricted to expenditures for specified purposes.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

E. Governmental Funds - Continued

Capital Projects Fund - The Capital Projects Fund is used to account for all financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds). The financial resources are derived from temporary notes or serial bonds that are specifically authorized by the voters as a separate question on the ballot either during the annual election or at a special election. As of June 30, 2018, there was no Capital Projects Fund.

Debt Service Fund - The Debt Service Fund is used to account for the accumulation of resources for, and the payment of principal and interest on, bonds issued to finance major property acquisitions, construction, and improvement programs. As of June 30, 2018, there was no debt service fund.

F. Proprietary Funds

The focus of Proprietary Funds' measurement is upon determination of net income, changes in net position, financial position and cash flows. The generally accepted accounting principles applicable are those to similar to business in the private sector. The following is a description of the Proprietary Funds of the Charter School:

Enterprise Funds:

The Enterprise Fund are utilized to account for operations that are financed and operated in a manner similar to private business enterprises where the intent of the Charter School is that the cost (i.e. expenses including depreciation and indirect costs) of providing goods and services to the students on a continuing basis be financed or recovered primarily through user charges; or where the Charter School has decided that periodic determination of revenues earned, expenses incurred, and/or net income is appropriated for capital maintenance, public policy, management control, accountability or other purposes.

All proprietary funds are accounted for on a cost of services or "capital maintenance" measurement focus. This means that all assets and all liabilities, whether current or noncurrent, associated with their activity are included on their balance sheets. Their reported fund equity (net total assets) is segregated into contributed capital and unreserved retained earnings, if applicable. Proprietary fund type operating statements present increases (revenue) and decreases (expenses) in net total assets.

Internal Service (Self-Insurance) Fund:

The Self-Insurance Fund is used to cover the self-insured limits of the various insurance policies for all funds. Charter School does not use self-insurance fund.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

G. Fiduciary Funds

Fiduciary or trust and Agency Funds are used to account for assets held by the Charter School in a trustee capacity or as an agent for individuals, private organizations, other governments and/or other funds. This fund category includes:

Expendable Trust Funds - Expendable Trust Funds are accounted for in essentially the same manner as the governmental fund types, using the same measurement focus and basis of accounting. Expendable Trust Funds account for assets where both the principal and interest may be spent.

Nonexpendable Trust Funds - Nonexpendable Trust Funds are used to account for assets held under the terms of a formal trust agreement, whereby the Charter School is under obligations to maintain the trust principal.

Agency Funds - Agency funds are used to account for the assets that the Charter School holds on behalf of others as their agent. Agency funds are custodial in nature and do not involved measurement of results of operations. Agency funds include payroll and student activities funds.

H. Measurement Focus and Basis of Accounting

Measurement Focus - Measurement focus is a term used to describe “which” transactions are recorded within the various financial statements. Basis of accounting refers to “when” transactions are recorded regardless of the measurement focus applied. On the government-wide statements of net position and the statement of activities, both governmental and business-like activities are presented using the economic resources measurement focus. The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. All governmental funds and expendable trust funds are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statement of these funds present increases (i.e., revenues and other financing sources), and decreases (i.e. Expenditures and other finances uses) during a given period. These funds use fund balance as their measure of available spend able financial resources at the end of the period.

All proprietary funds are accounted for on a flow economic resources measurement focus. With this measurement focus, the accounting adjectives are the determination of operating income, changes in net position (or cost recovery), financial position, and cash flow. All assets and all liabilities, whether current or noncurrent, associated with their activities are included on the balance sheet. Fund equity (i.e., net total assets) is classified as net position.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

H. Measurement Focus and Basis of Accounting - Continued

Basis of Accounting - In the government-wide statement of net position and statements of activities, both governmental and business-like activities are presented using the accrual basis of accounting. Under the accrual basis of accounting revenues are recognized when earned and expenses are recognized when the liability, resulting from exchange and exchange like transactions, is incurred (i. e. the exchange takes place).

In the fund financial statements, governmental fund and agency funds are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recognized when they become both measurable and available.

“Measurable” means the amount of the transaction can be determined and “available” means collectible with the current period or soon enough thereafter to be used to pay liabilities of the current period. State equalization monies are recognized as revenue during the period in which they are appropriated. A one-year availability period is used for revenue recognition for all other governmental fund revenues.

I. Budgets/Budgetary Control

Annual appropriated budgets are prepared prior to July 1, for the General Fund. The budget is prepared using the modified accrual basis of accounting. The legal level of budgetary control is established at line item accounts within each fund. Line item accounts are defined as the lowest (most specific) level of detail as established pursuant to the minimum chart of accounts referenced in N.J.A.C. 6:20-2A. 2(m)1. All budget amendments must be approved by the State Department of Education. Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds, there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles, with the exception of the Special Revenue Fund as noted below.

Formal budgetary integration into the accounting system is employed as a management control device during the year. For governmental funds there are no substantial differences between the budgetary basis of accounting and generally accepted accounting principles with the exception of the special revenue fund as noted below. Encumbrance accounting is also employed as an extension of formal budgetary integration in the governmental fund types. Unencumbered appropriations lapse at fiscal year-end.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

I. Budgets/Budgetary Control - Continued

The accounting records of special revenue fund are maintained on the grant accounting budgetary basis. The grant accounting budgetary basis differs from GAAP in that the grant accounting budgetary basis recognized encumbrances as expenditures and also recognized the related revenue, whereas the GAAP basis does not. Sufficient supplemental records are maintained to allow of the presentation of GAAP basis financial report. As presented in the Statement of Revenues, Expenditures and Changes in Fund Balances – Budget and Actual – General, Special Revenue Fund and Debt Service Funds to the GAAP basis of accounting as presented in the Statements of Revenue, Expenditures and Changes in Fund Balances – Governmental Funds.

J. Deposits, Investments and Risk Disclosure

Cash and cash equivalents includes amounts in deposits, money market accounts and short-term investments with original maturities of three months or less.

Investments are stated at cost, or amortized cost, which approximates market. The amortized cost method involves valuing a security at its cost on the date of purchase and thereafter assuming a constant amortization to maturity of any discount or premium. The Board classifies certificates of deposit which have original maturity dates of more than three months but less than twelve months from the date of purchase, as investments.

GASB Statement No. 40 replaces in part, and otherwise modifies the prior GASB Statement No. 3, in addressing the requirements for disclosure of the level of custodial credit risk assumed by the Board in its cash, cash equivalents and investments. Custodial credit risk disclosures are limited to deposits that are not covered by depository insurance and are (a) uncollateralized; (b) collateralized with securities held by the pledging financial institution, or (c) collateralized with securities held by the pledging financial institution's trust department or agent but not in the depositor-government's name. Investment securities that are uninsured, are not registered in the name of the government, and are held by either (a) the counterparty or (b) the counterparty's trust department or agent but not in the government's name.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

J. Deposits, Investments and Risk Disclosure - Continued

Deposits

New Jersey statutes require that Charter Schools deposit public funds in public depositories located in New Jersey which are insured by the Federal Deposit Insurance Corporation, the Federal Savings and Loan Insurance Corporation, or by any other agency of the United States that insures deposits made in public depositories. Charter Schools are also permitted to deposit public funds in the State of New Jersey Cash Management Fund. New Jersey statutes require public depositories to maintain collateral for deposits of public funds that exceed depository insurance limits as follows: The market value of the collateral must equal at least five percent of the average daily balance of collected public funds on deposit.

In addition to the above collateral requirement, if the public funds deposited exceed 75% of the capital funds of the depository, the depository must provide collateral having a market value at least equal to 100% of the amount exceeding 75%. All collateral must be deposited with the Federal Reserve Bank of New York, the Federal Reserve Bank of Philadelphia, the Federal Home Loan Bank of New York, or a banking institution that is a member of the Federal Reserve System and has capital funds of not less than \$25,000,000.

Investments

New Jersey statutes permit the Charter School to purchase the following types of securities:

- a. Bonds or other obligations of the United States or obligations guaranteed by the United States.
- b. Bonds of any Federal Intermediate Credit Bank, Federal Home Loan Bank, Federal national Mortgage Agency or of any United States Bank for Cooperatives which have a maturity date not greater than twelve months from the date of purchase.
- c. Bonds or other obligations of the Charter School.
- d. New Jersey Cash Management Fund, New Jersey Arbitrage Rebate Management Fund and MBIA CLASS.

As of June 30, 2018, the Charter School did not hold any investments.

**ACHIEVE COMMUNITY CHARTER SCHOOL
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NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

J. Deposits, Investments and Risk Disclosure - Continued

Risk Category

All bank deposits, as of the balance sheet date, are entirely insured or collateralized by a collateral pool maintained by public depositories as required by the Governmental Unit Deposit Protection Act. Although GASB Statement No. 40 eliminated Categories 1 and 2 as previously established by GASB Statement No. 3, it maintained, with modification, the level-of-disclosure requirements of GASB Statement No. 3.

As of June 30, 2018, the Board had funds invested and on deposit in checking accounts. These funds constitute “deposits with financial institutions” as defined by GASB Statement No. 3 and modified by GASB Statement No. 40, and as such, are deposits that are insured or collateralized with securities held by the Board or by its agent in the Board’s name, both at year-end and throughout the year.

The Charter School does not have a policy for the management of the custodial risk, other than depositing all of its funds in banks covered by GUDPA.

K. Prepaid Expenses

Prepaid expenses, which benefit future periods, other than those recorded in the enterprise fund are recorded as expenditure during the year of purchase.

The Charter School does not have prepaid expenses as of June 30, 2018.

L. Interfund Assets/Liabilities

On the fund financial statements, receivables and payables resulting from short-term Interfund loans are classified as Interfund Receivable/Payable. Interfund balanced within governmental activities and within business-type activities are eliminated on the government-wide Statements of Net Position.

M. Fixed Assets

The accounting and reporting treatment applied to the capital assets associated with a fund are determined by its measurement focus. General capital assets are long-lived assets of the Charter School as a whole. When purchased, such assets are recorded as expenditures in the governmental funds and capitalized. The valuation based for general capital assets are historical cost, or where historical cost is not available, estimated historical cost based on replacement cost.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

M. Fixed Assets - Continued

Capital assets in the proprietary funds are capitalized in the fund in which they are utilized. The valuation bases for proprietary fund capital assets are the same as those used for the governmental fund capital assets.

Donated capital assets are capitalized at estimated fair market value on the date donated. Depreciation of capital assets is computed and recorded by the straight-line method. The Charter School does not have capital assets as of June 30, 2018.

N. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element represents a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time.

O. Compensated Absences

The Charter School accounts for compensated absences (e.g., unused vacation, sick leave) as directed by Governmental Accounting Standards Board Statement No. 16 (GASB 16), "Accounting for Compensated Absences." A liability for compensated absences that are attributable to services already rendered and not contingent on a specific event that is outside the control of the employer and employee is accrued as employees earn the rights to the benefits.

Charter School employees are granted sick and vacation leave in varying amounts under the Charter School's personnel policies and according to negotiated contracts. In the event of termination, an employee is reimbursed for accumulated vacation and sick leave. Vacation days not used during the year may only be carried forward with approval from the Head of School.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - CONTINUED

O. Compensated Absences - Continued

In the charter school-wide Statement of Net Position, the liabilities whose average maturities are greater than one year should be reported in two components – the amount due within one year and the amount due in more than one year.

The liability for vested compensated absences of the proprietary fund types is recorded within those funds as the benefits accrue to employees. As of June 30, 2018, the Charter School has no liabilities for compensated absences.

P. Net Pension Liability (Asset)

The net pension liability (asset) represents the Charter School's proportionate share of the net pension liability (asset) of the New Jersey State Pension Employees' Retirement System and the New Jersey State Teachers' Pension and Annuity Fund System. The financial reporting of these amounts is presented in accordance with the provisions of GASB Statement No. 68, "Accounting and Financial Reporting for Pensions" and GASB Statement No. 71, "Pension Transition for Contributions Made Subsequent to the Measurement Date".

Q. Deferred Revenue

Deferred revenue in special revenue fund represent cash that has been received but not yet earned.

R. Accrued Liabilities and Long-Term Obligations

All payables, accrued liabilities, and long-term obligations are reported on the government-wide financial statements. All payable, accrued liabilities, and long-term obligations payable from the enterprises fund are reported and the enterprises fund financial statements. In general, governmental fund payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the funds. However, contractually required pension contributions and compensated absences that are paid from governmental funds are reported as liabilities on the fund financial statements only to the extent that they are due for payments during the current year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

S. Fund Balance and Equity

Generally, fund balance represents the difference between current assets and current liabilities. In the fund financial statements, governmental funds report fund classifications that comprise a hierarchy based primarily on the extent to which the Charter School is bound to honor constraints on the specific purposes for which amounts in those funds can be spent. Under this standard, the fund balance classifications are as follows:

Nonspendable fund balance includes amounts that cannot be spent because they are either not in spendable form (inventories, prepaid amounts, long-term receivables) or they are legally or contractually required to be maintained intact (the corpus of a permanent fund).

Restricted fund balance is to be reported when constraints placed on the use of the resources are imposed by grantors, contributors, laws or regulations of other governments or imposed by law through enabling legislation. Enabling legislation includes a legally enforceable requirement that these resources be used only for the specific purposes as provided in the legislation. This fund balance classification will be used to report funds that are restricted for debt service obligations and for other items contained in General Municipal Law or Education Law.

Committed fund balance will be reported for amounts that can only be used for specific purposes pursuant to formal action of the entity's highest level of decision making authority. These funds may only be used for the purpose specified unless the entity removes or changes the purpose by taking the same action that was used to establish the commitment. This classification includes certain designations established and approved by the entity's governing board.

Assigned fund balance, in the General Fund, will represent amounts constrained either by the entity's highest level of decision making authority or a person with delegated authority from the governing board to assign amounts for a specific intended purpose. An assignment cannot result in a deficit in the unassigned fund balance in the General Fund. This classification will include amounts designated for balancing the subsequent year's budget and encumbrances. Assigned fund balance in all other governmental funds represents any positive remaining amount after classifying nonspendable, restricted or committed fund balance amounts.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

S. Fund Balance and Equity - Continued

Unassigned fund balance, in the General Fund, represents amounts not classified as nonspendable, restricted, committed or assigned. The General Fund is the only fund that would report a positive amount in unassigned fund balance. For all governmental funds other than the General Fund, unassigned fund balance would necessarily be negative, since the fund's liabilities, together with amounts already classified as nonspendable, restricted and committed would exceed the fund's assets.

When both restricted and unrestricted amounts of fund balance are available for use for expenditures incurred, it is the Charter School's policy to use restricted amounts first and then unrestricted amounts as they are needed. For unrestricted amounts of fund balance, it is the Charter School's policy to use fund balance in the following order: committed, assigned, and unassigned.

T. Net Position

Net Position on the *Statement of Net Position* include the following:

Investments in Capital Assets, net of Related Debt - the component of net position there reports the differences between capital assets less both the accumulated depreciation and the outstanding balance of debt, excluding unexpended proceeds, that is directly attributed to the acquisition, construction or improvement of those assets.

Restricted for Specific Purposes – the component of net position that reports the difference between assets and liabilities of the certain programs that consist of assets with constraints placed on their use by either external parties and /or enabling legislation.

Restricted for Debt Service – the component of net position that reports the difference between assets and liabilities of the Debt Service Fund that consists of assets with constraints placed on their use by creditors.

Unrestricted - the difference between the assets and liabilities that is not reported in Net Position Invested in Capital Assets, net of Related Debt, Net Position Restricted for Specific Purposes or Net Position Restricted for Debt Services.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 1 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – CONTINUED

U. Contributed Capital

Contributed capital represents the amount of fund capital contributed to the proprietary funds from other funds.

V. Interfund Transactions

Interfund transfers are defined as the flow of assets, such as cash or goods, without equivalent flows of assets in return. Interfund borrowings are reflected as “Due from/to Other Funds” on the accompanying financial statements. All other interfund transfers are reported as operating transfers.

W. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates that affect the recorded amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

X. Accounting for Uncertainty in Income Taxes

The Charter School recognizes the effect of income tax positions only of those positions are more likely than not of being sustained. Management has determined that the Charter School had no uncertain tax positions that would require financial statement recognition. This is the Charter School’s first year of operations.

Y. On-Behalf Payments

Revenues and expenditures of the General Fund include payment made by the State of New Jersey for Pension and social security contributions for certified teacher members of the New Jersey Teachers Pension and Annuity Fund, and for post-retirement medical benefits of members. The amounts are not required to be included in the Charter School’s annual budget.

Z. Subsequent Events Evaluation by Management

Management has evaluated subsequent events for disclosure and/or recognition in the financial statements through the date that the financial statements were available to be issued, which date is January 28, 2019.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 2 APPLICATION OF NEW ACCOUNTING STANDARDS

For the year ended June 30, 2018, the Charter School implemented GASB 75, "Accounting and Financial Reporting for Post-employment Benefits Other than Pensions (OPEB)". This statement addresses accounting and financial reporting for the OPEB that is provided to the employees of the state and local governments by establishing standards for recognizing and measuring liabilities, deferred outflows/inflows of resources and expenses/expenditures. This statement identifies the methods and assumptions that are required to be used to project benefit payments, discount projected benefit payments to their actuarial present value and attribute that present value to the periods of employee service.

Since it is the first year of operation of the Charter School, the adoption of the standards did not have an effect on the Charter School's statement of activities for the year ended June 30, 2018.

Note disclosures required by GASB 75 is reflected in Note 6 post-retirement benefits and the required supplementary information in Schedule M.

NOTE 3 CASH AND CASH EQUIVALENTS

The Charter School's cash and cash equivalents are classified below to inform financial statement users about the extent to which the Charter School's deposits and investments are exposed to custodial credit risk.

As of June 30, 2018, the Charter School's deposits are summarized as follows:

	General Fund	Enterprise Fund	Trust and Agency Funds	Total
Operating Account	\$ 22,004	\$ 10	25,829	\$ 47,843
Restricted cash	-	-	-	-
Total	<u>\$ 22,004</u>	<u>\$ 10</u>	<u>\$ 25,829</u>	<u>\$ 47,843</u>

Operating cash accounts are held in the Charter School's name by several banking institutions. At June 30, 2018, the Charter School's carrying amount of deposits was \$47,883 and the bank balance was \$193,307. Of the bank balance, up to a maximum of \$250,000 of the Charter School's cash deposits on June 30, 2018 were secured by federal deposit insurance (FDIC) and nothing was covered by a collateral pool maintained by the bank as required by New Jersey statutes in accordance with the New Jersey Governmental Unit Deposit Protection Act ("GUDPA") because the bank balance is below the \$250,000 FDIC limit.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 3 CASH AND CASH EQUIVALENTS - CONTINUED

Restricted Cash

The Charter School has established and funded an Escrow Account pursuant to an agreement signed with the New Jersey Department of Education. The required minimum is \$75,000, of which, the Charter School did not fund as of June 30, 2018. The agreement stipulates that the intended use of the escrow amount is “to pay for legal and audit expenses and any other outstanding pension benefits that would be associated with a dissolution should it occur.”

NOTE 4 NET POSITION

As of June 30, 2018, net position consisted of the following components:

<u>INVESTMENT IN CAPITAL ASSETS, NET OF RELATED DEBT</u>	<u>Governmental</u>	<u>Business Type</u>	<u>Total</u>
Capital assets, net	\$ -	\$ -	\$ -
Less: Long-Term obligations	-	-	-
(All long-term debt relates to capital assets)	-	-	-
<u>UNRESTRICTED</u>			
Net position (deficit) not restricted above	<u>38,537</u>	-	<u>38,537</u>
NET POSITION (DEFICIT)	<u>\$ 38,537</u>	<u>\$ -</u>	<u>\$ 38,537</u>

NOTE 5 PENSION PLANS

A. Description of Plans

All eligible employees of the Charter School are covered by either the Public Employee’s Retirement System (PERS) or the Teacher’s Pension and Annuity Fund (TPAF) which have been established by state statute and are administered by the New Jersey Division of Pension and Benefit (Division). According to the State of New Jersey Administrative Code, all obligations of both Systems will be assumed by the State of New Jersey should the Systems terminate. The Division issues a publicly available financial report that includes the financial statements and required supplementary information for the PERS and the TPAF. These reports may be obtained by writing to the Division of Pensions and Benefits, PO Box 295, Trenton, New Jersey 08625.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 5 PENSION PLANS - CONTINUED

A. Description of Plans - Continued

i. Public Employees' Retirement System (PERS)

The Public Employees' Retirement Systems (PERS) was established as of January 1, 1955 under the provisions of N.J.S.A. 43:15A to provide coverage including post-retirement health care to substantially all full-time employees of the State or any county municipality, Charter School, or public agency provided the employee is not a member of another state-administered retirement system. The Public Employees' Retirement System is a cost-sharing multiple-employer plan. Membership is mandatory for substantially all full-time employees of the State of New Jersey or any county, municipality, Charter School, or public agency, provided the employee is not required to be a member of another state administered retirement system or other state or local jurisdiction.

ii. Teachers Pension and Annuity Fund (TPAF)

The Teachers' Pension and Annuity Fund was established in January 1, 1995, under the provisions of N.J.S.A. 18A:66 to provide coverage including post-retirement health care to substantially all full time certified teachers or professional staff of the public school systems in the State. The Teacher's Pension and Annuity Fund is considered a cost-sharing multiple-employer plan with a special funding situation, as under current statute, all employer contributions are made by the State of New Jersey on behalf of the Charter School and the systems other related non-contributing employers. Membership is mandatory for substantially all teachers or members of the professional staff certified by the State Board of Examiners, and employees of the Department of Education who have titles that are unclassified, professional and certified.

B. Vesting and Benefit Provisions

The vesting and benefit provisions for PERS are set by N.J.S.A 43:15a and 4303B and N.J.S.A. 18A: for TPAF. All benefits vest after eight to ten years of service, except for medical benefits that vest after 25 years of service. Retirement benefits for age and service are available at age 55 and are generally determine to be 1/55 of the final average salary for each year of service credit as defined. Final average salary equals the average salary for the final three years of service prior to retirement (or highest three years' compensation if other than the final three years). Members may seek early retirement after achieving 25 years of service credit or they may elect deferred retirement after achieving eight to ten years of service in which case benefits would begin the first day of the month after the member attains normal retirement age.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 5 PENSION PLANS - CONTINUED

B. Vesting and Benefit Provisions - Continued

The PERS and TPAF provides for specified medical benefits for member who retire after achieving 25 years of qualified service, as defined, or under the disability provisions of the System.

Members are always fully vested for their own contributions and, after three years of service credit, become vested for 2% of related interest earned on the contributions. In the case of death before retirement, members' beneficiaries are entitled to full interest credited to the member's accounts.

C. Significant Legislation

Two pieces of legislation passed during fiscal year 2001 having significant impact on the benefit provisions under PERS and TPAF. Chapter 133, P.L.2001, increases retirement benefits for service, deferred and early retirements by changing the formula from 1/60 to 1/55 of final compensation for each year of service. The legislation also increases the retirement benefit for veteran member with 35 years or more of service and reduces age qualification from 60 to 55. The legislation further provides that existing retirees and beneficiaries would also receive a comparable percentage increase in their retirement allowance. The benefit enhancements are effective with the November 1, 2001 benefit checks. Chapter 120, P.L. 2001, established an additional retirement option for plan members. Under the new option, a retiree's actuarially reduced allowance (to provide a benefit to the retiree's beneficiary upon the death of the retiree) would "pop-up" to the maximum retirement allowance if the beneficiary predeceases the retiree.

Chapter 4, P.L. 2001 provides increased benefit to certain members of PERS who retired prior to December 29, 1989 with at least 25 years of creditable service.

The maximum amount of the increase is 5 percent the retiree's final compensation. For those with 30 or more years of service, the total pension would increase from 65 to 71 percent of final compensation.

Due to the enactment of 1997 legislation, Chapter 114, P.L. 1997 and Chapter 115, P.L. 1997, the State of New Jersey's portion of the unfunded accrued liability under each retirement system was eliminated. In addition, excess valuation assets were available to fund, in full or in part, the State of New Jersey's normal contribution from 1997 to 2001, excluding the contribution for post-retirement medical benefits in the PERS and TPAF.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 5 PENSION PLANS - CONTINUED

D. Contribution Requirement

The contribution policy is set by laws of the State of New Jersey and requires contributions by active members and contributing employers. Plan member and employer contributions may be amended by State of New Jersey legislation with the amount of contributions by the State of New Jersey contingent upon the Annual Appropriations Act. As defined, the retirement systems require employee contributions based on 7.06% for PERS and 7.06% for TPAF of the employee's annual compensation. Employers are required to contribute at an actuarially determined rate in both TPAF and PERS. The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF. TPAF employer contributions are made annually by the State of New Jersey to the pension system on behalf of the Charter School.

The actuarially determined contribution includes funding for cost-of-living adjustment, noncontributory death benefits, and post-retirement medical premiums. Under current statute the Charter School is a non-contributing employer of the TPAF.

In accordance with N.J.S.A 18A:66-66 the State of New Jersey reimbursed the Charter School \$28,287 during the year ended June 30, 2018 for the employer's share of social security contributions for TPAF members, as calculated on their base salaries.

The Charter School did not have PERS contribution nor TPAF on-behalf payments since fiscal year ended June 30, 2018 is the Charter School's first year of operations.

E. GASB 68 Disclosures

i. Public Employees' Retirement System (PERS)

As of June 30, 2018, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

ii. Teachers Pension and Annuity Fund (TPAF)

As of June 30, 2018, the Charter School did not have a proportionate share in the State's net pension liability for PERS.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 POST-RETIREMENT BENEFITS

P.L. 1987, c. 384 and P.L. 1990, c.6 required Teachers' Pensions and Annuity Fund (TPAF) and the Public Employees' Retirement System (PERS), respectively, to fund post-retirement medical benefits for those state employees who retire after accumulating 25 years of credited service or on a disability retirement. P.L. 2007, c.103 amended the law to eliminate the funding of post-retirement medical benefits through the TPAF and PERS. It created separate funds outside of the pension plans for the funding and payment of post-retirement medical benefits for retired state employees and retired educational employees. The cost of these benefits is funded through contributions by the State in accordance with P.L. 1994, c.62. Funding of post-retirement medical benefits changed from a pre-funding basis to a pay-as-you-go basis beginning in Fiscal Year 1994.

The State is also responsible for the cost attributable to P.L. 1992, c.126, which provides employer paid health benefits to members of PERS and the Alternate Benefit Program (APB) who retired from a board of education or county college with 25 years of service (GASB Cod. Sec. 2300.106(g)).

The School Employees Health Benefits Program (SEHBP) Act is found in New Jersey Statutes Annotated, Title 52, Article 17.25 et. seq. Rules governing the operation and administration of the program are found in Title 17, Chapter 9 of the New Jersey Administrative Code.

No assets are accumulated in a trust that meets the criteria in paragraph 4 of GASBS No. 75.

Employees covered by benefit terms. At June 30, 2018, the Charter School has no employees covered by the benefit terms:

TPAF Participant Retirees

As of June 30, 2017, there were 112,966 retirees receiving post-retirement medical benefits, and the State contributed \$1.39 billion on their behalf.

PERS Participant Retirees

The State paid \$238.9 million toward Chapter 126 benefits for 209,913 eligible retired members in Fiscal Year 2017.

Total OPEB Liability

The State, a nonemployer contributing entity, is the only entity that has a legal obligation to make employer contributions to OPEB for qualified retired PERS and TPAF participants. The Charter School has no employees covered by OPEB and therefore the adoption of GASB 75 did not have an effect on the Charter School's financial statements.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 POST-RETIREMENT BENEFITS - CONTINUED

The following OPEB liability note information is reported at the State's level and is not specific to the Charter School. Note that actual numbers will be published in the NJ State's CAFR (<https://www.nj.gov/treasury/omb/publications/archives.shtml>)

Actuarial assumptions and other inputs. The total OPEB liability in the June 30, 2017 measurement date was determined by an actuarial valuation as of June 30, 2016, which was rolled forward to June 30, 2017. The actuarial assumptions vary for each plan member depending on the pension plan the member is enrolled in. This actuarial valuation used three following actuarial assumptions, applied to all periods in the measurement:

Inflation rate	2.50%		
	<u>TPAF/ABP</u>	<u>PERS</u>	<u>PFRS</u>
Salary increases:			
Through 2026	1.55% - 4.55% based on years of service	2.15% - 4.15% based on age	2.10% - 8.98% based on age
Thereafter	2.00% - 5.45% based on years of service	3.15% - 5.15% based on age	3.10% - 9.98% based on age

Preretirement mortality rates were based on the RP-2014 Headcount-Weighted Healthy Employee Male/Female mortality table with fully generational mortality improvement projections from central year using the MP-2017 scale. Postretirement mortality rate were based on the RP-2014 Headcount-Weighted Healthy Annuitant Male/Female mortality table with fully generational improvement projections from the central year using the MP-2017 scale. Disability mortality was based on the RP-2014 Headcount-Weighted Disabled Male/Female mortality table with fully generational improvement projections from the central year using the MP-2017 scale.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 POST-RETIREMENT BENEFITS - CONTINUED

(a) Health Care Trend Assumptions

For pre-Medicare preferred provider organization (PPO) medical benefits, this amount initially is 5.9% and decreases to a 5.0% long-term rate after nine years. For self-insured post-65 PPO medical benefits, the trend rate is 4.5%. For health maintenance organization (HMO) medical benefits, the trend rate is initially 5.9% and decreases to a 5.0% long-term trend rate after nine years. For prescription drug benefits, the initial trend rate is 10.5% decreasing to 5% long-term trend rate after eight years. For the Medicare Part B reimbursement, the trend rate is 5.0%. The Medicare Advantage trend rate is 4.5% and will continue in all future years.

(b) Discount rate

The discount rate for June 30, 2017 and 2016 measurement dates were 3.58% and 2.85%. This represents the municipal bond return rate as chosen by the Division. The source is the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

Changes in the Total OPEB liability of the State for Charter School retirees. The Charter School did not have a proportionate share in the State's total OPEB liability.

Sensitivity of the total OPEB liability to changes in the discount rate. The following presents the total OPEB liability of the State for Charter School retirees, as well as what the State's total OPEB liability for the Charter School retirees would be if it were calculated using a discount rate that is 1-percentage -point lower or 1-percentage-point higher than the current discount rate:

	1% Decrease (2.58%)	Current Discount Rate (3.58%)	1% Increase (4.58%)
Total Nonemployer OPEB Liability - State	\$ -	\$ -	\$ -

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 6 POST-RETIREMENT BENEFITS - CONTINUED

Sensitivity of the total OPEB liability to changes in the healthcare cost trend rates. The following presents the total OPEB liability of the State for Charter School retirees, as well as what the State's total OPEB liability for the Charter School retirees would be if it were calculated using healthcare cost trend rates that are 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rates:

	<u>1% Decrease</u>	<u>Current Health Cost Trend Rate</u>	<u>1% Increase</u>
Total Nonemployer OPEB Liability	\$ -	\$ -	\$ -

OPEB Expense and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

For the year ended June 30, 2018, the Charter School recognize OPEB revenue and expense of \$0 as determined by the State as the total OPEB liability for benefits provided through a defined benefit OPEB plan that is not administered through a trust that meets the criteria in paragraph 4 of GASB No. 75 and in which there is a special funding situation.

In accordance with GASB No. 75, the Charter School's proportionate share of school retirees OPEB is zero, there is no recognition of the allocation of proportionate share of deferred outflows of resources and deferred inflows of resources.

At June 30, 2018, the State reported deferred outflows of resources and deferred inflows of resources related to retired Charter School employees' OPEB was zero.

NOTE 7 DEFERRED COMPENSATION

The Charter School offered its employees a choice of the following deferred compensation plans created in accordance with Internal Revenue Service 403(b). The Plan which are administered by the Charter School and various insurance companies, permits participants to defer apportion of their salary until future years. Amounts deferred under the plan are not available to employees until termination, death or unforeseeable emergency.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 8 RISK MANAGEMENT

The Charter School is exposed to various risks of loss relates to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

A. Property and Liability Insurance

The Charter School maintains commercial insurance coverage for property, liability and surety bonds. A complete schedule of insurance coverage can be found in the Statistical Section (Unaudited) of this Comprehensive Annual Financial Report (Schedule J-20).

B. New Jersey Unemployment Compensation

The Charter School has elected to fund its New Jersey Unemployment Compensation Insurance under the "Benefit Reimbursement Method". Under this plan, the Charter School is required to reimburse the New Jersey Unemployment Trust Fund For benefits paid to its former employees and charged to its account with the State. The Charter School is billed quarterly for amounts due to the State.

NOTE 9 INTERFUND RECEIVABLES AND PAYABLES

Amount reported in the governmental funds as interfund receivable and payable from/to other governmental funds are eliminated in the governmental activities' column. The remaining internal receivable and payable between the governmental funds and enterprise fund have been eliminated in the total Charter School-wide Statement of Net Position.

At June 30, 2018, the interfund balances consisted of the following:

	RECEIVABLE (PAYABLE)			
	General Fund	Special Revenue Fund	Enterprise Fund	Fiduciary Fund
General fund	\$ 16,268	\$ -	\$ (10)	\$ (16,257)
GASB No 34 mandated eliminations within governmental activities	-	-	-	-
Net interfund balances reported as follows:				
Entity-wide (eliminated in total column)	<u>\$ 16,268</u>	<u>\$ -</u>	<u>\$ (10)</u>	
External (Due from Trust and Agency Funds)				<u>\$ (16,257)</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

NOTES TO FINANCIAL STATEMENTS - CONTINUED

NOTE 10 CONTINGENCIES

State and Federal Aid Receipts

State and Federal awards are generally subject to review by the responsible governmental agencies for compliance with the agencies regulations governing the aid. In the opinion of the Charter School's management and legal counsel, any potential adjustments to the Federal or State aid recorded by the Charter School through June 30, 2018, resulting from a review by a responsible government agency will not have a material effect on the Charter School financial statements at June 30, 2018.

REQUIRED SUPPLEMENTARY INFORMATION

PART II

BUDGETARY COMPARISON SCHEDULES

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT C-1

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2018

	Original Budget	Budget Transfers	Final Budget	Actual	Variance Final to Actual
Revenues					
Local Sources:					
Local tax levy	\$ 123,356	-	\$ 123,356	\$ 131,141	\$ 7,785
Miscellaneous	844	-	844	5,432	4,588
Total revenues - local sources	124,200	-	124,200	136,573	12,373
State sources	786,080	-	786,080	728,034	(58,046)
Reimbursed TPAF - Social Security (non-budgeted)	-	-	-	28,287	28,287
On-Behalf Teachers' Pension and Annuity Fund	-	-	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - -- Non-contributory Insurance	-	-	-	-	-
Total revenues	910,280	-	910,280	892,894	(17,386)
Expenditures					
Current expense:					
Instruction					
Salaries	202,000	12,000	214,000	199,980	14,020
Other salaries for instruction	224,000	21,200	245,200	190,730	54,470
Professional/technical service	49,918	28,000	77,918	76,797	1,121
Other purchased services	4,000	(700)	3,300	3,300	-
General supplies	39,543	(2,283)	37,260	36,420	840
Textbooks	33,000	(124)	32,876	32,418	458
Miscellaneous	2,500	(1,054)	1,446	506	940
Total current expense	554,961	57,039	612,000	540,151	71,849
Administrative cost:					
Salaries	92,000	22,000	114,000	92,046	21,954
Total benefit costs	125,484	10,388	135,872	33,543	102,329
Professional/technical service	32,797	3,321	36,118	36,118	-
Other purchased services	25,359	(1,806)	23,553	23,553	-
Communications and telephones	1,800	1,040	2,840	2,288	552
Supplies and materials	4,600	(2,774)	1,826	1,062	764
Miscellaneous	-	850	850	389	461
Total administrative cost	282,040	33,019	315,059	188,999	126,060
Support services:					
Purchased professional/technical service	18,000	39,792	57,792	57,512	280
Rent on land and buildings	25,000	-	25,000	25,000	-
Insurance-fidelity, liability, property	20,000	3,500	23,500	6,702	16,798
Supplies and materials	4,000	(1,788)	2,212	1,426	786
Total support services	67,000	41,504	108,504	90,640	17,864

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT C-1

GENERAL FUND
BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2018

	Original Budget	Budget Transfers	Final Budget	Actual	Variance Final to Actual
Capital outlay:					
Non-instructional equipment	12,000	1,780	13,780	6,280	7,500
Total capital outlay	<u>12,000</u>	<u>1,780</u>	<u>13,780</u>	<u>6,280</u>	<u>7,500</u>
Reimbursed TPAF - Social Security (non-budgeted)	-	-	-	28,287	(28,287)
On-Behalf Teachers' Pension and Annuity Fund	-	-	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Post Retirement Medical	-	-	-	-	-
On-Behalf Teachers' Pension and Annuity Fund - Non-contributory Insurance	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total expenditures before other financing uses	<u>916,001</u>	<u>133,342</u>	<u>1,049,343</u>	<u>854,357</u>	<u>194,986</u>
Excess revenues over expenditures	(5,721)	(133,342)	(139,063)	38,537	177,600
Fund balances at beginning of the year	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Fund balances at ending of the year	<u>\$ (5,721)</u>	<u>(133,342)</u>	<u>\$ (139,063)</u>	<u>\$ 38,537</u>	<u>\$ 177,600</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

SPECIAL REVENUE FUND

BUDGETARY COMPARISON SCHEDULE

YEAR ENDED JUNE 30, 2018

	Original Budget	Budget Transfers	Final Budget	Actual	Final to Actual
Revenues					
Local	\$ 84,020	\$ -	\$ 84,020	\$ 84,020	\$ -
Federal	65,752	39,634	105,386	105,386	-
Total revenues - all sources	<u>149,772</u>	<u>39,634</u>	<u>189,406</u>	<u>189,406</u>	<u>-</u>
Expenditures					
Current Expenditures:					
Instruction:					
Salaries of teachers	33,291	(21)	33,270	33,270	-
Purchased professional and technical services	88,859	-	88,859	88,859	-
Other purchased services	9,020	-	9,020	9,020	-
Total instruction	<u>131,170</u>	<u>(21)</u>	<u>131,149</u>	<u>131,149</u>	<u>-</u>
Support services					
Salaries of supervisors of instruction	-	26,160	26,160	26,160	-
Other salaries for support services	-	-	-	-	-
Employee benefits	6,288	-	6,288	6,288	-
Purchased professional educational services	12,314	(10,644)	1,670	1,670	-
Other purchase services	-	24,139	24,139	24,139	-
Total support services	<u>18,602</u>	<u>39,655</u>	<u>58,257</u>	<u>58,257</u>	<u>-</u>
Total Expenditures	<u>149,772</u>	<u>39,634</u>	<u>189,406</u>	<u>189,406</u>	<u>-</u>
Excess Revenues Over Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART II

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**REQUIRED SUPPLEMENTARY INFORMATION
BUDGETARY GAAP RECONCILIATION
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION**

YEAR ENDED JUNE 30, 2018

**Note A - Explanation of Differences between Budgetary Inflows
and Outflows and GAAP Revenues and Expenditures**

		<u>General Fund</u>		<u>Special Revenue Fund</u>
Sources/inflows of resources				
Actual amounts (budgetary basis) "revenue" from the budgetary comparison schedule:	[C-1]	\$ 892,894	[C-2]	189,406
Difference - budget to GAAP:				
Grant accounting budgetary basis differs from GAAP in that encumbrances are recognized as expenditures, and the related revenue is recognized.		-		-
Last State aid payment recognized for budgetary purposes only.		-		-
General Fund contribution to Early Childhood Program Aid.		-		-
Total revenues as reported on the statement of revenues, expenditures and changes in fund balances - governmental funds	[B-2]	<u>892,894</u>	[B-2]	<u>189,406</u>
Uses/outflows of resources				
Actual amounts (budgetary basis) "total outflows" from the budgetary comparison schedule	[C-1]	854,357	[C-2]	189,406
Differences - budget to GAAP				
Encumbrances for supplies and equipment ordered but not received are reported in the year the order is placed for budgetary purposes, but in the year the supplies are received for financial reporting purposes.		-		-
Transfers to and from other funds are presented as outflows of budgetary resources but are not expenditures for financial reporting purposes.				
Net transfer (outflows) to general fund		-		-
Total expenditures as reported on the statement of revenues, expenditures, and changes in fund balances - governmental funds	[B-2]	<u>\$ 854,357</u>	[B-2]	<u>\$ 189,406</u>

Note A -The general fund budget basis of the use/outflow of resources is GAAP, therefore no reconciliation is required.

REQUIRED SUPPLEMENTARY INFORMATION

PART III

**SCHEDULES RELATED TO ACCOUNTING
AND REPORTING FOR PENSIONS (GASB 68)**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-1

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - PERS
Last Ten Fiscal Years (1)**

	<u>2018</u>
Charter School's proportion of the net pension liability (asset)	0.0000000000%
Charter School's proportionate share of the net pension liability (asset)	\$ -
Charter School's covered-employee payroll	\$ -
Charter School's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	#DIV/0!
Plan fiduciary net position as a percentage of the total pension liability	0.00%

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, *Accounting and Financial Reporting for Pension* in fiscal year 2015. No data is available prior to fiscal year 2015.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-2

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S CONTRIBUTIONS
PUBLIC EMPLOYEES' RETIREMENT SYSTEM (PERS)
Last Ten Fiscal Years (1)**

	<u>2018</u>
Contractually required contribution	\$ -
Contributions in relation to the contractually required contribution	<u>-</u>
Contribution deficiency (excess)	<u><u>\$ -</u></u>
Charter School's covered-employee payroll	\$ -
Contributions as a percentage of covered-employee payroll	#DIV/0!

(1) The Charter School implemented GASB 68, *Accounting and Financial Reporting for Pension* in fiscal year 2015. No data is available prior to fiscal year 2015.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

EXHIBIT L-3

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHARTER SCHOOL'S PROPORTIONATE
SHARE OF THE NET PENSION LIABILITY - TPAF
Last Ten Fiscal Years (1)**

	<u>2018</u>
State's proportion of the net pension liability (asset) attributable to the Charter School	#####
State's proportionate share of the net pension liability (asset) attributable to the Charter School	\$ -
Charter School's covered-employee payroll	\$ -
State's proportionate share of the net pension liability (asset) attributable to the Charter School as a percentage of its covered-employee payroll	0.00%
Plan fiduciary net position as a percentage of the total pension liability	0.00%

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 68, *Accounting and Financial Reporting for Pension* in fiscal year 2015. No data is available prior to fiscal year 2015.

**SCHEDULES RELATED TO ACCOUNTING
AND REPORTING FOR OPEB (GASB 75)**

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF CHANGES IN THE CHARTER SCHOOL'S TOTAL
OPEB LIABILITY AND RELATED RATIOS**

LAST TEN FISCAL YEARS (1)

	<u>2018</u>
Total State OPEB Liability Attributable to Charter School	
Service cost	\$ -
Interest	-
Changes in assumptions and other inputs	-
Benefit payments	-
Contributions from the member	-
Net Change in Total State OPEB Liability Attributable to	-
Total State OPEB Liability Attributable to Charter School:	
At beginning of year	<u>\$ -</u>
At end of year	<u><u>\$ -</u></u>
Charter School's proportionate share of the Total OPEB Liability	0%
Charter School Covered-employee payroll	\$ -
Total State OPEB liability as a percentage of Charter School covered-employee payroll	N/A

Note - The amounts presented for the fiscal year was determined as of June 30 measurement date of the prior fiscal year.

(1) The Charter School implemented GASB 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* in fiscal year 2018. No data is available prior to fiscal year 2018.

(2) Covered payroll was based on the Charter School's payroll for the year ended June 30, 2018.

**NOTES TO THE REQUIRED
SUPPLEMENTARY INFORMATION**

PART III

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO REQUIRED SUPPLEMENTARY INFORMATION – PART III
YEAR ENDED JUNE 30, 2018**

Public Employees Retirement System (PERS)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 3.98% to 5.00%. This change in the discount rate is considered to be a change in actuarial assumptions under GASBS No. 68.

The single blended discount rate of 5.00% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.65% in prior measurement date) and a municipal bond rate of 3.58% (2.85% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher

At June 30, 2018, the Charter School's share in the net pension liability is zero.

Teachers Pension and Annuity Fund (TPAF)

Change in benefit terms. There is no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total pension liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 3.22% to 4.25% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 68.

The single blended discount rate of 4.25% in the current measurement date was based on the long-term expected rate of return on pension plan investments of 7.00% (7.65% in prior measurement date) and a municipal bond rate of 3.58% (2.85% in prior measurement date) based on the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

At June 30, 2018, the Charter School's share in the net pension liability is zero.

Other Post-Employment Benefits (OPEB)

Change in benefit terms. There was no change in the benefit terms.

Change in assumptions. The calculation of the discount rate used to measure the total nonemployer OPEB liability is dependent upon the long-term expected rate of return, and the municipal bond index rate. The discount rate used to measure the total pension liability changed from 2.85% to 3.58% in the current measurement date. This change in the discount rate is considered to be a change in actuarial assumptions under GASB No. 75. The source is the Bond Buyer Go 20-Bond Municipal Bond Index, which includes tax-exempt general obligation municipal bonds with an average rating of AA/Aa or higher.

OTHER SUPPLEMENTARY INFORMATION

SPECIAL REVENUE FUND

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SPECIAL REVENUE FUND
COMBINING SCHEDULE OF REVENUES AND EXPENDITURES
BUDGETARY BASIS**

YEAR ENDED JUNE 30, 2018

	<u>Title I</u>	<u>NJ Charter Grant</u>	<u>Local Grants</u>	<u>Total</u>
Revenues				
Local	\$ -	\$ -	\$ 84,020	\$ 84,020
Federal	47,129	58,257	-	105,386
Total revenues - all sources	<u>\$ 47,129</u>	<u>\$ 58,257</u>	<u>\$ 84,020</u>	<u>\$ 189,406</u>
Expenditures				
Current Expenditures:				
Instruction:				
Salaries of teachers	\$ 33,270	\$ -	\$ -	\$ 33,270
Purchased professional and technical services	13,859	-	75,000	88,859
Other purchased services	-	-	9,020	9,020
Total instruction	<u>47,129</u>	<u>-</u>	<u>84,020</u>	<u>131,149</u>
Administrative expenditures				
Salaries of supervisors of instruction	-	26,160	-	26,160
Employee benefits	-	6,288	-	6,288
Purchased services	-	1,670	-	1,670
Other purchase services	-	24,139	-	24,139
Total administrative services	<u>-</u>	<u>58,257</u>	<u>-</u>	<u>58,257</u>
Total Expenditures	<u>\$ 47,129</u>	<u>\$ 58,257</u>	<u>\$ 84,020</u>	<u>\$ 189,406</u>

CAPITAL PROJECTS FUND

The capital projects fund is used to account for the acquisition and construction of major capital facilities and equipment purchases other than those financed by propriety funds.

At June 30, 2018, there was no capital project fund.

ENTERPRISE FUNDS

Enterprise funds are used to account for operations that are financed and operated in a manner similar to private business enterprises, where the intent of the Charter School is that the costs of providing goods and services be financed through user charges. The Charter School has the Food Service and After Care in its Enterprise Fund to account for the operation of food services and after care.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

ENTERPRISE FUND

COMBINING SCHEDULE OF NET POSITION

JUNE 30, 2018

	<u>FOOD SERVICE</u>
Assets	
Current assets:	
Cash and cash equivalents	\$ <u>10</u>
Liabilities	
Current liabilities	
Interfund payable - General fund	\$ <u>10</u>
Net assets	
Unrestricted	<u>-</u>
Total Liabilities and Net Position	\$ <u>10</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

ENTERPRISE FUND

COMBINING SCHEDULE OF REVENUES, EXPENSES AND
CHANGES IN FUND NET POSITION

YEAR ENDED JUNE 30, 2018

	<u>FOOD SERVICE</u>
Operating revenues:	
Charges for services:	
Daily sales - nonreimbursable programs	\$ -
Afterschool fees	-
Miscellaneous revenue	-
Total Operating revenues	<u>-</u>
Operating expenses:	
Salaries	-
Rental	-
Supplies and materials	-
Depreciation	-
Miscellaneous	-
Total operating expenses	<u>-</u>
Operating income	<u>-</u>
Nonoperating revenues:	
State sources:	
State School Lunch	-
Federal sources:	
National School Lunch	-
Healthy, Hunger-Free Kids Act of 2010	-
National School Breakfast	-
National After School Snack Program	-
Fresh Fruits and Vegetables	-
Total nonoperating revenues	<u>-</u>
Income before transfers	-
Transfers in - General fund	-
Changes in net position	-
Total net position at beginning of year	<u>-</u>
Total net position at end of year	<u><u>\$ -</u></u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

ENTERPRISE FUND

COMBINING SCHEDULE OF CASH FLOWS

YEAR ENDED JUNE 30, 2018

	<u>FOOD SERVICE</u>
Cash flows from operating activities	
Operating income	\$ -
Adjustment to reconcile operating income to net cash from operating activities	
Depreciation	-
Changes in assets and liabilities:	
Accounts receivable	-
Interfund receivable	-
Accounts payable	-
Interfund payable	10
Net cash from operating activities	<u>10</u>
Cash flows from noncapital financing activities	
Cash received from state and federal reimbursements	<u>-</u>
Net cash from noncapital financing activities	<u>-</u>
Net increase (decrease) in cash and cash equivalents	10
Cash and cash equivalents at beginning of the year	<u>-</u>
Cash and cash equivalents at end of year	<u>\$ 10</u>

FIDUCIARY FUNDS

Trust funds are used to account for gifts and bequests to the Charter School for specific purposes.

Unemployment Compensation Insurance Trust Fund is an expendable trust fund used to account for unemployment transactions of the Charter School.

At June 30, 2018, there was no non-expandable trust fund utilized by the Charter School.

Agency funds are used to account for assets held by the Charter School as an agent for individuals, private organizations, governmental and/or other funds.

Payroll Fund - This agency fund is used to account for the payroll transactions of the Charter School.

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

FIDUCIARY FUNDS

COMBINING SCHEDULE OF FIDUCIARY NET POSITION

JUNE 30, 2018

	New Jersey Unemployment Benefits	Agency		Total	
		Student Activities	Net Payroll		Payroll Agency
Assets					
Cash and cash equivalents	\$ -	\$ -	\$ 3,372	\$ 22,457	\$ 25,829
Interfund receivable	-	-	6,200	-	6,200
Total assets	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 9,572</u>	<u>\$ 22,457</u>	<u>\$ 32,029</u>
Liabilities and Fund Balances					
Liabilities:					
Payroll and withholdings payable	\$ -	\$ -	\$ 9,572	\$ -	\$ 9,572
Interfund payable	-	-	-	22,457	22,457
Total liabilities	<u>-</u>	<u>-</u>	<u>9,572</u>	<u>22,457</u>	<u>32,029</u>
Net Position					
Restricted					
Unemployment compensation	-	-	-	-	-
Total liabilities and net position	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 9,572</u>	<u>\$ 22,457</u>	<u>\$ 32,029</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

FIDUCIARY FUNDS

COMBINING SCHEDULE OF CHANGES IN FIDUCIARY NET POSITION
(TRUST FUND)

YEAR ENDED JUNE 30, 2018

	New Jersey Unemployment Benefits
	<u> </u>
Revenues:	
General fund appropriation	\$ 3,646
Employees' contributions	<u>2,706</u>
Total revenues	<u>6,352</u>
Expenditures:	
Payments to NJ Unemployment Compensation Fund	<u>6,352</u>
Total expenditures	<u>6,352</u>
Excess (deficiency) of revenue over expenditures	-
Net position at beginning of the year	<u>-</u>
Net position at end of year	<u>\$ -</u>

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

STUDENT ACTIVITY AGENCY FUND

SCHEDULE OF RECEIPTS AND DISBURSEMENTS

YEAR ENDED JUNE 30, 2018

	Balance June 30, 2017	Cash Receipts	Cash Disbursements	Balance June 30, 2018
Assets				
Cash	\$ -	\$ -	\$ -	\$ -
Interfund Receivable	-	-	-	-
	-	-	-	-
Liabilities				
Accounts Payable	\$ -	\$ -	\$ -	\$ -

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

PAYROLL AGENCY FUND

SCHEDULE OF RECEIPTS AND DISBURSEMENTS

YEAR ENDED JUNE 30, 2018

	<u>Balance June 30, 2017</u>	<u>Cash Receipts</u>	<u>Cash Disbursements</u>	<u>Balance June 30, 2018</u>
Assets				
Cash and cash equivalents	\$ -	\$ 253,349	\$ 230,892	\$ 22,457
Total Assets	<u>\$ -</u>	<u>\$ 253,349</u>	<u>\$ 230,892</u>	<u>\$ 22,457</u>
Liabilities				
Interfund payable	<u>-</u>	<u>253,349</u>	<u>230,892</u>	<u>22,457</u>
Total Liabilities	<u>\$ -</u>	<u>\$ 253,349</u>	<u>\$ 230,892</u>	<u>\$ 22,457</u>

LONG-TERM DEBT

The long-term debt is used to record the outstanding principal balances of the long-term liabilities of the charter school. This includes the outstanding principal balance on capital lease, the accrued liability for insurance claims and the liability for compensated absences and the outstanding principal balance on certificates of participation outstanding or mortgage note payable.

STATISTICAL SECTION (UNAUDITED)

Unless otherwise noted, the information in these Schedules was derived from the Comprehensive Annual Financial Reports (CAFR) for the relevant year.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INTRODUCTION TO THE STATISTICAL SECTION

<u>Contents</u>	<u>Page</u>
Financial Trends These schedules contain trend information to help the reader understand how the district's financial performance and well being have changed over time.	67
Revenue Capacity These schedules contain information to help the reader assess the district's most significant local revenue source, the property tax.	N/A
Debt Capacity These schedules present information to help the reader assess the affordability of the district' s current levels of outstanding debt and the district's ability to issue additional debt in the future.	N/A
Demographic and Economic Information These schedules offer demographic and economic indicators to help the reader understand the environment within which the district's financial activities take place.	72
Operating Information These schedules contain service and infrastructure data to help the reader understand how the information in the district's financial report relates to the services the district provides and the activities it performs.	74
Note (1): Fiscal year ended June 30, 2018 is the first operating year of the Charter School; schedules presenting charter-wide information include information beginning in that year.	

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NET POSITION BY COMPONENT
Last Ten Fiscal Years (1)**

(Accrual basis of accounting)

	Fiscal Year Ending June 30, 2018
	<hr/>
Governmental activities	
Invested in capital assets, net of related debt	\$ -
Restricted	-
Unrestricted	38,537
Total governmental activities net position	<u>\$ 38,537</u>
Business-type activities	
Invested in capital assets, net of related debt	\$ -
Restricted	-
Unrestricted	-
Total business-type activities net position	<u>\$ -</u>
School-wide	
Invested in capital assets, net of related debt	\$ -
Restricted	-
Unrestricted	38,537
Total charter school net position	<u>\$ 38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

	Fiscal Year Ending June 30, 2018
	<u> </u>
Expenses	
Governmental activities	
Instruction	\$ 724,567
Administrative	167,020
Support Services	145,896
Unallocated	
Capital Outlay	<u>6,280</u>
Total governmental activities expenses	<u>1,043,763</u>
Business-type activities:	
Food service	-
After school program	<u>-</u>
Total business-type activities expense	<u>-</u>
Total district expenses	<u>1,043,763</u>
Program Revenues	
Governmental activities:	
Charges for services:	
Operating grants and contributions	<u>217,693</u>
Total governmental activities program revenues	<u>217,693</u>
Business-type activities:	
Charges for services	
Food service	-
After school program	-
Operating grants and contributions	-
Capital grants and contributions	<u>-</u>
Total business-type activities program revenues	<u>-</u>
Total district program revenues	<u>217,693</u>
Net (Expense)/Revenue	
Governmental activities	(826,070)
Business-type activities	<u>-</u>
Total district-wide net expense	<u>(826,070)</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

CHANGES IN NET POSITION

Last Ten Fiscal Years (1)

(Accrual basis of accounting)

	Fiscal Year Ending June 30, 2018
	<u> </u>
General Revenues and Other Changes in Net Assets	
Governmental activities:	
Property taxes levied for general purposes, net	131,141
Grants and contributions	728,034
Miscellaneous income	5,432
Transfers	<u> -</u>
Total governmental activities	<u>864,607</u>
Business-type activities:	
Miscellaneous Income	-
Transfers	<u> -</u>
Total business-type activities	<u> -</u>
Total district-wide	<u>864,607</u>
Changes in Net Position	
Governmental activities	38,537
Business-type activities	<u> -</u>
Total district	<u><u>\$ 38,537</u></u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

FUND BALANCES - GOVERNMENTAL FUNDS
Last Ten Fiscal Years (1)
(Modified accrual basis of accounting)

	Fiscal Year Ending June 30, 2018
General Fund	
Assigned	\$ -
Unassigned	<u>38,537</u>
Total general fund	<u>\$ 38,537</u>

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
Last Ten Fiscal Years (1)
(Unaudited)**

<u>Function</u>	<u>2018</u>
Revenues	
Local Sources:	
Local tax levy	\$ 215,161
Miscellaneous	5,432
State sources	756,321
Federal sources	<u>105,386</u>
Total Revenues	<u>1,082,300</u>
Current expense	
Instruction	671,300
Administrative cost	188,999
Support services	148,897
Capital outlay	6,280
TPAF - FICA Reimbursement	<u>28,287</u>
Total Expenditures	<u>1,043,763</u>
Net change in fund balances	<u>\$ 38,537</u>
Debt service as a percentage of noncapital expenditures	0.00%

Source: Charter school's records.

Note: Noncapital expenditures are total expenditures less capital outlay.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**DEMOGRAPHIC AND ECONOMIC STATISTICS
Last Ten Fiscal Years (1)**

<u>Year</u>	<u>Population ^a</u>	<u>Personal Income ^b</u>	<u>Per Capita Personal Income ^c</u>	<u>Unemployment Rate ^d</u>
2018	**	**	**	**
2017	285,154	**	**	7.50%

** Data not available

Source:

^a Population information provided by the NJ Dept of Labor and Workforce Development

^b Personal income has been estimated based upon the municipal population and per capita personal income presented

^c Per capita personal income by municipality estimated based upon the 2000 Census published by the US Bureau of Economic Analysis.

^d Unemployment data provided by the NJ Dept of Labor and Workforce Development

**NEWARK EDUCATORS COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**PRINCIPAL EMPLOYERS
Current Year and Five Years Ago**

Employer	2018		2013	
	Employees	Percentage of Total Municipal Employment	Employees	Percentage of Total Municipal Employment
St. Barnabas Health Care System	23,000	**	-	
Verizon	17,100	**	18,000	**
Prudential Ins. Co. of America	16,850	**	8,119	**
Rutgers University - Newark Campus	15,500	**	-	
Continental Airlines	11,000	**	14,000	**
Newark Board of Education	7,050	**	-	
Automatic Data Processing	5,649	**	4,666	**
New Jersey Transit	4,000	**	-	
City of Newark	4,000	**	-	
Essex County	3,500	**	-	
PSE&G	-		10,300	**
JP Morgan Chase	-		5,300	**
Horizon Blue Cross/Blue Shield	-		4,808	**
Roche	-		3,715	**
KPMG	-		2,265	**
Ricoh American Corp	-		1,400	**
	<u>107,649</u>		<u>72,573</u>	<u>72,573</u>

Note - Principal employers are that of Essex County

** - Information not available

Source: Essex County Economic Development Corporation

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**FULL-TIME EQUIVALENT CHARTER SCHOOL EMPLOYEES BY FUNCTION/PROGRAM
Last Ten Fiscal Years (1)
(Unaudited)**

<u>Function/Program</u>	<u>2018</u>
Instruction	4
Administrative	3
Support Services	7
Food Service	-
Total	<u>14</u>

Source: Charter School's personnel records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

OPERATING STATISTICS

**Last Ten Fiscal Years (1)
(Unaudited)**

<u>Fiscal Year</u>	<u>Enrollment</u>	<u>Operating Expenditures^a</u>	<u>Cost Per Pupil</u>	<u>Percentage Change</u>	<u>Teaching Staff^b</u>	<u>Pupil/Teacher Ratio Elementary</u>	<u>Average Daily Enrollment (ADE)^c</u>	<u>Average Daily Attendance (ADA)^c</u>	<u>% Change in Average Daily Enrollment</u>	<u>Student Attendance Percentage</u>
2018	61	1,037,483	17,008	100.00%	5	12: 1	62.8	60.1	N/A	95.77%

Source: Charter School's Records

Note: Enrollment based on annual October Charter School count.

a Operating expenditures equal total expenditures less debt service and capital outlay.

b Teaching staff includes only full-time equivalents of certificated staff.

c Average daily enrollment and average daily attendance are obtained from the School Register Summary (SRS).

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SCHOOL BUILDING INFORMATION
Last Ten Fiscal Years (1)**

	<u>2018</u>
<u>Charter School Building</u>	
<u>Elementary School</u>	
Square Feet	4,000
Capacity (students)	75
Enrollment	61
Number of Schools	1

Source: Charter School's Records

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

INSURANCE SCHEDULE

**June 30, 2018
(Unaudited)**

	<u>Coverage</u>	<u>Deductible</u>
Commercial General Liability ⁽¹⁾		
Aggregate Limit	\$ 3,000,000	
Products - Completed Operations Aggregate Limit	3,000,000	
Personal and Advertising Injury Limit	1,000,000	
Each Occurrence	1,000,000	
Damage to Premises Rented	100,000	any one premises
Medical expense limit	5,000	any one person
Personal Property	75,000	1,000
Employee Benefits (1)		
Aggregate limit	3,000,000	
Each Claim limit	1,000,000	
Automobile (1)		
Non Owned & Hired Auto Liability	1,000,000	
Professional Liability (1)		
Aggregate limit	3,000,000	
Each Claim limit	1,000,000	
School Coverage (1)		
Accidental Death	25,000	
Accidental Dismemberment	up to \$50,000	
Accidental Paralysis	50,000	
Accident Medical Expense Benefits	25,000	

Source: Charter School's Records

⁽¹⁾ Great American Alliance Insurance Co

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

CHARTER SCHOOL PERFORMANCE FRAMEWORK
FINANCIAL PERFORMANCE
FISCAL RATIOS

Multi-Year Information
(Unaudited)

2018 Audit			Source
Cash	\$ 22,014		Audit: Exhibit A-1
Current Assets	54,253		Audit: Exhibit A-1
Total Assets	54,253		Audit: Exhibit A-1
Current Liabilities	15,716		Audit: Exhibit A-1
Total Liabilities	15,716		Audit: Exhibit A-1
Net Assets	38,537		Audit: Exhibit A-1
Total Revenue	1,082,300		Audit: Exhibit A-2
Total Expenses	1,043,763		Audit: Exhibit A-2
Change in Net Assets	38,537		Audit: Exhibit A-2
Depreciation Expense	-		Financial Statements/Audit Workpapers
Interest Expense	-		Financial Statements/Audit Workpapers
Principal Payments	-		Financial Statements/Audit Workpapers
Interest Payments	-		Financial Statements/Audit Workpapers
Final Average Daily Enrollment	63		DOE Enrollment Reports
March 30th Budgeted Enrollment	66		Charter School Budget

Near Term Indicators		2018	3 YR CUM	Source:	Target
1a.	Current Ratio	3.45	N/A	Current Assets/Current Liabilities	> 1.1
1b.	Unrestricted Days Cash	7.70	N/A	Cash/(Total Expenses/365)	30-60
1c.	Enrollment Variance	95%	N/A	Average Daily Enrollment/Budgeted Enrollment	>95%
1d.	Default	No	N/A	Audit	not in default
Sustainability Indicators					
2a.	Total Margin	4%	N/A	Change in Net Assets/Total Revenue	positive
2b.	Debt to Asset	0.29	N/A	Total Liabilities/Total Assets	<.9
2c.	Cash Flow	22,014	N/A	Net change in cash flow from prior years	3 yr cum positive
2d.	Debt Service Coverage Ratio	N/A	N/A	(Change in Net Assets+Depreciation+Interest Expense)/(Principal & Interest Payments)	>1.10

SINGLE AUDIT SECTION



EXHIBIT K-1

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
Essex County, New Jersey

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey, the financial statements of the governmental activities, the business-type activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Achieve Community Charter School (the Charter School), in the County of Essex, State of New Jersey, as of and for the fiscal year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the Charter School's basic financial statements, and have issued our report thereon dated January 28, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS - CONTINUED

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey.

However, we noted certain matters that we have reported to the Board of Trustees of the Achieve Community Charter School in the County of Essex, New Jersey in a separate *Auditor's Management Report on Administrative Findings - Financial, Compliance and Performance*, dated January 28, 2019.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400



GALLEROS KOH LLP
Certified Public Accounts

January 28, 2019
Cream Ridge, New Jersey

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR STATE PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY NEW JERSEY OMB CIRCULAR LETTER 15-08

The Honorable President and
Members of the Board of Trustees
Achieve Community Charter School
Essex County, New Jersey

Report on Compliance for Each Major State Program

We have audited the Achieve Community Charter School's (the Charter School) in the County of Essex, State of New Jersey compliance with the types of compliance requirements described in the *New Jersey State Aid Grant Compliance Supplement* that could have a direct and material effect on each of the Charter School's major state programs for the fiscal year ended June 30, 2018. The Charter School's major state program is identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the Charter School's major state programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the audit requirements as prescribed by the Office of School Finance, Department of Education, State of New Jersey and New Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants and State Aid*. Those standards and New Jersey OMB Circular Letter 15-08, require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on major state program occurred. An audit includes examining, on a test basis, evidence about the Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR STATE PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY NEW JERSEY OMB CIRCULAR LETTER 15-08 - CONTINUED

We believe that our audit provides a reasonable basis for our opinion. However, our audit does not provide a legal determination of the Charter School's compliance on compliance for each major state programs.

Opinion on Each Major State Program

In our opinion, the Achieve Community Charter School in the County of Essex, State of New Jersey, complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major state program for the fiscal year ended June 30, 2018.

Report on Internal Control Over Compliance

Management of the Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each major state program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance and to test and report on internal control over compliance for each major state program and to test and report on internal control over compliance in accordance with the New Jersey OMB Letter Circular 15-08-OMB, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Charter School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a state program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a state program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a state program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR STATE PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE AS REQUIRED BY NEW JERSEY OMB CIRCULAR LETTER 15-08 - CONTINUED

Purpose of the Report

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of New Jersey OMB Circular Letter 15-08. Accordingly, this report is not suitable for any other purpose.



Leonora Galleros, CPA
Public School Accountant
PSA No. 20CS00239400



GALLEROS KOH LLP
Certified Public Accountants

January 28, 2019
Cream Ridge, New Jersey

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT K-3
SCHEDULE A

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2018

Federal Grant/ Pass-Through Grantor/ Program Title	Federal CFDA No.	Federal FAIN Number	Grant or State Project Number	Program or Award Amount	Grant Period		Balance at June 30, 2017	Carryover/ (Walkover) Amount	Cash Received	Budgetary Expenditures	Repayment of Prior Years' Balances	Balance at June 30, 2018			
					From	To						(Accounts Receivable)	Deferred Revenue	Due to Grantor	
U.S. Department of Education:															
Passed-through New Jersey State Department Education															
Special Revenue Fund:															
Public Charter Schools	84 282	U282A120015	NCLB - 6110 -	\$ 58,257	9/1/2016	6/30/2018	\$ (36,233)	\$ -	\$ 94,490	\$ (58,257)	\$ -	\$ -	\$ -	\$ -	
Title I Part A Grants to Local Educational Agencies	84 010	S010A170030	NCLB - 6110 -	\$ 47,129	7/1/2017	6/30/2018	-	-	47,129	(47,129)	-	-	-	-	
Total Expenditures of Federal Awards							<u>\$ (36,233)</u>	<u>\$ -</u>	<u>\$ 141,619</u>	<u>\$ (105,386)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	

ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)

EXHIBIT K-4
SCHEDULE B

SCHEDULE OF STATE FINANCIAL ASSISTANCE

YEAR ENDED JUNE 30, 2018

State Grantor/ Program Title	Grant or State Project Number	Grant Period	Award Amount	Balance at June 30, 2017			Cash Received	Budgetary Expenditures Pass-through Funds	Adjustments Repayment Prior Year's Balances	Balance at June 30, 2018			MEMO	
				Deferred Revenue (Accounts Receivable)	Due to Grantor	Carryover/ (Walkover Amount)				Intergovernmental (Accounts Receivable)	Deferred Revenue/ Interfund Payable	Due to Grantor	Budgetary Receivable	Cumulative Total Expenditure
New Jersey State Department of Education														
General Fund														
Equalization Aid	18-495-034-5120-078	7/1/17-6/30/18	\$ 701,716	\$ -	\$ -	\$ -	710,423	\$ (701,716)	-	\$ (5,486)	\$ -	\$ 14,193	\$ 5,486	\$ 701,716
Security Aid	18-495-034-5120-084	7/1/17-6/30/18	26,318	-	-	-	27,728	(26,318)	-	(113)	-	1,523	113	26,318
Reimbursed Social Security Tax	18-495-034-5094-003	7/1/17-6/30/18	28,287	-	-	-	25,689	(28,287)	-	(2,598)	-	-	-	-
On-Behalf Teachers' Pension and Annuity Fund	18-495-034-5094-002	7/1/17-6/30/18	-	-	-	-	-	-	-	-	-	-	-	-
On-Behalf-Teachers' Pension and Annuity Fund – Post Retirement Medical	18-495-034-5094-001	7/1/17-6/30/18	-	-	-	-	-	-	-	-	-	-	-	-
On-Behalf- Teachers' Pension & Annuity Fund – Non-contributory Insurance	18-495-034-5094-004	7/1/17-6/30/18	-	-	-	-	-	-	-	-	-	-	-	-
Total General Fund							763,840	(756,321)	-	(8,197)	-	15,716	5,599	728,034
Special Revenue Fund														
Total Special Revenue Fund							-	-	-	-	-	-	-	-
Enterprise Fund														
Total Enterprise Fund							-	-	-	-	-	-	-	-
Total Expenditures of State Financial Assistance				\$ -	\$ -	\$ -	\$ 763,840	\$ (756,321)	\$ -	\$ (8,197)	\$ -	\$ 15,716	\$ 5,599	\$ 728,034
Less On-Behalf TPAF Pension System Contributions														
On-Behalf Teachers' Pension and Annuity Fund	18-495-034-5094-002							-						
On-Behalf-Teachers' Pension and Annuity Fund – Post Retirement Medical	18-495-034-5094-001							-						
On-Behalf- Teachers' Pension & Annuity Fund – Non-contributory Insurance	18-495-034-5094-004							-						
Total for State Financial Assistance-Major Program Determination								\$ (756,321)						

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)****NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE****FISCAL YEAR ENDED JUNE 30, 2018****NOTE 1 GENERAL**

The accompanying schedules of expenditures of federal awards and state financial assistance include federal and state activity of the Board of Trustees for Achieve Community Charter School. The Board of Trustees is defined in Note 1 to the Charter School's basic financial statements. All federal and state awards received directly from federal and state agencies, as well as federal awards and state financial assistance passed through other government agencies is included on the schedule of federal awards and state financial assistance.

NOTE 2 BASIS OF ACCOUNTING

The accompanying Schedules of Expenditures of Federal Awards and State Financial Assistance are presented using the budgetary basis of accounting with the exception of those recorded in the food service fund, which are presented using the accrual basis of accounting. These bases of accounting are described in Note 1 to the Charter School's basic financial statements. The information in these schedules is presented in accordance with the requirements of *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, and New Jersey OMB Circular Letter 15-08, *Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS

Amounts reported in the accompanying schedules agree with the amounts reported in the Charter School's basic financial statements. The basic financial statements present the special revenue fund on both GAAP and budgetary basis. The special revenue fund is presented in the accompanying schedules on the grant accounting budgetary basis which recognizes encumbrances as expenditures and also recognizes the related revenues, whereas the GAAP basis does not. See Exhibit C-3 for a reconciliation of the budgetary basis to the GAAP basis of accounting for the special revenue fund. Awards and financial assistance revenues are reported in the Charter School's basic financial statements on a GAAP basis as follows:

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**NOTES TO THE SCHEDULES OF EXPENDITURES OF FEDERAL AWARDS AND STATE
FINANCIAL ASSISTANCE - CONTINUED**

NOTE 3 RELATIONSHIP TO BASIC FINANCIAL STATEMENTS - CONTINUED

	<u>Federal</u>	<u>State</u>	<u>Total</u>
General Fund	\$ -	\$ 756,321	\$ 756,321
Special Revenue Fund	105,386	-	105,386
Total	<u>\$ 105,386</u>	<u>\$ 756,321</u>	<u>\$ 861,707</u>

NOTE 4 RELATIONSHIP TO STATE FINANCIAL REPORTS

Amounts reported in the accompanying schedules agree with the amounts reported in the related federal and state financial reports.

NOTE 5 ON-BEHALF PAYMENTS

TPAF Social Security Contributions represents reimbursements in the amount of \$28,287 by the State for the employer's share of social security contributions for TPAF members for the year ended June 30, 2018. The State did not made on-behalf TPAF payments for pension contributions, post-retirement medical benefits and long-term disability insurance contributions for the year ended June 30, 2018.

NOTE 6 ON-BEHALF PROGRAMS NOT SUBJECT TO STATE SINGLE AUDIT

On-behalf State Programs for TPAF pension contributions, post-retirement medical benefits contributions and long-term disability insurance are not subject to a State Single Audit and, therefore, are excluded from major program determination. The Schedule of State Financial Assistance provides a reconciliation of State financial assistance reported in the Charter School's financial statements and the amount subject to State Single Audit and major program determination.

NOTE 7 DE MINIMIS INDIRECT COST

The Charter School has not elected to use the ten percent de minimis indirect cost rate allowed under the Uniform Guidance.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2018

SECTION I - SUMMARY OF AUDITORS' RESULTS

Financial Statement Section

Type of auditors' report issued:	<u>Unmodified</u>
Internal control over financial reporting:	
Material weakness(es) identified? reported	_____ Yes <input checked="" type="checkbox"/> None
Significant deficiency(ies) identified not considered to be material weaknesses?	_____ Yes <input checked="" type="checkbox"/> No
Noncompliance material to financial statements noted?	_____ Yes <input checked="" type="checkbox"/> No

Federal Awards – Not Applicable

Dollar threshold used to determine Type A and B programs:	<u> N/A </u>
Auditee qualified as low-risk auditee?	_____ Yes _____ No
Type of auditors' report on compliance for major programs:	<u> N/A </u>
Internal control over compliance:	
Material weakness(es) identified?	_____ Yes _____ No
Significant deficiency(ies) identified not considered to be material weakness(es)?	_____ Yes _____ No
Any audit findings disclosed that are required to be reported in accordance with Uniform Guidance?	_____ Yes _____ No

Identification of Major Programs:

<u> CFDA No. </u>	<u> Name of Federal Program </u>
---------------------------------	--

Not applicable

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

FISCAL YEAR ENDED JUNE 30, 2018

SECTION I - SUMMARY OF AUDITORS' RESULTS - CONTINUED

State Financial Assistance

Dollar threshold used to determine Type A and B programs: \$750,000

Auditee qualified as low-risk auditee? Yes ✓ No

Type of auditors' report on compliance for major programs: Unmodified

Internal control over compliance:

Material weakness(es) identified? Yes ✓ No

Significant deficiency(ies) identified not considered to be material weakness(es)? Yes ✓ No

Any audit findings disclosed that are required to be reported in accordance with NJ OMB Circular Letter 15-08? Yes ✓ No

Identification of Major Programs:

<u>State or Project No.</u>	<u>Name of State Program</u>
State Aid Public Cluster: 18-495-034-5120-078 18-495-034-5120-084	Equalization Aid Security Aid

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION II - FINANCIAL STATEMENT FINDINGS

None noted.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

SCHEDULE OF FINDINGS AND QUESTIONED COSTS - CONTINUED

SECTION III STATE FINANCIAL ASSISTANCE

None noted.

**ACHIEVE COMMUNITY CHARTER SCHOOL
(COUNTY OF ESSEX, NEW JERSEY)**

**SUMMARY SCHEDULE OF PRIOR-YEAR AUDIT FINDINGS AND QUESTIONED COSTS AS
PREPARED BY MANAGEMENT**

FISCAL YEAR ENDED JUNE 30, 2018

There was no prior year finding. Fiscal year ended June 30, 2018 is the first year of the Charter School's operation.

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Form **990**
(Rev. January 2020)
Department of the Treasury
Internal Revenue Service

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

2019
Open to Public Inspection

A For the 2019 calendar year, or tax year beginning **JUL 1, 2019** and ending **JUN 30, 2020**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 534 CLINTON AVENUE City or town, state or province, country, and ZIP or foreign postal code NEWARK, NJ 07108 F Name and address of principal officer: PRISCILLA EVERHART SAME AS C ABOVE	D Employer identification number [REDACTED] E Telephone number 973-556-7070 G Gross receipts \$ 5,514,955. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ WWW.ACHIEVECCS.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2016 M State of legal domicile: NJ

Part I Summary

1	Briefly describe the organization's mission or most significant activities: ACHIEVE COMMUNITY CHARTER SCHOOL BUILDS INNOVATIONS WHO GRADUATE COLLEGE READY TO SOLVE THE WORLD'S		
2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
3	Number of voting members of the governing body (Part VI, line 1a)	3	5
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	5
5	Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5	0
6	Total number of volunteers (estimate if necessary)	6	0
7 a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 39	7b	0.
8	Contributions and grants (Part VIII, line 1h)	Prior Year 917,632.	Current Year 1,423,753.
9	Program service revenue (Part VIII, line 2g)	3,050,806.	4,007,458.
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	3,790.	83,744.
12	Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	3,972,228.	5,514,955.
13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,596,971.	3,808,098.
16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	1,470,394.	1,663,287.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	4,067,365.	5,471,385.
19	Revenue less expenses. Subtract line 18 from line 12	-95,137.	43,570.
20	Total assets (Part X, line 16)	Beginning of Current Year 286,167.	End of Year 916,867.
21	Total liabilities (Part X, line 26)	342,767.	869,898.
22	Net assets or fund balances. Subtract line 21 from line 20	-56,600.	46,969.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer PRISCILLA EVERHART, SCHOOL BUSINESS ADMINISTRATOR Type or print name and title	Date	
Paid Preparer Use Only	Print/Type preparer's name LEONORA GALLEROS, CPA	Preparer's signature	Date 05/17/21
	Firm's name ▶ GALLEROS ROBINSON CPAS, LLP	Firm's EIN ▶ 27-3263553	Check if self-employed <input type="checkbox"/> PTIN P00181670
	Firm's address ▶ 115 DAVIS STATION ROAD CREAM RIDGE, NJ 08514	Phone no. 732.925.2608	

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:
ACHIEVE COMMUNITY CHARTER SCHOOL BUILDS INNOVATIONS WHO GRADUATE COLLEGE READY TO SOLVE THE WORLD'S NEXT SET OF CHALLENGES.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 4,568,677. including grants of \$) (Revenue \$ 4,007,458.)
THE CHARTER SCHOOL PROVIDES A FULL RANGE OF EDUCATIONAL SERVICES APPROPRIATE TO GRADE LEVELS K THROUGH 3 AND 5 TO 6. THESE INCLUDE BOTH REGULAR AND SPECIAL EDUCATION PROGRAMS. AS OF JUNE 30, 2020, THE CHARTER SCHOOL'S FINAL HEAD COUNT WAS 303 STUDENTS. THE MAJOR INITIATIVES ARE BUILDING THE CURRICULUM FOR RIGOROUS LITERACY AND MATH INSTRUCTION THROUGH THE ADOPTION A NEW CURRICULUMS. TEACHERS AND LEADERS WILL BE TRAINED IN SUMMER INSTITUTE AND ON BI-WEEKLY PROFESSIONAL DEVELOPMENT. THE CHARTER SCHOOL ALSO ADOPTED A NEW GUIDED READING FRAMEWORK IN KINDERGARTEN TO SECOND GRADE AND CLOSE READING IN THIRD GRADE. TEACHERS AND LEADERS WERE PROFESSIONALLY DEVELOPED TO IMPLEMENT THE CURRICULUM. SOCIAL EMOTIONAL LEARNING AND SUPPORT WAS DEVELOPED THROUGH THE ADDITION OF A VICE PRINCIPAL OF CULTURE AS WELL

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)
THE CHARTER SCHOOL IMPLEMENTED THE NO CHILD LEFT BEHIND PROGRAM. THIS PROGRAM WAS ENACTED BY CONGRESS TO REAUTHORIZE THE ELEMENTARY AND SECONDARY EDUCATION ACT WITH MAJOR FOCUS ON PROVIDING ALL CHILDREN WITH FAIR, EQUAL AND SIGNIFICANT OPPORTUNITY TO HAVE A HIGH QUALITY EDUCATION THOUGH ENRICHMENT ACTIVITIES.

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 4,568,677.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>		X
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	X	
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of any individual described in line 28a? <i>If "Yes," complete Schedule L, Part IV</i>		X
c A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19?	X	

Note: All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
	2a		0
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? Note: If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)	2b	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?	3a	X
b	If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O	3b	
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a	X
b	If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a	X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b	X
c	If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c	
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a	X
b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b	
7	Organizations that may receive deductible contributions under section 170(c).		
a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	7a	X
b	If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b	
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c	X
d	If "Yes," indicate the number of Forms 8282 filed during the year	7d	
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e	
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f	
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g	
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h	
8	Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8	
9	Sponsoring organizations maintaining donor advised funds.		
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a	
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b	
10	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on Part VIII, line 12	10a	
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b	
11	Section 501(c)(12) organizations. Enter:		
a	Gross income from members or shareholders	11a	
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b	
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a	
b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b	
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
a	Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.	13a	
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b	
c	Enter the amount of reserves on hand	13c	
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a	X
b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O	14b	
15	Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see instructions and file Form 4720, Schedule N.	15	X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16	X

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
1b	Enter the number of voting members included on line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official	X	
15b	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **NJ**
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain on Schedule O)
- 19** Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records **CARRIEANN ZIELINSKI - 973-556-7070**
534 CLINTON AVE, NEWARK, NJ 07108

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	665,257.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f	758,496.				
	g Noncash contributions included in lines 1a-1f	1g	\$				
	h Total. Add lines 1a-1f			1,423,753.			
Program Service Revenue	2 a PER CAPITA AID	Business Code 611710	4,007,413.	4,007,413.			
	b FOOD SERVICE	611710	45.	45.			
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f			4,007,458.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	6a	(i) Real				
			(ii) Personal				
	b Less: rental expenses	6b					
	c Rental income or (loss)	6c					
	d Net rental income or (loss)						
	7 a Gross amount from sales of assets other than inventory	7a	(i) Securities				
			(ii) Other				
	b Less: cost or other basis and sales expenses	7b					
	c Gain or (loss)	7c					
d Net gain or (loss)							
8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	8a						
b Less: direct expenses	8b						
c Net income or (loss) from fundraising events							
9 a Gross income from gaming activities. See Part IV, line 19	9a						
b Less: direct expenses	9b						
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	10a						
b Less: cost of goods sold	10b						
c Net income or (loss) from sales of inventory							
Miscellaneous Revenue	11 a MISCELLANEOUS	Business Code 900099	83,744.	83,744.			
	b						
	c						
	d All other revenue						
	e Total. Add lines 11a-11d			83,744.			
12 Total revenue. See instructions			5,514,955.	4,091,202.	0.	0.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	3,060,546.	2,644,409.	416,137.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	426,553.	368,555.	57,998.	
9 Other employee benefits	20,878.	18,039.	2,839.	
10 Payroll taxes	300,121.	259,314.	40,807.	
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	577,442.	396,861.	180,581.	
12 Advertising and promotion				
13 Office expenses	297,794.	262,203.	35,591.	
14 Information technology				
15 Royalties				
16 Occupancy	429,260.	429,260.		
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance				
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a MISCELLANEOUS	185,772.	73,266.	112,506.	
b FOOD SERVICE	116,770.	116,770.		
c FIELD TRIPS	56,249.		56,249.	
d _____				
e All other expenses _____				
25 Total functional expenses. Add lines 1 through 24e	5,471,385.	4,568,677.	902,708.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	55,488.	1	319,651.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	198,754.	4	295,445.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a		
	b Less: accumulated depreciation	10b		10c
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	31,925.	15	301,771.
16 Total assets. Add lines 1 through 15 (must equal line 33)	286,167.	16	916,867.	
Liabilities	17 Accounts payable and accrued expenses	293,921.	17	403,548.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	48,846.	25	466,350.
	26 Total liabilities. Add lines 17 through 25	342,767.	26	869,898.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	-56,600.	27	46,969.
	28 Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	-56,600.	32	46,969.
33 Total liabilities and net assets/fund balances	286,167.	33	916,867.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	5,514,955.
2	Total expenses (must equal Part IX, column (A), line 25)	2	5,471,385.
3	Revenue less expenses. Subtract line 2 from line 1	3	43,570.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	-56,600.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	60,000.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	46,970.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input checked="" type="checkbox"/> Cash <input type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a	Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2b	Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2c	If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.		
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133? _____		X
3b	If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits _____		

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2018 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2019. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2018. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2019. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2019 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2018 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2019 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2018 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2019. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2018. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI.</i>		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035.	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount		(A) Prior Year	Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2019 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2019	(iii) Distributable Amount for 2019
1 Distributable amount for 2019 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2019 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2019			
a From 2014			
b From 2015			
c From 2016			
d From 2017			
e From 2018			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2019 distributable amount			
i Carryover from 2014 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2019 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2019 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2019, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions.			
6 Remaining underdistributions for 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions.			
7 Excess distributions carryover to 2020. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2015			
b Excess from 2016			
c Excess from 2017			
d Excess from 2018			
e Excess from 2019			

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Name of the organization

ACHIEVE COMMUNITY CHARTER SCHOOL

Employer identification number

[REDACTED]

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number <div style="background-color: black; width: 100px; height: 15px;"></div>
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	NJ DEPARTMENT OF EDUCATION 100 RIVER VIEW PLAZA TRENTON, NJ 08608	\$ 355,802.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	NJ DEPARTMENT OF AGRICULTURE 33 W. STATE STREET TRENTON, NJ 08625	\$ 125,147.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	BUILDING RESPONSIBLE INTELLIGENT CREATIVE KIDS 534 CLINTON AVENUE NEWARK, NJ 07108	\$ 184,308.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	SOUTH WARD ALLIANCE 534 CLINTON AVENUE NEWARK, NJ 07108	\$ 422,500.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	NEW SCHOOLS VENTURE FUND 1616 FRANKLIN STREET OAKLAND, CA 94612	\$ 335,996.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization

Employer identification number

ACHIEVE COMMUNITY CHARTER SCHOOL



Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____
_____	_____ _____ _____	\$ _____	_____

Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2019 Open to Public Inspection

Name of the organization: ACHIEVE COMMUNITY CHARTER SCHOOL; Employer identification number: [REDACTED]

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include total number at end of year, aggregate value of contributions, grants, and end of year, and two Yes/No questions regarding donor property and grant fund usage.

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Form with multiple sections: 1. Purpose(s) of conservation easements (checkboxes for land, habitat, open space, historic area, structure); 2. Conservation contribution details (table with 2a-2d); 3-7. Monitoring and enforcement details; 8-9. Reporting requirements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Form with sections 1a-1b and 2. 1a: Reporting on revenue and assets for public service. 1b: Reporting on revenue and assets for public service. 2: Reporting on revenue and assets for financial gain.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange program
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment %
 - b Permanent endowment %
 - c Term endowment %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) Unrelated organizations | 3a(i) | |
| (ii) Related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) 0.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) OTHER RECEIVABLES	301,771.
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	301,771.

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) INTERGOVERNMENTAL PAYABLE	38,258.
(3) INTERFUND PAYABLE (FIDUCIARY)	88,002.
(4) OTHER PAYABLES	340,090.
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	466,350.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII ...

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d		2e
3	Subtract line 2e from line 1		3
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b		4c
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d		2e
3	Subtract line 2e from line 1		3
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b		4c
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE CHARTER SCHOOL'S POLICY PROVIDES FOR LIABILITIES FOR UNCERTAIN TAX POSITION WHEN A LIABILITY IS MOST LIKELY AND ESTIMABLE. MANAGEMENT IS NOT AWARE OF ANY VIOLATION OF ITS TAX STATUS AS AN EXEMPT ORGANIZATION FROM INCOME TAXES NOR OF ANY EXPOSURE TO UNRELATED BUSINESS INCOME TAX. THE CHARTER SCHOOL IS NO LONGER SUBJECT TO AUDITS BY THE APPLICABLE TAXING JURISDICTIONS FOR PERIODS PRIOR TO JUNE 30, 2016.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

ACHIEVE COMMUNITY CHARTER SCHOOL

Employer identification number

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II		X
ACCS IS A CHARTER SCHOOL AND THEREFORE NOT SUBJECT TO THE RACIAL NONDISCRIMINATION PROVISIONS OF REV. PROC. 75-50 1975-2 C.B. 587.		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II		X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2019

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

ACCS IS A CHARTER SCHOOL IN THE STATE OF NEW JERSEY. AS A CHARTER SCHOOL, ITS OPERATING REVENUE SOURCES INCLUDE STATE AID AND LOCAL LEVY BASED ON ENROLLMENT, FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE.

LINE 7 - EXPLANATION OF RACIAL NONDISCRIMINATION COMPLIANCE:

ACCS IS A CHARTER SCHOOL AND THEREFORE NOT SUBJECT TO THE RACIAL NONDISCRIMINATION PROVISIONS OF REV. PROC. 75-50 1975-2 C.B. 587.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2019

Open to Public
Inspection

Name of the organization

ACHIEVE COMMUNITY CHARTER SCHOOL

Employer identification number

FORM 990, PART III, LINE 4A, PROGRAM SERVICE ACCOMPLISHMENTS:

AS AN ASSOCIATE DEAN. THESE TWO POSITIONS PROVIDED DIRECT SUPPORT TO
TEACHERS AND ADMINISTRATORS IN MEETING THE NEEDS OF OUR MOST STRUGGLING
STUDENTS.

FORM 990, PART VI, SECTION B, LINE 11B:

THE DRAFT FORM 990 IS INITIALLY REVIEWED BY THE CHIEF EXECUTIVE OFFICER.
ONCE REVIEWED AND COMMENTS ADDRESSED, A COPY VIA E-MAIL IS PROVIDED TO THE
CHAIR OF THE FINANCE COMMITTEE AND BOARD MEMBERS FOR REVIEW AND APPROVAL
FOR FILING.

FORM 990, PART VI, SECTION B, LINE 12C:

THE BOARD MEMBERS AND KEY EMPLOYEES ARE REQUIRED TO COMPLETE AN ANNUAL
DISCLOSURE FORM INDICATING ANY CONFLICT OF INTEREST OR ARRANGEMENTS THAT
COULD GIVE RISE TO A CONFLICT.

FORM 990, PART VI, SECTION B, LINE 15:

COMPENSATION OF ACCS CEO AND KEY EMPLOYEES (PRINCIPAL, SBA) ARE BASED ON
QUALIFICATIONS, SALARY INFORMATION OF THE SAME POSITION IN THE SCHOOL OR
SIMILAR ENTITIES IN THE AREA. THE BOARD REVIEWS AND APPROVES COMPENSATION
INFORMATION FOR KEY AND ALL OTHER EMPLOYEES OF THE CHARTER SCHOOL.

FORM 990, PART VI, SECTION C, LINE 19:

THE CHARTER SCHOOL MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST
POLICY, AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON WRITTEN
REQUEST TO THE SCHOOL BUSINESS OFFICE LOCATED AT 534 CLINTON AVE. NEWARK,

Name of the organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number [REDACTED]
---	---

NJ 07108 OR BY CALLING (973)556-7070.

FORM 990, PART IX, LINE 11G, OTHER FEES:

PROFESSIONAL/TECHNICAL SERVICE:

PROGRAM SERVICE EXPENSES	69,416.
MANAGEMENT AND GENERAL EXPENSES	0.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	69,416.

OTHER PURCHASED SERVICES:

PROGRAM SERVICE EXPENSES	327,445.
MANAGEMENT AND GENERAL EXPENSES	180,581.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	508,026.
TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A	577,442.

FORM 990, PART XI, LINE 9, CHANGES IN NET ASSETS:

CHANGES IN 2019 FINANCIAL STATEMENTS AFTER FORM 990

SUBMISSION	60,000.
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Application for Automatic Extension of Time To File an Exempt Organization Return

Department of the Treasury
Internal Revenue Service

▶ **File a separate application for each return.**
▶ **Go to www.irs.gov/Form8868 for the latest information.**

Electronic filing (e-file). You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print	Name of exempt organization or other filer, see instructions. ACHIEVE COMMUNITY CHARTER SCHOOL	Taxpayer identification number (TIN) <div style="background-color: black; width: 100px; height: 15px;"></div>
File by the due date for filing your return. See instructions.	Number, street, and room or suite no. If a P.O. box, see instructions. 534 CLINTON AVENUE	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. NEWARK, NJ 07108	

Enter the Return Code for the return that this application is for (file a separate application for each return) 0 | 1

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

CARRIEANN ZIELINSKI

- The books are in the care of ▶ **534 CLINTON AVE - NEWARK, NJ 07108**
Telephone No. ▶ **973-556-7070** Fax No. ▶ _____
- If the organization does not have an office or place of business in the United States, check this box
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . If it is for part of the group, check this box and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until **MAY 17, 2021** , to file the exempt organization return for the organization named above. The extension is for the organization's return for:
▶ calendar year _____ or
▶ tax year beginning **JUL 1, 2019** , and ending **JUN 30, 2020** .

2 If the tax year entered in line 1 is for less than 12 months, check reason: Initial return Final return
 Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

RETURN MUST BE FILED ONLINE.
This form cannot be paper filed - this
copy is for informational purposes only.

Form CRI-300R
Long-Form Renewal Registration/Verification Statement
(Revised April 2008)

All questions must be answered.

Pursuant to the New Jersey Charitable Registration and Investigation Act (also known as "the C.R.I. Act" (N.J.S.A. 45:17A-18 et seq.), and prior to operating or commencing solicitation activity in the State, a charitable organization unless exempted from registration requirements (or qualified to file a Short-Form Registration Statement, CRI-200) shall file a Long-Form Initial Registration Statement, CRI-150-I. Charities submitting their annual long-form renewal registration must use Form CRI-300R. Please see the checklist at the end of this form for a discussion of fees, financial statements, documents to be attached, and other requirements for registration.

1. This statement contains the facts and financial information for the fiscal year ending: 06/30/2020
month day year

2. Federal ID Number (EIN) [REDACTED] 2a. N.J. Charities Registration Number: CH- _____

3. Full legal name of the registering organization: ACHIEVE COMMUNITY CHARTER SCHOOL
In care of: (if necessary, otherwise leave this line blank) _____

4. Mailing Address: 534 CLINTON AVENUE, NEWARK, NJ 07108 Change of Address
Street Address City State ZIP Code

NOTE: If "in care of," a postal, private or rural delivery mail box number is used, the street address of the charity must be given below.

5. The principal street address of the registering organization _____
 Same as Mailing Address Street Address City State ZIP Code

6. Does the organization have any offices in New Jersey in addition to the one listed above? Yes No
If "Yes," attach a list giving the street address and telephone number of each office in New Jersey.

6a. If the street address listed above is not where the organization's official records are kept, or if the organization does not maintain an office in New Jersey, indicate the name, full address, phone and fax number of the person having custody of the organization's records, and to whom correspondence should be addressed.
CARRIEANN ZIELINSKI 534 CLINTON AVE, NEWARK, NJ 07108
Contact person Street address City State ZIP Code
973-556-7070 _____
Telephone number (include area code) Fax number (include area code)

7. Organization's contact information:
973-556-7070 _____
Telephone number (include area code) Fax number (include area code)

E-mail address WWW.ACHIEVECCS.ORG
Web site

8. Type of organization (check one):
 Nonprofit corporation Foundation Individual Association Society
 Partnership Trust Other (Specify) _____

9. Where and when was the organization legally established? Date: _____ State: _____
 As required by the C.R.I. Act (N.J.S.A. 45:17A-24c(1)), attach to this registration a copy of the organization's bylaws and instrument of organization (that is, the organization's charter, articles of incorporation or organization, agreement of association, instrument of trust, or constitution) only if the document has been issued or amended during the fiscal year being reported.
10. Does the organization solicit funds under any name or names other than as indicated on line 3 of this form? Yes No
 If "Yes," indicate all of the other names used: _____
11. Does the organization intend to solicit contributions from the general public? Yes No
12. Is the organization authorized by any other state or jurisdiction to solicit contributions? Yes No
 If "Yes," please provide a list of those states or jurisdictions, below or on a separate sheet of paper.

13. Does the organization have affiliates which share the contributions or other revenue it raised in New Jersey? Yes No
 If "Yes," provide a separate listing of those affiliates indicating the name, street address and telephone number for each one.
14. What is the charitable purpose or purposes for which the organization was formed? If necessary, attach a separate statement to this registration.

- 14a. What are the specific programs and charitable purposes for which contributions are used? For each program, state whether it already exists or is planned. Only major program categories need be listed. If necessary, attach a separate statement to this registration.

15. Does the organization use an independent paid fund-raiser or fund-raising counsel? Yes No
 If "Yes," please attach to this registration a list of paid fund-raiser(s) or fund-raising counsel(s), including their full address, telephone number, fax number, registration number in New Jersey, and a contact person's name.
- 15a. Does the independent paid fund-raiser or fund-raising counsel have custody, control or access to the organization's funds? Yes No
 If "Yes," please describe the situation.

16. Has the organization permitted a charitable sales promotion to be conducted on its behalf by a commercial co-venturer during the fiscal year-end being reported? Yes No
 If "Yes," please explain: _____

17. Has the Internal Revenue Service (I.R.S.) determined that the organization is tax exempt under code 501(c)(3)? Yes No
- a. If "No," has an application been filed which is still pending? If so, please attach a copy of the I.R.S. 1023 form filed. Yes No
- b. Has a tax exemption been granted under another I.R.S. code? Yes No
 If "Yes," advise which one: _____
- c. Has an I.R.S. tax exemption been refused, changed or revoked? Yes No
 If an exemption has been refused, changed or revoked, attach to this registration a copy of the I.R.S. determination letter of notification and provide a detailed explanation of the circumstances on a separate sheet of paper.

18. Has the organization ever had its authority to conduct charitable activities denied, suspended, or revoked in any jurisdiction or has the organization ever entered into any voluntary agreement of discontinuance with any governmental entity? Yes No
 If "Yes," attach to this registration a copy of the denial, suspension, revocation or voluntary agreement of discontinuance. If the document does not explain the reasons for the denial, suspension or revocation, attach to this registration an explanation on a separate sheet of paper.
19. Has the organization voluntarily entered into an assurance of voluntary compliance or similar order or agreement (including, but not limited to, a settlement of an administrative investigation or proceeding, with or without an admission of liability) with any jurisdiction, state or federal agency or officer? Yes No
 If "Yes," please attach to this registration the relevant document.
20. Has the organization or any of its present officers, directors, executive personnel or trustees ever been found to have engaged in unlawful practices in the solicitation of contributions or administration of charitable assets or been enjoined from soliciting contributions, or are such proceedings pending in this or any other jurisdiction? Yes No
 If "Yes," attach to this registration photocopies of any and all written documentation (such as a court order, administrative order, judgment, formal notice, written assurance or other document) which show the final disposition of the matter.
21. Has the organization or any of its present officers, directors, trustees or principal salaried executive staff employees ever been convicted of any criminal offense committed in connection with the performance of activities regulated under this act or any criminal or civil offense involving untruthfulness or dishonesty or any criminal offense relating adversely to the registrant's fitness to perform activities regulated by this Act? A plea of guilty, non vult, nolo contendere or any similar disposition of alleged criminal activity shall be deemed a conviction. Yes No
22. Has the organization or any of its officers, directors, trustees or principal salaried executive staff employees been adjudged liable in any administrative or civil action involving theft, fraud, or deceptive business practices? For purposes of this question a judgment of liability in an administrative or civil action shall include, but is not limited to, any finding or admission that the individual engaged in an unlawful practice in relation to the solicitation of contributions or the administration of charitable assets. Yes No
 If "Yes," identify the individual(s) below and attach to this registration a copy of any order, judgment or other documents indicating the final disposition of the matter.

23. Provide the following information for each officer, director, trustee and the five most-highly compensated executive staff employees:

Name	Business address	Telephone number (include area code)	Title	Salary
SEE STATEMENT 1				

CRI-300R Long-Form Registration Renewal Financial Statement

Note: If the financial value of a line item = 0, place a zero in the space provided.
Please report all figures as GROSS, not NET.

Full legal name and street address of the organization

Full legal name: ACHIEVE COMMUNITY CHARTER SCHOOL

Fiscal year-end being reported: 06/30/2020 Federal ID Number (EIN) 81-2357107
month day year

Mailing address:
534 CLINTON AVENUE, NEWARK, NJ 07108
Mailing Address P.O. Box Number or Suite City State ZIP Code

Street address of the registering organization: _____
Street Address City State ZIP Code

New Jersey Charities Registration number: CH _____-00 Telephone number: 973-556-7070
(include area code)

Attach to this registration the most recent Internal Revenue Service Form 990 and Schedule A (990), if the organization has filed those forms. Attach a copy if the organization's annual financial report included an audited financial statement, or if the organization received gross revenue in excess of \$500,000. **Note:** If the organization received gross revenue of less than \$500,000, the financial reports must be certified by the organization's president or other authorized officer of the organization's board.

In lieu of completing the CRI-300R Financial Statement pages, attached please find a copy of the I.R.S. 990 filing for the fiscal year-end indicated above.

A. Receipts

Line A1a. Direct Public Support received from the following sources:		
(1)	Direct mail	758,496.
(2)	Telephone solicitation	0.
(3)	Commercial co-venture	0.
(4)	Gross receipts from fund-raising events	0.
(5)	Canisters, counter cards, door to door etc	0.
(6)	Corporations and other businesses	0.
(7)	Foundations and trusts	0.
(8)	Donated land, buildings, property, equipment and materials	0.
(9)	Legacies and bequests	0.
(10)	Membership dues solely resulting from solicitations	0.
(11)	Other support (specify)	0.
Line A1b. Total Direct Public Support (add lines A1a(1) through A1a(11))		758,496.
Line A1c. Indirect Public Support received from the following sources:		
(1)	Federated fund-raising organization	0.
(2)	From an affiliated organization	0.
(3)	From another fund-raising organization	0.
Line A1d. Total Indirect Public Support (add lines A1c(1) thru A1c(3))		0.
Line A1e. Total Gross Contributions (add lines A1b and A1d)		758,496.

Line A2.	Government grants including purchase of service contracts (specify agency)		
a.	GOVERNMENT GRANTS – CONTRIBUTIONS		665,257.
b.	_____		0.
c.	_____		0.
d.	_____		0.
Line A2e.	Total Government Grants (add lines 2a thru 2d)		665,257.
Line A3.	Other Support		
a.	Bona fide membership		0.
b.	Program service revenue	SEE STATEMENT 4	4,007,458.
c.	Professional services rendered by volunteers		0.
d.	Miscellaneous income (specify)	SEE STATEMENT 3	83,744.
Line A3e.	Total Other Support (add the total of lines A3a thru A3d)		4,091,202.
Line A4.	Total Gross Revenue (add lines A1e, A2e and A3e)		5,514,955.

B. Expenses

Line B1.	Program expenses		4,568,677.
Line B2.	Management and general expenses		902,708.
Line B3.	Fund-raising expenses		0.
Line B4.	Payments to state/national affiliates (if applicable)		0.
Line B5.	Total Expenses (add the totals of line B1 thru B4)		5,471,385.

C. Excess or Deficit

For the fiscal year-end (subtract line B5 from line A4)		43,570.
---	--	---------

D. Fund Balance

Line D1.	Net assets or fund balances at beginning of year		-56,600.
Line D2.	Other changes in net assets or fund balances (attach explanation)	STMT 2	60,000.
Line D3.	Net assets or fund balances at end of year (Combine line C, D1 and D2)		46,970.

Please Note: The amount of Gross Contributions (line A1e on this form) determines the registration fee which must be paid and the form which should be used. July 2006 revisions to the Charities Registration Act now require all charities to pay a registration fee, including charities whose Gross Contributions are less than \$10,000. Further information for charity registrants may be found on our Web site: <http://www.njconsumeraffairs.gov/ocp/charities.htm>.

**Long-Form Renewal Registration Statement
Form CRI-300RC
Confidential Information**

Organization's Name: ACHIEVE COMMUNITY CHARTER SCHOOL

N.J. Charities Registration Number: CH- _____ -00

Federal ID Number (EIN) XXXXXXXXXX

Fiscal Year-End being reported: 06/30/2020
month day year

24. Are any of the organization's officers, directors, trustees or the five most-highly compensated employees related by blood, marriage or adoption to:

- a. each other? Yes No
- b. any officers, agents or employees of any fund-raising counsel or independent paid fund-raiser under contract to the organization? Yes No
- c. any chief executive, employee, any other employee of the organization with a direct financial interest in the transaction, or any partner, proprietor, director, officer, trustee, or to any shareholder of the organization with more than two (2) percent interest in any supplier or vendor providing goods or services to the organization? Yes No
- d. If you answered "Yes," to questions 24a, b, or c, please provide a statement explaining these relationships.

25. Do any of the organization's officers, directors, trustees or the five most-highly compensated employees have a financial interest in any activities engaged in by a fund-raising counsel or independent paid fund-raiser under contract to the organization, or any supplier or vendor providing goods or services to the organization? Yes No

If "Yes," please detail these relationships below or on a separate sheet of paper, and provide the name, business address and telephone number of all interested parties.

We understand that this registration is being issued at the discretion of the Division of Consumer Affairs and agree that employees of the Division may inspect the records in the possession of this organization in order to ascertain compliance with the statute and all pertinent regulations. We also understand that we may be required to provide additional information if requested.

We hereby certify that the above information and the attached financial schedule(s) and statement(s) are true. We are aware that if any of the above statements are willfully false, we are subject to punishment.

Signature _____ Name PRISCILLA EVERHART Title SCHOOL BUSINESS ADMINISTRATOR Date _____

Signature _____ Name _____ Title _____ Date _____

This form must be signed by two (2) authorized officers of the organization, including the chief financial officer.

Note: Form CRI-300RC must be filed with Form CRI-300R.

NAME OF INDIVIDUALTITLETELEPHONE NO.

CHRISTOPHER PERPICH

CHIEF SCHOOL
ADMINISTRATORADDRESS534 CLINTON AVENUE
NEWARK, NJ 07108SALARY

0.

NAME OF INDIVIDUALTITLETELEPHONE NO.

CARRIEAN ZIELINSKI (UNTIL 2/2021)

BOARD SECRETARY/SBA

ADDRESS534 CLINTON AVENUE
NEWARK, NJ 07108SALARY

0.

NAME OF INDIVIDUALTITLETELEPHONE NO.

SALLY BOOTH

BOARD CHAIR

ADDRESS534 CLINTON AVENUE
NEWARK, NJ 07108SALARY

0.

ACHIEVE COMMUNITY CHARTER SCHOOL



NAME OF INDIVIDUAL

TITLE

TELEPHONE NO.

RONALD AUGUSTIN

VICE CHAIR

ADDRESS

534 CLINTON AVENUE
NEWARK, NJ 07108

SALARY

0.

NAME OF INDIVIDUAL

TITLE

TELEPHONE NO.

SONIA RODRIGUEZ-MARTO

TRUSTEE

ADDRESS

534 CLINTON AVENUE
NEWARK, NJ 07108

SALARY

0.

NAME OF INDIVIDUAL

TITLE

TELEPHONE NO.

CHARISSE CARRION

TRUSTEE

ADDRESS

534 CLINTON AVENUE
NEWARK, NJ 07108

SALARY

0.

NAME OF INDIVIDUAL

TITLE

TELEPHONE NO.

CLAUDIA VAZQUEZ

TRUSTEE

ADDRESS

534 CLINTON AVENUE
NEWARK, NJ 07108

SALARY

0.

Certification

Form CRI-150I, CRI-300R, CRI-200

This Registration Form **must** be authorized by two (2) officers of the organization, one being the Chief Financial Officer or Treasurer.

First Authorization:

I understand that this registration is being issued at the discretion of the New Jersey Division of Consumer Affairs and agree that employees of the Division may inspect the records in the possession of this organization in order to ascertain compliance with the statute and all pertinent regulations. I also understand that I may be required to provide additional information if requested.

I hereby certify that the information contained in this registration and the attached financial schedule(s) and statement(s) are true. I am aware that if any of the above statements are willfully false, I am subject to punishment.

Signature _____ Name PRISCILLA Title SCHOOL
EVERHART BUSINESS ADMIN Date _____

Second Authorization:

I understand that this registration is being issued at the discretion of the New Jersey Division of Consumer Affairs and agree that employees of the Division may inspect the records in the possession of this organization in order to ascertain compliance with the statute and all pertinent regulations. I also understand that I may be required to provide additional information if requested.

I hereby certify that the information contained in this registration and the attached financial schedule(s) and statement(s) are true. I am aware that if any of the above statements are willfully false, I am subject to punishment.

Signature _____ Name _____ Title _____ Date _____

Form **990**

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2018

Department of the Treasury
Internal Revenue Service

▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public Inspection

A For the 2018 calendar year, or tax year beginning **JUL 1, 2018** and ending **JUN 30, 2019**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input checked="" type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 534 CLINTON AVENUE City or town, state or province, country, and ZIP or foreign postal code NEWARK, NJ 07108 F Name and address of principal officer: CARRIEANN ZIELINSKI 534 CLINTON AVE, NEWARK, NJ 07108	D Employer identification number [REDACTED] E Telephone number 973-556-7070 G Gross receipts \$ 3,972,228. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ WWW.ACHIEVECCS.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		
		L Year of formation: 2016
		M State of legal domicile: NJ

Part I Summary

	1	Briefly describe the organization's mission or most significant activities: ACHIEVE COMMUNITY CHARTER SCHOOL BUILDS INNOVATIONS WHO GRADUATE COLLEGE READY TO SOLVE THE WORLD'S		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
Activities & Governance	3	Number of voting members of the governing body (Part VI, line 1a)	3	7
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	7
	5	Total number of individuals employed in calendar year 2018 (Part V, line 2a)	5	14
	6	Total number of volunteers (estimate if necessary)	6	6
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	7b	Net unrelated business taxable income from Form 990-T, line 38	7b	0.
	Revenue	8	Contributions and grants (Part VIII, line 1h)	Prior Year 217,693.
9		Program service revenue (Part VIII, line 2g)	859,175.	3,050,806.
10		Investment income (Part VIII, column (A), lines 3, 4, and 7d)	0.	0.
11		Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	5,432.	3,790.
12		Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	1,082,300.	3,972,228.
Expenses		13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.
	14	Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	610,304.	2,596,971.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	433,459.	1,470,394.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	1,043,763.	4,067,365.
	19	Revenue less expenses. Subtract line 18 from line 12	38,537.	-95,137.
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	Beginning of Current Year 54,253.	End of Year 286,167.
	21	Total liabilities (Part X, line 26)	15,716.	342,767.
	22	Net assets or fund balances. Subtract line 21 from line 20	38,537.	-56,600.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer CARRIEANN ZIELINSKI, SCHOOL BUSINESS ADMINISTRATOR Type or print name and title	Date	
Paid Preparer Use Only	Print/Type preparer's name LEONORA GALLEROS	Preparer's signature	Date 07/10/20
	Firm's name ▶ GALLEROS ROBINSON CPAS, LLP	Firm's EIN ▶ 27-3263553	Check if self-employed <input type="checkbox"/> PTIN P00181670
	Firm's address ▶ 115 DAVIS STATION ROAD CREAM RIDGE, NJ 08514	Phone no. 732.925.2608	

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III [X]

1 Briefly describe the organization's mission:
ACHIEVE COMMUNITY CHARTER SCHOOL BUILDS INNOVATIONS WHO GRADUATE COLLEGE READY TO SOLVE THE WORLD'S NEXT SET OF CHALLENGES.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? [] Yes [X] No
If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? [] Yes [X] No
If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 3,415,010. including grants of \$) (Revenue \$ 2,930,979.)
THE CHARTER SCHOOL PROVIDES A FULL RANGE OF EDUCATIONAL SERVICES APPROPRIATE TO GRADE LEVELS K THROUGH 4. THESE INCLUDE BOTH REGULAR AND SPECIAL EDUCATION PROGRAMS. AS OF JUNE 30, 2019, THE CHARTER SCHOOL'S FINAL HEAD COUNT WAS 221 STUDENTS. THE MAJOR INITIATIVES ARE BUILDING THE CURRICULUM FOR RIGOROUS LITERACY AND MATH INSTRUCTION THROUGH THE ADOPTION A NEW CURRICULUMS. TEACHERS AND LEADERS WILL BE TRAINED IN SUMMER INSTITUTE AND ON BI-WEEKLY PROFESSIONAL DEVELOPMENT. THE CHARTER SCHOOL ALSO ADOPTED A NEW GUIDED READING FRAMEWORK IN KINDERGARTEN TO SECOND GRADE AND CLOSE READING IN THIRD GRADE. TEACHERS AND LEADERS WERE PROFESSIONALLY DEVELOPED TO IMPLEMENT THE CURRICULUM. SOCIAL EMOTIONAL LEARNING AND SUPPORT WAS DEVELOPED THROUGH THE ADDITION OF A VICE PRINCIPAL OF CULTURE AS WELL AS AN ASSOCIATE DEAN. THESE TWO

4b (Code:) (Expenses \$ 158,263. including grants of \$) (Revenue \$ 123,617.)
THE CHARTER SCHOOL IMPLEMENTED THE NO CHILD LEFT BEHIND PROGRAM. THIS PROGRAM WAS ENACTED BY CONGRESS TO REAUTHORIZE THE ELEMENTARY AND SECONDARY EDUCATION ACT WITH MAJOR FOCUS ON PROVIDING ALL CHILDREN WITH FAIR, EQUAL AND SIGNIFICANT OPPORTUNITY TO HAVE A HIGH QUALITY EDUCATION THOUGH ENRICHMENT ACTIVITIES.

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 3,573,273.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>		X
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>		
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>		X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>	22	X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>	23	X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>	24a	X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b	
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c	
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?	24d	
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>	25a	X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>	25b	X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>	26	X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>	27	X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	28a	X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>	28b	X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>	28c	X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>	29	X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>	30	X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>	31	X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>	32	X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>	33	X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>	34	X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a	X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>	35b	
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>	36	X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>	37	X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	38	X

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

	Yes	No
1a Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	21
b Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c	X

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

Table with columns for question number, question text, and Yes/No response boxes. Includes questions 2a through 16 regarding employee counts, tax returns, unrelated business income, foreign accounts, prohibited transactions, and charitable contributions.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
1b	Enter the number of voting members included in line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official	X	
15b	Other officers or key employees of the organization If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **NJ**
- 18** Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records **CARRIEANN ZIELINSKI - 973-556-7070**
534 CLINTON AVE, NEWARK, NJ 07108

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A)	(B)	(C)	(D)
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	917,632.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f				
	g Noncash contributions included in lines 1a-1f: \$					
	h Total. Add lines 1a-1f		917,632.			
Program Service Revenue	2 a PER CAPITA AID	Business Code 611710	3,050,552.	3,050,552.		
	b FOOD SERVICE	611710	254.	254.		
	c					
	d					
	e					
	f All other program service revenue					
	g Total. Add lines 2a-2f		3,050,806.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
	6 a Gross rents	(i) Real				
		(ii) Personal				
		b Less: rental expenses				
		c Rental income or (loss)				
	d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities				
		(ii) Other				
		b Less: cost or other basis and sales expenses				
		c Gain or (loss)				
	d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a				
		b Less: direct expenses	b			
c Net income or (loss) from fundraising events						
9 a Gross income from gaming activities. See Part IV, line 19	a					
	b Less: direct expenses	b				
	c Net income or (loss) from gaming activities					
10 a Gross sales of inventory, less returns and allowances	a					
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
11 a MISCELLANEOUS	90099	3,790.	3,790.			
	b					
	c					
	d All other revenue					
	e Total. Add lines 11a-11d		3,790.			
12 Total revenue. See instructions		3,972,228.	3,054,596.	0.	0.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	107,625.		107,625.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	2,044,908.	1,898,071.	146,837.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	99,885.	99,885.		
9 Other employee benefits	344,553.	344,553.		
10 Payroll taxes				
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	337,418.	220,747.	116,671.	
12 Advertising and promotion				
13 Office expenses	226,576.	200,780.	25,796.	
14 Information technology				
15 Royalties				
16 Occupancy	521,986.	521,986.		
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials ...				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance				
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a FOOD SERVICE	158,263.	158,263.		
b MISCELLANEOUS	116,965.	19,802.	97,163.	
c FIELD TRIPS	109,186.	109,186.		
d _____				
e All other expenses _____				
25 Total functional expenses. Add lines 1 through 24e	4,067,365.	3,573,273.	494,092.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	22,014.	1	55,488.
	2 Savings and temporary cash investments		2	
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	32,239.	4	198,754.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges		9	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a		
	b Less: accumulated depreciation	10b		10c
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
	15 Other assets. See Part IV, line 11	0.	15	31,925.
16 Total assets. Add lines 1 through 15 (must equal line 34)	54,253.	16	286,167.	
Liabilities	17 Accounts payable and accrued expenses	15,716.	17	293,921.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	0.	25	48,846.
	26 Total liabilities. Add lines 17 through 25	15,716.	26	342,767.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.			
	27 Unrestricted net assets	38,537.	27	-56,600.
	28 Temporarily restricted net assets		28	
	29 Permanently restricted net assets		29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.			
	30 Capital stock or trust principal, or current funds		30	
	31 Paid-in or capital surplus, or land, building, or equipment fund		31	
	32 Retained earnings, endowment, accumulated income, or other funds		32	
33 Total net assets or fund balances	38,537.	33	-56,600.	
34 Total liabilities and net assets/fund balances	54,253.	34	286,167.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	3,972,228.
2	Total expenses (must equal Part IX, column (A), line 25)	2	4,067,365.
3	Revenue less expenses. Subtract line 2 from line 1	3	-95,137.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	38,537.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	-56,600.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

- 1 Accounting method used to prepare the Form 990: Cash Accrual Other _____
If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.
- 2a Were the organization's financial statements compiled or reviewed by an independent accountant?
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- b Were the organization's financial statements audited by an independent accountant?
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?
If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.
- 3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?
- b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits

	Yes	No
2a		X
2b	X	
2c	X	
3a		X
3b		

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2018 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2017 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2018. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2017. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2018. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2017. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2018 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2017 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2018 (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from 2017 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2018. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2017. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI.</i>		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1 Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8	

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	Total (add lines 1a, 1b, and 1c)	1d	
e	Discount claimed for blockage or other factors (explain in detail in Part VI):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035	6	
7	Recoveries of prior-year distributions	7	
8	Minimum Asset Amount (add line 7 to line 6)	8	

Section C - Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3	4	
5	Income tax imposed in prior year	5	
6	Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		

Schedule A (Form 990 or 990-EZ) 2018

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2018 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2018	(iii) Distributable Amount for 2018
1 Distributable amount for 2018 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2018 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2018			
a From 2013			
b From 2014			
c From 2015			
d From 2016			
e From 2017			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2018 distributable amount			
i Carryover from 2013 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2018 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2018 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2018, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions.			
6 Remaining underdistributions for 2018. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions.			
7 Excess distributions carryover to 2019. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2014			
b Excess from 2015			
c Excess from 2016			
d Excess from 2017			
e Excess from 2018			

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Name of the organization

ACHIEVE COMMUNITY CHARTER SCHOOL

Employer identification number

[REDACTED]

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of **(1)** \$5,000; or **(2)** 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number [REDACTED]
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	NJ DEPARTMENT OF EDUCATION 100 RIVER VIEW PLAZA TRENTON, NJ 08608	\$ 794,015.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	NJ DEPARTMENT OF AGRICULTURE 33 W. STATE STREET TRENTON, NJ 08625	\$ 123,617.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number [REDACTED]
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____

Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization: ACHIEVE COMMUNITY CHARTER SCHOOL; Employer identification number: [REDACTED]

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include: 1 Total number at end of year, 2 Aggregate value of contributions to (during year), 3 Aggregate value of grants from (during year), 4 Aggregate value at end of year, 5 Did the organization inform all donors...?, 6 Did the organization inform all grantees...?

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Form with multiple sections: 1 Purpose(s) of conservation easements, 2 Complete lines 2a through 2d if the organization held a qualified conservation contribution..., 3 Number of conservation easements modified..., 4 Number of states where property subject to conservation easement is located..., 5 Does the organization have a written policy..., 6 Staff and volunteer hours..., 7 Amount of expenses..., 8 Does each conservation easement..., 9 In Part XIII, describe how the organization reports...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Form with sections: 1a If the organization elected, as permitted under SFAS 116 (ASC 958), not to report..., 1b If the organization elected, as permitted under SFAS 116 (ASC 958), to report..., 2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Temporarily restricted endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) 0.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1) INTERFUND RECEIVABLES	31,925.
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	31,925.

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) INTERGOVERNMENTAL PAYABLE	48,846.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	48,846.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements	1	3,972,228.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
a	Net unrealized gains (losses) on investments	2a	
b	Donated services and use of facilities	2b	
c	Recoveries of prior year grants	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	3,972,228.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)	5	3,972,228.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements	1	4,067,365.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
a	Donated services and use of facilities	2a	
b	Prior year adjustments	2b	
c	Other losses	2c	
d	Other (Describe in Part XIII.)	2d	
e	Add lines 2a through 2d	2e	0.
3	Subtract line 2e from line 1	3	4,067,365.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a	
b	Other (Describe in Part XIII.)	4b	
c	Add lines 4a and 4b	4c	0.
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)	5	4,067,365.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE CHARTER SCHOOL'S POLICY PROVIDES FOR LIABILITIES FOR UNCERTAIN TAX POSITION WHEN A LIABILITY IS MOST LIKELY AND ESTIMABLE. MANAGEMENT IS NOT AWARE OF ANY VIOLATION OF ITS TAX STATUS AS AN EXEMPT ORGANIZATION FROM INCOME TAXES NOR OF ANY EXPOSURE TO UNRELATED BUSINESS INCOME TAX. THE CHARTER SCHOOL IS NO LONGER SUBJECT TO AUDITS BY THE APPLICABLE TAXING JURISDICTIONS FOR PERIODS PRIOR TO JUNE 30, 2016.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

- ▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
- ▶ Attach to Form 990 or Form 990-EZ.
- ▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization

ACHIEVE COMMUNITY CHARTER SCHOOL

Employer identification number

[REDACTED]

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II		X
ACCS IS A CHARTER SCHOOL AND THEREFORE NOT SUBJECT TO THE RACIAL NONDISCRIMINATION PROVISIONS OF REV. PROC. 75-50 1975-2 C.B. 587.		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II		X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2018

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

ACCS IS A CHARTER SCHOOL IN THE STATE OF NEW JERSEY. AS A CHARTER SCHOOL, ITS OPERATING REVENUE SOURCES INCLUDE STATE AID AND LOCAL LEVY BASED ON ENROLLMENT, FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE.

LINE 7 - EXPLANATION OF RACIAL NONDISCRIMINATION COMPLIANCE:

ACCS IS A CHARTER SCHOOL AND THEREFORE NOT SUBJECT TO THE RACIAL NONDISCRIMINATION PROVISIONS OF REV. PROC. 75-50 1975-2 C.B. 587.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2018

Open to Public
Inspection

Name of the organization

ACHIEVE COMMUNITY CHARTER SCHOOL

Employer identification number

FORM 990, PART III, LINE 4A, PROGRAM SERVICE ACCOMPLISHMENTS:

POSITIONS PROVIDED DIRECT SUPPORT TO TEACHERS AND ADMINISTRATORS IN
MEETING THE NEEDS OF OUR MOST STRUGGLING STUDENTS.

FORM 990, PART VI, SECTION B, LINE 11B:

THE DRAFT FORM 990 IS INITIALLY REVIEWED BY THE CHIEF EXECUTIVE OFFICER.
ONCE REVIEWED AND COMMENTS ADDRESSED, A COPY VIA E-MAIL IS PROVIDED TO THE
CHAIR OF THE FINANCE COMMITTEE AND BOARD MEMBERS FOR REVIEW AND APPROVAL
FOR FILING.

FORM 990, PART VI, SECTION B, LINE 12C:

THE BOARD MEMBERS AND KEY EMPLOYEES ARE REQUIRED TO COMPLETE AN ANNUAL
DISCLOSURE FORM INDICATING ANY CONFLICT OF INTEREST OR ARRANGEMENTS THAT
COULD GIVE RISE TO A CONFLICT.

FORM 990, PART VI, SECTION B, LINE 15A:

COMPENSATION OF ACCS CEO AND KEY EMPLOYEES (PRINCIPAL, SBA) ARE BASED ON
QUALIFICATIONS, SALARY INFORMATION OF THE SAME POSITION IN THE SCHOOL OR
SIMILAR ENTITIES IN THE AREA. THE BOARD REVIEWS AND APPROVES COMPENSATION
INFORMATION FOR KEY AND ALL OTHER EMPLOYEES OF THE CHARTER SCHOOL.

FORM 990, PART VI, SECTION C, LINE 19:

THE CHARTER SCHOOL MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST
POLICY, AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON WRITTEN
REQUEST TO THE SCHOOL BUSINESS OFFICE LOCATED AT 534 CLINTON AVE. NEWARK,
NJ 07108 OR BY CALLING (973)556-7070.

Name of the organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number [REDACTED]
---	---

PART XII, LINE 2C

THIS PROCESS HAS NOT CHANGED FROM PRIOR YEAR.

Form **990**

Return of Organization Exempt From Income Tax

OMB No. 1545-0047

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

2017

Department of the Treasury
Internal Revenue Service

▶ Do not enter social security numbers on this form as it may be made public.
▶ Go to www.irs.gov/Form990 for instructions and the latest information.

Open to Public Inspection

A For the 2017 calendar year, or tax year beginning **JUL 1, 2017** and ending **JUN 30, 2018**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input checked="" type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL Doing business as Number and street (or P.O. box if mail is not delivered to street address) Room/suite 534 CLINTON AVENUE City or town, state or province, country, and ZIP or foreign postal code NEWARK, NJ 07108 F Name and address of principal officer: DOMINIQUE LEE 534 CLINTON AVE, NEWARK, NJ 07108	D Employer identification number [REDACTED] E Telephone number 973-556-7070 G Gross receipts \$ 1,082,300. H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. (see instructions) H(c) Group exemption number ▶
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () ◀ (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527		
J Website: ▶ WWW.ACHIEVECCS.ORG		
K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other ▶		L Year of formation: 2016 M State of legal domicile: NJ

Part I Summary

	1	Briefly describe the organization's mission or most significant activities: ACHIEVE COMMUNITY CHARTER SCHOOL BUILDS INNOVATORS WHO GRADUATE COLLEGE READY TO SOLVE THE WORLD'S		
	2	Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
Activities & Governance	3	Number of voting members of the governing body (Part VI, line 1a)	3	5
	4	Number of independent voting members of the governing body (Part VI, line 1b)	4	5
	5	Total number of individuals employed in calendar year 2017 (Part V, line 2a)	5	13
	6	Total number of volunteers (estimate if necessary)	6	5
	7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
	7b	Net unrelated business taxable income from Form 990-T, line 34	7b	0.
	Revenue	8	Contributions and grants (Part VIII, line 1h)	Prior Year
9		Program service revenue (Part VIII, line 2g)		217,693.
10		Investment income (Part VIII, column (A), lines 3, 4, and 7d)		0.
11		Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		5,432.
12		Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)		1,082,300.
13		Grants and similar amounts paid (Part IX, column (A), lines 1-3)		0.
14		Benefits paid to or for members (Part IX, column (A), line 4)		0.
Expenses	15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		610,304.
	16a	Professional fundraising fees (Part IX, column (A), line 11e)		0.
	b	Total fundraising expenses (Part IX, column (D), line 25) ▶ 0.		
	17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)		433,459.
	18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)		1,043,763.
19	Revenue less expenses. Subtract line 18 from line 12		38,537.	
Net Assets or Fund Balances	20	Total assets (Part X, line 16)	Beginning of Current Year	End of Year
	21	Total liabilities (Part X, line 26)		54,253.
	22	Net assets or fund balances. Subtract line 21 from line 20		15,716.
				38,537.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer DOMINIQUE LEE, CHIEF EXECUTIVE OFFICER Type or print name and title	Date
Paid Preparer Use Only	Print/Type preparer's name Preparer's signature Date 05/22/19 Check if self-employed <input type="checkbox"/> PTIN P00181670	Firm's EIN ▶ 27-3263553 Phone no. 732.925.2608
	Firm's name ▶ GALLEROS KOH LLP Firm's address ▶ 115 DAVIS STATION ROAD CREAM RIDGE, NJ 08514	

May the IRS discuss this return with the preparer shown above? (see instructions) Yes No

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission: ACHIEVE COMMUNITY CHARTER SCHOOL BUILDS INNOVATORS WHO GRADUATE COLLEGE READY TO SOLVE THE WORLD'S NEXT SET OF CHALLENGES.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses.

4a (Code:) (Expenses \$ 885,793. including grants of \$) (Revenue \$ 864,607.) ACHIEVE COMMUNITY CHARTER SCHOOL IMPLEMENTS A COMPREHENSIVE, COLLEGE PREPARATORY CURRICULUM FOR STUDENTS IN GRADES PRE-K TO 8. IN ORDER TO ENSURE COLLEGE READINESS, ACHIEVE COHORTS STUDENTS INTO THREE BANDS: K-2, 3-5 AND 6-8. AT THE END OF EACH BAND, STUDENTS COMPLETE A BRICK THESIS THAT INTEGRATES KEY KNOWLEDGE AND SKILLS ACQUIRED DURING THE PREVIOUS 3 YEARS. EACH YEAR BUILDS TO THIS CULMINATING THESIS. EACH SUBJECT AREA, INCLUDING ENRICHMENT CLASSES LIKE VISUAL ART AND PHYSICAL EDUCATION, BUILD INTO THESE CULMINATING ACTIVITIES. IN THE 2017-2018 SCHOOL YEAR ACHIEVE COMMUNITY CHARTER SCHOOL SERVED K AND 1ST GRADE STUDENTS. NO STUDENTS WERE AT THE END OF A COHORT BAND SO THERE WERE NO THESIS OPPORTUNITIES BUT STUDENTS WORKED THROUGHOUT THE YEAR TO MASTER THE KEY KNOWLEDGE AND SKILL TO USE TOWARDS THEIR IMPENDING THESIS.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe in Schedule O.) (Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 885,793.

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ?	X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>		X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>		X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If "Yes," complete Schedule C, Part III</i>		X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>		X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>		X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>		X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>		X
10 Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>		X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>		X
b Did the organization report an amount for investments - other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>		X
c Did the organization report an amount for investments - program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>		X
d Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>		X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>		X
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	X	
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	X	
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>		X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	X	
14a Did the organization maintain an office, employees, or agents outside of the United States?		X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>		X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>		X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>		X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I</i>		X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>		X
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>		X

Part IV Checklist of Required Schedules (continued)

	Yes	No
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>		X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?		
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>		X
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If "Yes," complete Schedule I, Parts I and III</i>		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If "Yes," complete Schedule J</i>		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a</i>		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If "Yes," complete Schedule L, Part I</i>		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If "Yes," complete Schedule L, Part I</i>		X
26 Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If "Yes," complete Schedule L, Part II</i>		X
27 Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If "Yes," complete Schedule L, Part III</i>		X
28 Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
b A family member of a current or former officer, director, trustee, or key employee? <i>If "Yes," complete Schedule L, Part IV</i>		X
c An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If "Yes," complete Schedule L, Part IV</i>		X
29 Did the organization receive more than \$25,000 in non-cash contributions? <i>If "Yes," complete Schedule M</i>		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If "Yes," complete Schedule M</i>		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? <i>If "Yes," complete Schedule N, Part I</i>		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If "Yes," complete Schedule N, Part II</i>		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If "Yes," complete Schedule R, Part I</i>		X
34 Was the organization related to any tax-exempt or taxable entity? <i>If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1</i>		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If "Yes," complete Schedule R, Part V, line 2</i>		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? <i>If "Yes," complete Schedule R, Part V, line 2</i>		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If "Yes," complete Schedule R, Part VI</i>		X
38 Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? Note. All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V

Table with columns for question numbers (1a-14b), sub-questions, and Yes/No columns. Includes questions about Form 1096, Form W-2G, Form W-3, and various tax compliance requirements.

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
1b	Enter the number of voting members included in line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person?		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Did the organization have members or stockholders?		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?		X
7b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	X	
11b	Describe in Schedule O the process, if any, used by the organization to review this Form 990.		
12a	Did the organization have a written conflict of interest policy? If "No," go to line 13	X	
12b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
12c	Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this was done	X	
13	Did the organization have a written whistleblower policy?	X	
14	Did the organization have a written document retention and destruction policy?	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
15a	The organization's CEO, Executive Director, or top management official	X	
15b	Other officers or key employees of the organization	X	
	If "Yes" to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17** List the states with which a copy of this Form 990 is required to be filed **NJ**
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
 Own website Another's website Upon request Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: **DOMINIQUE LEE - 973-556-7070**
534 CLINTON AVE, NEWARK, NJ 07108

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A)	(B)	(C)	(D)	
			Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a Federated campaigns	1a					
	b Membership dues	1b					
	c Fundraising events	1c					
	d Related organizations	1d					
	e Government grants (contributions)	1e	217,693.				
	f All other contributions, gifts, grants, and similar amounts not included above	1f					
	g Noncash contributions included in lines 1a-1f: \$						
	h Total. Add lines 1a-1f			217,693.			
Program Service Revenue	2 a PER CAPITA AID	Business Code 611710	859,175.	859,175.			
	b						
	c						
	d						
	e						
	f All other program service revenue						
	g Total. Add lines 2a-2f			859,175.			
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)						
	4 Income from investment of tax-exempt bond proceeds						
	5 Royalties						
	6 a Gross rents	(i) Real	(ii) Personal				
		b Less: rental expenses					
		c Rental income or (loss)					
		d Net rental income or (loss)					
	7 a Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		b Less: cost or other basis and sales expenses					
		c Gain or (loss)					
		d Net gain or (loss)					
	8 a Gross income from fundraising events (not including \$ _____ of contributions reported on line 1c). See Part IV, line 18	a					
		b Less: direct expenses	b				
		c Net income or (loss) from fundraising events					
	9 a Gross income from gaming activities. See Part IV, line 19	a					
b Less: direct expenses		b					
c Net income or (loss) from gaming activities							
10 a Gross sales of inventory, less returns and allowances	a						
	b Less: cost of goods sold	b					
	c Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code					
11 a OTHER	999999	5,432.	5,432.				
b							
c							
d All other revenue							
e Total. Add lines 11a-11d			5,432.				
12 Total revenue. See instructions.			1,082,300.	864,607.	0.	0.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21 ...				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	92,046.		92,046.	
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	450,140.	450,140.		
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	28,287.	23,485.	4,802.	
9 Other employee benefits	39,831.	39,831.		
10 Payroll taxes				
11 Fees for services (non-employees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Sch O.)	320,968.	261,297.	59,671.	
12 Advertising and promotion				
13 Office expenses	73,614.	72,552.	1,062.	
14 Information technology				
15 Royalties				
16 Occupancy	37,982.	37,982.		
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance				
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a MISCELLANEOUS	895.	506.	389.	
b _____				
c _____				
d _____				
e All other expenses _____				
25 Total functional expenses. Add lines 1 through 24e	1,043,763.	885,793.	157,970.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation.				

Check here if following SOP 98-2 (ASC 958-720)

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X

		(A) Beginning of year	(B) End of year
Assets	1 Cash - non-interest-bearing	1	22,014.
	2 Savings and temporary cash investments	2	
	3 Pledges and grants receivable, net	3	
	4 Accounts receivable, net	4	32,239.
	5 Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L	5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instr). Complete Part II of Sch L	6	
	7 Notes and loans receivable, net	7	
	8 Inventories for sale or use	8	
	9 Prepaid expenses and deferred charges	9	
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a	
	b Less: accumulated depreciation	10b	10c
	11 Investments - publicly traded securities	11	
	12 Investments - other securities. See Part IV, line 11	12	
	13 Investments - program-related. See Part IV, line 11	13	
	14 Intangible assets	14	
	15 Other assets. See Part IV, line 11	15	
16 Total assets. Add lines 1 through 15 (must equal line 34)	0 . 16	54,253.	
Liabilities	17 Accounts payable and accrued expenses	17	15,716.
	18 Grants payable	18	
	19 Deferred revenue	19	
	20 Tax-exempt bond liabilities	20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D	21	
	22 Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L	22	
	23 Secured mortgages and notes payable to unrelated third parties	23	
	24 Unsecured notes and loans payable to unrelated third parties	24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	25	
	26 Total liabilities. Add lines 17 through 25	0 . 26	15,716.
Net Assets or Fund Balances	Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.		
	27 Unrestricted net assets	27	38,537.
	28 Temporarily restricted net assets	28	
	29 Permanently restricted net assets	29	
	Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.		
	30 Capital stock or trust principal, or current funds	30	
	31 Paid-in or capital surplus, or land, building, or equipment fund	31	
	32 Retained earnings, endowment, accumulated income, or other funds	32	
33 Total net assets or fund balances	0 . 33	38,537.	
34 Total liabilities and net assets/fund balances	0 . 34	54,253.	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	1,082,300.
2	Total expenses (must equal Part IX, column (A), line 25)	2	1,043,763.
3	Revenue less expenses. Subtract line 2 from line 1	3	38,537.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	0.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	38,537.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII

- 1 Accounting method used to prepare the Form 990: Cash Accrual Other _____
If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.
- 2a Were the organization's financial statements compiled or reviewed by an independent accountant?
If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- b Were the organization's financial statements audited by an independent accountant?
If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both:
 Separate basis Consolidated basis Both consolidated and separate basis
- c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?
If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.
- 3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?
- b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits

	Yes	No
1		
2a		X
2b	X	
2c	X	
3a		X
3b		

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge ...						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources ...						
9 Net income from unrelated business activities, whether or not the business is regularly carried on ...						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2017 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2016 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2017. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test - 2016. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10% -facts-and-circumstances test - 2017. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10% -facts-and-circumstances test - 2016. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part VI how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support. (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2017 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2016 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2017 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2016 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2017. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests - 2016. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer (b) and (c) below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked 12a or 12b in Part I, answer (b) and (c) below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer (b) and (c) below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? <i>If "Yes," complete Part I of Schedule L (Form 990 or 990-EZ).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?		
b A family member of a person described in (a) above?		
c A 35% controlled entity of a person described in (a) or (b) above? <i>If "Yes" to a, b, or c, provide detail in Part VI.</i>		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? <i>If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.</i>		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? <i>If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.</i>		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? <i>If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).</i>		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? <i>If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).</i>		
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? <i>If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.</i>		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).		
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.		
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.		
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a government entity (see instructions).		
2 Activities Test. Answer (a) and (b) below.		
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? <i>If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.</i>		
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? <i>If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.</i>		
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? <i>Provide details in Part VI.</i>		
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? <i>If "Yes," describe in Part VI the role played by the organization in this regard.</i>		

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1** Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI.) **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d Total (add lines 1a, 1b, and 1c)	1d		
e Discount claimed for blockage or other factors (explain in detail in Part VI):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d	3		
4 Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions)	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by .035	6		
7 Recoveries of prior-year distributions	7		
8 Minimum Asset Amount (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2 Enter 85% of line 1	2		
3 Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4 Enter greater of line 2 or line 3	4		
5 Income tax imposed in prior year	5		
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions)	6		
7 <input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).			

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 Total annual distributions. Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2017 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2017	(iii) Distributable Amount for 2017
1 Distributable amount for 2017 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2017 (reasonable cause required- explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2017			
a			
b From 2013			
c From 2014			
d From 2015			
e From 2016			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2017 distributable amount			
i Carryover from 2012 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2017 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2017 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2017, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI . See instructions.			
6 Remaining underdistributions for 2017. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI . See instructions.			
7 Excess distributions carryover to 2018. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2013			
b Excess from 2014			
c Excess from 2015			
d Excess from 2016			
e Excess from 2017			

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.
▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

Name of the organization

ACHIEVE COMMUNITY CHARTER SCHOOL

Employer identification number

[REDACTED]

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year ▶ \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

LHA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF. Schedule B (Form 990, 990-EZ, or 990-PF) (2017)

Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number <div style="background-color: black; width: 100px; height: 15px;"></div>
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Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	NJ DEPARTMENT OF EDUCATION 100 RIVERVIEW EXEC. PLAZA TRENTON, NJ 08625	\$ 217,693.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
_____	_____ _____ _____	\$ _____	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number <div style="background-color: black; width: 100px; height: 15px;"></div>
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Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____
	_____	\$ _____	_____

Name of organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number <div style="background-color: black; width: 100px; height: 15px; display: inline-block;"></div>
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Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this info. once.) ▶ \$ _____
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b. Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2017 Open to Public Inspection

Name of the organization: ACHIEVE COMMUNITY CHARTER SCHOOL; Employer identification number: [REDACTED]

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

Table with 3 columns: Question, (a) Donor advised funds, (b) Funds and other accounts. Rows include total number at end of year, aggregate value of contributions, grants, and end of year, and two questions about donor property and grant fund usage.

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

Form for Part II Conservation Easements. Includes questions about purpose of easements, total number and acreage, and monitoring expenses. Includes a table for 'Held at the End of the Tax Year' with rows 2a, 2b, 2c, and 2d.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

Form for Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Includes questions about reporting works of art and historical treasures, and a table for reporting revenue and assets.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

- 3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):
- a Public exhibition
 - b Scholarly research
 - c Preservation for future generations
 - d Loan or exchange programs
 - e Other _____
- 4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.
- 5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

- 1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No
- b If "Yes," explain the arrangement in Part XIII and complete the following table:
- | | Amount |
|---------------------------------|--------|
| c Beginning balance | 1c |
| d Additions during the year | 1d |
| e Distributions during the year | 1e |
| f Ending balance | 1f |
- 2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? Yes No
- b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

Part V Endowment Funds. Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

- 2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:
- a Board designated or quasi-endowment _____ %
 - b Permanent endowment _____ %
 - c Temporarily restricted endowment _____ %
- The percentages on lines 2a, 2b, and 2c should equal 100%.
- 3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:
- | | Yes | No |
|--|--------|----|
| (i) unrelated organizations | 3a(i) | |
| (ii) related organizations | 3a(ii) | |
| b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? | 3b | |
- 4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment				
e Other				

Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.) 0.

Part VII Investments - Other Securities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 12.) ▶		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, col. (B) line 13.) ▶		

Part IX Other Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.) ▶	

Part X Other Liabilities.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.) ▶	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	1,082,300.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	1,082,300.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5	1,082,300.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	1,043,763.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	0.
3	Subtract line 2e from line 1		3	1,043,763.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	0.
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5	1,043,763.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

PART X, LINE 2:

THE CHARTER SCHOOL RECOGNIZES THE EFFECT OF INCOME TAX POSITIONS ONLY OF THOSE POSITIONS ARE MORE LIKELY THAN NOT OF BEING SUSTAINED. MANAGEMENT HAS DETERMINED THAT THE CHARTER SCHOOL HAD NO UNCERTAIN TAX POSITIONS THAT WOULD REQUIRE FINANCIAL STATEMENT RECOGNITION. THIS IS THE CHARTER SCHOOL'S FIRST YEAR OF OPERATIONS.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

▶ Complete if the organization answered "Yes" on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization

ACHIEVE COMMUNITY CHARTER SCHOOL

Employer identification number

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II		X
ACCS IS A CHARTER SCHOOL AND THEREFORE NOT SUBJECT TO THE RACIAL NONDISCRIMINATION PROVISIONS OF REV. PROC. 75-50 1975-2 C.B. 587.		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	X	
If you answered "No" to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		X
b Admissions policies?		X
c Employment of faculty or administrative staff?		X
d Scholarships or other financial assistance?		X
e Educational policies?		X
f Use of facilities?		X
g Athletic programs?		X
h Other extracurricular activities?		X
If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency?	X	
b Has the organization's right to such aid ever been revoked or suspended?		X
If you answered "Yes" on either line 6a or line 6b, explain on Part II.		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II		X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.

Schedule E (Form 990 or 990-EZ) 2017

Part II Supplemental Information. Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable.

Also provide any other additional information.

LINE 6 - EXPLANATION OF GOVERNMENT FINANCIAL AID:

ACCS IS A CHARTER SCHOOL IN THE STATE OF NEW JERSEY. AS A CHARTER SCHOOL, ITS OPERATING REVENUE SOURCES INCLUDE STATE AID AND LOCAL LEVY BASED ON ENROLLMENT, FEDERAL AWARDS AND STATE FINANCIAL ASSISTANCE.

LINE 7 - EXPLANATION OF RACIAL NONDISCRIMINATION COMPLIANCE:

ACCS IS A CHARTER SCHOOL AND THEREFORE NOT SUBJECT TO THE RACIAL NONDISCRIMINATION PROVISIONS OF REV. PROC. 75-50 1975-2 C.B. 587.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

▶ Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2017

Open to Public
Inspection

Name of the organization

ACHIEVE COMMUNITY CHARTER SCHOOL

Employer identification number

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

NEXT SET OF CHALLENGES.

FORM 990, PART VI, SECTION B, LINE 11B:

THE DRAFT FORM 990 IS INITIALLY REVIEWED BY THE CHIEF EXECUTIVE OFFICER.

ONCE REVIEWED AND COMMENTS ADDRESSED, A COPY VIA E-MAIL IS PROVIDED TO THE

CHAIR OF THE FINANCE COMMITTEE AND BOARD MEMBERS FOR REVIEW AND APPROVAL

FOR FILING.

FORM 990, PART VI, SECTION B, LINE 12C:

THE BOARD MEMBERS AND KEY EMPLOYEES ARE REQUIRED TO COMPLETE AN ANNUAL

DISCLOSURE FORM INDICATING ANY CONFLICT OF INTEREST OR ARRANGEMENTS THAT

COULD GIVE RISE TO A CONFLICT.

FORM 990, PART VI, SECTION B, LINE 15:

COMPENSATION OF ACCS CEO AND KEY EMPLOYEES (PRINCIPAL, SBA) ARE BASED ON

QUALIFICATIONS, SALARY INFORMATION OF THE SAME POSITION IN THE SCHOOL OR

SIMILAR ENTITIES IN THE AREA. THE BOARD REVIEWS AND APPROVES COMPENSATION

INFORMATION FOR KEY AND ALL OTHER EMPLOYEES OF THE CHARTER SCHOOL.

FORM 990, PART VI, SECTION C, LINE 19:

THE CHARTER SCHOOL MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST

POLICY, AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC UPON WRITTEN

REQUEST TO THE SCHOOL BUSINESS OFFICE LOCATED AT 534 CLINTON AVE. NEWARK,

NJ 07108 OR BY CALLING (973)556-7070.

Name of the organization ACHIEVE COMMUNITY CHARTER SCHOOL	Employer identification number [REDACTED]
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FORM 990, PART IX, LINE 11G, OTHER FEES:

PROFESSIONAL/TECHNICAL SERVICES:

PROGRAM SERVICE EXPENSES	224,838.
MANAGEMENT AND GENERAL EXPENSES	36,118.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	260,956.

OTHER PURCHASED SERVICES:

PROGRAM SERVICE EXPENSES	36,459.
MANAGEMENT AND GENERAL EXPENSES	23,553.
FUNDRAISING EXPENSES	0.
TOTAL EXPENSES	60,012.

TOTAL OTHER FEES ON FORM 990, PART IX, LINE 11G, COL A 320,968.

PART XII LINE 2C

THIS IS THE CHARTER SCHOOL'S FIRST YEAR OF OPERATIONS.

R-22-Action Plan

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful start-up. In a well-organized chart, the action plan should include:

- All projected key steps in the pre-opening period (from suny approval through the commencement of instruction) including, but not limited to, hiring personnel, setting up organizational, legal and financial structures, securing funding, and selecting or developing critical aspects of the school's academic program including the curriculum;
- The start date and projected completion date of each task; and,
- The person(s) responsible for each task.

TASK	ASSIGNED TO	START	END
Initial Operations (initiated, to the extent possible, immediately after charter approval)			
File for 501(c)(3) status for the school and state tax exemptions status	Regional Director of Operations	4/1/22	4/4/22
Conduct the first official Board meeting after charter approval by following a standard process to establish the Board (including by electing Board officers and naming Board members to relevant committees and by ratifying By-Laws, code of ethics, conflict of interest policy, grievance policy, medications administration plan, health services plan, technology plan, school safety plan, FERPA, FOIL, open meetings law, and any other critical policies as determined by the Board's attorney. Ensure that all policies are distributed to Board members and other relevant stakeholders.	BRICK Buffalo Board Chair	10/15/22	10/15/22
Finalize an annual Board calendar that clarifies when the Board will meet, what Board Committees will review in preparation for those meetings, and what formal action will be taken during each Board meeting throughout the pre-launch period.	Regional Director of Instruction	4/1/22	7/1/22
Finalize offers for three immediate local hires to support Buffalo launch (Buffalo Principal/Principal in Residence, Buffalo Family and Community Engagement Specialist and Buffalo Director of Operations).	Chief Talent Officer	6/1/22	6/30/22
Notify SUNY of the hiring of the school's Principal within 5 days.	Regional Director of Instruction	6/5/22	6/30/22

Obtain legal review of proposed lease agreement.	Regional Director of Operations	4/1/22	4/15/22
Finalize facility lease agreement.	Regional Director of Operations	4/15/22	5/1/22
Submit finalized lease agreement to SUNY.	Regional Director of Operations	5/1/22	5/10/22
Finalize agreement with City Year Buffalo.	Regional Director of Instruction	4/1/22	7/1/22
Finalize agreements with Ecosystem partners (including, for example, Jericho Road).	Regional Director of Operations	4/1/22	7/1/22
Provide training to the Board of Trustees on our approved charter and how the CMO agreement defines specific ways that the Board and CMO work together.	Regional Director of Instruction	10/1/22	11/1/22
Provide deep dive training to individual Board committees regarding the specific parts of the charter that closely connect to their committee, as well relevant aspects of the CMO agreement, and artifacts they can access to evaluate CMO performance.	Regional Director of Instruction	11/1/22	12/1/22
Support the Buffalo Board to secure an independent attorney for the school.	Regional Director of Instruction	4/1/22	5/1/22
Finalize the CMO management agreement using a process where both the CMO and the Buffalo Board both have separate attorneys to ensure an effective and appropriate agreement is in place.	Regional Director of Instruction	4/1/22	5/1/22
Update Website and social media pages with information regarding approval by the Charter Schools Institute.	Regional Director of Instruction	4/1/22	5/1/22
Formally approve the 2023-2024 School Calendar pending any updates necessary to align breaks with BPS	Regional Director of Instruction	10/1/22	11/1/22
Update Website and social media pages with information regarding approval by the Board of Regents.	Regional Director of Instruction	10/1/22	12/1/22
Academic Readiness (overseen by the Academic Committee)			
Finalize leadership development plan for Principal or Principal in Residence during pre-launch period	Regional Director of Instruction	4/1/22	6/1/22
Meet with the Chief Academic Officer to finalize the list of curriculum adjustments that must be made to ensure K/1 materials are updated to tightly align to NY's expectations.	Regional Director of Instruction	6/1/22	6/30/22

Finalize updates to Academic Guidebooks for the 23-24 school year (including, but not limited to, the School Leader Guidebook, the Instructional Guidebook, and content-specific guidebooks).	Chief Academic Officer	3/1/23	4/1/23
Review all updated guidebooks for NY compliance and update as needed to adjust for local context.	Regional Director of Instruction	4/1/23	5/1/23
Collaborate with the Chief Academic Officer and Board Academic committee to produce a draft student handbook based on example handbooks from Achieve and other local SUNY-sponsored schools.	Regional Director of Instruction	4/1/23	6/1/23
Meet with Board Academic Committee to review updated guidebooks and Buffalo-specific content and to collect feedback	Regional Director of Instruction	5/1/22	6/1/22
Plan Buffalo specific summer professional development content	Regional Director of Instruction	4/1/23	7/1/23
Support Buffalo Principal and Buffalo Director of Operations to plan and practice relevant Buffalo-specific professional development sessions and to successfully cascade some standard network PD.	Regional Director of Instruction	7/1/23	8/1/23
Review Buffalo specific adjustments to curriculum and assessment materials to ensure NY alignment and preparedness.	Regional Director of Instruction	4/1/23	7/1/23
Deliver all quarter one curriculum, assessments and related instructional resources to Buffalo teachers and instructional leaders	Regional Director of Instruction	7/1/23	7/31/23
Facilitate summer professional development for leaders	Chief Academic Officer	7/31/23	8/2/23
Facilitate summer professional development for all staff	Chief Academic Officer	8/7/23	8/18/23
Meet with representatives of Buffalo's Committee on Special Education to learn the district's practices with respect to special education and to learn how charter schools can best partner with them.	Regional Director of Instruction	4/1/22	5/1/22
Conduct monthly meetings with Buffalo's CSE, for example, one of the representatives that works most closely with charter schools, to build a strong relationship, to deeply understand their process, and to learn how to effectively partner with them.	Regional Director of Instruction	5/1/22	Ongoing

Collect feedback from Buffalo's CSE regarding the draft job description for a Director of Special Education to use in finalizing the job description.	Regional Director of Instruction	6/1/22	7/1/22
Begin monthly meetings with the BRICK Network Director of Special Education and the special education leader at a partner SUNY school to update our Special Education Guidebook so that it reflects special education policy in New York.	Regional Director of Instruction	7/1/22	Ongoing
In partnership with the BRICK Network Director of Special Education and the special education leader at our SUNY partner school, create an internal compliance audit structure and a service delivery log to ensure the campus will have strong foundational compliance systems.	Regional Director of Instruction	7/1/22	10/1/22
Introduce the newly hired BRICK Buffalo Director of Special Education to the Buffalo CSE, the BRICK Network Director of Special Education and the special education leader at our SUNY partner school and begin to have this staff member join standing special education meeting structures.	Regional Director of Instruction	7/1/23	8/1/23
Finalize Special Education policies and procedures, including the Buffalo version of the special education guidebook and the internal compliance audit structure.	Regional Director of Instruction	4/1/23	7/1/23
Finalize class rosters and disseminate to teachers, students and families	Principal	5/1/23	8/1/23
Finalize support plans for any teachers or staff in need of additional support to ensure a strong launch with students	Principal	8/7/23	8/18/23
Facility Readiness (overseen by the Audit and Finance Committee)			
Work with the facilities team to finalize a five year facility plan (including, for example, plans for the proposed leased space and any future construction projects).	Regional Director of Operations	4/1/22	5/1/22
Contract with developer to provide space renovations and improvements to space to ensure state compliance	Regional Director of Operations	5/1/22	6/1/22
Renovate facility to prepare for year one of operation	Regional Director of Operations	11/1/22	6/1/23
Prior to having pre-launch staff work from the leased space, verify that a valid certificate of occupancy is in place.	Regional Director of Operations	4/1/22	5/1/22

Based on city ordinance and regulations, submit documentation needed to secure or maintain a certificate of occupancy for the building before additional staff or students begin to use the building (for example, by having additional fire safety inspection or verifying that the building is ADA compliant).	Regional Director of Operations	5/1/23	7/1/23
Ensure that the Director of Special Education has access to a storage cabinet that locks for ongoing maintenance of records for students with disabilities.	Regional Director of Operations	6/1/23	7/1/23
Ensure that the school meets local safety codes (including for example that it has adequate signage and that classrooms and offices are numbered for emergency purposes).	Regional Director of Operations	5/1/23	7/1/23
Write a district-wide school safety plan and a building level emergency response plan that describe how individuals respond during potential emergencies and drills (including, for example, an active shooter situation or a fire drill).	Regional Director of Operations	5/1/23	7/1/23
Provide training to all staff on the district-wide school safety plan and building level emergency response plan.	Regional Director of Operations	8/1/23	9/1/23
Work with the Custodian or Assistant Facility Manager to establish expectations for daily and weekly cleaning.	Regional Director of Operations	6/1/23	7/1/23
Secure cleaning supplies and materials to support the ongoing maintenance of a clean facility.	Regional Director of Operations	5/1/23	7/1/23
Ensure that the school's office has both a copy machine and fax machine installed as well as relevant service contracts and lease agreements in place	Regional Director of Operations	5/1/23	7/1/23
Finalize leadership development plans for Director of Operations and Family and Community Engagement staff members during pre-launch period	Regional Director of Operations	4/1/22	6/1/22
Obtain the required defibrillators for the building. Arrange for AED/CPR training of staff	Regional Director of Operations	4/1/23	6/1/23
Ecosystem partnerships (Overseen by the Executive Committee)			
Hold partnership kickoff meeting with all year 1 ecosystem partners to align around a shared mission for supporting the East Buffalo	Regional Director of Operations	4/16/22	5/1/22

community as well as five year metrics that could demonstrate evidence of achieving that mission.			
Hold a follow up ecosystem partner meeting to align around shared expectations for service delivery and measures of effectiveness for each service provider.	Regional Director of Operations	5/1/22	6/1/22
Research opportunities for securing additional ecosystem philanthropy, including, for example, the feasibility of applying for a federal promise neighborhood grant in the school's location.	Regional Director of Instruction	4/1/22	7/1/22
Formally request transportation services, including specific drop off and pick up times from Buffalo Public Schools via an in-person meeting and certified mail (recognizing that additional paperwork will also need to be completed in 2023 to request transportation based on BPS policies)	Regional Director of Operations	7/1/22	7/1/22
Support students and families by helping to secure transportation services with other districts of residence if necessary, ensuring formal requests for transportation are made before April 1st.	Regional Director of Operations	1/1/23	4/1/23
Conduct monthly meetings with BPS transportation department to build a strong relationship, secure chartered route times, and to address any challenges that emerge.	Regional Director of Operations	4/1/22	Ongoing
Arrange for any necessary supplemental transportation service (such as service for days when BPS will not be in session, field trips, and for any student that has a specific transportation request in their IEP).	Regional Director of Operations	1/1/23	4/1/23
Formally request nursing services, including an on-site, full-time nurse, from Buffalo Public Schools via an in-person meeting and certified mail	Regional Director of Operations	7/1/22	7/1/22
Conduct monthly meetings with BPS nursing/health services department to build a strong relationship, secure nursing services, and to address any challenges that emerge.	Regional Director of Operations	4/1/22	Ongoing
Formally request food service support, including on site food service, from Buffalo Public Schools via an in-person meeting and certified mail	Regional Director of Operations	7/1/22	7/1/22

Conduct monthly meetings with the BPS food service department to build a strong relationship, secure food services, and to address any challenges that emerge.	Regional Director of Operations	4/1/22	Ongoing
Student recruitment and enrollment (overseen by the Audit and Finance Committee)			
Finalize annual student recruitment and enrollment plan	Regional Director of Operations	8/1/22	9/1/22
Launch weekly meetings of the student recruitment and enrollment team to ensure strong year one enrollment	Regional Director of Operations	9/1/22	9/15/22
Begin the process of reporting weekly student recruitment metrics to the Board Audit and Finance committee to ensure strong oversight of year one enrollment	Regional Director of Operations	10/1/22	10/15/22
Publish list of monthly student recruitment events on school Website and circulate with community partners	Regional Director of Operations	9/1/22	10/1/22
Hold information sessions with ecosystem partners and their staff members and families when possible regarding upcoming enrollment opportunities	Regional Director of Operations	9/1/22	10/1/22
Conduct student lottery, generating acceptance list and wait list	Regional Director of Operations	4/1/23	4/30/23
Send out acceptance packages to admitted students	Regional Director of Operations	4/15/23	5/15/23
Finalize plan to conduct home visits for all new students	Regional Director of Operations	4/1/23	4/30/23
Finalize home visit information packet that includes all required enrollment paperwork for families	Regional Director of Operations	4/1/23	4/30/23
Request and secure student records from sending schools, including IEPs where appropriate	Regional Director of Operations	4/1/23	6/1/23
Verify that the Student Information System used by all BRICK schools is sufficient to meet all NY state and SUNY Charter Schools Institute requirements for data submission and reporting. If it does, adopt this SIS. If not, determine whether or not to adopt a different SIS entirely or to produce some individual reports manually.	Regional Director of Operations	4/1/22	6/1/22
Purchase access to a Student Information System.	Regional Director of Operations	10/1/22	11/1/22
Train Buffalo pre-launch leadership (RDI, RDO, Principal and Director of Operations) on how to	BRICK Managing Director of Operations	11/1/22	1/1/23

use the SIS to support them to eventually train other staff.			
Review SUNY and/or NY state expectations for entering information into the school's SIS (including requirements related to entering student and staff information to support ongoing reporting)	Director of Operations	3/1/23	4/1/23
Ensure all student information is correctly entered into the SIS and that a process exists for staff to correctly enter new student information on an ongoing basis.	Director of Operations	4/1/23	5/1/23
Ensure all staff information is correctly entered into the SIS and that a process exists for staff to correctly enter new staff information on an ongoing basis.	Director of Operations	4/1/23	7/1/23
Work with the CMO's attorney to review state requirements for entering student information into the Promise Navigation System to ensure ongoing compliance.	Director of Operations	4/1/22	7/1/22
Train ecosystem partners on how to use the Promise Navigation System	Director of Operations	7/1/22	9/1/22
School Finance (Overseen by Audit and Finance Committee)			
Formally approve year one operating budget	BRICK Buffalo Board	3/1/23	5/1/23
Apply for Consolidated Title I funds	Regional Director of Operations	6/1/23	7/1/23
Select local Buffalo bank and secure necessary accounts, including a checking account.	Regional Director of Operations	10/1/22	12/1/22
Finalize all Buffalo financial procedures, including procedures that clearly delineate the roles of the CMO and Board, and establish appropriate internal controls.	Regional Director of Operations	4/1/22	6/1/22
Secure an independent accountant to review initial statement within 45 days of hiring an employee or disbursing 50K.	BRICK Buffalo Board Chair	10/1/22	1/1/23
Contract with an accounting firm to perform the annual financial audit	Regional Director of Operations	4/1/22	6/1/22
Work with the BRICK HR department to ensure that the payroll process is established and that new employee information is shared with the finance team immediately upon hire.	Regional Director of Operations	7/1/22	8/1/23

Train Buffalo leadership (Board Finance and Audit Committee, RDI, Principal, and Director of Operations) on financial policies and regulations.	Regional Director of Operations	7/1/22	10/1/22
Support the Director of Operations to order all supplies and materials identified by the Academic leadership team as needed for the first year of operation.	Regional Director of Operations	10/1/22	1/1/23
Ensure all classroom supplies and materials are inventoried once received and then placed in teacher classrooms.	Regional Director of Operations	10/1/22	4/1/23
Secure a main office phone system and phone number for the school and ensure service is started for any school phone lines needed.	Regional Director of Operations	10/1/22	4/1/23
Establish Internet access for the school and ensure service is started and available throughout year one offices and classrooms.	Regional Director of Operations	10/1/22	4/1/23
Establish systems to automatically communicate important information to families (in particular, a way to mass e-mail all families and a way to mass call all families).	Regional Director of Operations	1/1/23	3/1/23
Begin submitting unaudited statements of income and expense to the Institute.	Regional Director of Operations	7/1/22	Ongoing
Procure technology resources needed for the first year, including laptops for staff members and Chromebooks for students.	Regional Director of Operations	10/1/22	2/1/23
Create Google accounts for all students and families to ensure ongoing communication structures and the ability to use Google Classroom	Director of Operations	4/1/23	8/1/23
Set up student chromebooks to ensure that each student can easily log into the device they will use in the classroom and will have access to relevant curriculum materials (such as NWEA and I-Ready).	Director of Operations	4/1/23	8/1/23
Conduct weekly school readiness walkthroughs to compare the resources physically available in each classroom with the master list of curriculum, materials and supplies needed for each classroom that is maintained by the Academic Leadership Team. Address any gaps in material readiness.	Principal	4/1/23	8/1/23
Ensure the school has access to necessary resources to deliver online instruction in case of intermittent changes to hybrid or online instruction, including, where appropriate, contracts for short-term use of high-leverage online materials (like Zoom).	Director of Operations	4/1/23	8/1/23

Obtain appropriate levels of insurance for the school and Board, as described in the charter application	Regional Director of Operations	4/1/22	5/1/22
Create an overall inventory management system to record receipt of all deliveries, to keep track of where assets are located, and to ensure records are kept regarding who is responsible for individual assets.	Director of Operations	10/1/22	11/1/22
Complete home visits for all new families.	Principal	1/1/23	8/1/23
Personnel Readiness (Overseen by the Personnel Committee)			
Apply for Federal Employment Identification Number (EIN) and State Unemployment Number	Regional Director of Operations	11/1/22	12/1/22
Finalize BRICK Buffalo Employee Handbook	Regional Director of Instruction	7/1/22	8/1/22
Enroll in employee benefit programs (such as securing health insurance, establishing 403 b plan, etc...)	Regional Director of Operations	7/1/22	8/1/22
Finalize annual talent recruitment and selection plan	Regional Director of Instruction	8/1/22	9/1/22
Publish postings for additional leadership positions (such as Vice Principal of Instruction)	Regional Director of Instruction	9/1/22	10/1/22
Publish all additional postings (including for teaching staff)	Regional Director of Instruction	10/1/22	11/1/22
Finalize staff compensation structure	Regional Director of Instruction	10/1/22	11/1/22
Create standard new-hire offer letter	Regional Director of Instruction	10/1/22	11/1/22
Create new hire checklist and add to the network's shared HRIS system for efficient processing	Regional Director of Instruction	10/1/22	11/1/22
Create employee resignation/termination checklist and add to the network's shared HRIS system for efficient processing	Regional Director of Instruction	11/1/22	12/1/22
Plan and facilitate leader immersion days to select leaders	Regional Director of Instruction	1/1/23	4/1/23
Plan and facilitate additional staff interviews and selection	Regional Director of Instruction	11/1/22	7/1/23
Finalize performance management resources, including job descriptions, performance goals, individual development plan resources, midyear evaluation resources and end of year evaluation	Regional Director of Instruction	6/1/22	7/1/22

resources, for Buffalo CMO staff during pre launch phase (including Principal, DO and FACE)			
Conduct initial development plan meetings with new Buffalo CMO staff	Buffalo RDI and RDO	7/1/22	8/1/22
Finalize performance management resources, including job descriptions, performance goals, individual development plan resources, midyear evaluation resources and end of year evaluation resources, for year 1 school staff during pre launch phase (including Vice Principal of Instruction, teachers, social worker, etc...)	Regional Director of Instruction	9/1/22	10/1/22
Additional general items			
Build a project plan to ensure a high-quality Back to School barbecue that is well-attended and enjoyed by families and assists families in successfully completing all new student paperwork.	Principal	2/1/23	4/1/23
Invite ecosystem partners and other members of the community to the Back to School barbecue.	Regional Director of Operations	4/1/23	Ongoing
Conduct monthly open houses at the school's location (or another public location) to provide interested families with more information about BRICK Buffalo.	Principal	9/1/23	Ongoing
Development (Overseen by the Development Committee)			
Research the fundraising and development landscape in Western New York (including by meeting with representatives from local foundations; local and national Board members; and ecosystem partners).	Regional Director of Instruction	4/1/22	5/1/22
Ensure collaboration between BRICK and the Board's development committee to produce a five year fundraising plan that aligns to the draft five year budget approved by SUNY.	Regional Director of Instruction	5/1/22	7/1/22
Establish expectations for Board giving.	Board Development Committee Chair	7/1/22	8/1/22
General Operations (Overseen by the Executive Committee)			

Hold weekly tactical meetings with Buffalo pre-launch leadership (RDI, RDO, Principal and Director of Operations) to ensure successful completion of the pre-launch activities on this project plan.	Regional Directors of Instruction and Operations	7/1/22	8/1/23
Hold weekly meetings with the senior leadership of the BRICK Education Network (including CEO, CAO and CTO) to ensure that the local school is able to successfully utilize the capacity of all network departments and to problem solve based on any challenges.	Regional Directors of Instruction and Operations	7/1/22	8/1/23
Hold monthly step back meetings with Buffalo pre-launch leadership and BRICK Education Network leadership to formally review progress against this action plan and to discuss any broad changes in strategy needed.	Regional Directors of Instruction and Operations	7/1/22	8/1/23
Draft notice to parents regarding FERPA directory information and distribute to parents	Regional Director of Instruction	8/1/23	9/1/23
Conduct annual Board self-evaluation using tools available from the SUNY Charter Schools Institute and the National Association of Charter School Authorizers as well as the McKinsey Board Self-Evaluation Tool.	BRICK Buffalo Board Chair	7/1/22	Ongoing

R-23a Supplemental Narrative

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

BRICK Buffalo Academy Charter School would like to emphasize a few key points for the Institute to consider when evaluating this year's RFP submission. Each of these points has already been shared throughout this year's application. However, for ease of reference, a brief summary of the key reasons why the Institute should consider approving the school are found below:

- **National network.** BBACS will be able to leverage the successful experience of a national network (the BRICK Education Network) to support its schools in Buffalo. Currently, Buffalo primarily operates stand-alone charter schools. However, BBACS will be able to benefit from an experienced team of educators with significant experience in education. As a result, the school will be uniquely positioned to receive the support it needs to achieve transformational outcomes for students in Buffalo.
- **Committed leadership.** The BRICK Buffalo regional team, including Antwan Barlow and Jeremy Esposito, are committed to the long-term success of this project. Both individuals reside in the Buffalo area and have signed multiple year agreements to ensure that they can provide the school with the dedicated support it needs to be successful. Their combination of deep ties to the local community and significant experience launching and operating charter schools will ensure that BBACS is uniquely positioned to be successful.
- **Openness to feedback.** BBACS hopes that the Institute has seen the numerous ways that it has leveraged the feedback received from the Institute to strengthen its proposal. The most notable example of this is the shift from applying for two schools simultaneously to applying for one school. BRICK, and BBACS, are committed to a slow-growth trajectory that will ensure the team can focus on building an exemplary school for Buffalo. In addition, the team has worked hard to gather as much feedback as it can over time, including from Institute staff and from other local stakeholders, to ensure that this proposal is informed by the extensive experience of the Institute and the practical realities of running a school in Buffalo. The BBACS team hopes that the Institute will see meaningful ways that BBACS has approached this year's process differently and, as a result, will understand the extent to which BBACS looks forward to the possibility of closely collaborating with them to build the strongest possible school for the children of Buffalo.
- **Funding in place.** BBACS will also be able to leverage the fundraising strength of the BRICK Education Network to ensure that the school is able to provide its full academic program, even in the early years of the charter term, while also remaining cash flow positive each year. Many new charter schools lack the financial resources to implement their full program initially or to address any financial challenges that arise. However, thanks to the development dollars already committed to BRICK's proposed expansion to Buffalo, the school will not have the same financial challenges as other start-up schools in Buffalo and, as a result, the school team will be able to focus solely on ensuring strong outcomes for students.

- **Facility in place.** Since last year, BBACS has also identified a facility for the school that is located in the target area of East Buffalo. In addition, that facility will also cement a partnership with a strong community organization, the King Urban Life Center, that has an aligned philosophy and is ready to support both the school's growth over time and its capacity to deliver high-quality social services to the local community. The King Center has even previously completed due diligence to understand what it would take to expand at its current location; and the center also has several additional parcels of land adjacent to the school that it is willing to use as part of a BBACS expansion. As a result, BBACS does not anticipate needing to deal with the same challenges with finding short and long-term space that cause other schools to struggle. Instead, BBACS would have the opportunity to quickly become a tenant of a well-respected community organization and could work collaboratively with them to become an anchor to revitalize the East Side of Buffalo.
- **Ecosystems in place.** Since last year, BBACS has also solidified additional partnerships that will ensure that the school will be able to provide students and families with robust ecosystem services from the very first day of operation. Based on Dr. Taylor's report highlighting the inequities in Buffalo that impact African Americans on the East Side, there has never been a more critical time to invest in the East Side of Buffalo. BBACS wants to make that investment—and wants to leverage its extensive fundraising experience to help bring more resources to a community that has not yet had the opportunity to participate in Buffalo's recent renaissance.

Lastly, BBACS would like to reassure the Institute that BRICK has significant organizational capacity that could be used to ensure strong ongoing support to the school. The Institute was right last year to point out that the loss of the Marion P. Thomas contract would have a significant impact on BRICK's overall operational capacity. However, BRICK has now made the necessary updates to its organizational structure and staffing to clarify how it will be able to operate successfully in the future. And now, even with a reduced staff, the BRICK team will be prepared to provide a level of support from its network office that is more comprehensive than the back office support of just about any other charter school in Buffalo from the very beginning of the charter term. In addition, BRICK has successfully ensured that its South Ward Promise Neighborhood team has been able to secure two consecutive federal Promise Neighborhood grants—some of the most prestigious grants in the country. As a result, BBACS believes that BRICK has significant capacity to both support its academic program and to help establish a strong ecosystem of services for its families. Consequently, BBACS believes that its partnership with BRICK will ensure it can accomplish its mission of ensuring strong student outcomes for its children and providing the necessary wraparound services to support East Side families to thrive.

Educational Services Agreement

between

Building Responsible Intelligent Creativity Kids A NJ Nonprofit Corporation

and

BRICK Buffalo Academy Charter School

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT (the “Agreement”) is made and entered into as of the ___ day of _____, 202_ (the “Effective Date”) by and between Building Responsible Intelligent Creative Kids A NJ Nonprofit Corporation, a New Jersey non-profit corporation authorized to do business in New York with its principal place of business located at 534 Clinton Avenue, Newark, NJ 07108 (“BRICK” or the “Network”), and BRICK Buffalo Academy Charter School (the “School”), a New York not-for-profit education corporation having an address of _____ Together, BRICK and the School shall be referred to as the “Parties” and each individually- a “Party.”

WHEREAS, BRICK is a charter management organization (a “CMO”) with the qualifications, experience, and expertise necessary to effectively provide essential educational, operational, programming and management services (the “Service”) to charter schools;

WHEREAS, the Board of Trustees of the School (the “Board”) received a charter (the “Charter”) from the State University of New York’s Charter School Institute (the “Authorizer” or “CSI”) to operate the School in the State of New York (the “State”) pursuant to certain terms and conditions set forth in that certain charter agreement (the “Charter Agreement”) between the School and CSI, which incorporate, among other things, the School’s Charter Application (the “Application”), as may be amended from time to time with CSI, which shall also be incorporated by reference into this Agreement;

WHEREAS, the School is entering into this Agreement with BRICK in order to meet its obligations under the Charter, specifically its commitment to providing a high-quality education for students enrolled at the School;

WHEREAS, it is the intention of the Parties to create a relationship based on trust, common educational objectives, and clear accountability, through which the Parties will work together to deliver an exceptional education program (the “BRICK Model”) and experience to the students enrolled at the School;

WHEREAS, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. **TERM AND RENEWAL.** This Agreement shall be effective as of the Effective Date and shall continue through June 30, 202_ (the “Term”) unless terminated prior to such date in accordance with Section 11 below. The Parties agree to give written notice of their intent to renew or not to renew this Agreement on or before January 1, 202_ and should both Parties desire to renew the Agreement, they shall work diligently to

negotiate such agreement by March 1, 202_. If the school fails to renew the contract and does not provide written notice of an intention to not renew the agreement, then the agreement will be automatically renewed. Notwithstanding the foregoing, the Term shall not extend beyond the term of the Charter.

2. REPRESENTATIONS AND WARRANTIES

a. **Representations and Warranties of the Network.** BRICK represents and warrants as follows:

- i. Organization and Tax-Exempt Status; Authority. BRICK is a not-for-profit corporation duly organized under the laws of New Jersey and was granted tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. BRICK possesses, or will take steps to secure, the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of BRICK, enforceable against BRICK in accordance with its terms.
- ii. Conduct of BRICK. The Services (defined in Section IV below) provided by BRICK under this Agreement shall comply with the Charter and all applicable local, State and federal laws and regulations.
- iii. Litigation; Bankruptcy. There is no suit, claim, action or proceeding now pending or, to the best of BRICK's knowledge, threatened against BRICK that would have a material adverse effect on BRICK's ability to perform the Services contemplated by this Agreement. BRICK further represents that it has not filed for bankruptcy protection and is not currently under receivership or otherwise the subject of a bankruptcy proceeding.
- iv. Full Disclosure. No representation or warranty of BRICK herein and no statement of information, or certificate furnished or to be furnished by BRICK pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact on which the School would reasonably need to rely to perform its obligations under this Agreement.

b. **Representations and Warranties of the School.** The School represents and warrants as follows:

- i. Organization and Tax-Exempt Status; Authority. The School is a not-for-profit education corporation with the legal authority to operate a charter school and contract for the educational services contemplated in this Agreement. Additionally, The School shall apply for and, after receiving, shall at all times maintain tax-exempt status under Section 501(c)(3) of the

Internal Revenue Code. The School is, and shall at all times throughout the Term remain, a charter school in good standing with the Authorizer.

- ii. Authority. The School possesses the requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement constitutes a valid and binding obligation of The School, enforceable against The School in accordance with its terms.
- iii. Litigation; Bankruptcy. There is no suit, claim, action, or proceeding now pending or, to the best of The School's knowledge, threatened against The School. The School further represents that it has not filed for bankruptcy protection and is not currently under receivership or otherwise the subject of a bankruptcy proceeding.
- iv. Full Disclosure. No representation or warranty of the School herein and no statement, information, or certificate furnished or to be furnished by the School pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact on which BRICK would reasonably need to rely to perform its obligations under this Agreement.
- v. Conduct of the School and the Board. The School has materially complied, and at all times during the Term shall materially comply, with all local, State, and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act, New York State Education Law and regulations including the Charter School Act and implementing regulations, the Not-for-Profit Corporation Law, Public Officers Law and General Municipal Law, as well as its By-Laws, its Financial Policies and Procedures, as generally defined in Section III, J of the Charter Application, and other such policies and procedures as the Board may adopt. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide BRICK with copies of all such records and to allow BRICK to, at BRICK's discretion, assist with the preparation and retention of such records to ensure that, among other things, BRICK may perform all services and duties set forth in this Agreement. Except as so delegated to BRICK herein (unless such delegation is prohibited by applicable law), BRICK shall at all times retain all rights and responsibilities under the Charter.

3. DELEGATION AND RESPONSIBILITY

- a. **General**. The School hereby authorizes BRICK to undertake on its behalf the functions specified in this Agreement with regard to the business, administrative and academic services of the School, it being understood that,

at all times, BRICK shall remain accountable and subject to the oversight of the Board (and the Authorizer and other State authorities, if applicable) and the Board shall retain the ultimate rights and duties of oversight of the School pursuant to the Charter and applicable law, including, but not limited to, retention of independent fiduciary oversight and authority over the School's budget. The Board further authorizes BRICK to take such reasonable actions that may not be expressly set forth in this Agreement, but which shall be implied as necessary in BRICK's judgment to properly and efficiently provide services to the School provided such actions are consistent with the Charter, applicable laws, and the annual School budget approved by the Board. Furthermore, the School hereby designates employees of BRICK, to the extent permitted by law, as agents of the School having a legitimate educational interest such that they are entitled to access education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). BRICK, its officers, and employees shall perform its duties in a manner consistent with the obligations of the School under FERPA.

- b. **Right to Subcontract.** BRICK may subcontract any function or service it is obligated to provide hereunder, provided that subcontracts entered into on behalf of the School obligate the subcontractor to maintain confidentiality of education records in accordance with FERPA, no such subcontract shall relieve or discharge BRICK from any obligation or liability under this Agreement except as set forth in the Charter Agreement or as approved by the Board, and in no event shall BRICK subcontract more than half of the functions or services it has undertaken to provide.

4. DUTIES AND OBLIGATIONS

a. School Leadership

- i. **Definitions.** The accountability of BRICK to the School is an essential foundation of the Parties' relationship, and the performance of the Principal and Director of Operations (together, the "School Leadership" or "School Leadership Team") is critical to the School's success. Therefore, BRICK shall have the authority and responsibility, to the maximum extent consistent with State Law, to recruit and supervise the Principal and Director of Operations and to hold them accountable for the success of the School. As part of its supervision responsibilities, BRICK retains the right to adjust the duties and responsibilities of the Principal or Director of Operations at any time and to provide additional support or intervention as needed.
- ii. **Role.** The Principal and Director of Operations shall jointly coordinate the management of the School and report on a day to day basis to BRICK. Notwithstanding the foregoing, the Principal and Director of Operations shall both be employees of the School.

- iii. Support and evaluation. BRICK will provide an intensive leadership training program for any new Principal and Director of Operations and will conduct formal evaluations of these staff members at least once per year, using a comprehensive performance assessment model. BRICK will also provide ongoing coaching and training for the Principal and Director of Operations. BRICK shall also provide to the Board an annual report regarding the Principal and Director of Operations' performance, and the Board will ultimately complete and approve the evaluations of the Principal and Director of Operations.

- iv. Vacancies.
 - a. When a vacancy arises in a Principal or Director of Operations position, BRICK shall lead recruiting for qualified candidates to become the new Principal and or Director of Operations. BRICK will conduct initial screening and interviews of candidates. With consultation from the Board, the pool of candidates will be narrowed to 1 finalist for either vacant leadership position. The Board will evaluate the finalist presented by BRICK and ultimately make the final decision as to the hiring of either leadership position.
 - b. BRICK and the Board also recognize that it is critical for the School to have an effective Principal and effective Director of Operation at all times. Should a vacancy in either position occur prior to the Board and BRICK being able to identify and on-board a new employee to assume the vacated role, in order to minimize any interruption to the School's operations, BRICK will use commercially reasonable efforts to assign one of its staff members on a temporary basis and only for so long as the search and on-boarding of a new School-based employee is completed.

- v. Terms of employment. BRICK shall present the proposed terms of the Principal's and Director of Operations' employment to the Board including therein the duties and compensation of the Principal and Director of Operations. The Board of Trustees shall then vote on the approval of the terms of the new Principal's or Director of Operations' employment.

vi. The Principal and Director of Operations shall serve in an at-will capacity, pursuant to a year to-year employment agreement/offer letter, which may be renewed by the Board subject to approval of BRICK. If *either* the Board or BRICK wishes not to renew the Principal's or Director of Operations' contract it shall not be renewed. In that event, BRICK will recruit and present prospective new Principal and/or Director of Operations candidates to the Board according to the process outlined above.

b. **Duties and Obligations of BRICK.** Throughout the Term of this Agreement, BRICK shall provide the following educational and operational services (the "Services") in consultation with and in communication with the Board and/or the School Leadership Team):

i. Education and Instruction-Related Services

a. Design and maintain the educational programs and programs of instruction by adapting to the School's needs the BRICK School Model, as such educational model is described in the Charter Application, and by recommending to the Board and School Leadership Team policies and procedures relating to student admissions, student records, student discipline, school year and school day requirements, special education, student testing, extracurricular and co-curricular activities and programs, and affiliation with other groups, clubs or associations;

b. Select and adopt the School, as applicable, with acquiring instructional and curricular materials, equipment and supplies which shall be acquired at the expense of the School and shall remain property of the School; and

ii. Design, implement, and monitor professional development activities for each School's instructional personnel.

iii. Business Operations

a. Support the business administration of the School, including the preparation and maintenance of operating procedures of the School;

b. Support personnel administration and payroll functions of the School for employees of the School, as more specifically described in Section 4(a)(iii) below;

c. Assist with the identification, selection and contracting with providers of services required by the School, which shall include but not necessarily be limited to, auditing, custodial and food

services, and which services shall be paid for in accordance with the School's budget at the School's sole cost and expense;

- d. Collaborate with the Buffalo City School District (and other districts, if applicable) to ensure that the School's students requiring special education and transportation services receive such services;
- e. Arrange for contracts with providers of afterschool services on behalf of the School, at the School's cost and expense;
- f. Arrange for contracts, at the School's cost and expense, for any other services or the acquisition of any other supplies or equipment which BRICK and the School deem necessary or reasonable to the attainment of the educational goal of the School;
- g. Provide technology-related service (but not equipment, infrastructure or software, other than as specifically set forth herein, which shall be provided at the School's sole cost and expense) to support the School's use of technology in their operations;
- h. Identify a facility for use by the School, in consultation with the Board, provide such technical assistance as the School may require in negotiating a lease or purchase of such facility, and arrange and supervise any necessary improvements to such facility, all consistent with the School's budget at the School's sole cost and expense;
- i. Manage the acquisition of materials, supplies, and equipment for use at the School. Materials, supplies and equipment purchased for the School shall become and remain the property of the School;
- j. Design and implement (with the School's Leadership Team) student recruitment and enrollment procedures, including an annual lottery for student enrollment, and further arrange for supervision of such lottery by an independent third party (e.g. accountant, auditor) compensated at the School's sole cost and expense;
- k. Periodically provide students, parents, faculty members and other stakeholders of the School with written information or materials regarding such School's programming and provide any such information at the request of the Board or its designee;

l. Provide to the Board reports on the education, operational and financial performance of the School, as applicable, in the form of oral and summary reports at monthly Board meetings, as well as comprehensive quarterly written reports in a form mutually agreed upon by the Parties. Additionally, BRICK shall provide other such reports as may be reasonably required by the Board, the Authorizer or other third parties from time to time; and

m. Encourage the establishment of a parents' association or parent-teacher association (a "PA") at the School and provide technical assistance and organizational support to such association(s); provided, however, that should a PA desire or be required to incorporate, it shall do so using its own counsel and, furthermore, BRICK shall not participate in the management of such PA's finances or be responsible for such PA's compliance with any rules, regulations, laws or statutes.

iv. Human Resources and Employment-Related Services

a. BRICK will provide general human resources support, to the School, including but not limited to, assisting the Principal and the Director of Operations with the selection and training of the School's staff, determining staff needs, recommending the adoption of procedures for the hiring, supervision, discipline and termination of personnel and other personnel policies and administrative procedures applicable to the staff, assisting the Board and School leadership in setting compensation levels of the School's staff, and supporting the School in its development and training of administrative staff and consulting with the School in the establishment of procedures for hiring substitute staff.

b. BRICK will lead the recruitment and screening efforts of teachers, administrators and other personnel for the School. Specifically, BRICK will work to build a pool of qualified applicants through advertising, networking and other methods. BRICK will conduct preliminary screens of candidates and will forward the resumes of promising candidates to the Principal and the Director of Operations for consideration. The Principal will then be responsible for recommending which candidates to hire for instructional positions and the Director of Operations will be responsible for recommending which candidates to hire for operational positions. The BRICK Buffalo Superintendent and the Director of Regional Operations shall then determine which candidates to present to the Board to hire and/or retain and the Board of Trustees will have the final authority to approve any such recommendations.

v. Budgeting, Financial Services and Reports

a. On or before May 15th of each year during the Term, BRICK shall prepare an initial draft of the School budget for review with the Principal and Director of Operations of the School with the draft budget being submitted to the Board for final review and approval prior to the next fiscal year, with exception of through the School's planning year (through June 30, 2023), where the applicable budget is the budget included in the Charter Agreement. The budget shall contain reasonable detail as requested by the Board and shall include projected expenses and costs reasonably associated with operating the School including, but not limited to the projected cost of services and education programs provided to the School; leasehold and other lease or purchase costs incurred for the School's facilities (if applicable); maintenance and repairs to the School's facilities and capital improvements (if applicable); personnel salaries and benefits expenses; payroll processing expenses; supplies and furnishings necessary to operate the School; all taxes of any kind that may be assessed or imposed; insurance premiums and deductible payments; utilities; food service expenses, professional and legal fees; school development and start-up expenses, including costs of audits, Board expenses, and any other costs and expenses connected to the operation of the School. BRICK shall transmit the final Board approved budget to the Authorizer as required by the Charter Agreement.

b. BRICK shall provide all such financial management services as the School shall require, including the following: a) invoicing, receiving and depositing on behalf of the Board into the School's bank account(s) controlled by the Board such revenues and per pupil funding to which the School is entitled; b) processing and issuing checks for all purchases and accounts payable (in accordance with the School's Financial Policies and Procedures); c) processing the School's payroll; and d) working with the School staff to review documentation submitted in support of employee vouchers for reimbursable expenses. In no event shall BRICK or any of its officers, directors, agents or employees, issue checks or make other payments to BRICK, or any of its officers, directors, agents or employees, on behalf of the School without the express permission of the Board or its designee.

c. BRICK shall also provide other necessary financial statements and reports to the Board and Authorizer as may be required by the

Charter Agreement or applicable law and regulations, in a timely manner sufficient to enable the School to file the required financial statements or reports prior to any applicable deadline. Such records may include:

a. Within sixty (60) days after the close of each fiscal quarter, unaudited financial statements of the School for the fiscal quarter most recently ended;

b. At the request of the Board, but no more frequently than on a quarterly basis, a financial statement that provides a comparison of budget to actual revenues and expenditures, with an explanation of significant variances;

c. Informal monthly financial statements, to be shared at Board meetings;

d. BRICK shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the School. BRICK shall coordinate its work and the work of the auditors so as to allow for the delivery of such audited statements within 120 days after the close of each fiscal year;

e. All financial reports provided or prepared by BRICK shall be presented in GAAP/FASB approved non-profit format.

f. BRICK will support the ongoing operation of the School and will help the school successfully navigate any initial financial challenge that is the direct result of the Buffalo City School District or other district from which the School's students are attending the School.

d. A representative of BRICK's Finance and/or Operations team will, as requested, attend meetings of the Board's Finance and Audit committee to review financial records in preparation for a Board meeting.

e. The School acknowledges that BRICK may enter into similar services agreements with other charter schools. In the event that BRICK advances an expense for a common project on behalf of more than one school which BRICK manages, BRICK shall ensure that it properly invoices the School (and each other school) for only its direct proportional share of any such expense, ensuring

that the School shall not assume any part of an expense attributable to another school.

vi. Presence of BRICK employees or contractors at the School.

- a. All employees or contractors of BRICK who have direct, regular contact with students at the School, shall be subject to fingerprint-based criminal background investigations and checks in compliance with applicable State law.
- b. BRICK will work to have at least two (2) full-time BRICK staff members, at any given time, to support the School, and in furtherance of the Services provided hereunder. These BRICK staff members shall include but not be limited to a BRICK Superintendent and Director of Regional Operations. Should a vacancy arise in either of these positions, BRICK will work to lead recruiting for qualified candidates with the goal of filling any vacancy with a high quality employee to ensure the ongoing delivery of the services provided hereunder. If additional local support is needed during the recruitment, selection and onboarding of a new Superintendent or Director of Regional Operations, a BRICK representative will meet with the Board of Trustees to create a mutually agreeable plan for how to provide such services in the interim.
- c. Any individual visiting the School on behalf of BRICK will abide by the school's health and safety protocols/requirements.

c. Duties and Obligations of the School.

- i. Approval of School Policies. With recommendations and guidance to be provided by BRICK and the School's School Leadership Team, the Board shall create and adopt policies for the School, which shall be consistent with the Charter and applicable law.
- ii. Approval of the School Budget. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently with BRICK to approve the annual budget within thirty (30) days of submission of the proposed budget by BRICK to the Board in accordance with this Agreement.
- iii. Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that the School is or may be in violation of its provisional

Charter or any applicable law or regulation governing the charter School it operates the Board shall immediately notify BRICK of the alleged violation and shall thereafter work diligently with BRICK to investigate such alleged violation, to determine whether such alleged violation in fact exists, to promptly respond to the complaining Party and to correct any violation found to exist.

iv. Use of Student Information System. The Board shall ensure that at all times during the Term of this Agreement, in accordance with Section 4.a (ii)(6) above, the School will utilize the Student Information System (“SIS”) established by BRICK, and BRICK shall ensure that the SIS meets all applicable legal requirements.

v. Fundraising. The Board shall lead, with the assistance of BRICK, fundraising activities on behalf of the School. In connection therewith, the Board shall appoint a fundraising committee. BRICK shall provide reasonable assistance with fundraising activities to benefit the School (including devising a fund-raising strategy with the Board and providing reasonable technical assistance as may be required from time to time and agreed to in advance between the Parties). Additionally, under the Board’s direction, BRICK will assist with securing grants for which the School is entitled, and other such grants for which the School may qualify. Additionally, BRICK, under the supervision of the Board, will launch a fundraising campaign to ensure the School is able to open with at least three (3) months of operating expenses on hand and that the School is able to maintain at least three (3) months of operating expenses in reserve until at least the end of the School’s third school year. In addition, BRICK agrees to support the Board's efforts to secure a line of credit with a bank prior to July 1, 2023.

vi. Grants Offered by BRICK. The Parties acknowledge that nothing in this Agreement affords the School a right or entitlement to grants that may be awarded from time to time by BRICK on a competitive basis for special projects and that eligibility for such grants is established by BRICK at its sole discretion.

vii. Providing Information and Documentation. The Board and the School’s School Leadership Team shall furnish BRICK with documents, including litigation documents, records, and all other information necessary for BRICK to fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.

viii. Receipt and timely review of any complaints or grievances. The Board, with input from BRICK and the Principal and Director of Operations of the School, shall establish a procedure for the receipt and timely review of complaints or grievances by any parent, community individual or institution.

ix. Tax Status. In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain the School's status as a tax-exempt organization under federal and State law such that contributions to the School are deductible to the donor for federal income tax purposes. In the event of arbitration, the Board and BRICK shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining the School's tax-exempt status.

x. Engagement of Professional Service Providers. The Board shall directly select, retain, utilize (as needed) and compensate a law firm, accounting firm and auditing firm to provide services required by the School as may be required by Law, the Charter and as otherwise needed from time to time.

5. **FEES.** In consideration for the Services provided by BRICK to the School, BRICK shall be paid a management fee equal to ten percent (10%) of Gross Revenues (the "Management Fee"). Gross Revenues shall be defined as all such funding provided by the State, federal, and local government (if applicable) to the School and the School but shall exclude any private grant funding or other charitable contribution awarded to the School or the School. The Management Fee shall be payable in monthly installments, beginning with July 1, 2023 (and each July 1 thereafter) and thereafter each month through June 30th of each year during the Term, unless a different arrangement is agreed to in writing between both Parties. BRICK shall impose an interest rate of ten percent (10%) per annum on all fees that remain unpaid fifteen days after the aforesaid due dates, unless receipt of revenue by the School is delayed for reasons beyond the control of the School. In this event, the School shall make such payment no later than thirty (30) days after it receives a scheduled disbursement, and BRICK shall impose an interest rate of ten percent (10%) per annum on all fees that remain unpaid fifteen (15) days after the new due date set forth above. Notwithstanding the foregoing, in the event that the School is unable to meet its financial obligations on a timely basis resulting from a demonstrated delay in receipt of Gross Revenues or expenses that exceed revenues for a period of time, BRICK shall consider deferring (but not waiving) its Management Fee (and waiving any interest associated with late payment). In these circumstances, a representative of BRICK would meet with the Board's Finance and Audit committee to attempt to create a mutually agreeable schedule for the payment of the management fees required under this agreement. Any such change to the schedule for payment of management fees must be agreed to by BRICK and the Board and memorialized in a written agreement/amendment to this Agreement.

6. **PROPRIETARY WORKS.** The School acknowledges that BRICK owns and shall own all existing, and hereafter created, copyrights and other intellectual property rights with respect to all works of authorship, inventions and work product including, instructional materials, training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) BRICK, its employees, agents or subcontractors, or (ii) an individual employed or retained by the School within the scope of such employment or retention if such work of authorship, invention or work product utilizes ideas or products developed by BRICK (collectively, the “Proprietary Works”). BRICK hereby grants the School a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. The School shall cause all persons who create, invent or develop Proprietary Works, as defined herein, for the School to assign to BRICK in writing their intellectual property rights in such works. Upon BRICK’s reasonable request, the School will provide BRICK with copies of all Proprietary Works. This Section 6 shall survive termination of this Agreement, however (i) nothing herein shall be deemed to prevent the School from accessing curriculum or other materials that BRICK has published on line or otherwise made publicly available, subject only to the requirement that such curriculum or other materials be attributed to BRICK and (ii) BRICK shall inform BRICK BUFALO if any of the curriculum or other materials, including updates thereto, are not publicly available or will be withdrawn from public availability during the coming school year.
7. **USE OF NAME.** BRICK hereby grants the School a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use the names and trademarks BRICK and any logos provided to the School by BRICK (the “Trademarks”) in connection with the operation of the School and for the benefit of the School and all promotional activities in connection therewith, subject to the following conditions: the School agrees that it will (i) not use or register any domain name containing “BRICK”, (ii) use only any website, social, wireless, mobile or other media network or application provided by BRICK for the School or the School’s use; (iii) not set up its own official site, page or venue in any social media or user-generated content media (including Facebook, Twitter and YouTube) without prior written consent of BRICK; (iv) use the Trademarks in compliance with all reasonable notices and guidelines provided by BRICK; and (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. The School shall acquire no rights in the Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with BRICK. BRICK shall have pre-approval rights for each form and manner of public display of the Trademarks. The School agrees to use the Trademarks only in connection with high-quality educational services reflecting favorably on the reputation and goodwill of BRICK and, at BRICK request, to provide BRICK with representative samples of materials used by the School bearing the Trademarks. If BRICK objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, the School will promptly make all

appropriate corrections. Should this Agreement be terminated or not renewed for any reason, the School shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition the Authorizer to revise its Charter to change its name and the names of the School to remove any reference to BRICK and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, the School will cease all further use of the Trademarks and return all materials promptly to BRICK. This Section 7 shall survive the termination of this Agreement.

8. INDEMNIFICATION

- a. **Indemnification.** The School and BRICK do hereby agree that each Party shall be solely responsible for each Party's own acts and omissions as well as the acts and omissions of each Party's own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys, from and against any and all claims, actions, damages, expenses, losses or awards, including any suits or claim seeking non-monetary or injunctive relief, which arise out of (i) the negligence of the indemnitor (ii) any action taken or not taken by the indemnitor or (iii) any noncompliance or breach by the indemnitor of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement ("Claim"). Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Paragraph 6 or by such other means as the Parties may mutually agree.
- b. **Notice and Defense.** The Party to be indemnified (Indemnitee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor's duty or obligations under this except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third-Party claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Paragraph 8 with respect to such Claim. The Indemnitee shall make available to the Indemnitor, or its representatives all records and other materials required by them and in the possession or under the control of the Indemnitee, for the use of the Indemnitor and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnitee other than as a result of money damages or other money payments, (i) the Indemnitee shall have the right to defend, compromise or

settle such Claim and (ii) the Indemnitor shall not, without the written consent of the Indemnitee, settle or compromise any Claim which does not include as an unconditional term thereof the giving by the claimant to the Indemnitee of a release from all liability in respect of such Claim.

9. INSURANCE

- a. **Insurance Coverage.** At all times during the Term of this Agreement, the School shall at a minimum maintain at its sole cost and expense in full force and effect the insurance coverage set forth in the Charter Application. the School shall also maintain such workers compensation and disability insurance as required by State law and School Leaders/Errors and Omissions insurance. BRICK shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including, at a minimum, general liability insurance of \$1 million per occurrence/\$2 million aggregate, an umbrella policy, directors and officers liability insurance, employment practices insurance, automobile insurance and worker compensation and disability insurance as required by State law. Each Party shall name the other as an additional insured on its commercial general liability, automobile liability and crime insurance policies and the School shall name BRICK as an additional insured on its Employment Practice Liability insurance policy and School Leaders/Errors and Omissions insurance policy.
- b. BRICK shall require that its subcontractors, if any, shall maintain commercially standard insurance policies (including but not limited to general liability, automobile, directors and officers, workers compensation and disability insurance) and that such subcontractors name BRICK and the School as additional insureds (except on workers compensation and disability policies, which is not permitted by law).
- c. The School shall require that its contractors, if any, shall name BRICK and the School as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.
- d. The insurance policies maintained by each Party and their subcontractors pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to BRICK and the School and should be further endorsed to include coverage for child molestation or other abuse and coverage for the defense of suits or claims seeking non-monetary or injunctive relief. The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall comply

with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

10. PERFORMANCE EVALUATION. In accordance with the School's Charter, the Board shall at regular intervals throughout the Term evaluate BRICK's performance under the terms of this Agreement to ensure that BRICK is complying with its duties as set forth herein. In addition to routine, regular feedback and evaluation in day-to-day interactions and at Board meetings, the Board shall annually complete a formal written assessment of BRICK performance in substantially the form set forth in **Exhibit A** attached hereto and incorporated by reference herein (the "Annual Assessment") and meet with BRICK personnel to discuss the review and what changes to BRICK's performance, if any, are required to ensure that BRICK is meeting its responsibilities under the Law, the Charter and the terms of this Agreement. Failure of BRICK to perform its duties under this Agreement shall subject BRICK to the termination procedures set forth in Section 11 below.

11. TERMINATION

a. Termination by the School The School may terminate this Agreement prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii) or (iii) below:

i. If BRICK materially breaches any of the material terms and conditions of this Agreement including its obligations under 2.a.ii., provided that BRICK shall have thirty (30) days to remedy such breach after receipt of written notice of such breach, unless such breach is incapable of being reasonably cured within thirty (30) days in which case this Agreement may be terminated if BRICK fails to initiate and continue a cure for such breach within thirty (30) days after receipt of such written notice; or

ii. Notwithstanding anything contained in subsection 11(a)(i) to the contrary, BRICK materially breaches any of the material terms and conditions of this Agreement and such breach arises from BRICK's gross negligence or reckless or willful misconduct; or

iii. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the School in conformity with this Agreement, would violate the School's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations.

b. Termination by BRICK. BRICK may terminate the Agreement prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii), (iii), (iv) or (v) below:

i. Unless modified by written agreement amongst the Parties pursuant to Section 5 above, if the School fails to pay when due any monetary obligation of the School as required by the provisions of this Agreement, and such obligation remains unpaid for a period of thirty (30) days after receiving written notice of the delinquent payment from BRICK;

ii. If the School materially breaches any of the material nonmonetary terms and conditions of this Agreement, including its obligations under 2.b(v) of this Agreement, provided that the School shall have thirty (30) days to remedy such breach after receipt of written notice of such breach, unless such breach is incapable of being reasonably cured within thirty (30) days in which case this Agreement may be terminated if the School fails to initiate and continue a cure for such breach within thirty (30) days after receipt of such notice;

iii. Notwithstanding anything contained in subsection 11(b)(ii) to the contrary, the School materially breaches any of the material terms and conditions of this Agreement and such breach arises from the School's gross negligence or reckless or willful misconduct;

iv. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, has a material adverse effect on BRICK's ability to provide Services to the School in accordance with its budget or the Charter Agreement; or

v. If, as a result of exercise by the School of its authority under 4.a(iii) of this Agreement, there occur irreconcilable differences with respect to the appointment or termination of the Principal or Director of Operations of the School, following good faith efforts by the Parties to agree upon mutually acceptable candidates.

c. Procedures upon Expiration or Termination. Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties that the School shall remain open and operating in its normal course in the event of such expiration or termination

of this Agreement, in accordance with the following rights and obligations of the Parties:

- i.** The School shall have the right to use BRICK's Proprietary Works for the benefit of the School, as defined under Section 6 hereof, then currently in use by the School (including but not limited to the Trademarks), until the last day of the then current school year;
- ii.** BRICK shall provide the Board with copies of all student records, financial reports, employee records, and other School data in BRICK's possession and not currently in the possession of the Board of Trustees;
- iii.** With respect to the use of school information software, BRICK shall provide the School with a reasonable period of time in which it may arrange for its own license with the SIS or migrate its data to another information system and to arrange for an interface other than school information software. The School shall transfer data to a new information system at its own cost and expense, but BRICK shall provide such reasonable assistance as may be necessary to complete such transfer;
- iv.** BRICK shall provide the School with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that the School shall pay to BRICK all fees, expenses and other costs of BRICK consultants and agents who may, from time to time, upon mutual agreement of the Parties, provide assistance to the School or the students of the School; and
- v.** In the event that this Agreement is terminated or not renewed at a time when BRICK has guaranteed any debt or other financial obligation of the School, or provided credit support, whether in the form of a letter of credit or otherwise, to the School, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and the School shall remain liable to BRICK until the first date on which such loan and such interest has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to BRICK, all in accordance with the term therein. Nothing in this paragraph will create an obligation on the part of the School to repay all or any of the start-up funds granted by BRICK to the School in accordance with the Charter Agreement.

12. DISPUTE RESOLUTION. As a condition precedent to any other legal recourse (unless such legal recourse seeks immediate injunctive relief, in which case the Parties agree to submit any such matter to the Supreme Court of the State of New York, County of Erie), BRICK and the Board shall work together in good faith on resolving disputes involving substantive issues affecting the operations of the Schools. Resolutions of substantive issues will be memorialized in memoranda which may include a written Corrective Action Plan. Minor, day-to-day concerns shall be resolved informally and a Corrective Action Plan is not required. In the event the Parties cannot resolve a disagreement on substantive issues affecting the School's operations as set forth above, BRICK and the Board shall submit the dispute to Mediation with an independent third party neutral Mediator acceptable to both Parties. An initial meeting for Mediation to resolve the dispute shall be conducted by the Parties at a meeting to be held at the School within fourteen (14) working days of a written request by either Party, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The Mediation meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of the dispute. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Should the Parties be unable to resolve a dispute through Mediation, the Parties agree to submit any dispute to the American Arbitration Association (the "AAA") before a single arbitrator in Buffalo, New York, to be adjudicated in accordance with AAA's expedite procedures, if available. The Parties agree that the Arbitrator will have authority to resolve disputes of all kinds and will be able to order injunctive relief as well as monetary damages.

13. MISCELLANEOUS PROVISIONS

- i. Independent Contractor Status. The Parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of BRICK shall be deemed to be the employee, agent or servant of the School except as expressly acknowledged in writing by BRICK.
- ii. Force Majeure. Neither Party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- iii. Notices. All communications and notices relating to this Agreement are to be delivered in writing by recognized overnight courier (e.g. FedEx) or certified mail, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time, (as well as by email):

i. If to the School, to:
BRICK Buffalo Academy Charter School
[Address]
Buffalo, NY _____
Attn: Board Chair

ii. If to BRICK to:
Antwan Barlow and Jeremy Esposito
Buffalo Regional Directors
Building Responsible Intelligent Creative Kids
A NJ Nonprofit Corporation
534 Clinton Avenue
Newark, NJ 07108

- a. Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the law of the State of New York (other than the provisions thereof relating to conflicts of law).
- b. Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.
- c. Section Headings. The headings in this Agreement are for the convenience of the Parties only and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.
- d. Conflict with Charter Agreement. To the extent there are any conflicts between the terms of the Charter Agreement and the terms of this Agreement, the terms of the Charter Agreement shall control.
- e. Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreement, understandings, statements, representations, and warranties, oral or written, express or implied, between

the Parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.

- f. Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto of any breach, of or default in, any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.
- g. Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective Parties hereto.
- h. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment of this Agreement by either Party may constitute a material change to the Charter and may require approval by the Authorizer pursuant to the Charter and the Act.
- i. Form of Execution. This Agreement may be executed by facsimile, PDF, electronic signature (e.g. DocuSign) and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.
- j. Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto, to effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.
- k. Survival. The provisions of Sections 6, 7, 8, this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement, *provided* that any provision that is stated to extend for a specific period of time shall survive only for such specified period of time.

1. Confidentiality. The School shall treat all of the terms of this Agreement confidentially and shall not disclose the terms hereof to any third Party other than as required by applicable federal and State law and by the Authorizer.

[Signatures on the Following Page]

DRAFT

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

**BUILDING RESPONSIBLE INTELLIGENT
CREATIVE KIDS A NJ NONPROFIT
CORPORATION**

By: _____

Name: Dominique Lee

Title: Chief Executive Officer

Date:

BRICK BUFFALO ACADEMY CHARTER SCHOOL

By: _____

Name:

Title: Chairperson

Date:

DRAFT

EXHIBIT A

Annual Assessment/Performance Evaluation

See attached.

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Network - CMO Evaluation Tool - Draft 2022

Part 2: Academic Performance -Students Graduate College, Career and Life Ready

Area	Criteria	Baseline	Current	Target	Status
Absolute Achievement	SUNY: 75% of students perform at or above grade level in NWEA math.	From Fall NWEA and SUNY target RIT		75%	On Track
	SUNY: 75% of students perform at or above grade level in NWEA literacy.	From Fall NWEA and SUNY target RIT		75%	On Track
	SUNY: 75% of students score at the mid on-grade level or above scale score for the end of year I-Ready math assessment	From Fall I-Ready		75%	On Track
	STEP: 75% of students are at or above their grade level benchmark on STEP Round 0 will meet their STEP mastery goal by the end of the year (K-4, 1-7, 2-9, 3-12)	% of students who have already achieved goal by round 0		75%	On Track
	Math Interims: 75% of students achieve the IA score that correlates with passing the NY state math test in grades 3-8.	% of students at internal cut score on first IA		75%	On Track

	Literacy Interims: 75% of students in their second year achieve the IA score that correlates with passing the NY state ELA test in grades 3-8	% of students at internal cut score on first IA		75%	On Track
	Science Interims: 75% of students achieve the IA score that correlates with passing the NY state science test in grades 4 and 8	% of students at internal cut score on first IA		75%	On Track
	SUNY: The school's median growth percentile of all students will be greater than 50 on the NWEA math assessment.	From prior year cohort and prior year grade level		50.00	On Track
	SUNY: Each year, the median growth percentile of students with disabilities and English Language Learners at the school will be equal to or greater than the median growth of general education students on the NWEA math assessment.	From prior year cohort and prior year grade level		TBD but greater than 50	On Track
	SUNY: The median growth of students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring NWEA math administration.	From prior year cohort and prior year grade level		55.00	On Track

Relative Achievement	SUNY: The school's median growth percentile of all students will be greater than 50 on the NWEA reading assessment.	From prior year cohort and prior year grade level		50.00	On Track
	SUNY: Each year, the median growth percentile of 3rd through 8th grade students with disabilities and English Language Learners at the school will be equal to or greater than the median growth of general education students on the NWEA reading assessment.	From prior year cohort and prior year grade level		TBD but greater than 50	On Track
	SUNY: The median growth of students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 on the spring NWEA reading assessment.	From prior year cohort and prior year grade level		55.00	On Track
	SUNY: The school's median percent of Annual Typical Growth of all students on the I-Ready math assessment will be equal to or greater than 100%.	From prior year cohort and prior year grade level		100%	On Track
	SUNY: The school's median percent progress to Annual Typical Growth of all students who were two or more grade levels below grade level in the fall will be equal to or greater than 110%.	From prior year cohort and prior year grade level		110%	On Track

	<p>SUNY: The school's median percent progress to Annual Typical Growth of all students with disabilities and who are English language learners will be greater than the percent progress for general education students.</p>	<p>From prior year cohort and prior year grade level</p>		<p>TBD but greater than 100</p>	<p>On Track</p>
	<p>STEP: 75% of students below their grade level benchmark on STEP Round 0 will grow at minimum 3+ STEPs by the end of the year.</p>	<p>From prior year cohort and prior year grade level</p>		<p>75%</p>	<p>On Track</p>

Commentary

SUNY formally applies this measure to students in their second year of attendance and in grades 3-8. However, we would use this metric as an internal stretch goal for all students in year one.

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Network - CMO Evaluation Tool - Draft 2021-2022
Part 3: Building a Sustainable Organization

Committee	Criteria	Baseline Prior	Target	Actual	Criteria Met?	Commentary
Audit and Finance Committee	Days of Cash On Hand	N/A	90		Yes	Aligns to goal named in the CMO agreement.
	Number of students enrolled	Number of students initially enrolled each year	Based on charter targets by year		Yes	
	Number of students on the waiting list		10 per grade level		Yes	
	Average daily attendance	From prior year state reporting	95%		Yes	
	% of students chronically absent	From prior year state reporting	less than 10%		Yes	Team will define in a way that meets SUNY/NY expectations.
Academic Committee	Students persist at school	From prior year state reporting	96%		Yes	Team will define in a way that meets SUNY/NY expectations.
	Students with special needs persist at school	From prior year state reporting	96%		Yes	
	Students learning English as a new language persist at school	From prior year state reporting	96%		Yes	
	Students who are economically disadvantaged persist at school	From prior year state reporting	96%		Yes	
	% of minority students is at or above comparable schools	BPS average, Buffalo charter average			Yes	
	% eligible for free/reduced lunch is at or above comparable schools	BPS average, Buffalo charter average			Yes	
	% of students with disabilities is at or above comparable schools	BPS average, Buffalo charter average			Yes	
	% or students who are English Language Learners is at or above comparable schools	BPS average, Buffalo charter average			Yes	
	Number of student out of school suspensions	From prior year	Less than 5 per grade level per year		Yes	
	% of families who respond to the annual survey designed to measure their satisfaction with the school's academic program.	From prior year	75%		Yes	
	% of families who "strongly agree" or "agree" with the statement: " I am satisfied with the academic program at BRICK Buffalo."	From prior year	85%		Yes	
Personnel	Staff retention during year	From prior year	90%		Yes	
	Staff retention from year to year	From prior year	80%		Yes	
	Staff satisfaction as measured by the "overall impressions" questions on staff survey	Fall survey	90%		Yes	
	All projected staff positions for next year filled by last day of current school year	Percent of positions by end of last year	100%		Yes	
	Average time to replace a midyear vacancy	Based on time last year	Less than 30 days		Yes	
Development	Funds raised by the Board development committee	From prior year	5,000		Yes	
District relationships	Number of students with IEPs	Representative population of BPS, charters	N/A		Yes	
	Percentage of IEPs currently in compliance	From prior year	100%		Yes	
	Number of students receiving district transportation		N/A		Yes	
	Number of transportation challenges		N/A		Yes	Cumulative number of parent complaints regarding transportation service

School Leader Guidebook | K-12



2021 - 2022

BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key practices, mind-sets and procedures used by school leaders to raise student achievement. This guidebook outlines these items to ensure a high level of execution. School leaders are expected to read, internalize and practice the contents of this guidebook.

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School Organization & Key Components

All schools in the BRICK Education Network are united by the common mission to relentlessly knock down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that each and every child will have an unimpeded path to unlocking their limitless potential. In order to achieve this mission, schools are required to implement common key components in its overall structure and organization. This section will outline those key systems.



BEN Schools Portfolio Team Drive

The network may place documents in individual folders over the course of the year; all documents will be linked to a one-page reference sheet for easy access. Because it is a shared drive, school leaders are restricted from removing documents from the drive. [BEN School Portfolio Drive](#).

<Action> Prior to the start of the school year, schools must archive out of date documents or documents from previous school years.

BEN Folder Components	Description
"Master Plan"	<i>This document includes your school's master schedule, organization chart, school specific calendar. The network academic calendar will sync to your master plan.</i>
Strategic Plan	<i>This document includes network and school goals, action steps, and drivers for ELA, Math, SEL, and Teacher/Admin Development.</i>
Safety Plan	<i>This document outlines all safety protocols with clear responsibilities and duties of all BEN employees. Development and practice of the plan empowers employees in an incident to act quickly and knowledgeably by educating staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident.</i>
School Culture Plan	<i>This document outlines the common network and individual school-wide systems required to establish a positive school culture.</i>
School-Based Data Reports	<i>Chronic absenteeism, observation feedback, teacher evaluation</i>
Culture of Belonging Playbook	<i>Playbook to monitor implementation of Culture of Belonging (CoB) during the first 6 weeks of school.</i>

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Curriculum Overview

Math	
K-8	Navigator Math Achievement First i-Ready
Science	
K-2	Full Option Science System (FOSS)
3-8	Amplify Science
Social Studies	
K-2	Core Knowledge History and Geography (CKHG)
3-8	Achievement First BRICK-created Unit and Lesson Plans
English Language Arts	
K-4	Lifelong Readers (guided reading) Reading Mastery Headsprout RazKids BRICK-created Unit and Lesson lessons (Strategic Read Aloud) Lucy Calkins Writing Units
5-8	Navigator Literature Program Achievement First Amplify

Course Descriptions

See table linked [HERE](#) for Course Descriptions of academic classes.

Master Plan | Network/Campus Calendar, Org Chart and Schedule

In late May of each SY, all BEN schools are provided a “Master Plan” document for their specific campus through the BEN Schools Portfolio shared drive. The document includes critical network calendars and schedules. The Principal and Director of Operations are responsible for managing this document. The following tabs are included:

- **Academic Calendar** | Includes dates for network testing, grading quarters, and common PD time. The dates outlined on the academic calendar are mandatory and cannot be adjusted. Certain columns and rows of the academic calendar are locked and are automatically updated if any network wide changes are made.
 - **School Based Events** | On either side of the calendar, school teams are expected to outline their monthly campus specific events and dates such as “Back 2 School” Night, Literacy or Math Nights, parent/community workshops/events, etc.
- **Family Calendar** | Includes days off and early dismissal days. This calendar is made available to families in early May and should be posted on each school’s website and distribute to families
- **Org Chart** | Includes a roster of staff members and their positions, room number, homeroom names and phone numbers. The Org chart should automatically populate from the Talent team’s org chart.
- **Master Schedule** | The network will provide each school a master schedule that is to be updated with current staff. More information on the Master Schedule is described later in this guidebook.

Culture Plan

A school’s culture plan outlines the common network and individual school-wide systems required to establish a positive school culture. Schools are required to update the school-wide policies and procedures in their respective school culture plans. Within this plan, leaders are required to create minute-by-minute plans for selected whole school procedures. Individual school culture plans live in the BEN Schools Portfolio Team Drive.

Culture of Belonging | Laying the Foundation in the First 6 Weeks

BEN’s Culture of Belonging plan outlines guidance and support for teachers to build a culture of belonging in their classrooms and across the school by focusing on relationships. In addition, the plan identifies key student behaviors, classroom and school systems, teacher skills, and academic habits that are essential for establishing a positive school environment from Day 1. Schools are expected to clearly outline and practice these systems and skills with their teachers and staff before and during the first 6 weeks of the school year. As a network, common student behaviors, teacher skills, and academic habits have also been outlined to ensure that all BEN school teams know the exemplar and can implement it on the school and classroom levels. School leadership teams are accountable for implementing the Culture of Belonging Plan with fidelity.

- [K-8 Culture of Belonging](#)
- **Culture of Belonging Playbook** | Principals will work with their manager to develop a playbook to implement, monitor and support the roll out of the Culture of Belonging (CoB); CoB data will be logged in SchoolMint in order to allow progress to be transparent to the teacher. Principals will use the playbook to monitor implementation on a daily basis and provide feedback to staff.
- **October’s CoB PD Day** | Schools will lead targeted professional development based on the CoB playbook data in October.

Communication to Staff and Families

Before the start of the year:

- Welcome Letter to Families from the School Leader
 - Communicate orientation and/or summer bridge (if applicable)
 - School uniform expectations
 - General school supplies
- Welcome Email/Letter to Staff from the School Leader
 - Include any logistics around school-based Institute PD

Weekly correspondence to staff and families:

- Correspondence includes (at a minimum) the following items:
 - Upcoming school-wide events: academic, culture, parent/community workshop/events
 - Upcoming testing dates and important testing information
 - Data highlight based on the network and/or school priorities
 - Weekly shout-outs
 - Sample “[Tune In Tuesday](#)” from Achieve sent to students in backpacks and to staff in an email every Tuesday.

Staff communication recommendations:

- Daily correspondence to applicable staff may be necessary for sub coverage plans and daily recess plans (indoor/outdoor)
- SOMs should update all staff online calendars each quarter (at least 1 month in advance)
- Schools should pick one day a week for family communication - this will allow all impacted staff to have items ready for this family packet (i.e. Flyer Fridays). SOMs will set the deadline for when all submissions are due.
- It is recommended to limit the number of daily emails and share items in the weekly updates.
- Sample daily email on “[school-wide action steps](#)”. This email should be sent to your staff by 6:00 pm daily.

Family communication recommendations:

- When a parent comes to the school for an unscheduled meeting, the parent should be directed to the office (or front desk - school discretion)
- The parent is to fill out the Meeting Request form
- Office staff will scan/email the form to the appropriate staff member. If necessary, cc the Vice Principal/Dean of Culture, SOM, or the Principal.

Exceptional Learners (ELs)

BEN believes that ensuring the success of our Exceptional Learners (students with IEPs and our Multi-Language Learners) is one of the most important jobs of all school staff. To that end, the school principal directly manages the CST Social Worker.

Role	General Description	Communication Structures
CST Social Worker	Directly case manages all students with IEPs. This includes coordinating any meetings, outside evaluations as well as coordinating with any staff who are providing service to students. Case manage <i>**based on caseload another CST SW may be added to a schools org chart</i>	Meets weekly with the principal Network EL director; on a bi-weekly basis the principal
Principal	Directly manages the CST Social Worker and ensures that all barriers to servicing students are removed; ensures IEPs are in compliance and identifies trends that may need to be addressed by other stakeholders	Meets weekly with the CST SW Attends CST meetings as required Elevates trends/issues to VPs during weekly meetings
Network EL Director	Manages the EL program for the network; works with CST SWs to ensure their school has a strong program and ensures compliance; provides PD for staff who provide support to our ELs; regularly audits IEPs	
Vice Principals	Coach and support special education and ESL teacher(s); ensures consistency of support between SPED and Gen Ed teachers; looks for trends impacting ELs	Weekly coaching with teachers; weekly tactical with principal
Special Education Teachers/ESL teachers	Provide direct service to students on the goals and objectives of their IEP or MLL plan; modifies materials as needed and provides necessary accommodations to students Collaborate with general education teachers to ensure students are supported	Weekly/bi-weekly check-in with CST case manager Weekly coaching
General Education Teachers	Collaborate with special education teachers; read and understand IEPs for students in their classes; understand each students disability and ways to support	

Ed Plan | BEN utilizes Ed Plan to write, organize and monitor all documents related to students with IEPs. The CST SW manages Ed Plan for the campus and ensures all staff have the correct access

Student Support Team (SST)

General Education Support Staff manages the Student Support Team, including I&RS and 504 processes with the Vice Principal of Culture.

Role	General Description	Communication Structures
Vice Principal of Culture		
Gen Ed Social Worker		
Dean of Students		

Substitutes

In order to limit the number of interruptions in the learning of our scholars, the following guidelines for sub coverage are to be implemented at all BEN schools:

- Admin and Ops Team will create a sub coverage schedule based on the available teacher staff, if a substitute is not available.
- All instructional staff should provide 5 days of substitute plans prior to the first day of school. Ops team is responsible for tracking the submission and location of plans - this system will be developed at the school-level.

Recommendation: Google Form sent to staff that includes staff first and last name, location of sub plans, schedule, seating charts/attendance, and other information on procedures.

Teacher Workroom Components

The ideal workplace is tailored to the character and goals of the organization, improves performance, allows teachers to realize their potential and enriches everyone’s experience. Hence, the ideal teacher workroom is optimized to support work and social interaction. It allows teachers to collaborate, generate new ideas and drive their goals forward. Optional: procedures for reserving teacher work will be managed at school-level.



Norms/Requirements in the Workroom

- Multiple workspaces for groups or individuals to meet uninterrupted during content meeting times or planning periods
- Teacher supplies needed for meetings (chart paper, smartboard, etc.)
- Necessary curricular materials (GR books, TEs, etc.)
- Make sure the space is a teacher workspace and not a teacher’s lounge (no eating) or an area for meeting with students

Teacher Documentation Drive

Each school must create a Teacher Documentation google drive that all admin have access to (This should not be a “Shared Drive” in Google).

This drive folder is primarily used to organize teacher lesson plans, culture plans, etc. In the Teacher Documentation folder, each school leader should have their own folder and inside each school leader folder, there should be a folder for each teacher/staff member they supervise (shared with the corresponding teacher/staff member). For returning staff, create subfolders for each school year (SY19_20, SY 20_21) so that teachers can access documents and update. All annotated LPs and lesson pacing documents should be stored in this folder for easy access and reference.

Folders could be organized by:

- [Teacher Documentation Folder]
 - [School Leader]
 - [Grade Band]
 - [Teacher Name]
 - SY _____
 - [Lesson Plans]
 - *Lesson Plan Pacing Spreadsheet (current year)*
 - *Annotated lesson plans (current year)*
 - [Culture Plan and Classroom Readiness Checklist]
 - Any other subfolder(s) required by the school

<Action> Prior to the start of the school year, schools must create and organize a Teacher Documentation Folder and ensure all necessary documents are uploaded for staff to update (lesson plan pacing spreadsheet, classroom culture plan, classroom readiness checklist).

School Leader Meeting Requirements

Overview of Meeting Requirements

Meeting	Who	Purpose	Frequency & Duration
Building Content Expertise + Data			
Weekly Director/VPC Check-in (SEL) (BEGIN WEEK 2)	Director/VPC	<i>Problem solve issues (tactical), prep for upcoming SST meetings, focused classroom observations/walkthroughs, focus culture initiatives/reboot, SEL staff coaching strategies, prepping for PD delivery, progress toward quarterly goals</i>	Weekly 90 minutes
Weekly Director/IL Check-in (Instruction) (BEGIN WEEK 2)	Director/IL	<i>Problem solve issues (tactical), prep for upcoming lesson/unit unpacks, focused classroom observations, looking at Teacher IP, teacher action step development, looking at student work, prepping for PD delivery, progress toward quarterly goals</i> Director/IL Check In Template	Weekly 60-90 minutes
Content Team Meetings (BEGIN WEEK 2)	Director/IL/Course Lead/teachers	<i>Weekly Content Meetings (could be lesson unpack, unit unpacks, looking at student work, SWYK data meeting, etc. - vary by grade/content)</i>	As directed 65-70 minutes
Observation Feedback			
Teacher Observations (BEGIN WEEK 1)	Admin	<i>Weekly informal or formal observations of teachers with live coaching</i>	Weekly for all teachers
Observation Feedback Meetings (BEGIN WEEK 3-4)	Admin	<i>Weekly coaching sessions. Frequency may depend on the number of teachers and teacher proficiency level; goal is weekly</i> **Principals should work with their leadership teams to ensure all OF meetings start by end of week 4 if not sooner	Weekly 40 min max
School Community Meeting			
School Leadership Team Meetings (BEGIN WEEK 1)	Admin	<i>Problem solve issues (tactical), report out on school-level data, plan for school-based PD sessions</i> SLT Meeting Agenda Template	Weekly 90 minutes
Community Meetings/ Town Halls	Admin	<i>Weekly meetings with students (see School Culture Plan for details)</i>	Weekly 25-30 minutes

(BEGIN WEEK 1)			
SST (SEL) Meetings (BEGIN WEEK 1-2)	VPC/SEL Team	<i>Problem solving issues (tactical), review data pertaining to SEL bucket (attendance, discipline, BRtS, etc.), develop action plans, plan culture events, Director provides support as needed, etc.</i>	Bi-weekly 60-90 minutes
BRtS/I&RS (SEL) Subcommittee Meetings (Begin Week 6)	VPC/SEL Team Teachers	<i>Lead meetings bi-weekly; Director provides support as needed</i>	Bi-weekly varies
SIP (School Improvement Panel)	Principal/Admin/ Teachers	<i>Coordinates the areas of teacher evaluation, mentoring, and professional development by ensuring teachers receive useful feedback on their practice/students' learning outcomes and tailored professional learning.</i>	Monthly
School Safety Team	ABS, Admin, Teacher, Parent	<i>Identify and address patterns of HIB in the school. Review and strengthen school climate and policies in order to prevent and address HIB without compromising student confidentiality.</i>	2 x per year
Network Meeting			
Executive Leadership Council (ELC)	Principals	<i>Principals and selected admin - strategic planning meeting (as needed)</i>	Quarterly All Day
Site Visits	Admin		Quarterly

Leadership Development (PLI/CLI/ILI)

(Under Construction) The development of school leaders is an important component of the BRICK Education Network. To this end, BEN ensures that leaders come together for ongoing development. The Arc of the Year for Leadership Development will be the focus of the monthly *Institutes*.

Below are the dates for our *Leadership Institutes*. **FINAL DATES shared during Leader Institute**

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Principal Leadership Institute (PLI) 8:30 - 3:30 pm <i>Thursdays</i>	9/28	10/26	11/30	12/21	1/25	2/15	3/22	4/26	5/24	--
Culture Leadership Institute (CLI) 8:00 - 11:30 am <i>Wednesdays</i>										
Instructional Leadership Institute (ILI) 8 - 11:30 am <i>Thursdays*</i>										

Skip Level Meetings

Principals and directors of content will participate in skip meetings every 4-6 weeks.

Purpose: To share information between director and principal on the academic program

Why: Principals and Directors don't have regular meetings and it is important for the principal to hear directly about the program's implementation.

<ul style="list-style-type: none"> ● Director has prepared talking points to these questions → <ul style="list-style-type: none"> ○ Data to support ○ Qualitative observations to support ● The notes will be shared via Quick Feedback immediately after the session ● Questions and data are starting points ● Principal CAN follow-up with director afterward for more info 	<table border="1" style="width: 100%;"> <tr style="background-color: #e0e0e0;"> <th style="text-align: left; padding: 5px;">Principal may ask this...</th> </tr> <tr> <td style="padding: 5px;">"Where is my campus on target or close to target in your department?"</td> </tr> <tr> <td style="padding: 5px;">"Where does my campus need to increase urgency & support?"</td> </tr> <tr> <td style="padding: 5px;">What can I do to increase this urgency & support?"</td> </tr> <tr> <td style="padding: 5px;">"What data should I be looking at weekly/bi-weekly with my VP?"</td> </tr> <tr> <td style="padding: 5px;">How can we better work together?</td> </tr> </table>	Principal may ask this...	"Where is my campus on target or close to target in your department?"	"Where does my campus need to increase urgency & support?"	What can I do to increase this urgency & support?"	"What data should I be looking at weekly/bi-weekly with my VP?"	How can we better work together?
Principal may ask this...							
"Where is my campus on target or close to target in your department?"							
"Where does my campus need to increase urgency & support?"							
What can I do to increase this urgency & support?"							
"What data should I be looking at weekly/bi-weekly with my VP?"							
How can we better work together?							

Site Visits

Site Visits across campuses may be scheduled during the school year to allow for school leaders to norm on Arc of the Year Look Fors and develop pivots in instruction. Principals and department instructional leaders are required to be in attendance for the site visit, which will occur bimonthly for content areas. Below is an outline of the site visits that have been planned for SY 21-22 <UPDATED August 2021>:

	K-4 Math	K-4 ELA	5-8 Math	5-8 ELA	Science/SS
September	9/21		Baseline 9/13	N/A	
October	N/A	N/A	N/A	October 12th	
November	11/16	November 2nd	Arc 2 11/15	November 30th	
December	N/A	N/A	N/A	N/A	SS: December 7
January	N/A	January 11th	N/A	January 20th	Sci: January 12th
February	N/A	N/A		N/A	SS: February 8
March	3/9	March 2nd		N/A	Sci: March 30th
April	4/28	N/A		April 4th	SS: April 4 or 5 (Tentative)

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May	N/A	May 4th		N/A	
June	N/A	N/A		N/A	Sci: June 1st

Quarterly Data Stepbacks

As quarters come to a close, each school and department leader will report on progress to annual goals, impact of the previous quarter's action plan, and get feedback on their updated action plans based on their current data. All leadership should review and adhere to the following:

- **One Week After Quarter Ends** | Use the Department Dashboard to begin reflecting on the implementation and achievement section (not perception data), including culture data.
- **Two Weeks After Quarter Ends** | Perception data populated in Dashboard and ready for analysis and reflection by ILs/VPC and director and principal. Leaders add reflection on perception data in their documents; Final reflection is due. ILs/VPC meet with directors to review data (including survey data), finalize [slide deck](#) that encapsulates celebrations and pivots based on pre-work from director and school leader in prep for presentation to principal/leadership team week 3 after quarter ends. **Director and IL/VPC should read over each others' reflection by their meeting time.** Slide deck completed and shared with the principal.
- **Three Weeks After Quarter Ends** | IL/VPC presents data and findings/next steps for their dept(s) with principal and other instructional leaders (during leadership meeting/extended leadership meeting)

Staff Coaching and Development

Coaching Assignments

At BEN, our instructional leaders are vice principals who are responsible for coaching and developing teachers in their content areas. The table below outlines the general division of coaching assignments based in PK-8 and high school. Please review our [Organizational Structure document](#) to see reporting structures.

PK-8 Schools		High School	
K-4 VP of Math/Science		VP of English & History	
K-4 VP of Literacy/History		VP of Math and Science	
5-8 VP of Math/Science	+ Phys. Ed. + 3/4 Science	VP of VPA/CTE/PE/WL	
5-8 VP of Literacy/History	+ VPA staff + 3/4 Social Studies	VP of Culture	Social Worker School Counselors Associate Deans Student Coordinator FACE (now under Principal)
PK-8 VP of Culture	Social Worker Associate Deans FACE (now under Principal)		

BEN strives to ensure that VPs have no more than 15 to 16 teachers assigned to them. This allows each VP to adequately coach, develop and support his/her teachers to meet individual growth goals.

SY 21/22 Coaching Loads

(under construction)

Title	Achieve	Stadford Prep		
K-4 VP of Math/Science	9 math/science			
K-4 VP of Literacy/History	10 literacy/history			
5-8 VP of Math/Science	3 math/science + 3/4 Science/SS + 2 VPA + 1 SPED	2 math 1 science		

5-8 VP of Literacy/History	3 literacy/history + ESL + 1 Phys. Ed + 1 SPED	2 literacy 1 history + 1 Phys. Ed + ILT		
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** Instructional aides are assigned to the VP coaching the teacher s/he is assigned to (split for K-3)

Note: In schools that have a PK program, a VP meets bi-weekly (at minimum) with PK Master Teacher for check-in and walks. Master teacher coaches PK teachers (AotY and OF meetings) and supports VP in formal evaluations.

Tier I SEL Curriculum Implementation

At BEN, our instructional leaders oversee and support Tier I SEL curriculum implementation with the support of the Principal and VPC. This includes (not limited to) observing and coaching during morning meetings/advisory and leading/co-leading Community Meetings/Town Halls. Schedules must reflect this expectation.

Instructional leaders conduct weekly observations of Morning Meeting using the [Morning Meeting and Advisory Observation Checklists](#) and collect glows and grows in SchoolMint. Leadership teams work together to identify trends, develop action plans to address the trends, provide additional PD, feedback, etc. to teachers and then monitor implementation.

Instructional Vice Principal Schedules & Time Allocations

The table below is a rough estimate of the time allocations for VPs week to week. This table is a general guide as leaders think about how they are spending their time. The table below counts only periods within the school day, not before/after school time.

	K-8 Week A		K-8 Week B		High School	
O/F Meetings	10	26%	10	26%	10	36%
School LT Meeting	2	5%	2	5%	2	7%
O/F with Principal	1	2.5%	1	2.5%	1	3.5%
ALT Director Check-In	3	8%	2	5%	2	7%
Lesson/Unit Unpacks	2	5%	2	5%	2	7%
Total	18	46.5%	17	43.5%	17	60.5%
Classroom Obs	13	33.5%	11	28%	7	25%
Preparation	8	20%	8	21%	4	14%
Total	39	100%	39	100%	28	100%
Notes	Counts 3 "periods" on Friday in total All admin are required to attend/support Fun Friday				Does not count Fridays Includes 2 lesson unpacks the VP is Course Lead for	

		O/F Meetings	Observations	Other
Tier 1	Heavy Support	Weekly O/F	2-3 per week	Daily check-in Quick Pop-Ins
Tier 2	Medium Support	Weekly O/F	2 per week	Quick Pop-Ins

Tier 3	Some Support	Bi-Weekly	1 per week	
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** Observations could be targeted times of a lesson or short bursts of observations and real time feedback.

Instructional leaders are expected to outline their ideal schedules in their SLT Meeting Agenda to ensure their time is allocated based on the table above. Leaders should then build their calendar in Google Calendar and invite the relevant attendees, if appropriate.

K-8 VP of Instruction | Week A
12 teachers Total | 4 teachers bi-weekly

		Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	7:30	Arrival	Arrival	Arrival	Arrival	Arrival
	7:35					
	7:40					
	7:45					
	7:50					
7:50-8:00	7:50	Supervise Transition	Supervise Transition	Supervise Transition	3-4 Community Meeting (8:00-8:30)	K-2 Community Meeting (8:00-8:30)
	8:00					
	8:05					
	8:10					
	8:15					
SEL 8:10-8:35 (25 min)	8:15	Observe Morning Meeting (8:10-8:30)	Observe Morning Meeting (8:10-8:30)	Observe Morning Meeting (8:10-8:30)	3-4 Community Meeting (8:00-8:30)	K-2 Community Meeting (8:00-8:30)
	8:20					
	8:25					
	8:30					
	8:35					
	8:40					
	8:45					
	8:50					
	8:55					
	9:00					
Period 1 8:35-9:20 (45 min)	8:35	Observation 25 min	School Leadership Team Meeting 8:35 - 10:05 30 minutes	Lesson Plan Review (8:00 am due)	Coaching with Principal	
	8:40					
	8:45					
	8:50					
	8:55					
	9:00					
	9:05					
	9:10					
	9:15					
	9:20					
Period 2 9:20-10:10 (50 min)	9:20	Observation 25 min	School Leadership Team Meeting 8:35 - 10:05 30 minutes	O/F Meeting Teacher #5	Observation 25 min	
	9:25					
	9:30					
	9:35					
	9:40					
	9:45					
	9:50					
	9:55					
	10:00					
	10:05					
Period 3 10:10-10:55 (45 min)	10:10	Observation 25 min	Observation 25 min	Observation 25 min	Observation 25 min	
	10:15					
	10:20					
	10:25					
	10:30					
	10:35					
	10:40					
	10:45					
	10:50					
	10:55					
Period 4 10:55-11:45 (50 min)	10:55	Director Check-In & 2-3 Co-Observations Math/ELA 10:10 - 11:40 30 minutes	Observation 25 min	Observation 25 min	O/F Meeting Teacher #9 or Teacher #11	
	11:00					
	11:05					
	11:10					
	11:15					
	11:20					
	11:25					
	11:30					
	11:35					
	11:40					
Period 5 11:45-12:30 (45 min)	11:45	LUNCH	O/F Meeting Teacher #3	O/F Meeting Teacher #6	O/F Meeting Teacher #10 or Teacher #12	Transition
	11:50					
	11:55					
	12:00					
	12:05					
	12:10					
	12:15					
	12:20					
	12:25					
	12:30					
Period 6 12:30-1:20 (50 min)	12:30	LUNCH	O/F Meeting Teacher #4		LUNCH	Pack-Up 12:45 - 1:00
	12:35					
	12:40					
	12:45					
	12:50					
	12:55					
	1:00					
	1:05					
	1:10					
	1:15					
Period 7 1:20-2:05 (45 min)	1:20	O/F Meeting Teacher #1	Observation 25 min	O/F Meeting Teacher #7		
	1:25					
	1:30					
	1:35					
	1:40					
	1:45					
	1:50					
	1:55					
	2:00					
	2:05					
Period 8 2:05-2:55 (50 min)	2:05	O/F Meeting Teacher #2		O/F Meeting Teacher #8		
	2:10					
	2:15					
	2:20					
	2:25					
	2:30					
	2:35					
	2:40					
	2:45					
	2:50					
Period 9 2:55-3:40 (45 min)	2:55	Observations	Director Check-In Science/Social Studies 3:00 - 3:40 40 minutes		Grades K-4 Network Lesson Unpack Participation 3:00 - 4:10 pm	
	3:00					
	3:05					
	3:10					
	3:15					
	3:20					
	3:25					
	3:30					
	3:35					
	3:40					
3:50-4:05	3:50	Dismissal	Dismissal	Dismissal		
	3:55					
	4:00					
	4:05					
	4:05					

K-8 VP of Instruction | Week B
12 teachers Total | 4 teachers bi-weekly

		Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	7:30	Arrival	Arrival	Arrival	Arrival	Arrival
	7:35					
	7:40					
	7:45					
	7:50					
7:50-8:00	7:50	Supervise Transition	Supervise Transition	Supervise Transition	3-4 Community Meeting (8:00-8:30)	K-2 Community Meeting (8:00-8:30)
	8:00					
	8:05					
	8:10					
	8:15					
SEL 8:10-8:35 (25 min)	8:15	Observe Morning Meeting (8:10-8:30)	Observe Morning Meeting (8:10-8:30)	Observe Morning Meeting (8:10-8:30)	3-4 Community Meeting (8:00-8:30)	K-2 Community Meeting (8:00-8:30)
	8:20					
	8:25					
	8:30					
	8:35					
	8:40					
	8:45					
	8:50					
	8:55					
	9:00					
Period 1 8:35-9:20 (45 min)	8:35	Observation 25 min	School Leadership Team Meeting 8:35 - 10:05 30 minutes	Lesson Plan Review (8:00 am due)	Coaching with Principal	
	8:40					
	8:45					
	8:50					
	8:55					
	9:00					
	9:05					
	9:10					
	9:15					
	9:20					
Period 2 9:20-10:10 (50 min)	9:20	Observation 25 min	School Leadership Team Meeting 8:35 - 10:05 30 minutes	O/F Meeting Teacher #5	Observation 25 min	
	9:25					
	9:30					
	9:35					
	9:40					
	9:45					
	9:50					
	9:55					
	10:00					
	10:05					
Period 3 10:10-10:55 (45 min)	10:10	Director Check-In & 2-3 Co-Observations Math/ELA 10:10 - 11:40 30 minutes	Observation 25 min	Observation 25 min	Observation 25 min	
	10:15					
	10:20					
	10:25					
	10:30					
	10:35					
	10:40					
	10:45					
	10:50					
	10:55					
Period 4 10:55-11:45 (50 min)	10:55	Director Check-In & 2-3 Co-Observations Math/ELA 10:10 - 11:40 30 minutes	Observation 25 min	Observation 25 min	O/F Meeting Teacher #9 or Teacher #11	
	11:00					
	11:05					
	11:10					
	11:15					
	11:20					
	11:25					
	11:30					
	11:35					
	11:40					
Period 5 11:45-12:30 (45 min)	11:45	LUNCH	O/F Meeting Teacher #3	O/F Meeting Teacher #6	O/F Meeting Teacher #10 or Teacher #12	Transition
	11:50					
	11:55					
	12:00					
	12:05					
	12:10					
	12:15					
	12:20					
	12:25					
	12:30					
Period 6 12:30-1:20 (50 min)	12:30	LUNCH	O/F Meeting Teacher #4		LUNCH	Pack-Up 12:45 - 1:00
	12:35					
	12:40					
	12:45					
	12:50					
	12:55					
	1:00					
	1:05					
	1:10					
	1:15					
Period 7 1:20-2:05 (45 min)	1:20	O/F Meeting Teacher #1	Observation 25 min	O/F Meeting Teacher #7		
	1:25					
	1:30					
	1:35					
	1:40					
	1:45					
	1:50					
	1:55					
	2:00					
	2:05					
Period 8 2:05-2:55 (50 min)	2:05	O/F Meeting Teacher #2		O/F Meeting Teacher #8		
	2:10					
	2:15					
	2:20					
	2:25					
	2:30					
	2:35					
	2:40					
	2:45					
	2:50					
Period 9 2:55-3:40 (45 min)	2:55	Observations	Instructional Leader PD 2:00 - 4:30 pm 120 minutes		Grades K-4 Network Lesson Unpack Participation 3:00 - 4:10 pm	
	3:00					
	3:05					
	3:10					
	3:15					
	3:20					
	3:25					
	3:30					
	3:35					
	3:40					
3:50-4:05	3:50	Dismissal	Dismissal	Dismissal		
	3:55					
	4:00					
	4:05					
	4:05					

VP of Instruction | High School

14 teachers Total | 6 teachers bi-weekly

		Monday	Tuesday	Wednesday	Thursday	Friday					
7:30-7:50	7:30	Arrival	Arrival	Arrival	Arrival	Arrival					
	7:35										
	7:40										
	7:45										
7:50-8:00	7:50	Supervise Transition	Supervise Transition	Supervise Transition	Supervise Transition	Supervise Transition					
	7:55										
SEL 8:10-8:35 (25 min)	8:00										
	8:05										
	8:10										
	8:15										
	8:20										
	8:25										
	8:30										
	8:35										
	8:40										
	8:45										
Period 1	8:50	School Leadership Team Meeting 8:35 - 10:05 90 minutes		Observation 20 min	Coaching with Principal						
	8:55										
	9:00										
	9:05										
	9:10										
	9:15										
	9:20										
	9:25										
	9:30										
	9:35										
Period 2	9:40			O/F Meeting Teacher #5	O/F Meeting Teacher #9 or Teacher #12						
	9:45										
	9:50										
	9:55										
	10:00										
	10:05										
	10:10										
	10:15										
	10:20										
	10:25										
Period 3	10:30	Director Check-In #1 45 minutes	Director Check-In #2 45 minutes		Course Meeting #2 45 minutes						
	10:35										
	10:40										
	10:45										
	10:50										
	10:55										
	11:00										
	11:05										
	11:10										
	11:15										
Period 4	11:20	LUNCH	LUNCH	LUNCH	O/F Meeting Teacher #10 or Teacher #13						
	11:25										
	11:30										
	11:35										
	11:40										
	11:45										
	11:50										
	11:55										
	12:00										
	12:05										
Period 5	12:10	Course Meeting #1 45 minutes	O/F Meeting Teacher #3	O/F Meeting Teacher #6	O/F Meeting Teacher #11 or Teacher #14						
	12:15										
	12:20										
	12:25										
	12:30										
	12:35										
	12:40										
	12:45										
	12:50										
	12:55										
Period 6	1:00	O/F Meeting Teacher #1	O/F Meeting Teacher #4	O/F Meeting Teacher #7	LUNCH						
	1:05										
	1:10										
	1:15										
	1:20										
	1:25										
	1:30										
	1:35										
	1:40										
	1:45										
Period 7	1:50	O/F Meeting Teacher #2		O/F Meeting Teacher #8							
	1:55										
	2:00										
	3:40										
	3:45										
	3:50						Dismissal	Dismissal	Dismissal	Dismissal	
	3:55										
	4:00										
	4:05										

Culture Vice Principal Schedules & Time Allocations

The table below is a rough estimate of the time allocations for culture VPs week to week. This table is a general guide as leaders think about how they are spending their time. The table below counts only periods within the school day, not before/after school time.

	K-8 Week A		K-8 Week B		High School	
Coaching Meetings	6	25%	6	22%	6	27.3%
School LT Meeting	2	8%	2	7%	2	9%
O/F with Principal	1	4%	1	4%	1	4.5%
ALT Director Check-In	2	8%	2	7%	2	9%
CLPD	0	0	3	11%	-	-
SST Meetings	2	8%	0	0	2	9%
SST Subcommittees	0	0	1	4%	1	4.5%
SEL Advisory Council	0	0	1	4%	1	4.5%
Total	13	53%	16	59%	15	67.8%
Observations	3	13%	3	11%	3	14%
Preparation	8	34%	8	30%	4	18.2%
Total	24	100%	27	100%	22	100%
Notes	<i>Counts 3 "periods" on Friday in total All admin are required to attend/support Fun Friday</i>				<i>Does not count Fridays Includes 2 lesson unpacks the VP is Course Lead for</i>	

Culture leaders are expected to outline their ideal schedules in their SLT Meeting Agenda to ensure their time is allocated based on the table above. Leaders should then build their calendar in Google Calendar and invite the relevant attendees, if appropriate.

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VP of Culture | Week A

VP of Culture | Week B

Week A
SST Meeting
Principal Coaching
No CLPD

Week B
SST Sub Committees
Principal Coaching
CLPD

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Arrival	Arrival	Arrival	Arrival	Arrival
7:50-8:00			Supervise Transition		
8:10-8:35 (25 min)	5-6 Community Meeting (8:00-8:30)	7-8 Community Meeting (8:00-8:30)	Observe Morning Meeting (8:10-8:30)	3-4 Community Meeting (8:00-8:30)	K-2 Community Meeting (8:00-8:30)
8:35-9:20 (45 min)	Director Check-In & 2-3 Co-Observations 9:00 - 10:30 90 minutes	School Leadership Team Meeting 8:35 - 10:05 90 minutes	O/F or Coaching Meeting SEL #5 or SEL #6	Coaching with Principal	
9:20-10:10 (50 min)					
10:10-10:55 (45 min)		O/F or Coaching Meeting SEL #3 or SEL #4			
10:55-11:45 (50 min)					
11:45-12:30 (45 min)	LUNCH	LUNCH	LUNCH	LUNCH	Fun Friday! 12:00 - 12:45 45 minutes
12:30-1:20 (50 min)	Grades 6-8 Lunch Supervision	Grades 6-8 Lunch Supervision	Grades 6-8 Lunch Supervision	Grades 6-8 Lunch Supervision	Pick-Up 12:45 - 1:00
1:20-2:05 (45 min)	O/F or Coaching Meeting SEL #1 or SEL #2				
2:05-2:55 (50 min)					
2:55-3:40 (45 min)					
3:50-4:05	Dismissal	Dismissal	Dismissal	Dismissal	

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:50	Arrival	Arrival		Arrival	Arrival
7:50-8:00					
8:10-8:35 (25 min)	5-6 Community Meeting (8:00-8:30)	7-8 Community Meeting (8:00-8:30)		3-4 Community Meeting (8:00-8:30)	K-2 Community Meeting (8:00-8:30)
8:35-9:20 (45 min)	Director Check-In & 2-3 Co-Observations 10:10 - 11:40 90 minutes	School Leadership Team Meeting 8:35 - 10:05 90 minutes	Culture Leader PD 7:45 - 9:45 am 120 minutes	Coaching with Principal	
9:20-10:10 (50 min)					Travel Back to Campus
10:10-10:55 (45 min)		O/F or Coaching Meeting SEL #3 or SEL #4	O/F or Coaching Meeting SEL #5 or SEL #6		
10:55-11:45 (50 min)					
11:45-12:30 (45 min)	LUNCH	LUNCH	LUNCH	LUNCH	Fun Friday! 12:00 - 12:45 45 minutes
12:30-1:20 (50 min)	Grades 6-8 Lunch Supervision	Grades 6-8 Lunch Supervision	Grades 6-8 Lunch Supervision	Grades 6-8 Lunch Supervision	Pick-Up 12:45 - 1:00
1:20-2:05 (45 min)	O/F or Coaching Meeting SEL #1 or SEL #2				
2:05-2:55 (50 min)					
2:55-3:40 (45 min)					
3:50-4:05	Dismissal	Dismissal	Dismissal	Dismissal	

SchoolMint and Frequency Expectations

SchoolMint is the online platform schools will use for planning observation feedback meetings/coaching, action steps, formal observations/evaluations, Arc of the Year feedback, lesson plan feedback, and Morning Meeting/Advisory feedback.

At the start of the school year, SchoolMint rosters will reflect coaching loads at each respective campus. Bamboo (HR site) will sync with SchoolMint. However, if there are gaps or issues with the data in SchoolMint, please follow this workflow when updates are required.

SchoolMint Maintenance		
Update Meeting Frequency	Change in Supervisor or Staff Info	New Staff Member Joins Network
IL notifies the Principal of change to meeting frequency.	IL/Principal notifies Sabrina of the required change.	Bamboo contacts Sabrina for a new staff member and role.
Principal updates meeting frequency in SchoolMint and notifies IL when the update is complete.	Sabrina notifies IL/Principal when the update has been completed.	Sabrina adds to SchoolMint and notifies Principal/IL.

During the school year, school leaders should document feedback in SchoolMint according to the following guidelines:

Type of Feedback	Frequency
IPDP/CAP	Once per year
Formal Observation	2-4 depending on if Tenured/Non-Tenured and final rating from previous year
Mid-Year/Annual Evaluations	Each required once per year for all (for Mid-Year, only Comp 4 is rated)
Observation Feedback Meetings/Action Steps	Weekly or Biweekly based on teacher development needs with Action Steps
Arc of the Year (AotY)	Weekly for ELA, Math, Science, SS
Lesson Plan Feedback	Weekly for all
Morning Meeting/Advisory	Biweekly for all

Using SchoolMint Video App

Starting SY 21-22, schools will have access to share videos during coaching sessions and teachers can share videos of them implementing a strategy they practiced during a coaching session. This feature will allow staff to edit, add timestamps, and share final videos.

Here are helpful step-by-step instructions:

1. [How to upload to the Video Hub](#)
2. [How to share a video in Video Hub](#)

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3. [How to collaborate around a video in Video Hub](#)
4. [How to access SchoolMint Video App](#)
5. [How to use the SchoolMint Video App](#)

Staff Evaluation Resources

IPDP/CAP

[Leader Goal Setting Form Reflection Template](#) | Leaders can make a copy of this document to complete their independent reflection and submit to their manager for review prior to stamping in SchoolMint

[Teacher Goal Setting Form Reflection Template](#) | Leaders can make a copy of this document and share with each of their teachers for independent reflection

[Non-Instructional Goal Setting Form Reflection Template](#) | Leaders can make a copy of this document and share with each of their non-instructional staff for independent reflection

Mid-Years

Mid-years will be completed for all staff using Domain 4 only. Use the [Mid-Year Evaluation Guidance Doc](#) (updated each year) for language and guidance. When conducting mid-year meetings with teachers, remind them that the mid-year observation only includes ratings for Competency 4; the final observation will include evidence for ALL Competencies.

Leader Mid-Year/Annual Observation Guidance

The purpose of the leader mid-year is for the leader and his/her manager to check-in against expectations to determine celebrations and focus areas. *The goal of this practice is reflection and not writing a novel to substantiate a rating.*

School Leader Culture Reflection	School Leader Instruction Reflection
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<ACTION> All leaders (principal, VPs of Culture & Instruction) should make a copy of the doc linked above and reflect on the level of effectiveness on each of the indicators. Leaders must select a rating and add general strengths and growth areas and his/her manager must do the same ahead of the meeting. During the mid-year/annual conference, the leader and his/her manager will discuss each indicator and review evidence as needed where discrepancies in ratings may exist.

Summer Institute & BEN PD

BEN Basecamp | New Teacher Professional Development

For all new staff or returning staff in new positions, the network will organize New Teacher Professional Development 3 days prior to the official Summer PD for returning staff. These staff members will receive 101 PD on content and SEL material, along with an Orientation and new teacher Taxonomy PD.

During Basecamp, school leaders ensure that staff attend sessions, monitor attendance and staff investment and ensure all pre-work is completed as scheduled. Leaders may be asked to attend sessions to provide additional support to their teachers.

Summer Staff Institute | All Staff Professional Development

Summer Staff Institute is a collaboration between the network and schools to ensure all staff members are well equipped to begin the school year. This will take place in the last two weeks in August. The 2021 Staff Institute will include one full day at Princeton-Blairstown Center building community, connection and communication.

	Total Number Of Sessions <i>*Count excludes Day 1</i>	Network Based	School Based
Summer 2019	35	16 (46%)	19 (54%)
Summer 2020	35	14 (40%)	21 (60%)
Summer 2021	38	14 (37%)	24 (63%)
Summer 2022			

BEN school leaders and network staff develop and lead professional development during Institute. School leaders ensure that staff attends sessions, monitor attendance and staff investment and ensure all pre-work is complete. School leaders will have their own schedule for sessions they are attending or leading and are expected to attend those sessions as active participants, unless leading. If a school leader is asked to lead network PD, s/he will be asked well ahead of time to properly prepare.

Prior to Summer Staff Institute, staff will receive communication from the BEN that includes directions on how to access the prework (located on the [BEN Resource Page](#)) along with logistical information for successful participation in Institute. When staff arrive on the 1st day, personalized schedules will be distributed. These schedules will only include network PD titles; school-based PD placeholders will be included on schedules but topics will be determined by school-based leadership. Schools are encouraged to provide communication to their respective staff on their school-based schedules.

BEN PD - Network and School Rotation

All BEN schools are required to build a weekly schedule that allows for a 1pm dismissal one day a week. BEN staff will engage in network or school-based PD/meetings. School leader and teacher attendance is required for these sessions. The PD Scope and Sequence will be linked on the [BEN Resource Page](#).

Network PD/Meetings	School-Based PD/Meetings
<p>All Network meetings will take place in person or virtually. Schools must operationalize dismissal to allow instructional staff/admin to leave school sites for prompt PD start time of 2:00 pm</p> <p>2:00 to 4:15 pm - Content/SEL Team Professional Development</p> <p>Schools may decide to have a school-based meeting before the network meeting starts. That will be at the school's discretion. All staff must still arrive for a prompt start of 2:00 pm.</p> <p>All directors and school leaders are to be engaged in the PD by modeling session norms.</p> <p>School leaders accurately track attendance and any prework.</p>	<p>All school-based meetings will take place at individual school sites.</p> <p>School level leadership teams will plan for staff meetings, staff committees, or school-specific PD.</p> <p>Staff meetings should occur monthly (at a minimum)</p> <p>Staff-Based PD/Meeting topics are to be organized on a planning document and shared with the Superintendent for feedback at least 1 week prior to scheduled date</p> <ul style="list-style-type: none"> ○ Leaders use tab in Tactical agenda to plan

	Network Based			School Based	Wellness
SY 20-21	17 (40%)			22 (53%)	3 (7%)
	12 (Content)	4 (SEL)	1 (Whole)		
SY 21-22	9 (25%) - NJ 9 (24%) - NY			24 (67%) - NJ 26 (68%) - NY	3 (8%)
	8 (Content/SEL)		1 (Whole)		
SY 22-23					

School-Based Interim Analysis

During each interim cycle, interim scoring and analysis will occur during school based PD. In particular, the early dismissal day during the week of interims will be used for scoring and the following week's early dismissal days will be used for analysis and planning. Schools are responsible for organizing this time for impacted staff and planning accordingly for non-interim instructional staff.

Network Wellness Days

For three (3) days a year, all Network teachers/TAs will be permitted to leave at 1pm. It is the responsibility of each campus to properly notify staff and establish a dismissal procedure to allow for timely dismissal. School leaders will be responsible for addressing late pick-up students. The following dates are the Wellness Days for SY 21-22:

Achieve	Stadford
Friday, October 1, 2021 Friday, January 28, 2022 Friday, May 27, 2022	Wednesday, September 29, 2021 Wednesday, January 26, 2022 Wednesday, May 25, 2022

Network Communication and Support

Leadership Matters and BEN Resource Page

School leaders will receive network updates from weekly communication called Leadership Matters. Leadership Matters, Network PD, guidebooks, and content scope & sequence documents, along with other network reference materials, will be organized on the [BEN Resource Page](#). School leadership teams should use the information to plan for implementation at their individual schools.

- Pro Tip: integrate reviewing components of Leadership Matters into each week's *Leadership Team Meeting*.

Leadership Matters:

- Goal: the goal of leadership matters is to limit one off emails to multiple people over the course of the week and to push teams to proactively plan communication to leaders across the network
- Content: Departments provide key updates to leaders to ensure consistent and documented communication. Leaders can go back to LM to confirm or review information. Departments are encouraged to identify items that impact multiple stakeholder groups and should be clearly communicated weekly

Academic Leadership Team Directors

ALT directors meet either weekly or bi-weekly with respective VPs to discuss, plan and observe the program. VPs are asked to ensure meeting times are kept sacred and if an emergency arises, contact the director to reschedule. VPs and directors should complete all pre-work and/or materials prep prior to the scheduled meetings to ensure efficient use of time.

All members of the ALT

- Monitor program implementation and holding admin accountable through difficult conversations, problem-solving and support
- Carry out BRICK's core values through all actions and conversations
- Provide initial and ongoing professional development for staff

Academic Directors

- Research, design, plan, and turn-key BRICK's academic program & make revisions as needed
- Provide high-quality materials for students and teachers
- Support ILs in the implementation of the program and building his/her content expertise (weekly/biweekly Director/IL meetings)
- Provide ILs with action steps on program implementation through SchoolMint

Pre-K Master Teacher

- Research, design, plan, and turn-key BRICK's Pre-K program & make revisions as needed
- Provide high-quality materials for students and teachers
- Coach and develop lead teachers and assistants and provide action steps in SchoolMint
- Co-observe with ILs to complete formal observations
- Meet bi-weekly with IL for walk-throughs and overall program implementation feedback

Director of Special Education

- Co-manage CST case managers with school leaders
- Meet bi-weekly with principals (who oversee CST at the school level)
- Provide training and support for special education teachers and CST case managers regarding special education law and compliance

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- Support school leaders with steps for responding to academic and behavior programming for special education students

Director of Student Supports

- Research, design, plan, and turn-keying BRICK's SEL program & make revisions as needed
- Provide Culture Leaders with action steps on program implementation through SchoolMint

Course Leads

- *Note: course lead roles are activated for grades/contents that are across multiple schools; positions are dependent on funding*
- K-8 ([job description](#))
 - Lead unit and lesson unpacks for one grade level subject area (2 in science and SS)
 - Meet regularly with ALT director to prep for unit and lesson unpacks
 - Solicit feedback and trends from ILs in all campuses and integrate into unpacks
 - Regularly communicate with IL assigned to his/her grade level for feedback and trends
- HS Department Course Lead ([job description](#))
 - Lead department course meetings, including unit unpacks, for 2-3 courses
 - Meet regularly with ALT director to prep for course meetings
 - Solicit feedback and trends from ILs in all campuses and integrate into course meetings

Independent Learning Time Leaders

- Work directly with content area IL to ensure programming and student supports are in place
- Attend network PD in the content area
- Adhere to scope and sequence outlined in respective content guidebooks.

Planning and Preparation

K-12 Network Unit and Lesson Unpacks

Lesson unpacks are centralized at the network level and led by ILs, directors, and/or course/department leads. These times are built into teacher's schedules and should not be adjusted. Lesson unpacks happen weekly during the outlined time. The facilitator of the unpack will record attendance and resources will be linked on the Lesson Unpack website. Centralized calendar invites will be sent by the ALT/Course Lead to teachers and their respective leaders.

Unit unpacks happen periodically throughout the year. Typically, unit unpacks happen about every 3-4 weeks. Given the schedule, additional coverage may need to be provided for Morning Meeting times to ensure 100% attendance of teachers.

The role of leaders in unit and lesson unpacks:

- Ensure pre-work is completed by his/her teachers
- Check attendance in the Unpack Scope and Sequence Document
- Attend the lesson and unit unpack for the assigned grade level
- Watch segments of unit and lesson unpacks not attending to keep up to date on content roll out

K-4 Math/Science Teachers & Leaders			
	Lesson Unpacks	Unit Unpacks	Notes
K Math	Wednesday 7:50 - 9:00		
1st Math	Wednesday 7:50 - 9:00		
2nd Math	Wednesday 7:50 - 9:00		
3rd Math	Tuesday 8:30-9:40		
4th Math	Wednesdays 3:10 - 4:15		
3/4 Science	Thursdays 11:05 - 12:15		
K-4 ELA/SS Teachers			
K ELA	Tuesdays 3:10 - 4:15		
1st ELA	Tuesdays 3:10 - 4:15		
2nd ELA	Thursdays 3:10 - 4:15		
3rd ELA	Mondays 11:00 - 11:45 am		
4th ELA	Thursdays 3:10 - 4:15		
3/4 SS	Thursdays 10:15 - 11:25	Wednesdays 10:15 - 11:25	

5-8 Math/Science Teachers & Leaders			
	Lesson Unpacks	Unit Unpacks	Notes
5 Math	Wednesdays 3:10 - 4:15		
6 Math			
7 Math	Thursdays 3:10 - 4:15		
8 Math	Wednesdays 3:10 - 4:15		
3-6 Science	Thursdays 3:10 - 4:15		
7/8 Science	Thursdays 3:10 - 4:15		
5-8 ELA/SS Teachers			
5 ELA	Thursdays 7:50 - 9:00	Tuesdays 7:50 - 9:00	
6 ELA	Thursdays 3:10 - 4:15	Tuesdays 3:10 - 4:15	
7 ELA	Thursdays 7:50 - 9:00	Tuesdays 3:10 - 4:15	
8 ELA	Thursdays 3:10 - 4:15	Tuesdays 3:10 - 4:15	
5/6 SS	Wednesdays 3:10 - 4:15	Mondays 10:15 - 11:25	
7/8 SS	Thursdays 3:10 - 4:15	Tuesdays 3:10 - 4:15	

Visual and Performing Arts and Physical Education Teachers & Leaders		
	Department Team Meeting	Notes
VPA	Wednesdays 9:25 - 10:05	<i>Centralized time across network; could be virtually collaborative</i>
Phys. Ed	Tuesdays 8:30 - 9:15	<i>Centralized time across network; could be virtually collaborative</i>

Math/Science Lesson Unpacks				
	Tuesday	Wednesday	Thursday	
1	3 Math 8:30 - 9:40	K/1/2 Math 7:50 - 9:00		
9		4, 5, 8 Math 3:10 - 4:15	7 Math 3/4/5 & 7/8 Science 3:10 - 4:15	

ELA/SS Lesson Unpacks				
	Monday	Tuesday	Wednesday	Thursday
1				5 ELA 7:50-9:00
4	3 ELA 11:00 - 11:45		3/4/5 SS 11:0-11:45	
9		K/1 ELA 3:10 - 4:15		2, 4 ELA 7, 8 ELA 7/8 SS 3:10 - 4:15

Co-Teaching in Grades K-2

Co-teaching is an essential part of BRICK Education Network’s K-3 model. Both teachers in the classroom should be completely prepared for the day’s lessons to ensure learning is maximized. When teachers are co-teaching, the expectation is that both teachers are engaged in the lesson and that both teachers are circulating and providing feedback to students. During Guided Reading and Reading Mastery, both teachers should be monitoring their own groups as well as the independent groups in the classroom to ensure all behavioral and academic expectations are being met. Both teachers own all data for their collective classroom.

A successful co-teaching classroom is one in which observers do not know who is the more experienced teacher or the less experienced teacher because students view them in the same way and there is a culture of feedback and mutual respect in the classroom. Observers can and are encouraged to provide feedback to either co-teacher, regardless if the teacher is under the IL’s direct supervision or not.

	Co-Teaching	ELA Planning Time	Math/Sci Planning Time
K-1	Guided Reading/Reading Mastery, Writing, Math Core Lesson, Math Power-Up	Science/SS; Enrichment	SRA, Enrichment
2	Guided Reading/Reading Mastery, Writing, Math Power-Up Close Reading (1x week on Fridays)	Science/SS; Enrichment	SRA, Enrichment
3	Math Power-Up	Science/SS, Math Core Lesson, Enrichment	Lit Block, GR, Writing, Enrichment

Prep Responsibilities:

- **Math/Science/RM Teacher:** when not co-teaching, plans and preps for two (2) Reading Mastery groups, two (2) DDI groups, Math Core Lesson (prep manipulatives), Math Power-Up, Science/Social Studies (preps investigation materials, etc.), morning meetings
- **Literacy Teacher:** when not co-teaching, plans and preps for four (4) guided reading groups, SRA, Writing, Internalize Math lesson (M-TH), reviews plans for Math Power-Up morning meetings

Co-planning is a time when co-teachers plan together to prepare for lessons throughout the week for co-teaching blocks. Co-Planning should happen during scheduled enrichment periods and should include:

ELA	Math	Culture
Review STEP data to develop a plan for targeted skills review <ul style="list-style-type: none"> • align letter/sound ID, sight word, phonemic awareness drills Look at student work from the Writing Block to identify trends	Math teacher turn-keys upcoming math lesson plan with co-teacher <ul style="list-style-type: none"> • both teachers should have/complete exemplars • use data to identify pathways for aggressive monitoring, can also focus on a group of students from Exit Ticket data 	Check in about culture of the classroom (i.e. going over what is working/what is not, ensuring both people know their roles in the classroom) <ul style="list-style-type: none"> • Ensure SEL focus skills are embedded into ELA & Math lessons

<ul style="list-style-type: none"> plan for small group or parallel teaching in Writing 	<ul style="list-style-type: none"> plan skills to review during Power-Up 	<ul style="list-style-type: none"> Discuss trends highlighted from iDreams scores
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Intellectual Prep & Feedback

Teachers will be required to annotate lessons and complete exemplars for every day of instruction as designated by each department. These steps will provide teachers the opportunity to internalize high-quality lessons before delivering them.

Scope and Sequence/Pacing

Scope and sequence pacing documents are linked to the [BEN Resource Page](#) and teachers/IL should refer to it on a daily/weekly basis. Since unit unpacks and lesson unpacks are scheduled on the network level, it is crucial that teachers adhere to network pacing guidelines. If a teacher falls behind, he/she should work with their direct IL to get back on track, whether it is to use flex days or combine lessons. ILs will closely monitor pacing expectations at their respective schools within the network to ensure fidelity.

Teachers are required to use a pacing Google Sheet to plot out lessons to organize and plan for small group instruction. This document should be completed using the pacing guide provided by the department. Co-teachers should use this document to organize their plans and keep up to date (K-2 ELA and Math Leads - complete one document per team). These files should be kept in each teacher's Google Drive [Teacher Documentation Folder](#) is shared with their IL. **ILs should check for completion.**

- **<Instructional Leader Action>** Place a copy of the pacing document in a teacher's documentation google folder. Title of document: LastName.FirstInitial | Lesson Plan Pacing SY20_21

Lesson and Unit Unpack Prep

For lesson unit unpack prework, teachers are required to submit pre-work to the IL (cc course lead/department course lead). Admin should follow up with the teacher if prework has not been submitted, not the course lead/department lead.

Intellectual Prep Submission

With most lessons already created, weekly annotated lesson plans are to be submitted via scan or copied to your direct IL and placed in the [Teacher Documentation Folder](#). Lesson plans are due (at least) by 8am on Wednesdays before implementation (may be adjusted by school). Adhering to this due date will allow all teachers to be prepared for Lesson Unpacks while also allowing for sufficient time to make adjustments based on feedback prior to execution. *Follow progressive discipline protocol for late or no submission of LPs.*

Lesson plan submission will be recorded in SchoolMint, where teachers will receive two rubric scores:

- Submission score for completion
 - 3 - All LP submission guidelines have been met and is on time
 - 2 - Most LP submission guidelines have been met and/or is late by 1 day
 - 1 - Some LP submission guidelines have been met and/or is late by 2-3 days
 - 0 - Little or no LP submission guidelines have been met and/or is late by 4+ days
- Score for adherence to pacing expectations according to Scope and Sequence
 - 3 - on pace
 - 2 - one lesson off pace
 - 1 - two-three lessons off pace
 - 0 - four+ lessons off pace

Posting of Lesson Plans

Teachers are required to make a second copy of their final annotated lesson plans (including annotated texts, etc.) and make them available outside their classroom door on a daily basis. Refer to the [Instructional Guidebook](#) for more details.

Rationale: *Annotated LPs allow for any coach (IL or director) to effectively support and develop based on the current material being presented. Prior to providing feedback, any coach should first look over the day's lesson plan to get an overview of the student activities and exemplars.*

Master Schedule Guidance | K-8

The BEN master schedule is designed to ensure that the BEN instructional model is able to be carried out with fidelity. BEN has created a blueprint master schedule that schools may slightly tweak to meet their individual staffing needs and constraints. All master schedules are reviewed by the regional and network leads to ensure consistency.

Critical Times:

- 7:30 am | doors open for breakfast
- 8:00 am | 10 minute transition and unpack in classrooms
- 8:10 am | Instruction begins
- 3:50 pm | Dismissal Monday to Thursday
- 1:00 pm | Dismissal on Friday (NJ)/Wednesday (NY)

Structure of Schedule:

The schedule was built with alternating periods of 45 and 50 minutes. This maximized time because most periods are double blocks. The timing is built on 5 minute increments.

12:15	<i>iDREAM Scores</i>	Transitions & Timing Transitions have been built into the schedule in 5 minute increments to provide travel time to/from destinations.
12:20	Transition	
12:25	Recess 12:25 -12:45	<ul style="list-style-type: none"> ● The example below means that between 12:15 and 12:20 iDREAM scores are put in. ● From 12:20 to 12:25, the class is transitioning to Recess. The class MUST arrive at recess by the next time increment, in this case 12:25. ● The class must arrive in the lunch room by 12:45 and finish eating by 1:05. ● The class transitions to next period/location from 1:05 to 1:10; at 1:10 the Lit Core Lesson must begin
12:30		
12:35		
12:40		
12:45	Lunch 12:45-1:05	
12:50		
12:55		
1:00		
1:05	Transition	
1:10	Lit Core Lesson	

“iDREAM Scores” (BLUE)

The schedule must include 5 minutes throughout the day at the conclusion of a subject or period of time where the teacher records the iDREAM score in Kickboard. Teachers **MUST** use the time allocated in the schedule to record iDREAM scores to ensure 100% of scores are put in. The example above means that between 12:15 and 12:20 iDREAM scores are put in.

- Grades K-2 | 4 scores Monday to Thursday; 3 scores Friday
- Grades 3-8 | 5 scores Monday to Thursday; 4 scores Friday

Breakfast

Each school can begin serving breakfast as early as 7:30 am. All students must be offered a breakfast (“Breakfast After the Bell”), despite their arrival time. After 8am, arriving students should be able to pick up breakfast before arriving to class. Teachers should build a system to ensure students can quickly eat their breakfast and then join instruction.

- **<Operations Action>** Build system for breakfast procedure, including supervision

Morning Meetings

All K-8 classrooms begin the day with Morning Meeting from 8:00 - 8:30 am four days per week. This time should be held sacred and all students should be engaged in the lesson beginning at 8:00 am sharp.

Community Meetings

All grades engage in a Community Meeting/Town Hall once per week. The goal of these weekly community meetings are to celebrate success (iDREAMers, honor roll, etc.) as well as build community and roll out SEL related themes and priority messages. The meetings are built around specific grade bands:

- Grades K-2 on Fridays
- Grades 3/4 on Tuesday
- Grades 5/6 (school decision)
- Grades 7/8 (school decision)

These meetings are organized by the culture team and led in conjunction with other admin. Students in grades 3-8 transition directly from breakfast/arrival to community meeting and then to class. Students in K-2 transition to their classroom, unpack and then back to Community Meeting.

- **<Operations & Culture Action>** Identify when each grade band will host their Community Meeting; build school wide procedures to ensure efficient arrival and dismissal within the time constraints.

Convocations

Schools may elect to host a Monthly Convocation where multiple grade bands come together. During these Convocations, the focus may be on recognizing attendance, honor roll or some other school wide initiative. Just like Community Meetings, students in grades 3-8 transition directly from breakfast/arrival to community meeting and then to class. Students in K-2 transition to their classroom, unpack and then back to Community Meeting (Fridays only).

- **<Operations & Culture Action>** Identity purpose and cadence of Convocation Meetings

Lunch Periods

Transition	10:55	Transition	<p>All staff members on the school’s SEL team (Social Workers to observe student dynamics and build relationships) and selected Ops team will be responsible for leading and running lunch and recess according to the expectations and procedures outlined in the individual school’s culture plan. Instructional Admin may serve as substitutes on an as-needed basis but schools are encouraged to develop a plan to avoid this option. Schools may also assign instructional staff, including enrichment staff members, to assist with lunch.</p> <p>Lunch/Recess times have been allocated in the schedule and should not be adjusted. At full scale, a maximum of 9 classes will have lunch at any one time.</p> <p>Recess is mandated 20 minutes/day by the state (except on early dismissal days). Schools can determine which classes should go to lunch and which should go to recess first. Each class’ schedule should be adjusted accordingly. Keep in mind that your MBM for lunch/recess should include the timing to get from the playground to the lunch room, etc.</p> <p>Early Dismissal Days</p> <p>Students in grades K-3 eat in their classrooms from 11:30 to 11:50 am and are supervised by their homeroom teachers. The lunches should be bagged and easy to clean up.</p> <p>Students in grades 4-8 are provided a “Grab-n-Go” lunch on their way out of the school building.</p>
<p>Period 4 11:00-11:45 (45 min)</p>	11:00	<p>[Lunch/Recess] 11:00-11:20</p>	
	11:05		
	11:10		
	11:15		
	11:20	<p>[Lunch/Recess] 11:20 -11:40</p>	
	11:25		
	11:30		
	11:35		
	11:40	Transition	
Transition	11:45	Transition	
<p>Period 5 11:50-12:35 (45 min)</p>	11:50	<p>[Lunch/Recess] 11:50-12:10</p>	
	11:55		
	12:00		
	12:05		
	12:10	<p>[Lunch/Recess] 12:10-12:30</p>	
	12:15		
	12:20		
	12:25		
	12:30	Transition	
Transition	12:35	Transition	
<p>Period 6 12:40-1:25 (45 min)</p>	12:40	<p>[Lunch/Recess] 12:40-1:00</p>	
	12:45		
	12:50		
	12:55		
	1:00	<p>[Lunch/Recess] 1:00-1:20</p>	
	1:05		
	1:10		
	1:15		

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	1:20	Transition	
Transition	1:25	Transition	

End of Day

3:35	<i>iDREAM Scores</i>	Grades K-3 <ul style="list-style-type: none"> ● Students are dismissed at 3:50 pm ● “Pack-Up” from 3:40 to 3:50 is when teachers should be leading pack-up (homework, bags, etc.). Pack-up should not begin before 3:40 pm. In grades 4-8 this time could be used to return to a homeroom or locker to pick-up materials before dismissal ● “Dismissal” - all classes should be at their dismissal point by 3:50pm for a quick dismissal. Doors should not open before 3:50 pm
3:40	Pack - Up	
3:45		
3:50	Dismissal	
3:55		
4:00		
4:05		
3:50	<i>iDREAM Scores</i>	Grades 4-8 <ul style="list-style-type: none"> ● Students are dismissed at 4:00 pm ● Students in grades 4-8 should be able to quickly pack up their materials in time for dismissal ● “Pack-Up” from 3:55 to 4:00 is when teachers should be leading pack-up (homework, bags, etc.). Pack-up should not begin before 3:55 pm. ● “Dismissal” - all classes should be at their dismissal point by 3:50pm for a quick dismissal. Doors should not open before 3:50 pm ● The teacher who is with the 4-8 class last period should dismiss the students (ELA, math, ILT, enrichment, etc.)
3:55	Pack - Up	
4:00	Dismissal	
4:05		

K-4 Fun Friday/iDREAM Dollar Store

All schedules include the Fun Friday/iDREAM Dollar Store time weekly - this ensures that instructional time is not lost for the positive behavior system. SEL teams will work to plan these events and roll out to staff and students.

All staff members are available to assist with Fun Friday and/or iDREAM Dollar Store.

11:25	Transition	Lunch 11:30-11:50	<p>All students who achieve Level 2 or 3 iDREAM status are invited to participate in Fun Friday or the iDREAM Dollar Store. Students should be grouped based on participation during the end of the lunch period (K-3) and ready for pick-up or are escorted to the event.</p> <p>Schools are advised to alternate their K-2 and 3/4 events to maximize their schedule. On a week when K-2 is having Fun Friday, grades 3/4 should have an iDREAM Dollar Store.</p> <ul style="list-style-type: none"> ● MBMs must be completed by SEL/OPs for all Fun Friday/Dollar Store events ● Classes arrive to the event by 11:55 amd and leave the event by 12:40 pm ● There is a 5 minute transition included as well as a 20 minute pack-up and dismissal. ● <Operations & Culture Action> Create a calendar of alternating events (using provided templates)
11:30			
11:35			
11:40			
11:45			
11:50	Transition	Fun Friday! 11:55 -12:40 45 minutes	
11:55			
12:00			
12:05			
12:10			
12:15			
12:20			
12:25			
12:30			
12:35			
12:40	Transition		
12:45	Pack - Up & Dismiss 12:40 - 1:00		
12:50			
12:55			

5-8 Fun Fridays

All schedules in grades 5-8 include a 5th period devoted to Fun Friday. The schedule in grades 5-8 is flexible and can be tweaked to provide different times for Fun Friday events (although the gym might not be available). For example, grades 5/6 might have Fun Friday period 3 and 7/8 might have it period 4. Schedules should account for enrichment teachers being able to participate. Students in grades 5-8 have more investment in free time or open gym rather than iDREAM Dollar Store

- **<Operations & Culture Action>** Work to create the best option to maximize the Fun Friday events
 - Additional guidance will be provided for 5-8 Fun Fridays

Revised Schedule Expectations

In order to ensure maximal instructional time for subject areas, schools are expected to create revised schedules on certain days. The network may help arrange these schedules to ensure norming can occur.

- K-8 MAP Testing (2 times per year)
- K-12 Interim Testing (4-5 times per year)
 - Subject areas should have part of the afternoon to begin scoring their assessments on their day(s) of testing
- Content PD (if applicable)
 - Grade band content PD in areas like 5-8 ELA or 5-8 math, etc.

Science and Social Studies Scheduling

The chart below outlines the frequency, per week, of the class occurring. NJ students in grades 5 and 8 take the NJSLA Science and have science 3 days per week. Students will remain in this schedule/frequency for the duration of the year.

Grade	Science	Social Studies
3	2 days/week	2 days/week
4	2 days/week	3 day/week
5	3 days/week	2 day/week
6	2 days/week	3 days/week
7	2 day/week	3 days/week
8	3 days/week	2 day/week

Master Schedule Action Steps | May to June:

- Reconcile where a homeroom was removed (mostly C sections)
- Identify classroom locations (account for science rooms, classes that switch, etc.)
- Work with SEL team to identify when grades 5/6 and 7/8 will have community meetings and adjust the schedule to reflect accordingly to include 30 minute meeting (starting at 8) and a 5 minute transition back to class
 - Use K-3 as an example with Friday meetings
- Adjust lunch/recess assignments for all classes
- Build Staff Schedules
- Build Student Schedules
- Build Daily Schedules (Monday to Friday)
- Operationalize transitions - who goes where, pick up who, etc.

Action Steps | July to August 1

- Use org chart to identify/enter teacher's names on individual schedules
- Assign colleges to each homeroom (Keep the 5-A, 4-A, etc.)
- Update schedule to include pack-up and transition (see end of day section above)
- Build schedule in PowerSchool

Visual and Performing Arts Continuum

It is important that students are provided with opportunities to explore the visual and performing arts. These opportunities allow students to not only learn critical content and knowledge but to also explore their identity within these disciplines. To the greatest extent possible, schools should schedule students into VPA classes as outlined below. In schools where sufficient staffing is not available, modifications can be made.

Connection to High School Programming

Upon matriculation into high school, ninth students may have the opportunity to spend a quarter exploring the different pathways available to study. Students are immersed into introductory courses in culinary, music, dance and theater where they learn of the multi-facets of the discipline and are explained the course of study in grades 10-12. This pathway is alongside a rigorous academic program. Note: schools may not have the opportunity to offer culinary instruction in grades 3-8.

Programming in Grades K-8

Grade Span	Programming	Rationale	Scheduling
K-1	Assigned classes <i>Students receive general studies in music and art for ½ the year in each discipline.</i>	Visual Arts and Music <i>Students begin to build a strong foundation in music and visual art.</i>	<ul style="list-style-type: none"> • K begins with art and ends the year with Music • G1 begins with music and ends with art • K/1 schedules are switched after Q2
2-4	Assigned classes <i>Students spend 1/3 of the year in a specific discipline and are taught how the trajectory will unfold over grades 5-8 if they decide to focus in that discipline.</i>	Visual Art (grade 2), Dance, Music and Theater <i>Students continue to build their art and music foundation and dance, music and theater are layered in. In grades 3 & 4, Visual Arts integration is included during one trimester of music</i>	<ul style="list-style-type: none"> • Trimester dates are set • Grade level schedules rotate each trimester (3-A becomes 3-B, etc.)
5-6	Elective classes (½ year) <i>Students have the option of switching their elective at the mid-year but also have the opportunity to study their elective for the whole year.</i>	Visual Art, Dance, Music and Theater <i>Students have the opportunity to study their elective for the duration of the year or can sample other electives throughout 5th and 6th grade. By the end of 6th grade, students should have selected a discipline to study for 7th and 8th.</i>	<ul style="list-style-type: none"> • 5/6 elective A (includes art) • 5/6 elective B (includes music) • Q1/Q2 - 3 days per week • Q3/Q4 - 4 days per week
7-8	Elective classes (full year) <i>Students spend the full year in grades 7 and 8 studying their selected discipline.</i>	Visual Art, Dance, Music and Theater <i>Students select an elective to study for the entire year.</i>	<ul style="list-style-type: none"> • 7/8 elective A (includes art) • 7/8 elective B (includes music) • Q1/Q2 - 3 days per week • Q3/Q4 - 4 days per week

Grades K-1 Half Year				Grades 5-8 Full or Half-Year			
	Q1 & Q2	Q3 & Q4			Choice 1	Choice 2	Choice 3
Kinder	Art	Music		5/6 A	Dance	Theater	Art
1st Grade	Music	Art		5/6 B	Dance	Theater	Music
Grades 2-4 Trimester					Choice 1	Choice 2	Choice 3
	Trimester 1	Trimester 2	Trimester 3	7/8 A	Dance	Theater	Art
2nd Grade	Art	Dance *	Theater	7/8 B	Dance	Theater	Music
3rd Grade	Dance	Theater	Music	**7th and 8th grade are in elective for the entire year			
4th Grade	Dance	Theater	Music	** 5th and 6th grade may switch electives at the mid-year			

*Denotes art or music integration

Visual and Performing Arts Continuum

	Visual Art	Music	Dance	Theater
Grade K	2 Quarter	2 Quarter		
Grade 1	2 Quarter	2 Quarter		
Grade 2	1 Trimester	<i>Integration with Theater</i>	1 Trimester	1 Trimester
Grade 3	<i>Integration with Music 1x week</i>	1 Trimester	1 Trimester	1 Trimester
Grade 4	<i>Integration with Theater 1x week</i>	1 Trimester	1 Trimester	1 Trimester
Elective 5/6 Year 1	2 Quarters or 1 year	2 Quarters or 1 year	2 Quarters or 1 year	2 Quarters or 1 year
Elective 5/6 Year 2	2 Quarters or 1 year	2 Quarters or 1 year	2 Quarters or 1 year	2 Quarters or 1 year
Elective 7/8 Year 1	1 year	1 year	1 year	1 year
Elective 7/8 Year 2	1 year	1 year	1 year	1 year

Physical Education

In quarter 2, students will engage in their health unit of study. This will coincide with weather and the potential need to be indoors or have the gym be used for indoor recess.

Network Testing Requirements

Outside curricular based assessments, BRICK Education Network teachers are required to administer network-wide assessments. School sites and teachers will plan and incorporate student investment strategies. All schools leadership teams are to ensure all testing is completed within 48 hours. Testing memos will be added to Leadership Matters; memo will include process plans with due dates and other resources for a successful administration. In order to achieve 95%+ completion rates, testing coordinators update the completion tracker (shared by the network) at the end of each day of regular testing and makeup testing.

Testing Coordinators

All schools should have two testing coordinators - one instructional and tech focused. This should be the SOM and an instructional VP.

	Instructional Admin	Tech Admin
Achieve	James Laster	Tamika Carrington
Stradford		
High School		

SAT (High School)

Although some colleges and universities are moving away from using the SAT and ACT for admissions criteria, we know that the results allow students to see how their performance compares to students across the US. Beginning in the 2020/2021 school year, BEN will phase in using SAT Interims for students in grades 9-12. The goal is to spend year 1 putting the SAT in place as part of an academic culture shift and build investment with leaders, teachers, students and families.

Year	Technical Work	Adaptive Work
2020/2021	<ul style="list-style-type: none"> ● Administer SAT Practice Tests/Interims 3 times (Fall, Winter, Spring) ● Create “Assessment” in illuminate for students to record answers; use PDF in Illuminate to solve ● Use Fall SAT as the baseline assessment to tier students for SGOs in content areas (creates a standard starting point for people) 	<ul style="list-style-type: none"> ● Build investment in SAT as a measure of student success ● Invest ALL staff in the holistic contribution to improving scores - not just math and english. ● Explore domains and dimensions and analysis reports to track student progress over the year ● Invest staff and students in progress over the year as both individual students and grade levels ● Discuss connections to the taught curriculum; highlight areas where this is strong correlation and places there is less ● Educate students on SAT components and its impact on college admissions ● <i>Leverage Counselors to do much of this adaptive work alongside teachers and leaders</i>
2021/2022	<ul style="list-style-type: none"> ● Administer SAT 3 times (Fall, Winter, Spring) (TBD if we increase) ● Include ONE SGO as a grade level? Or Individual (to build collective efficacy) 	<ul style="list-style-type: none"> ● Continue 20/21 adaptive work ● Layer in SAT prep outside of core content ● Invest students in analysis of individual score reports to self-identify gaps
2022/2023	<ul style="list-style-type: none"> ● Administer SAT 6 times ● Included in SGOs - as a grade level? Or Individual? 	

PSAT/SAT schedule (Under Construction)

	Fall Administration		Winter Administration	Spring Administration	
9th grade (3)	September 18: SAT Baseline (BEN provided)		February 5: SAT Mid-Year (BEN provided)	June 16: SAT End of Year (BEN provided)	
10th grade (4)	September 18: SAT Baseline (BEN provided)		February 5: SAT Mid-Year (BEN provided)	April 16: School Day PSAT10	June 16: SAT End of Year (BEN provided)
11th grade (4)	September 11 Khan SAT Full Length baseline test*	October 29 PSAT School Day	February 5: SAT Mid-Year (BEN provided)	April 27: School Day SAT	June 16: SAT End of Year (BEN provided)
12th grade (4)	September 11 Khan SAT Full Length baseline test*	October 14 SAT School Day	February 5: SAT Mid-Year (BEN provided)	May 28: SAT End of Year (BEN provided)	

*Once students take the SAT Full Length Test in Khan, they will receive an individualized study plan leading up to their specific day of testing (10/14 or 10/29); students will be on a self-directed pathway to SAT prep leading up to their SAT and progress can be monitored by advisors and ELA and math teachers.

BEN Provided SAT Baseline, Mid-Year and End of Year Tests: we will use College Board released practice tests and all grades will take the released SAT test (there are not released practice PSATs to administer, which is why everyone takes the practice SAT tests)

Test Administration

Students will take the test in Illuminate. They will see the PDF version of the test, read a question, use scratch paper for any work that might be required and then select their answer in Illuminate. This method is as similar to paper and pencil administration as possible. All questions are tagged to domains and dimensions so we will be able to see how students did in specific areas.

Administration schedule for Baseline, Mid-Year and End of Year BEN Provided SAT.

8:45 | Grade Level Convocation

9:00 | Meet in testing groups to begin SAT Baseline

9:00 - 12:30 | Test administration (test is timed at 3 hours and 15 minute

Report Cards, Progress Reports, and Promotion in Doubt/Retention

Gradebook Audits

Gradebook audits must occur weekly by individual school administrators.

- Gradebooks should be current and updated weekly (parents/students will have access to PowerSchool)
- Assessment grades should be inserted within 72 hours.
- All other assignments should be inserted by the end of the school week.
- Gradebook audits will occur weekly by individual school administrators.

Report Card/Progress Report Expectations

All Instructional Leaders are responsible for reviewing report cards and progress reports. When reviewing, be sure that the following is adhered to:

- K-8 Progress Reports and Report Cards require current grades and narratives. HS Progress Reports and Report Cards require current grades and comments (can use the comment bank).
- Keep comments clear and concise. Use specific language - “Sophie has mastered adding two digit numbers together, but struggles when there is regrouping.”
- Be specific on strategy in the growth area- rather than “she needs to remember her strategies”, it should be “at home, make sure she is sounding out words when she is stuck - she can use the pictures to help as well as...”
- Remember - these are legal documents so please ensure you proofread your writing and ensure your sentences are clear, concise, and make sense.

Grade Changes in PowerSchool

If a grade must be changed after quarter grades have been stored, the teacher must email their direct supervisor and the principal with the request and reasoning for the change. Teachers are required to complete a [grade change form](#). Once the principal approves the change, the SOM will make the necessary change in PowerSchool.

Technology Platforms

Subject Area	Platform	Network Responsibilities	School Responsibilities
ELA	Headsprout	<ul style="list-style-type: none"> - Student Access via Clever - Initial Student Rostering 	<ul style="list-style-type: none"> - HR Rostering (if necessary) - Usage Tracking - Teacher Training
	Raz		
	Amplify		
Math	iReady		
Science	Amplify		
All	Illuminate		

Summer Student Work

All scholars in K-12 will receive **summer learning packets** in June with content practice and reinforcement in preparation for the next grade (these activities will not be daily or day-by-day). Each scholar will be responsible for completing and returning this packet/submitting Google Classroom assignments upon arrival in the upcoming school year (packets will be graded and completed packets will grant student admission to 1st Fun Friday event). Schools may choose to supplement the summer learning packets but it is not required. Unlike holiday vacation packets, summer packets will be network-created.

Grade Level(s)	Subjects	Type of Assignment
Students entering PK	ELA/Math/Network SEL Project	Paper Packet
Students entering K-3	ELA/Math/Science/Network SEL Project	Paper Packet
Students entering 4-8	ELA (novel study) /Math/Science/History (5-8)/Network SEL Project	Google Classroom
Students entering 9-12	ELA (novel study) /Math/Science/History/Network SEL Project	Google Classroom

Schools must operationalize the distribution of paper packets for grades PK to 3) during the last week of school. Summer Learning Work will also be organized on a network created [SITE](#) that will be linked to a school's website in the month of June. Google classroom codes will be shared on the site; it is the responsibility of school leaders to add the corresponding instructional staff to each gClassroom.

School Based Information (Achieve SY 21/22)

Home Instruction

In the event that a student requires home instruction due to a health condition preventing him/her from attending in person learning, home instruction can be arranged (see Achieve Policy #2412).

Appendix

Navigator Math Program Commitments

Purpose:

The Navigator Program invests deeply in the schools and leaders it works with, often over a 2+ year period, to support curriculum adoption, instructional capacity building, and student achievement. Accordingly, the Program requires significant commitments from:

- the participating **Instructional Leader** (e.g. the Principal, CAO) overseeing implementation;
- the **Math Leader** (e.g. often a Dean, AP, Math Coach) who truly drives implementation;
 - (for networks implementing across multiple school sites) the **School-based Math Leaders** responsible for coaching teachers at each school site who partner with the Network-based Math Leader to drive implementation; and
- participating **Teachers**, who prepare and are coached to make targeted and steady improvement towards implementation with fidelity.

This document attempts to outline the Navigator Program’s commitments to Program partners, and our expectations of partners, in order to support informed conversations throughout the application and selection process.

Role-based Commitments:

Role:	Navigator’s Commitments to You:	Your Commitments:
Instructional Leader (e.g. school principal, CAO, CEO, HoS)	<ul style="list-style-type: none"> ● We partner with you to adapt implementation to your school/network context; if something isn’t working we problem solve together ● We keep you informed and engaged throughout the year ● Your students success is our success 	<ul style="list-style-type: none"> ● Align school schedule with minimum requirements of curriculum (as applicable) ● Keep the Math Lead’s time sacred by building implementation into their R&Rs; Navigator is a significant time commitment <ul style="list-style-type: none"> ○ For networks, build implementation into the R&R of school-based math leaders responsible for coaching teachers too ● Ensure leader and teacher R&R allows the time required to maintain the key instructional structures outlined below ● Partner with Math Lead & Navigator Coach to support implementation as needed in pursuit of shared goals
Math Lead (e.g. Dean, AP, Math Coach)	<ul style="list-style-type: none"> ● We meet weekly to provide actionable feedback and support your development ● We partner with you each week to drive improvements in instruction ● We will help you understand and use interim assessment data ● We provide you with the tools and resources you need to 	<ul style="list-style-type: none"> ● Each participating teacher is observed & receives feedback weekly ● You facilitate weekly shared planning time (i.e. intellectual prep/planning) for teachers ● You submit agenda and artifacts prior to each weekly coaching meeting w your Navigator Coach ● You participate in monthly, virtual group and/or self-guided PD from Navigator and provide regular PD to teachers

	<p>implement</p> <ul style="list-style-type: none"> We invest in your growth and success as an instructional leader 	<ul style="list-style-type: none"> For networks, you drive alignment and commitment of coaching work and key actions for all school-based leaders coaching the subject area
Participating Teachers	<ul style="list-style-type: none"> We provide curricular materials from daily lesson plans to quizzes and assessments We work with the Math Lead to ensure teachers are getting high-quality coaching and PD 	<ul style="list-style-type: none"> Allow students to do the heavy lifting Intellectually prepare to facilitate each lesson, aligned across grade levels Are open to weekly observation, coaching, and agree to be recorded for coaching purposes

Instructional Structural Commitments:

Structures:	Navigator’s Commitments to You:	Your Commitments:
Observation & Feedback Meetings	Through weekly coaching meetings with the Math Lead, we will help you turn regular observation & feedback into the primary driver of your instructional development and student achievement outcomes	Every participating teacher is observed and receives feedback from Lead/school-based coach each week; select teacher observations will need to be filmed and uploaded each week.
Intellectual Lesson Preparation and Planning	We will coach you to ensure that intellectual prep and planning meetings/structures are efficient and productive, in support of aligned instruction across your school/network	<ul style="list-style-type: none"> There is time every week for teachers of the same grade level to share common planning time, often facilitated by the Lead/school-based lead, to intellectually prepare for the week’s lessons ahead. Teachers intellectually prepare for all lessons independently and submit their preparation for review/accountability.
Professional Development for Teachers	We provide turn-key PD content to support the Math Lead	There is monthly content-based PD time for teachers (and school-based leaders <i>for networks</i>), led by the Math Lead
Professional Development for Leads	Plan and lead/publish high-quality virtual PD and self-directed learning opportunities to sharpen your vision of excellence and skills for coaching teachers	Lead commits to participating in: <ul style="list-style-type: none"> Weekly coaching meeting w Navigator coach Monthly virtual or in-person site visit from Navigator coach Monthly, virtual group and/or self-guided PD for Leads, led by Navigator

Other Important Program Commitments to Preview (will share more information through application & selection process):

- Financial Commitment:** participating schools/networks are asked to commit ~20% of the Program’s cost (\$15k/school and \$20k/network).

- **Navigator Leader Institute:** partner Math Leader and any School-based Math Leaders must attend a 3-day Program launch training called the Navigator Leader Institute scheduled for June 16-18th. Attendance is optional but strongly encouraged for partner’s Instructional Leader.
- **Assessment Administration & Reporting:** participating schools/networks agree to administer interim assessments provided by Navigator (3-4x/yr) to help evaluate student achievement.

Navigator ELA Program Commitments

Role	Navigator’s Commitments to You	Your Commitments
Instructional Leaders (CAO + Principal Manager)	<ul style="list-style-type: none"> ● We partner with you to adapt implementation to your school/network context; if something isn’t working we problem solve together ● We keep you informed and engaged throughout the year ● Your students success is our success 	<ul style="list-style-type: none"> ● Align school schedule with minimum requirements of curriculum (as applicable) ● Keep the NavLit Lead’s time sacred by building implementation into their R&Rs; Navigator is a significant time commitment <ul style="list-style-type: none"> ○ <i>For networks, build implementation into the R&R of school-based ILs responsible for coaching teachers too</i> ● Ensure leader and teacher R&R allows the time required to maintain the key instructional structures outlined below ● Partner with Nav Lit Lead & Navigator Coach to support implementation as needed in pursuit of shared goals
NavLit Lead (Director of MS Literacy)	<ul style="list-style-type: none"> ● We meet weekly to provide actionable feedback and support your development ● We partner with you each week to drive improvements in instruction ● We will help you understand and use interim assessment and quiz data ● We provide you with the tools and resources you need to implement ● We invest in your growth and success as an instructional leader ● We conduct a virtual or site visit to support you in action planning based on IA or quiz data 	<ul style="list-style-type: none"> ● You ensure that each participating teacher is observed & receives feedback weekly ● You ensure that all teachers receive weekly IP ● You submit agenda and artifacts prior to each weekly coaching meeting w your Navigator Coach ● You participate in a monthly, virtual group and/or self-guided PD from Navigator and provide regular PD to teachers ● You provide weekly coaching for each school based coach and facilitate collaborative admin meetings
School Based Coach (IL)	<ul style="list-style-type: none"> ● We partner with the NavLit 	<ul style="list-style-type: none"> ● Each participating teacher is observed &

	<p>lead to provide actionable feedback and support your development</p> <ul style="list-style-type: none"> • We partner with the NavLit Lead to drive improvements in instruction at your school • We partner with the NavLit lead to help you understand and use interim and quiz data • We partner with the NavLit lead to provide you with the tools and resources you need to implement • We partner with the NavLit lead invest in your growth and success as an instructional leader 	<p>receives feedback weekly</p> <ul style="list-style-type: none"> • You facilitate or support course leads to provide weekly IP for teachers • You submit agenda and artifacts prior to each weekly coaching meeting with the NavLit Lead • You participate in monthly, virtual group and/or self-guided PD from Navigator and provide regular PD to teachers • You participate in monthly site visit (in-person or virtual) that will be planned based on the arc
Participating Teachers	<ul style="list-style-type: none"> • We provide many curricular materials from daily lesson plans to quizzes and assessments • We work with the NavLit Lead and school based coaches to ensure teachers are getting high-quality coaching and PD 	<ul style="list-style-type: none"> • Allow students to do the heavy lifting • Intellectually prepare to facilitate each lesson, aligned across grade levels and submit IP as required by your coach • Are open to weekly observation, coaching, and agree to be recorded or record themselves for coaching purposes

Instructional Structural Commitments:

Structures:	Navigator's Commitments to You:	Your Commitments:
Observation & Feedback Meetings	Through weekly coaching meetings with the NavLit Lead, we will help you turn regular observation & feedback into the primary driver of your instructional development and student achievement outcomes	Every participating teacher is observed and receives feedback from Lead/school-based coach (IL) each week; select teacher observations will need to be filmed and uploaded each week.
Intellectual Lesson Preparation and Planning	We will coach you to ensure that intellectual prep and planning meetings/structures are efficient and productive, in support of aligned instruction across your school/network	<ul style="list-style-type: none"> • There is time every week for teachers of the same grade level to share common planning time, often facilitated by the Lead/school-based lead, to intellectually prepare for the week's lessons ahead. • Teachers intellectually prepare for all lessons independently and submit their preparation for review/accountability.
Professional Development for Teachers	We provide turn-key PD content to support the NavLit Lead	There is arc aligned content-based PD time for teachers
Professional Development	Plan and lead/publish high-quality	Lead commits to participating in:

for Leads	virtual PD and self-directed learning opportunities to sharpen your vision of excellence and skills for coaching teachers	<ul style="list-style-type: none">● Weekly coaching meeting w Navigator coach● Virtual or in-person site visit from Navigator coach aligned to quizzes and IAs in each arc.● Monthly, virtual group and/or self-guided PD for Leads, led by Navigator
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Instructional Guidebook | PK-12



2021 - 2022

BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key instructional routines, mind-sets and procedures used by ALL teachers and IL to raise student achievement. This guidebook outlines these items to ensure a high level of execution. All staff members are expected to read, internalize and practice the contents of this guidebook. Please refer to content area guidebooks for additional information and details.

Please note: The High School Practices, Guidebook and Curriculum will be further developed upon the addition of high schools to our academic portfolio. The following work is based on the 20-21 school year (unless otherwise noted) **and is under construction for further research and codification.**

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BRICK’s Mission

BRICK’s mission is to relentlessly knock down all barriers to students’ academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It’s our vision that each and every child will have an unimpeded path to unlocking their limitless potential.

BEN’s Instructional Model

The basis of our instructional model and everything we do is rooted in equity. BEN's instructional model is built on the belief that we must first understand the individual needs of our students and then design educational experiences that ensure all students achieve success. It is through an equity lens that we adhere to BEN's four tenets of instruction.



The intentional implementation of these four tenets, with fidelity, will break down all barriers to ensure access, opportunities, and success for all.

Tenet	Driver
<p>Rigorous PK-12 academic curriculum with Integrated Social Emotional Learning & Identity Development <i>Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.</i></p>	<ul style="list-style-type: none"> ● Vertically Aligned PK-12 Curriculum ● Culture of Belonging ● Intentional Relationship Development ● Explicit Social Emotional Learning Instruction ● Culturally Sustaining Practices ● Independent Learning Time ● Student Voice ● College and Career Readiness Trajectory
<p>Continuous development & support of all staff <i>BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.</i></p>	<ul style="list-style-type: none"> ● Curriculum Based PD ● Summer Leader and Teacher Institutes ● Network & School Led Teacher PD ● Unit & Lesson Unpacks ● Observation Feedback Cycle ● Leader Content Development ● Residency Programs
<p>Data driven decision making <i>We collect and analyze academic, SEL and program implementation data to pinpoint the specific strengths and growth opportunities and adjust the actions of students, teachers and leaders to improve student outcomes.</i></p>	<ul style="list-style-type: none"> ● Frequent Review and Feedback on Student Work ● Strategic Assessments: Academic, behavior, and social-emotional data collection & analysis ● Quarterly Program Implementation data collection ● Data Meetings & Reflection ● Sankofa Weeks of Reflection
<p>High-impact teaching and leading practices <i>Teachers, support staff and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity and rigor in all classrooms.</i></p>	<ul style="list-style-type: none"> ● BEN’s Best Practices ● Culturally Responsive Teaching ● Accelerated Learning ● Arc of the Year Development

Co-Teaching in Grades K-3

Co-teaching is an essential part of BRICK Education Network’s K-3 model. Both teachers in the classroom should be completely prepared for the day’s lessons to ensure learning is maximized. When teachers are co-teaching, the expectation is that both teachers are engaged in the lesson and that both teachers are circulating and providing feedback to students. During Guided Reading and Reading Mastery, both teachers should be monitoring their own groups as well as the independent groups in the classroom to ensure all behavioral and academic expectations are being met. Both teachers own all data for their collective classroom.

A successful co-teaching classroom is one in which observers do not know who is the more experienced teacher or the less experienced teacher because students view them in the same way and there is a culture of feedback and mutual respect in the classroom. Observers can and are encouraged to provide feedback to either co-teacher, regardless if the teacher is under the IL’s direct supervision or not.

	Co-Teaching	ELA Planning Time	Math/Sci Planning Time
K-1	Guided Reading/Reading Mastery, Writing, Math Core Lesson, Math Power-Up	Science/SS; Enrichment	SRA, Enrichment
2	Guided Reading/Reading Mastery, Writing, Math Power-Up Close Reading (1x week on Fridays)	Science/SS; Enrichment	SRA, Enrichment
3	Math Power-Up	Science/SS, Math Core Lesson, Enrichment	Lit Block, GR, Writing, Enrichment

Prep Responsibilities:

- **Math/Science/RM Teacher:** when not co-teaching, plans and preps for two (2) Reading Mastery groups, two (2) DDI groups, Math Core Lesson (prep manipulatives), Math Power-Up, Science/Social Studies (preps investigation materials, etc.), morning meetings
- **Literacy Teacher:** when not co-teaching, plans and preps for four (4) guided reading groups, SRA, Writing, Internalize Math lesson (M-TH), reviews plans for Math Power-Up morning meetings

Co-planning is a time when co-teachers plan together to prepare for lessons throughout the week for co-teaching blocks. Co-Planning should happen during scheduled enrichment periods and should include:		
ELA	Math	Culture
Review STEP data to develop a plan for targeted skills review <ul style="list-style-type: none"> • align letter/sound ID, sight word, phonemic awareness drills Look at student work from the Writing Block to identify trends <ul style="list-style-type: none"> • plan for small group or parallel teaching in Writing 	Math teacher turn-keys upcoming math lesson plan with co-teacher <ul style="list-style-type: none"> • both teachers should have/complete exemplars • use data to identify pathways for aggressive monitoring, can also focus on a group of students from Exit Ticket data • plan skills to review during Power-Up 	Check in about culture of the classroom (i.e. going over what is working/what is not, ensuring both people know their roles in the classroom) <ul style="list-style-type: none"> • Ensure SEL focus skills are embedded into ELA & Math lessons • Discuss trends highlighted from iDreams scores

Co-Teaching is a time when co-teachers are working in the classroom together toward a common objective. Co-teachers use the plans they collaborated on to meet the needs of their students. Below are some specific look fors (but not limited to the below):

ELA	Math	Culture
<p>Guided Reading Block</p> <ul style="list-style-type: none"> • Zoned monitoring of stations • Both teachers monitoring/ scanning and narrating during rotations • Awareness of volume, especially during oral drill <p>Writing Block</p> <ul style="list-style-type: none"> • Circulation and aggressive monitoring during independent practice • Conferencing with students or small groups 	<p>Power-Up Block</p> <ul style="list-style-type: none"> • Time is devoted to either iReady or reteaching based on student data • Math teacher is either reteaching to a small group or whole group based on the data • Co-teacher is circulating and aggressively monitoring students either on computers or student work if in whole group reteach. <p>Core Math Lesson</p> <ul style="list-style-type: none"> • During introduction, co-teacher is circulating and monitoring students focus and attention to instruction • During independent work time, math teacher and co-teacher are circulating and aggressively monitoring student work • Conferencing and small group instruction can be done by either math teacher or co-teacher 	<p>Morning Meeting</p> <ul style="list-style-type: none"> • Both teachers monitoring/ scanning and narrating during morning leading lesson. • Teachers may decide if the best delivery of morning meeting is one teach, one assist or parallel teaching. • During morning meetings or other parts of the day, either teacher should make intentional connections with current class events/trends to the morning meeting lessons.

Intellectual Prep Protocol

Intellectual prep is the work that teachers do prior to teaching a lesson. This work includes unpacking the unit plan, internalizing central lessons through annotating, completing exemplars, practicing critical lesson components, and looking at student work through the data cycle.

Unit Unpack Purpose

The purpose of unpacking a unit is to develop and deepen content knowledge for teacher grade-level standards.

Unit Unpack Expectations

- Unit unpacks will occur in specific course-level bands at least **two weeks** prior to a unit launching. Zoom unpack meetings for K-8 will be organized and led by network course leads, Instructional Leaders and ALT directors. Unpack meetings for high school will be organized by school administrators and will be led by department course leads, Instructional Leaders and ALT Directors.
- [BEN Resource Page](#) outlines the dates for upcoming unit unpacks. Be sure to reference your content page for details.
- Unit unpacks will be a separate meeting from the lesson unpack (described in the next section) and will only occur when there is an upcoming unit (typically every 3-4 weeks).
- Unpack participants in K-8 should log into Zoom on time with the camera on and prepared with the necessary materials/pre-work. Unpack participants at the High School should arrive at the assigned location in the building, prepared with the necessary materials/pre-work.
- General pre-work deliverables are listed below - please note that there may be subject and grade level-specific requirements.
- Completion of pre-work should be submitted to your direct IL (cc the course lead/department course lead) when applicable by 8 am on the Friday before the unit unpack or a time specified by your administrator.
- All absent participants are required to review the unpack video, complete work required during unpack, and submit to their admin (cc course lead/department course lead) within 48 hours of meeting date.

Refer to your specific content guidebook for more details.

Teacher Pre-Work	Course Lead Pre-Work	Director Pre-Work
<p>Due Prior to Unit Unpack:</p> <ul style="list-style-type: none"> • Read and annotate the unit overview • Complete the pre-reading • Complete the know/show for the priority standard (if applicable) • Complete the key problems (Try-Its or Exit Tickets, depending on course) • Create exemplar Show What You Know/Unit Assessment student responses 	<p>Due Prior to Director/Course Lead Check-in:</p> <ul style="list-style-type: none"> • Complete teacher pre-work for the unit. • With the support of the BRICK director, plan the unit unpack. Be sure to review priority standards(s), complete know/show for the priority standard, and review key items for the Do It Section or designate Exit Tickets of Unit Unpack document. <p>2 Weeks Prior to Unit Unpack Date:</p> <ul style="list-style-type: none"> • Email teachers; include directions on pre-work/priority standard(s) 	<p>In Preparation of Unit Unpack:</p> <ul style="list-style-type: none"> • Inform course lead 3 weeks prior of unit unpack deliverables. <p>Due Prior to Director/Course Lead Check-in:</p> <ul style="list-style-type: none"> • Select priority standard(s) • Select aligned pre-reading or guiding questions for discussion. • Determine key items from Exit Tickets, SWYK, and/or unit assessments to complete/discuss in the Do It Section

Intellectual Prep Binder

It is strongly recommended that teachers use a binder for keeping unit unpacking materials organized (prework and annotated plans, etc.). Academic directors will guide teachers on appropriate tabs/sections for the binder.

Lesson Unpacks Purpose

Weekly lesson unpacks allow teachers to think through and practice the critical parts of instruction for the following week. General pre-work deliverables/expectations are listed below - please note that there may be subject and grade level-specific requirements at the school level with your direct Instructional Leader and teacher teams during shared planning time. Schedule and frequency may vary depending on individual teacher needs.

Lesson Unpack Expectations

- Lesson unpacks may occur weekly in your course-level band at the network level in your specific grade-level band. Zoom unpack meetings for K-8 will be organized and led by network course leads, Instructional Leaders and ALT directors. Unpack meetings for high school will be organized by school administrators and may be led by department course leads, Instructional Leaders and ALT Directors.
- Unpack participants in K-8 should log into Zoom ontime with the camera on and prepared with the necessary materials/pre-work.
- General pre-work deliverables are listed below - please note that there may be subject and grade level-specific requirements.
- Completion of pre-work should be submitted to your direct IL (cc course lead/department course lead).
- Attendance is taken at all lesson unpacks and all absent participants are required to review the unpack video, complete work required during unpack, and submit to their admin (cc course lead) within 48 hours of meeting date.
- *Refer to your specific content guidebook for more details. Lesson Unpack One-Pager*

Teacher Pre-Work	Course Lead Pre-Work	Director Pre-Work
<p>Due Prior to Lesson Unpack:</p> <ul style="list-style-type: none"> • Read and annotate pre-assigned LP for practice • Complete all student work including exit ticket exemplars • Identify the misconceptions/ potential errors in the student work (around rigor). <i>For 3-4 high leverage questions, identify pathways to understanding to ensure misconceptions are identified and planned for</i> • Be ready to practice critical component of pre-assigned lesson • Submit plans by deadline 	<p>1 Week Prior to Lesson Unpack Date:</p> <ul style="list-style-type: none"> • Choose the highest-leverage lesson for unpack • Internalize lesson: complete all core tasks, develop exemplars, determine key misconceptions • Identify where the rigor is in this lesson / how to enhance the rigor of the lesson • Determine which portions of lesson to plan and practice • Create a script to model or guide the teacher in revising or executing high-leverage parts of the lesson • Course lead notifies teachers to complete first three bullets under Teacher Pre-Work column 	<p>During Course Lead Check-in:</p> <ul style="list-style-type: none"> • Debrief and provide feedback on the previous lesson unpack • Review course lead pre-work for upcoming lesson unpack • Role play and/or practice critical parts of the lesson unpack

Lesson Unpack Schedule

Outlined below are expectations for frequency for lesson unpacks; school based IL may require additional lesson unpacks based on teacher performance.

- K-2 ELA Leads - 1 scheduled unpack for SRA/Writing per week
- K-2 Math Leads - 1 scheduled unpack for math and 1 scheduled independent unpack for sci/social studies/wk
- 3-8 Content Teachers - 1 scheduled unpack for content course per week
- 9-12 Content Teachers - as scheduled by administrators

Independent Intellectual Prep

Teachers will be required to annotate lessons and complete exemplars for every day of instruction as designated by each department. These steps will provide teachers the opportunity to internalize high-quality lessons before delivering them.

Scope and Sequence/Lesson Pacing

Scope and sequence pacing documents are linked to the BEN Resource Page and teachers/IL should refer to it on a daily/weekly basis. Since unit unpacks and lesson unpacks are scheduled on the network level, it is crucial that teachers adhere to network pacing guidelines. Flex days are built in the network S+S to allow for reteach and flexibility when addressing student needs. If a teacher falls behind, he/she should work with their direct IL to get back on track, whether it is to use flex days or combine lessons. ILs will closely monitor pacing expectations at their respective schools within the network to ensure fidelity.

Teachers are required to use a pacing Google Sheet to plot out lessons to organize and plan for small group instruction. This document should be completed using the pacing guide provided by the department. Co-teachers should use this document to organize their plans and keep up to date (K-2 ELA and Math Leads - complete one document per team). These files should be kept in each teacher's Google Drive Teacher Documentation Folder and shared with their IL. ILs should check for completion.

Intellectual Prep Submission

With most lessons already created, weekly annotated lesson plans are to be submitted via scan or copied to your direct IL and placed in the teacher's Google Drive documentation folder. Lesson plans are due (at least) by 8am on Wednesdays before implementation (may be adjusted by IL). Adhering to this due date will allow all teachers to be prepared for Lesson Unpacks while also allowing for sufficient time to make adjustments based on feedback prior to execution.

Lesson plan submission will be recorded weekly in SchoolMint, where teachers will receive two rubric scores:

- Submission score for completion
 - 3 - All LP submission guidelines have been met and is on time
 - 2 - Most LP submission guidelines have been met and/or is late by 1 day
 - 1 - Some LP submission guidelines have been met and/or is late by 2-3 days
 - 0 - Little or no LP submission guidelines have been met and/or is late by 4+ days
- Score for adherence to pacing expectations according to Scope and Sequence
 - 3 - on pace
 - 2 - one lesson off pace
 - 1 - two-three lessons off pace
 - 0 - four+ lessons off pace

Posting of Lesson Plans

Teachers are required to make a second copy of their final annotated lesson plans (including annotated texts, etc.) and make them available outside their classroom door on a daily basis.

Rationale: *Annotated LPs allow for any coach (IL or director) to effectively support and develop based on the current material being presented. Prior to providing feedback, any coach should first look over the day's lesson plan to get an overview of the student activities and exemplars.*

Grade/Subject	Items to be Posted Outside Classroom
PK	Schedule Annotated theme plan Lesson plan

K-4 Math	Annotated lesson plan Exemplars for students work and exit tickets
K-4 ELA	Annotated lesson plan Exemplars for exit tickets
K-2 Sci/SS	Student work exemplars (workbook pages)
5-8 Math	Annotated lesson plan Teacher Monitoring Document (Student Work Exemplars that meet CFS) Exemplars for exit tickets
5-8 ELA	Annotated text Teacher exemplars Annotated lesson plan Exemplars for exit tickets
3-8 Science	Annotated lesson guide Student work exemplars (including exit tickets)
3-8 History	Annotated lesson readings (all documents or sources that students read in the lesson) Annotated lesson plan Exemplars for exit tickets
9-12 Math	Lesson planning cover sheets Teacher edited/annotated lesson plans Student work exemplars
9-12 ELA	Annotated lesson plan Student work exemplars
9-12 Science	Lesson planning cover sheets Teacher edited/annotated lesson plans Student work exemplars
9-12 History	Annotated lesson readings (all documents or sources that students read in the lesson) Annotated lesson plan Exemplars for exit tickets

Inclusion/IEP Annotations on Lesson Plans

In co-taught classrooms, specific annotations should be made to account for IEP compliance and models of co-teaching. Co-teachers are expected to annotate plans to include the following:

- Accommodations for specific students/groups of students
- Modifications for specific students/groups of students
- Instructional strategies if different from the intended plan
- Co-Teaching Model used (parallel, one teach, one assist, small group, etc.)

Looking at Student Work Data Cycle

In order to determine the impact of our instruction, teachers use a variety of assessments in order for students to show us what they know and are able to do and where the gaps are in their learning. Teachers then use the data to close gaps by analyzing the data to determine a reteach (and possible reassessment) plan. Data and dates for the data cycle vary by subjects and grade. The data source is based on the curriculum and will be determined with course leads and directors. Examples include: Show What You Knows (SWYK), unit assessments, exit tickets, labs, etc.-- *Refer to your specific content guidebooks for a more detailed outline of dates/deliverables.*

[<Data Cycle Protocol>](#)

Exit Ticket Analysis

Rather than waiting until a Show What You Know or unit assessment to gauge mastery of grade-level standards, the daily exit ticket is a powerful **in class assessment** tool. Exit tickets allow teachers to gain an immediate understanding of who knows what and if certain topics need additional instruction. As such, teachers and school leaders will engage in daily exit ticket analysis, addressing misunderstandings immediately through built in structures to ensure students keep progressing toward grade level readiness. More details on exit ticket analysis will be provided in content area guidebooks and professional development.

BEN Best Practices

We know that trust is the foundation of every relationship; however, trust is not formed magically or overnight. There are intentional moves that we must make each day to build trust with students and families. Over the course of the first six weeks of school, we are refocusing our attention from management and compliance to building authentic student-teacher and parent-teacher relationships that are based on mutual trust and respect. This is not to say that practices and strategies for ensuring that classrooms are safe, run smoothly and efficiently are not important. We are committed to teaching practices that maximize our instructional time for learning; however, we have to invest in relationships FIRST so that we can more effectively accelerate learning for the remaining 34 weeks.

Bottomline: Each child is unique. There is no prescription or checklist to guarantee strong positive relationships with every child, but there are practices that generate trust with students. These are the practices that we must invest in from day one.

Trust Generators	Considerations	Suggestions (Not exhaustive)
<p>Selective Vulnerability</p> <p><i>People respect and connect with others who share their own vulnerable moments. It means showing your human side that is not perfect.</i></p>	<ul style="list-style-type: none"> How will you share/reveal parts of yourself with your students? How will you visually represent the culture of your students in your classroom? Where in your classroom is there space for students to contribute artifacts that represent their culture and personal identity? 	<ul style="list-style-type: none"> Include pictures of yourself, your family, college gear, evidence of hobbies, etc. (both in your slide decks but also in your classroom) Plan to share with students personal anecdotes that highlight a challenge you had as a young person or as a learner. Share new skills you are learning and what is hard about it. <i>Note: The information shared is selective and appropriate.</i>
<p>Familiarity</p> <p><i>People develop a sense of familiarity with someone who they see often in a particular setting such as at a bus stop everyday or in the café on a regular basis.</i></p>	<ul style="list-style-type: none"> Where outside of the classroom can you encounter your students and their families? 	<ul style="list-style-type: none"> Call all of your families to personally invite them to the Back to School BBQ. Go early to the cafe for lunch or recess pick up and have informal convos with your students Play at recess!!! Stop by the bus stop or the corner store in the morning or at dismissal Drop by co-curriculars, afterschool programs or community events
<p>Similarity of Interest</p> <p><i>People create a bond with others who share similar likes, dislikes, hobbies, and so forth. This common affinity allows a point of connection beyond any obvious racial, class, or linguistic differences. This plants the seed of connection in the</i></p>	<ul style="list-style-type: none"> How do you plan to learn about your students' interests? Where will you record information about students so that it is easily accessible throughout the year? How do you plan to highlight similarities in interest between yourself and your students? 	<ul style="list-style-type: none"> Survey students (starting over the summer if possible) Sharing hobbies, sports, or other things you like that are similar to a particular student's interests. Also sharing social causes that you are passionate about, such as saving the environment or caring for animals

<p><i>relationship.</i></p>		<ul style="list-style-type: none"> ● Use Icebreakers and team building exercises that highlight similarities of interest
<p>Concern</p> <p><i>People connect when another shows concern for those issues and events important to another, such as births, illnesses, or other life transitions. This plants the seed of personal regard</i></p>	<ul style="list-style-type: none"> ● How will you learn about the issues and events that are important to your students and families? ● Where will you record this information so that it is readily available? ● How often will you revisit this information? 	<ul style="list-style-type: none"> ● When a student is tardy or absent, call home to show your concern and offer support ● If a student is unwell, offer water, tissues, a pass to the nurse and then call or drop by the nurse's office to check on that student. ● Celebrate birthdays! ● Honor all cultural celebrations ● Remembering details from a student's life and demonstrated by asking follow-up questions about recent events. (i.e. if you know a student spends the weekends visiting the non-custodial parent, ask how their time was on Monday)
<p>Competence</p> <p><i>People tend to trust others who demonstrate they have the skill and knowledge, as well as the will, to help and support them. This plants the seed of confidence in others</i></p>	<ul style="list-style-type: none"> ● What does it mean to be a learning partner? ● How will you communicate your goals for student learning? ● How will you celebrate a variety of student achievements in your classroom? 	<ul style="list-style-type: none"> ● Students trust teachers who demonstrate the ability to teach effectively or make learning less confusing, more exciting, and more successful.

Teacher Taxonomy Techniques

The BRICK Education Network has identified key teacher moves that are the building blocks for a strong school and classroom foundation. All teachers will practice and master each move within the first 6 weeks of school. The table below lists the criteria for success of each technique.

Teacher Skill	Criteria For Success	The Why
<p>Strong Voice</p>	<ul style="list-style-type: none"> ● Square Up, Stand Still: When giving instructions, stop moving and strike a formal pose ● Formal Register: When giving instructions, use formal register, including tone and word choice ● Strong voice does not equal LOUD or Yelling ● Economy of Language 	<p><i>Command attention without yelling or belittling. Be visible to all students and speak in a tone that is audible throughout the room. This indicates to scholars that important instructions are being given.</i></p>

	<ul style="list-style-type: none"> Do not talk over Quiet Power: Drop your voice and make students strain to listen - exude poise and calm even if you are not feeling it 	
Tone	<ul style="list-style-type: none"> Strong voice or quiet power No sarcasm Neutral or positive language Neutral or positive tone of voice Varied volume and cadence of voice Enthusiastic 	<p><i>Our tone does not always match our words. Using a neutral or positive tone helps ensure that our care and love for our kids comes through. Tone can also help build enthusiasm and excitement in the classroom.</i></p>
Clear What to Do (WTD) Directions	<ul style="list-style-type: none"> Economy of Language: No more than 3-5 words Specific: Focus on manageable and precisely described actions Concrete: Clear, actionable steps Sequential Observable 	<p><i>Clear, short directives to set students up for success. Used for quick 1-2 step actions that happen at that moment. We know time is precious, keep it simple when possible.</i></p>
Scanning/ Radar	<ul style="list-style-type: none"> Position yourself in a corner to see as much of the room as possible Scan the entire room Hot Spots: Choose 3-4 “hot spots” (places where you have students who often get off task) to scan constantly. Nod affirmatively when students are making the right choices. Be Seen Looking: exaggerate the scan, crane your neck 	<p><i>We want our students to know we see them at all times, that they are cared about and we notice them. One way to do this is to intentionally pay attention to them and proactively look for students we know may need additional support to make the right choices. By sending positive visual vibes, we build trust with our students that we are there to support them.</i></p>
MVP Directions	<ul style="list-style-type: none"> Attention Prompt Clear cue to begin Movement: State the physical movement students will do Volume: Name the volume that students should be at Participation: What it is that students will be doing <ul style="list-style-type: none"> EX: When I say go (cue), turn to the workshop (movement) and 	<p><i>Clarity is kindness - we want to set our kids up for success and including each component of MVP allows the teacher to communicate exactly what the class needs.</i></p>

	<p>in a whisper (volume) complete questions 1-5 (participation).</p> <ul style="list-style-type: none"> ● Check for understanding for lengthy multi-step directions 	
<p>Joy Factor</p>	<ul style="list-style-type: none"> ● Teacher conveys genuine joy for the content through tone, expression, language. ● Teacher conveys genuine joy for teaching children through tone, expression, language. ● Academic Joy created through the use of one or more of the following: Fun or games connected to the learning, drama/song/chants/movements/dance connected to the learning, content humor, suspense and surprise, academic challenge ● Create a sense of belonging and “US”: Class pride, nicknames, secret handshakes, etc. 	<p><i>Joy factor builds a student’s sense of belonging. Finding joy and excitement around learning will connect students to the content. Everyone has a different joy style and bringing that personal joy to the classroom builds trust and community.</i></p>
<p>Positive Framing</p>	<ul style="list-style-type: none"> ● Live in the now (Ex: Your eyes are on the speaker. Non-Ex: I’m tired of asking you to track) ● Assume the best ● Allow Plausible Anonymity (Ex: Fourth grade, check yourself to make sure you’re in your best SLANT with your notes page in front of you. Non-Ex: Jason, I want to see you in SLANT with notes in front) ● Build momentum/narrate the positive ● Challenge 	<p><i>This provides all students with the opportunity to realign themselves with the vision and expectations without embarrassment or shame. It shifts the correction to focus on the collective and not an individual, which helps maintain relationships.</i></p> <p>What It’s Not: <i>This is not a way to sarcastically single out a student or small group of students - non-example: “Everyone is 4th grade ready except Jason.”</i></p>
<p>100% / Do It Again</p>	<p>100%</p> <ul style="list-style-type: none"> ● Positive - Matter of habit ● Focused on achievement, not an empty exercise in teacher power (purpose over power) ● To achieve 100%, use the least invasive correction <p>Do it Again</p> <ul style="list-style-type: none"> ● Frame it as “good – better – best” 	<p><i>It is important that we strive for excellence, not perfection. Setting a goal or expectation and working with students to meet that is important. When we don’t get something the first time, we try again.</i></p> <p>What it’s Not: <i>A way to punish or control. Teachers/leaders should not use this exhaustively and “do it again” shouldn’t exceed 2-3 times (if it does, the</i></p>

	<ul style="list-style-type: none"> ● Set a standard of excellence by challenging students positively to show you their best at something ● At the point of error: have students go back and try again as soon as you know the level of execution won't meet the standard you have set 	<p><i>adult behavior needs adjusting); instead try, "we are almost there, let's try it again tomorrow after a rest..."</i></p>
Correction with Values	<ul style="list-style-type: none"> ● Economy of language ● Neutral tone ● Names the iDREAM value <ul style="list-style-type: none"> ○ Ex: Michelle track. Respect; Nicole, pencil to paper. A+ self-control; Everyone, pause, eyes on me. When you are answering make sure to show model student, using at least 2 of our vocab words from the lesson 	<p><i>Using our values to guide students toward the expected behavior helps to 1) instill the values in them by connecting behaviors with values, 2) support the culture of the classroom, 3) promote our school's beliefs.</i></p>
Break the Plane/Circulate	<ul style="list-style-type: none"> ● Move among the desks and around the perimeter ● Break the plane between the front of the room and where the students sit ● Engage when you circulate (work the room, don't just stand there) ● Position or turn yourself to see the most students 	<p><i>Breaking the Plane helps maintain proximity to your students. Students will tend to stay on track, preventing behavioral issues from occurring. When students see you circulate, they typically redirect themselves.</i></p>
Least Invasive Correction	<p>The list below is in order of least invasive to most:</p> <ul style="list-style-type: none"> ● Non-Verbal ● Positive group correction ● Anonymous individual correction ● Private individual correction ● Lightning-quick public correction ● Consequence 	<p><i>Whenever possible the least invasive intervention should be leveraged when correcting behavior. This approach to discipline with dignity provides the opportunity for off-task individual and group behaviors to be corrected with little spotlight and/or distraction.</i></p>
Work the Clock	<ul style="list-style-type: none"> ● Countdowns used to pace the class ● Emphasize the importance of every second ● Set goals for your class's speed in meeting expectations ● Set a timer 	<p><i>We can't create more time. Counting down helps prepare students for transitions and allows them to complete tasks without feeling rushed. Setting goals to boost efficiency helps maximize class time.</i></p>
Timers/Pacing	<ul style="list-style-type: none"> ● Use a timer to pace the lesson ● Set the timer for the allotted time ● Cut yourself off after timer goes off 	<p><i>It is important that we are able to facilitate components of the lesson in the time allotted. This allows for enough time for practice, student heavy lifting, and exit ticket completion.</i></p>

		<p>What it's Not:</p> <ul style="list-style-type: none"> - Interrupting scholars mid sentence
<p>Academic Narration with iDREAM values</p>	<ul style="list-style-type: none"> • Narrate what students do well, not what they do wrong • Economy of language (take out "I see" "I like") • Name the highest leverage academic skill or thinking • Connect the academic behavior to the iDREAM value <ul style="list-style-type: none"> ○ Ex: Lориham being an innovator, finding another way to solve the problem; Akeem used college vocabulary in his answer, model student; Jembola's making his work even better, that's diligence; Everyone has at least 4 sentences written, staying focused showing A+ self-control 	<p><i>Narration is a form of positive reinforcement that strategically (highest leverage behavior) puts students on track to model, as well as embody, their school's core values and ultimately serve as model students for their respective learning spaces in addition to the school community. Narrations usually redirect most off task students in the least invasive way possible. Narrations name specific, positive academic and/or behavioral behaviors you want more students to demonstrate in the moment. This is a type of least invasive correction.</i></p>
<p>Behavioral Narration with iDREAM values</p>	<ul style="list-style-type: none"> • Use Value names to narrate what students do well, not what they do wrong • Economy of Language (take out "I see" "I like") • Name the highest leverage behavior • Connect the behavior to the iDREAM value <ul style="list-style-type: none"> ○ Ex: Jahki is showing respect, track, back tall, chair tucked, ready to work; Emily sending love, that's empathy; All of row 3 demonstrating diligence, hands are folded; Mehki being a model student, volunteering to read aloud and answer question. Chris, that's A+ self-control ignoring distractions. 	
<p>Active Monitoring (101/201)</p>	<ul style="list-style-type: none"> • Create and follow pathways • Pen, exemplar, & recording sheet in hand (AM Recording Sheet) • Mark student work 	<p><i>Active monitoring is essential to data informed instruction. As teachers monitor student work, teachers are messaging to students that they value their work and they care to make sure</i></p>

	<ul style="list-style-type: none"> • Announcelaps (procedural and conceptual) 	<p><i>students are learning through feedback and positive narrations. Prior to circulating the room, teachers will name laps to ensure students know the expectations for their work and expectations of work time. Feedback is another key component to aggressive monitoring because teachers build relationships of trust to provide feedback that either pushes students to solve in a new way or to learn from their mistakes.</i></p> <p><i>[Kelly]</i></p>
<p>Right is Right</p>	<p>For any question that addresses key points</p> <ul style="list-style-type: none"> • Do not accept partially or almost right answers as fully correct • Push until a completely correct or exemplar answer is given • Make students answer the question you asked - don't let them get ahead of you • Push students to use academic vocabulary • Tell students they are almost there or almost correct until 100% correct <p>For any question that does not address key points</p> <ul style="list-style-type: none"> • Do not accept partially or almost right answers as fully correct • Make students answer the question you asked - don't let them get ahead of you • Push students to use academic vocabulary • Tell students they are almost there or almost correct, round up and name the completely correct answer • Have the student say back or re-state completely correct answer 	<p><i>Accuracy is important and pushing and supporting students to more accurate and exact responses reinforces complete responses. In some classes, exact answers are required whereas in other areas opinions, using facts, are more appropriate. It isn't about being right, it is about getting it right.</i></p>
<p>Exit Ticket Admin & Collection</p>	<ul style="list-style-type: none"> • Must be completed at the end of a lesson (not the next day) • Entirely independent work (do not coach) • The data is used to refine your next lesson • Quick (1 -3 questions) • Focused and aligned to the objective and key points • Teacher sorts in mastered, proficient, approaching proficient, not yet 	<p><i>Exit Ticket responses provide some of the best, most timely information about student abilities; the criteria for success for each Exit Ticket allow the teacher to give regular, targeted feedback so students can work to improve.</i></p> <p><i>When a teacher makes reviewing Exit Tickets a regular practice, students see that the teacher values their attention and work.</i></p>

Arc of the Year

The Arc of the Year outlines the top priority for BEN schools to focus on during each part of the year, in order to build a year-long instructional strategy for our scholars. Teachers will be trained in the key instructional strategies and the key look fors throughout the course of the school year during professional development and observation feedback sessions. Feedback on the AotY will be shared via SchoolMint and is solely used as a coaching tool. Refer to content guidebooks for more information on specific Arc of the Years.

Morning Meeting and Advisory

School leaders conduct weekly observations of Morning Meeting/Advisory using the [Morning Meeting and Advisory Observation Checklists](#) and collect glows and grows in SchoolMint. Leadership teams work together to identify trends, develop action plans to address the trends, provide additional PD, feedback, etc. to teachers and then monitor implementation.

Student Habits

Here at BRICK Education Network, we have identified key student habits that are the building blocks for being college and career ready.

Ready Position/Academic Posture (formerly SLANT)

Ownership, Accountability and Preparedness		
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Sitting up tall/comfortable back posture (straight, position that can be sustained) • When resetting, hands are folded on table or in lap (not on shoes or in between legs) • Head turned to look at person speaking (see tracking) • Feet flat or crossed at ankles fully under individual Student desk 	<p>Materials:</p> <ul style="list-style-type: none"> • None 	
SLANT: sit up, listen, ask and answer questions, track the speaker		
<p>Rationale:</p> <ul style="list-style-type: none"> • The way you show you are listening to someone as a Student and in life is by actively engaging, tracking the speaker, responding to others • We want to maximize Student learning and ensure complete focus, so students can master the material • SLANT minimizes distractions and prevents bigger infractions from happening 	<p>100% Vision:</p> <ul style="list-style-type: none"> • Sitting up tall/Comfortable back posture (straight, position that can be sustained) • Hands folded in lap (not on shoes or in between legs) or on table/desk • Hands away from clothing, if sitting at desk • Head turned to look at person speaking (see tracking) • In chair, tucked in • Feet flat or crossed at ankles fully under individual Student desk 	<p>Non-examples:</p> <ul style="list-style-type: none"> • “Overdoing” it- e.g. straining head • Slouching, wiggly, but hands folded • Hands not locked or locked but playing with clothing or fingers • Back overly erect and/or strained • Incorrect body position, but inattentive (not showing attentive listening or looking directly at the person) • Hands on-face

Tracking

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Head turns toward the speaker and student eyes are looking at the speaker. • Hands remain folded flat on desk with elbows on desk or flat on your ankles. If Students are sitting in pods and must turn to track the speaker, and their upper bodies should turn • Bottoms stay flat in chairs or on rug. • Students track quickly from one speaker to the next • In the first weeks of school, teachers always cue for tracking. 	<p>Materials:</p> <ul style="list-style-type: none"> • None

Tracking		
<p>Rationale:</p> <p>We aim to create a learning community where everyone feels valued and respected for their contributions. We also want this community to reflect a love of learning and ideas. For these reasons, it is essential that all members of our community make eye contact with each other when someone is speaking. This conveys respect and interest in each other’s thoughts and opinions. It also will enable our students to build off of each other’s ideas and contribute to a learning environment that feels powerful.</p>	<p>100% Vision:</p> <ul style="list-style-type: none"> • Head turns toward the speaker. • Bottoms stay flat in chairs or on rug. • Students track quickly from one speaker to the next. • In the first weeks of school, teachers always cue for tracking. 	<p>Non-examples:</p> <ul style="list-style-type: none"> • Looking down or elsewhere when someone is speaking • Turning head toward the speaker but looking away/at something else. • Teachers saying “Track the ceiling. Now track the speaker.” The ceiling isn’t tracking worthy. • Students turning their whole bodies out of their seats or turning their heads in an exaggerated manner that is distracting • Students keep tracking in the direction of the speaker even when the speaker is finished, and the next speaker has started, especially tracking the teacher the whole time, but not tracking peers

Vertical Hand

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Arm straight up above your head ● Still, calm arm and hand ● Hand raises at the appropriate time (not when another Student is in the middle of speaking, teacher is asking a question, when teacher cue is given) 	<p>Materials:</p> <ul style="list-style-type: none"> ● None

Vertical Hands		
<p>Rationale:</p> <ul style="list-style-type: none"> Shows pride in your answer and enthusiasm for your response to participate- shows “just right enthusiasm” A tall, still hand shows respect for the discussion, other Students that might be sharing, etc. Trains young Students for the habits of discussion- thinking of an idea, waiting for your turn, sharing in a respectful way For teachers easily conveys who wants to share 	<p>100% Vision:</p> <ul style="list-style-type: none"> ● Arm straight up above your head ● Still, calm arm and hand ● Hand raises at the appropriate time 	<p>Non-examples:</p> <ul style="list-style-type: none"> ● Waving hands ● Half-way up hand ● Hand in neighbor’s space ● Calling out while raising hand ● Hand is raised at an inappropriate moment (i.e. when another Student is in the middle of speaking or when the teacher is asking a question)

Note: There will be some instances when we expect all Students to raise their hands in response and other instances where this is not the expectation. This expectation for vertical hands refers to *how* hands should be raised, not *when*.

Complete Sentences

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> Flipping the question correctly as the sentence starter-pull out the key words to use in the response. Subject-verb agreement and grammar are correct. Teacher prompts if the Student does not respond if a complete sentence and has student repeat their thought using a full sentence 	<p>Materials:</p> <ul style="list-style-type: none"> None

Complete Sentences		
<p>Rationale:</p> <ul style="list-style-type: none"> Prepares Students for future conversation as adults In order to write well, Students need to be able to convey ideas verbally in complete sentences Conveys confidence and full sharing of ideas Closes word gap by requiring full expression 	<p>100% Vision:</p> <ul style="list-style-type: none"> Flipping the question correctly as the sentence starter-pull out the key words to use in the response. Subject-verb agreement and grammar is correct. Teacher prompts if the Student does not respond if a complete sentence and provides prompt if needed (move to non-verbal eventually). 	<p>Non-example:</p> <ul style="list-style-type: none"> 1-word answers Short phrases in response Grammar is incorrect, especially verb agreement. Restating answers to a question incorrectly by using the question stem in the response.

Complete Sentences:

Students speak in complete sentences.

- Students should always provide their response in a complete sentence. This builds important habits that Students will need throughout their lives in both academic and work/personal settings.
- If needed, teachers will provide a “sentence starter” or provide scaffolding so that the Student can frame the sentence correctly.
- Students should not be permitted to frame the statement incorrectly. For example, “Who is the main character in the book?” Student responds: “Who the main character in the book is Chrysanthemum.” This is a typical error that children make when learning how to respond in complete sentences. The teacher should either proactively provide the sentence starter or correct the Student immediately after so this habit does not form.

Hand Signals for CFU & Engagement

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Students consistently use hand signals to show their thinking in response to their teacher(s) and other students • Without prompting, students use hand signals • Teacher uses hand signals to assess understanding and select student to share their thinking • Teacher uses simple prompts, if needed, to get students to show thinking 	<p>Materials:</p> <ul style="list-style-type: none"> • Visual Anchor Poster (BRICK)

Every moment in the classroom is a moment for learning and development. It is important for our Students to be actively listening to teachers and their peers and to evaluate others' responses. This requires higher levels of cognitive engagement and allows all of our Students to have an opportunity to show their learning. Universal hand signals are a great way to gauge the active listening of Students and also an opportunity for evaluative thinking.

	I agree
	I'm thinking something else
	I have something to add
	I'm confused

Habits of Discussion

Habits of Discussion - Student and Teacher Actions		
Kindergarten through 12th Grade		
Core Habit of Discussion	Ideal Student Actions	Teacher Training or Prompting
Listen and Talk Only in Turn	<ul style="list-style-type: none"> Track the speaker Hands down when someone is speaking Do not interrupt 	<ul style="list-style-type: none"> Teacher models hands down Teacher eye contact, hand movement Teacher prompts students to give selected peer a chance to think/talk
Speak Audibly	<ul style="list-style-type: none"> Students speak audibly 	<ul style="list-style-type: none"> Teacher prompts: "Loud and proud"
Speak in Complete Sentences	<ul style="list-style-type: none"> Restate the question in the response; no incomplete sentences 	<ul style="list-style-type: none"> Teacher non-verbal: stretch it.
Interact Peer-to-Peer	<ul style="list-style-type: none"> Look at every group member when giving an answer, not just the teacher 	<ul style="list-style-type: none"> Teacher non-verbal: fingers pointing to eyes and then to the rest of the group Teacher prompts: "Tell him/her."
1st Grade through 12th Grade		
Core Habit of Discussion	Ideal Student Actions	Teacher Training or Prompting
Elaborate on Your Answer	<ul style="list-style-type: none"> Teacher prompts students to give a more developed answer Students prompt students 	<ul style="list-style-type: none"> Teacher prompts students to give a more developed answer: "Tell me more." Teacher gestures for student to keep going.
Build Off Another's Answer	<ul style="list-style-type: none"> Responses build off of what the previous student said. 	<ul style="list-style-type: none"> "Build off that." "Tell me more about what _____ said." "Can you tell me more about what _____ is thinking?"
Evaluate Others' Responses (Accountable Talk)	<ul style="list-style-type: none"> Non-verbal: agree, disagree. Students saying "I agree with what you said because..." and "I somewhat agree with what you said but..." 	<ul style="list-style-type: none"> Teach the stems of agree/ disagree/ somewhat disagree: "I agree with what you said because..." and "I somewhat agree with what you said but..." Teacher prompts with "Do you agree..." and then asks "Why do you think that?" Teacher prompts the group: "What do you think about that?" "Do you agree?"
Peer Praise	<ul style="list-style-type: none"> Praise each other's work or thinking 	<ul style="list-style-type: none"> Teacher prompts for praise: "What did you like about Jason's answer?" "Could someone offer some praise for that answer?"

Exceptional Learners

Accommodations and Modifications

Students with IEPs receive all accommodations and modifications identified in their Individualized Education Program. At the beginning of the academic year teachers must read over each IEP to determine what accommodations and modifications should be provided throughout the year.

Individualized Education Program (IEP)

Is a written plan that identifies a student's present level of academic achievement and functional performance. General education and special education teachers alike provide the information described above to determine the appropriate goals, accommodations and modifications, and related services needs for each student with an IEP. General education and special education teachers are responsible for the implementation of this plan in order to close academic and behavior gaps for struggling learners.

IEP Access

Teachers and paraprofessionals who serve students with IEPs should have access to these documents in the IEP student information system (EdPlan). Log-in credentials are provided prior to the opening of school and/or once employment begins. These documents are confidential and should not be shared with anyone other than those who "need to know." All information in the document must be kept confidential.

IEPs must be kept in a locked location and should not be removed from campus. All student information should be accessible in EdPlan and can be accessed while off campus.

IEPs are developed and revised on timelines determined by the New Jersey Administrative Code 6A:14, Special Education.

Annual: the period of one calendar year where the IEP team meets to review and revise the IEP and determine placement, appropriate accommodations and modifications, and goals and objectives.

Triennial/Re-evaluations: the period every three years of the previous classification, a multi-disciplinary reevaluation is completed to determine whether the student continues to be a student with a disability

Both general and special educators contribute information about the school programs, student progress, and concerns about the student's progress. This team of educators work together to support all students and collaborate with others to meet the academic and social needs of students

Case Manager

The Child Study Team case manager works in collaboration with teachers in order to prepare the IEP, monitor the progress, and determine the appropriate disability of a student who has special education needs.

Collaboration

General and special education teachers work in concert to support students with disabilities. This work provides students with both the skills and knowledge of both experts to close academic and social gaps and provide accelerated learning. Students are provided with the

Educating ELLs/MLLs

The English Language Learner/Multi-Language Learner program is a daily developmental second-language program of at least one period of instruction based on student language proficiency. The teacher of this program focuses on comprehension, speaking, reading, and writing in English.

MLLs benefit from direct instruction and the use of academic language. All learners must be exposed to academic language in order to improve their English proficiency and language acquisition. Teachers should use Sheltered Strategies to support learners. The following strategies are useful for teachers;

- Use different sources of input. When acquiring language, the learner must activate all four domains of language: listening, speaking, reading and writing.
- Use a storytelling approach that includes at least 80 percent words and expressions that your students can understand.
- Use drawings or images to illustrate the concept being taught. Use labels as well.
- Front load key vocabulary terms using a mix of Tier 1, 2, and 3
- Activate prior knowledge to build bridge to new knowledge
- Adapt speech by avoiding complex explanations and advanced forms of language such as idioms, sarcasm, or regional idiosyncrasies.
- Correct mistakes through modeling correct language use

By Dr. Vernice Guitierrez

Classroom Setup | Readiness for a Strong Start

At all BRICK schools, we have provided guidance on classroom readiness for a strong start of the school year. This includes designated classroom spaces (such as classroom library, word wall, etc.), poster/signage (iDREAM, hand signals, etc.), specific subject materials (math manipulatives, etc.), bulletin boards, and specific spaces needed for shared classrooms. When reviewing this document, be sure to note what items will be provided to you on the network level, along with what requirements for designated classroom spaces and guidance for shared classrooms.

[Classroom Readiness Checklist](#)

The Whiteboard

BRICK Education Network teachers in grades K-12, utilize their board as a powerful tool for communication. The chart below outlines expectations:

K-3 Self-Contained	4-12 Departmentalized
<p>DATE DAILY SCHEDULE: Whether consistent for a week or a month, the daily schedule serves to keep a teacher moving through subjects on time and students to be clear about the structures and routines in the class. The schedule should include the times and the subject. The schedule should be updated daily.</p>	<p>DATE AGENDA: Used to provide students with a brief overview of the lesson's progression, the agenda can also be used to engage students by listing specific names of activities/lesson components or problem sets that will be part of the day's lesson. Broken down by minute. Objective: What students will be learning Homework: The day's homework assignment is posted in full.</p>

Recommended Practices

- The daily lesson objective can be written before student entry or during the opening of the lesson.
- Keep the objective up throughout the lesson that is being taught (If using PowerPoint, embed the objective in the header so that it is always visible for students to reference)

Bulletin Boards

Bulletin boards at BRICK Education Network are meant to display samples of student progress toward demonstrating mastery of rigorous tasks. Bulletin boards are a place where students can be proud of their work, both in first draft form and also after feedback and revisions. School leadership teams determine final bulletin board decisions.

General Bulletin Board Guidelines:

- Updated on a monthly basis (see individual school schedule)
- Include various levels of proficiency
- Graded with some form of feedback
- Include student revisions using feedback given by teacher
- Please note: There may be other requirements as outlined by individual schools.

Grade & Subject Area	Examples of Tasks to Display	Guidelines for Displaying Work
K-2 Literacy	Responses from SRA Writing pieces (Lucy Calkins Rubric)	Must include: <ul style="list-style-type: none"> ● Learning Objective ● Evidence of Student Revisions via colored pencils ● Post It - Rubric with scores and feedback ● Description of task ● 75% of students represented
K-8 Math/Science	Class projects Performance tasks Progressive learning tasks Evidence of student writing in 2nd grade.	Must include: <ul style="list-style-type: none"> ● Learning Objective ● Evidence of Student Revisions ● Rubric Specific to the task ● Rubric score with prescriptive feedback ● Description of task
3-12 Literacy	Unit or Mid-Unit Assessments End of Unit Essays from curriculum Exit Tickets Guided Reading DOL student responses	Must Include: <ul style="list-style-type: none"> ● Learning Objective and/or description of task ● Student work (2 drafts, reflecting revisions, if possible) ● Printed Rubric with student's score and teacher comments
3-12 Math	NJSLA Type 2 and 3 tasks (including an explanation) Tasks from illustrativemath.com Performance Tasks from curriculum Projects that include explanation of process or justification of reasoning.	Must include: <ul style="list-style-type: none"> ● Learning Objective ● Rubric Specific to the task ● Rubric score with prescriptive feedback ● Description of task if necessary
VPA/CTE/PE/WL/Other	Class projects	Must include: <ul style="list-style-type: none"> ● Learning Objective ● Rubric Specific to the task ● Rubric score with prescriptive feedback ● Description of task if necessary
9-12 Science	Data collection with analysis Argument Driven Inquiry Boards or final papers Research projects CEJs	Must include: <ul style="list-style-type: none"> ● The task with applicable data/information ● Learning Objective being assessed ● Rubric Specific to the task, scored with with prescriptive feedback

Professional Development and Network Resources

In addition to weekly lesson/unit unpacks, there are additional meetings that may take place.

Summer Professional Development

Summer Teacher Institute takes place in the last two weeks in August. Institute is a collaboration between the network and schools to ensure all staff members are well equipped and provide the necessary professional development to begin the school year.

New Teacher Professional Development

For all new staff or returning staff in new positions, the network will organize New Teacher Professional Development 3 days prior to the official Summer PD for returning staff. These staff members will receive 101 PD on content and SEL material, along with an Orientation and new teacher Taxonomy PD.

Observation Feedback/Coaching Meetings

Teachers will engage in biweekly or weekly observation feedback/coaching meetings. During observation feedback or coaching meetings, teachers will reflect on the impact of their instructional practice on student outcomes and practice specific and actionable feedback to improve student learning. Teachers may need to provide student performance data to their instructional leader prior to Observation Feedback meetings.

BEN PD Days - Network and School Rotation

All BEN schools will dismiss at 1pm one day per week to allow staff to engage in network or school-based PD/meetings. School leader and teacher attendance is required for these sessions. The PD Scope and Sequence will be linked on the [BEN Resource Page](#).

BEN PD/Meetings	School-Based PD/Meetings
<p>All Network meetings will take place in person or virtually.</p> <p>Schools must operationalize dismissal to allow instructional staff/admin to leave school sites for prompt PD start time of 2:00 pm</p> <p>2:00 to 4:15 pm - Content/SEL Team Professional Development</p> <p>Schools may decide to have a school-based meeting before the network meeting starts. That will be at the school's discretion. All staff must still arrive for a prompt start of 2:00 pm.</p> <p>School leaders/directors accurately track attendance and any prework.</p>	<p>All school-based meetings will take place at individual school sites.</p> <p>School level leadership teams will plan for staff meetings, staff committees, or school-specific PD.</p> <p>Staff meetings should occur monthly (at a minimum)</p>

BEN Resource Page

[BEN Resource Page](#) is the one-stop shop for information on Network PD, guidebooks, and content scope & sequence documents, along with other network reference materials such as links to tech resources and shared content drives. Be sure to bookmark the page and refer to it content-related questions.

Network Testing Requirements

Outside curricular based assessments, BRICK Education Network teachers are required to administer network-wide assessments. School sites and teachers will plan and incorporate student investment strategies.

Grades K-4	Grades 5-8	Grades 9-12
<ul style="list-style-type: none"> ● SWYK* ELA/Math (frequency depends on grade/subject) ● STEP 4x in ELA ● iREADY 2x (math only) ● Interims** 4x ELA & Math ● NWEA MAP 2x in ELA & Math 	<ul style="list-style-type: none"> ● SWYK*/Unit Assessments (frequency depends on grade/subject) ● iREADY 2x (math only) ● Interims** 4x in ELA & Math ● NWEA MAP 2x in ELA & Math ● PSAT 8th 	<ul style="list-style-type: none"> ● SWYK*/Unit Assessments (frequency depends on grade/subject) ● Quarterly Exams* 4x in ELA/Math ● SATs 4x in ELA/Math ● NMSQT - 11th

*Network created

**Varies (network/company created)

Content Area SWYK/Unit Assessment (K-12)

The SWYKs/unit assessments occur at the network level and frequency is outlined in the scope and sequence by subject/grade.

- SWYK/Unit assessments give the teacher a dipstick on student performance based on NJSLA
- Teacher administers assessment using all testing procedures and protocols
- Students with IEPs are provided outlined accommodations and modifications as outlined in the IEP
- Teacher ensures 100% of students are tested
- Teacher scores student work and enter into Illuminate within 48 hours of initial administration (school hours)
- School leaders ensure 100% of students have valid scores in Illuminate.

Interim Testing Guidelines (K-8)

Interim testing is a network expectation and all schools must adhere to all testing protocols. School teams must inform teaching staff of upcoming interims and guidelines/updated schedules at least 1 week in advance. On days when there is either ELA or math interim testing, a modified school bell schedule (created by SOMs) is required so that all students are tested at the same time and the school adheres to NJSLA testing conditions.

NWEA (MAP) Testing Guidelines (K-8)

For MAP testing, all students in K-8 will test in ELA and Math two times a year (beginning of year and end of year), following similar testing guidelines as interim.

STEP Testing Guidelines (K-3)

For STEP testing, both teachers will be required to STEP test during outlined planning periods and guided reading. No sub coverage will be required. A detailed STEP testing memo will provide guidance on when teachers should test during each testing window.

Quarterly Exam Guidelines (HS)

Students in grades 9-12 will take quarterly exams in Math and ELA, where they will have a modified school bell schedule.

SAT Testing Guidelines (HS)

Although some colleges and universities are moving away from using the SAT and ACT for admissions criteria, we know that the results allow students to see how their performance compares to students across the US. Beginning in the 2020/2021 school year, BEN will phase in using SAT Interims for students in grades 9-12. The goal is to spend year 1

putting the SAT in place as part of an academic culture shift and build investment with leaders, teachers, students and families. *The testing dates will be updated in the academic calendar.*

Grading Policies and Expectations

BRICK Education Network teachers keep detailed records of student progress on mastery of grade level standards as measured by assessments, classwork and homework. Teachers send mid-quarter progress reports to parents that include detailed narrative comments regarding each student’s progress as well as end of quarter report cards. Teachers conference with families at the end of Quarters 1, 2, and 3.

Marking Period & Grade Due Dates

Quarter	Dates	Progress Reports Due	Progress Reports Sent	Report Card Grades Due	Conference Date*
Quarter 1	First Day of School to 11/5/21 (47 days NJ/51 days NY)	9/29/2021 11:59 pm	10/4/2021	11/10/21 @ 11:59 pm *stored 11/15 @ 4pm *avail in online portal on 11/16	11/18/2021
Quarter 2	11/8/21 to 1/21/22 (45 days NJ/44 days NY)	12/8/2021 11:59 pm	12/13/2021	1/27/22 @ 11:59pm *stored 1/31 @ 4 pm *avail in online portal on 2/1	2/3/2022
Quarter 3	1/24/22 to 4/1/22 (45 days NJ/NY)	3/2/2022 11:59 pm	3/7/2022	4/7/22 @ 11:59pm *stored 4/11 @ 4 pm *avail in online portal on 4/12	4/14/2022
Quarter 4	4/4/22 to Last Day of School (52 days NJ/53 days NY)	5/11/2022 11:59 pm	5/16/2021	6/17/22 @ 11:59pm *stored 6/22 @ 4 pm *avail in online portal on 6.23	N/A

Grade Changes in PowerSchool

If a grade must be changed after quarter grades have been stored, the teacher must email their direct supervisor and the principal with the request and reasoning for the change. Teachers are required to complete a “grade change form”. Once the principal approves the change, the SOM will make the necessary change in PowerSchool.

Academic Evaluation Key

The key below is used to enter grades for BRICK Education Network. Teachers should adhere to this key when assigning grades.

Overall Course Grade							
A+	98 - 100%	B+	87 - 89%	C+	77 - 79%	D	64 - 69%
A	94 - 97%	B	84 - 86%	C	74 - 76%	F	0 - 63%
A-	90 - 93%	B-	80 - 83%	C-	70 - 73%		

Honor Roll Criteria

Each quarter, honor roll students will be recognized for their academic achievement. PowerSchool will calculate Honor Roll using the following categories (requirements outlined below).

- **Honor Roll (K-12)** - 80% (B-) and above in all subjects (including enrichment/electives)
- **High Honors (K-12)** - 90% (A-) and above in all subjects (including enrichment/electives)

Grade Book Setup

BRICK Education Network teachers maintain student grades within their PowerSchool gradebook. PowerSchool categories have already been predetermined.

Gradebook Expectations

- Gradebooks should be current and updated weekly (parents/students will have access to PowerSchool)
- Assessment grades should be inserted within 72 hours.
- All other assignments should be inserted by the end of the school week.
- Gradebooks should include percentages (not points).
- Gradebook audits will occur weekly by individual school administrators.

Gradebook Categories			
Category	Weight	Grade Type	Default Category
Homework	10%	Percentage	Yes
Classwork	30%	Percentage	Yes
Tests/Quizzes	60%	Percentage	No

In order to ensure consistency between classes and among grades, teachers should have gradebooks to reflect the courses below.

Grades K-2 Homerooms	Grade 3 Departments	Grades 4-8 Departments	Grades 9-12 Departments
<ul style="list-style-type: none"> Guided Reading (no grade assigned) Strategic Read Aloud Writing Math Science Social Studies 	<ul style="list-style-type: none"> Guided Reading (no grade assigned) English Language Arts Writing Math Science Social Studies 	<ul style="list-style-type: none"> English Language Arts Math Science Social Studies Independent Learning Time (no grade assigned) 	<i>Based on course taught</i>

A teacher must have a minimum number assignments for the quarter spread across classwork, assessments and homework in order to substantiate a final grade:

Grades K-3	Grades 4-8	Grades 9-12
<ul style="list-style-type: none"> SRA 20 assignments total Writing 5 assignments total Math 20 assignments total Science 10 assignments total SS 10 assignments total 	<ul style="list-style-type: none"> ELA 20 assignments total Math 20 assignments total Science 10 assignments total SS 10 assignments total 	<ul style="list-style-type: none"> All Core/Mandatory Subjects 20 assignments total Other 10 assignments total

Grading Students with IEPs

Teachers who teach students with an Individual Education Program (IEP) must read and implement all of the supplementary aids and services in each student’s program.

All accommodations and modifications should be followed per the student’s IEP. The teacher(s) must document and maintain records of accommodations and modifications being followed per the student’s IEP.

If a student is at risk of failing a course the parent/guardian should be contacted as soon as the instructor becomes aware of the failure. At the minimum, parents/guardians should be contacted mid-way through the marking period.

Steps to Follow When a Student with an IEP has Failing Grades	
1	The special education teacher must contact the case manager to have a meeting regarding the grades/failure.
2	The case manager will set-up a meeting with stakeholders: teacher(s) and student.
3	During the meeting the team will review the IEP; including the supplementary aids and services, and accommodations and modifications for appropriateness.
4	The team will review all documentation to include; coursework, documentation of accommodations/modifications, homework, and student effort.
5	The team will make any amendments to the IEP that supports student learning success.
6	The teachers will monitor student progress for improvements. If the student does not make progress, reconvene.

Progress Reports/Report Cards

Progress Reports

Midway through each quarter, teachers prepare a progress report to send home to families. The purpose of the progress report is to provide an update on each BRICK Education Network student’s progress so far that quarter. Grades and comments will be included on the progress report.

Memos are sent to staff from SOMs outlining timelines and due dates at least 2 weeks prior to progress reports being sent or made available to families.

Report Cards

At the conclusion of each quarter, teachers prepare a report card to facilitate parent/teacher conferences. The purpose of the report card is to provide a summative evaluation of each student's performance during the quarter as evidenced by assessments, classwork and homework. Memos are sent to staff from SOMs outlining timelines and due dates at least 2 weeks prior to report cards being sent or made available to families.

Writing Effective Progress Report/Report Card Comments

	Pre-K	Grades K-8	Grades 9-12
Progress Reports	Required: Narrative comments <i>3-5 sentences</i>	Required: Narrative comments <i>1,000 character limit</i>	Required: drop down comments
Report Cards	Required: Narrative comments <i>3-5 sentences</i>	Required: Drop down comments Optional: Narrative comments <i>1,000 character limit</i>	Required: Drop down comments Optional: Narrative comments <i>1,000 character limit</i>

- Keep comments clear and concise. Use specific language - “Sam has mastered adding two digit numbers without regrouping. Next, we will learn to add two digit numbers with regrouping.”
- Be specific on strategy in the growth area- rather than “she needs to remember her strategies”, it should be “When she is stuck during reading, try encouraging her to sound out words independently, one sound at a time and then rapidly together, and/or use pictures to look for clues about the words”
- Remember - these are legal documents so please ensure you proofread your writing and ensure your sentences are clear, concise, and make sense.
- *PK Only:* Narrative should include benchmark, student strengths, and student growth areas (3-5 sentences)

My Achievement Profile

It is important that students, families and teachers have critical assessment data available in an easy to read format. This allows teachers to have conversations with parents rooted in data and empowers all stakeholders to take action. In addition to quarterly report cards, families and students are also provided with an Achievement Profile. This document shows key assessment data and is updated quarterly. This data is also available to teachers and leaders via the My Achievement Profile Dashboard (coming soon!)

Below is a sample of the Achievement Profile:



My Achievement Profile | 2021-2022

Student Name:
School:
Grade:
ID Number:
ELA Teacher:
Math Teacher:
Enrollment:

NWEA ELA & Math (K-8)

Your child has been placed in an Achievement Percentile scale (1%-100%) for reading and math based on the nationally normed NWEA MAP assessment. Students at the 50th Percentile are average for their grade level.

	ELA Achievement Percentile	MATH Achievement Percentile
Fall		
Spring		

Start Strong Performance (4-8 Only)

The NJ Start Strong assessment is used to determine the level of support that a student might need to master the current year's prerequisite skills and concepts in Math and ELA. Students are categorized in three performance levels ("Less Support May Be Needed"; "Some Support May Be Needed"; "Strong Support May Be Needed").

ELA	Math

Interim Assessments (K-8)

Goal: Our students are to master at least 55% for ELA and 70% for math of content knowledge on the interims. Your child's Interim 1 score may have changed slightly due to a re-weighting of the point value for multiple choice and writing questions.

	ELA	MATH
Quarter 1		
Quarter 2		
Quarter 3		
Quarter 4		
Year Avg.		

STEP Reading Assessment (K-3 Only)

Goal: To be considered on grade-level, your child must reach STEP []. All students are expected to grow at least one STEP level each round.

	STEP Achieved	STEP Target	Met Target	Grade Level Benchmark
Round 1				
Round 2				
Round 3				
Round 4				

Attendance

Goal: A student should miss 5 or less days of school each school year. Missing 10+ days can result in court referrals for parents/guardians.

	Days Absent	Attendance Rate	Attendance Tier
Period 1			
Period 2			



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Final Grades and Retention

Calculating Final Grades

At BRICK, we believe that it is our responsibility to set our students up for success, not failure. In this guidebook we have provided guidance on gradebook consistency and rubric conversion. However, inconsistencies still exist from classroom to classroom and it can become mathematically impossible for students to recover from low Fs even if they make progress from semester to semester. As such, *all final grade scales will be capped to convert all grades below 55% to 55% in PowerSchool.* For further reading on this stance, please refer to [“The Case Against the Zero”](#) by D. Reeves.

Grade Point Average

In order to prepare 8th grade students for high school expectations, GPAs (Grade Point Average) will be included on report cards. This will allow students the opportunity to understand the importance that a single grade has on one’s overall performance as they prepare for high school and beyond.

Promotion in Doubt

At the culmination of each quarter, grade level teams will review student performance and determine which students are NOT on track to demonstrate mastery of grade-level standards in one or more subjects. These students will receive a Promotion in Doubt (PID) letter, with IL approval. It is the responsibility of grade level teams to outline what interventions have been implemented in school and provide recommendations for school/home interventions.

Other data points will be required to warrant a PID letter, such as STEP, iReady, Unit Assessments, etc., indicating 2+ years behind grade level. Once a student is recommended for PID, the team MUST make a student referral to the school’s Intervention and Referral Services (I&RS) and complete all necessary paperwork.

Promotion in Doubt Tracker	Promotion in Doubt Letter Template
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STEP (K-3 only) Data for PID Recommendation				
	September Round 1	November Round 2	March Round 3	May/June Round 4
Kindergarten	Pre-STEP/STEP 1	STEP 2	STEP 3	STEP 4
1 st Grade	STEP 4	STEP 5	STEP 6	STEP 6/7
2 nd Grade	STEP 6/7	STEP 7	STEP 8	STEP 9
3 rd Grade	STEP 9	STEP 10	STEP 11	STEP 12

Retention

At the culmination of the school year, grade level teams will review student performance and determine which students in K-8 are not on track to demonstrate mastery of grade-level standards in at least TWO core subjects. Core subjects must include ELA and/or Math; and/or Science or SS/History.

In high school, promotion is based on credit accumulation. Students earn credits by successfully completing courses. Students who do not pass courses successfully must repeat the course. Courses are worth anywhere between 1.5 and 5 credits, depending on the frequency. Courses that meet for a cycle only are worth 1.5 credits, courses that meet for only a semester are worth 2.5 credits and full year courses are worth 5 credits. In order to be considered a sophomore, a student must have accumulated 30 credits, junior 60 credits and senior 90 credits.

High School Graduation Requirements

New Jersey State Minimum Graduation Requirements by Content Area 120 credits (*N.J.A.C. 6A:8-5.1*)

Content Area	Credits and additional requirements
English Language Arts	20 credits
Mathematics	15 credits including: <ul style="list-style-type: none"> Algebra I or the content equivalent Geometry or the content equivalent Third year of math that builds on the concepts and skills of algebra and geometry and prepares students for college and 21st century careers
Science	15 credits with at least 5 credits in each: <ul style="list-style-type: none"> Laboratory biology/life science or the content equivalent Laboratory/inquiry-based science course (i.e., chemistry, environmental science, or physics) Laboratory/inquiry-based science course
Social Studies	15 credits including: <ul style="list-style-type: none"> 10 credits in US History Integration of civics, economics, geography and global content in all course offerings
Financial, Economic Business, and Entrepreneurial Business Literacy	2.5 credits
Health, Safety, and Physical Education	15 credits over four years
Visual and Performing Arts	5 credits
World Languages	5 credits
Technology	Integrated throughout all courses
21st Century Life and Careers	5 credits

Grading Consistency by Core Subject & Grade Level

In order to ensure consistency in grading between teachers on the same grade level as well as between grade levels, all teachers must include the following assignments as part of their grades:

Math Grading | K-12

GRADING Math (K-8)				
Grade	Title	Description & Frequency	Course	Category
K-8	SWYK/Weekly Quiz/Unit Assessment	Assessment administered and scored in illuminate; score transferred to gradebook.	Math	Test/Quiz
K-8	SWYK/Weekly Quiz-Ever Improving/Unit Assessment Reassess	Reassessment administered and scored in gradebook; should not exceed more than half SWYK points.	Math	Test/Quiz
K-8	Interim Assessments & Mock	Interim assessments administered and scored in illuminate; score transferred to gradebook. K-2 will have 4 Interims throughout the year 3-8 will have 3 Interims throughout the year and 1 Mock Assessments prior to State Testing *Mock assessments are not transferred to gradebook	Math	Test/Quiz
K-8	"iReady Classwork Week XX"	Weekly given on Mondays; Based on BRICK Education Network meeting their weekly usage goal; scored using 0-3 rubric that correlates to percentages on Page 13.	Math	Classwork
K-8	"Exit Ticket 3.1 Week X" "Exit Ticket 3.2 Week X"	Two exit tickets per week are pre-identified by the course leads and scored using BEN rubric. **Grades 3-8 enter responses in Illuminate	Math	Classwork
K-8	"Homework Week X"	Weekly homework grade using 0-25 points (5 points per day)	Math	Homework
GRADING Math (9-12)				
Grade	Title	Description & Frequency	Course	Category
9-12	X.YX Title CW	Assigned throughout the quarter, graded assignments such as peer interaction rubrics, formative assessment rubrics, Exit Tickets, etc. [Approx 1-2 graded weekly]	Math	Classwork
9-12	X.YZ Title HW	Assigned every night 20 min per assignment, graded 1-2 times per week.	Math	Homework
9-12	HSSWYK # Unit X Quiz Y	Assessment administered approximately every 2 weeks (SWYKs)	Math	Test/Quiz
9-12	HSSWYK # Unit X Test	Assessment administered at the end of each unit assessment (1-2 per quarter) (SWYKs)	Math	Test/Quiz

9-12	Quarter Exam X	Assessment administered at the end of each quarter.	Math	Test/Quiz
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ELA Grading | K-12

GRADING ELA INSTRUCTION - Reading (K-4)				
Grade	Title	Description & Frequency	Course	Category
K-4	Show What You Know #X Week XX"	Periodic assessment administered and scored in Illuminate (students in K-2 may be assessed on paper; teacher will input scores into Illuminate for analysis); pushed to grade book through illuminate	Reading	Test/Quiz
K-4	Interim Assessments	Interim assessments administered and scored in Illuminate; score transferred to gradebook. K-2 will have 3 Interims and one final throughout the year 3-4 will have 3 Interims and one final throughout the year	Reading	Test/Quiz
K-4	SRA/Lit Block Exit Ticket #1/#2 Week XX"	Exit Tickets will be determined in the curriculum. Additional Exit Tickets may be added based on updated student achievement data.	Reading	Classwork
K-2	"Lexia Classwork Week XX"	Weekly given on Mondays; Based on BRICK Education Network meeting their weekly usage goal	Reading	Classwork
K-4	"Homework Week XX"	Completion of homework packet - weekly grade **teachers create and distribute this packet based on classroom needs	Reading	Homework
K-3	"Reading Log Week XX"	Completion of reading log at home - weekly grade	Reading	Homework
GRADING ELA INSTRUCTION - Writing (K-4)				
Grade	Title	Description & Frequency	Course	Category
K-4	End of Unit Assessment	Assessment administered at the conclusion of writing unit *commScorecards created by IL using rubric and tied to standards	Writing	Test/Quiz
K-4	"Writing Classwork Week XX"	Overall evaluation of participation in and completion of writing tasks each day for the week; scored using 0-3 rubric that correlates to 0-20 points	Writing	Classwork
K-3	(quarter 3-4) "Mid-Unit Writing Sample"	Teacher selected piece of writing evaluated using the rubric; based on the benchmark for the quarter	Writing	Test/Quiz
GRADING ELA INSTRUCTION (5-12)				
Grade	Title	Description & Frequency	Course	Category

5-12	Show What You Know #X Week XX”	Assessment administered and scored in illuminate; pushed to grade book through illuminate	ELA	Test/Quiz
5-8	Show What You Know #X Annotations and CI Week XX”	Score given for annotations and central idea of text	ELA	Test/Quiz
5-12	Interim/Quarter Assessments	Interim assessments administered and scored in illuminate; score transferred to gradebook.	ELA	Test/Quiz
5-12	End of Unit Assessment	Cumulative Assessment	ELA	Test/Quiz
5-12	Exit Tickets (1 per week) “Exit Ticket U1L1”	Given every day	ELA	Classwork
5-12	“Homework Week XX”	Completion of daily homework assignment (this could be combination of homework annotation completion, comprehension question completion and/or DIRT quiz scores)	ELA	Homework

Science Grading | K-12

GRADING SCIENCE INSTRUCTION (K-2)				
Grade	Title	Description & Frequency	Course	Category
K-2	“Unit XX assessment”	Assessment administered at the end of each unit assessment (1x/unit)	Science	Test/Quiz
K-2	“Lesson XX Quiz”	Administered throughout the unit (Approx. 2-3x/unit)	Science	Test/Quiz
K-2	“Science Classwork Unit X Lesson X”	Given after each lesson is complete; overall classwork grade for the quarter based on holistic review of classwork and participation. (1-3x/week)	Science	Classwork
K-2	“Science Activity Week XX”	Hands-on activities, performance tasks, scored using 0-3 rubric that correlates to 0-20 points. (1x/week)	Science	Classwork
K-2	“Science Homework Week XX”	Completion of science homework (At least 1x/week)	Science	Homework
GRADING SCIENCE INSTRUCTION (3-8)				
Grade	Title	Description & Frequency	Course	Category
3-8	End of Unit assessments	Assessment administered at the end of each unit assessment (1-2 per quarter)	Science	Test/Quiz
3-5	Lesson Quizzes	Given halfway through the unit to assess readiness for end of unit assessment. 1x/unit	Science	Test/Quiz

6-8	Critical Juncture Assessment	<i>Given halfway through the unit to assess readiness for end of unit assessment. 1x/unit</i>	Science	Test/Quiz
3-8	"Science Classwork Unit X Lesson X"	<i>Given after each lesson is complete; overall classwork grade for the week based on holistic review of classwork and participation. 1-3x/week</i>	Science	Classwork
3-8	"Science Homework Week XX"	<i>Completion of science homework (At least 1x/week in 3-5 & 2x/week in 6-8)</i>	Science	Homework

GRADING | SCIENCE INSTRUCTION (9-12)

Grade	Title	Description & Frequency	Course	Category
9-12	X.YZ Title Lab-Write Up	<i>Assigned throughout the quarter, either full (with all components) or summary (with data and analysis only) Approx 3-5 per unit</i>	Science	Classwork
9-12	X.YX Title CW	<i>Assigned throughout the quarter, graded assignments such as peer interaction rubrics, formative assessment rubrics, Exit Tickets, etc. Approx 1-2 per week</i>	Science	Classwork
9-12	X.YZ Title HW	<i>Assigned approx. 3-4 nights per week, 20 min per assignment. Graded 1-2 times per week</i>	Science	Homework
9-12	Unit X Quiz Y	<i>Assessment administered as reading checks (Do Nows) or for content checks throughout the quarter. 5-8 per quarter</i>	Science	Test/Quiz
9-12	Unit X Test/Project Title	<i>Assessment administered at the end of each unit assessment (1-2 per quarter)</i>	Science	Test/Quiz
9-12	End of Quarter Assessments	<i>Assessment administered at the end of each quarter.</i>	Science	Test/Quiz

History & Social Studies Grading | K-12

GRADING | SOCIAL STUDIES (K-2)/HISTORY (3-8)/World History, USI & USII (9-11)

Grade	Title	Description & Frequency	Course	Category
K-2	End of Unit assessments	<i>Assessment administered at the end of each unit assessment (1-2 per quarter)</i>	Social Studies	Test/Quiz
K-2	Lesson Quizzes	<i>Given periodically through the unit to assess readiness for end of unit assessment. 1-2x/unit</i>	Social Studies	Test/Quiz
K-2	"Social Studies Classwork Unit X Lesson X"	<i>Given after each lesson is complete; overall classwork grade for the week based on holistic review of classwork and participation</i>	Social Studies	Classwork
K-2	"Social Studies	<i>Completion of social studies homework</i>	Social	Homework

	Homework Week XX”	(At least 1x/week)	Studies	
3-8	Mid and End of Unit assessments	Assessment administered at the end of each sub unit assessment (1-2 per quarter)	History	Test/Quiz
3-8	Lesson Quizzes	The curriculum only rarely provides short quizzes. Quizzes can be teacher made and given at the teacher’s discretion on a bi-weekly basis or less frequently.	History	Test/Quiz
3-8	Exit Tickets	Daily (1 per lesson) Recommend that some Exit Tickets be counted as assessment grades. These can be identified during the unit unpacks.	History	Classwork or Test/Quiz
3-8	Homework Accountability	Averages 1 every other lesson; DIRT Quizzes should be counted as a homework grade since they do not assess mastered content but merely whether a homework reading was complete.	History	Homework (even the DIRT quizzes)
WH/US	Unit Assessments	Assessment administered at the end of each sub-unit (1-2 per quarter)	WH/US	Test/Quiz
WH/US	Lesson Quizzes	Infrequent (~1 per unit)	History	Test/Quiz
WH/US	Exit Tickets	Daily (1 per lesson)	History	Classwork
WH/US	Homework Accountability: Review or Collect Cornell Notes; Graphic Organizer or questions; DIRT Quiz	Averages 1 every other lesson	History	Homework (even the DIRT quizzes)

VPA/CTE/PE/WL | K-12

GRADING VPA/CTE/PE/WL				
Grade	Title	Description & Frequency	Course	Category
K-12	“Homework Unit/Topic X”	Completion of homework (frequency dependent on how often the teacher sees students).	VPA/CTE/PE /WL	Homework
K-12	“Classwork Unit/Topic X”	Completion of classwork (frequency dependent on how often the teacher sees students). Score provided for each class.	VPA/CTE/PE /WL	Classwork
K-12	“Participation Rubric Unit/Topic X”	Participation Rubric primarily for PE (frequency dependent on how often the teacher sees students - score provided for each class).	VPA/CTE/PE /WL	Classwork
K-12	“Assessment Unit X/Type of Assessment”	Includes Diagnostics , PBAs, Unit Assessments, Project Checkpoints, Portfolio components. At least 6 per	VPA/CTE/PE /WL	Assessment

		<i>quarter.</i>		
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Homework Expectations

Homework is given daily by all core subject teachers and guidance is provided by the network. Homework is used to ensure students have ample practice on current and previous content. Homework provides students with the opportunity to build independence, persevere through challenges and take responsibility for their learning. Cooper (2007) suggested that research findings support the common “10-minute rule” which states that all daily homework assignments combined should take about as long to complete as 10 minutes multiplied by the student's grade level. When required reading is included as a type of homework, the 10-minute rule might be increased to 15 minutes. A teacher may provide additional homework based on the individual needs of students.

Time Recommendation for Homework	
Grades	Time Doing Homework Each Night
PK	N/A
K-3	30 minutes (math + science/SS) + 15 min reading (literacy)
4-5	60 minutes total (literacy + math + science/SS)
6-8	60 - 80 minutes total (literacy + math + science/SS)
9-12	90 minutes total (required classes - does not include AP classes)

Network vs Teacher-Provided Homework		
Grade(s)/Content	Network or Teacher Provided	Additional Notes if applicable
PK	N/A	N/A
K-4 ELA	Network (Reading Logs)	Teacher assigns additional homework based on individual class/student need
5-8 ELA	Network	Teacher assigns additional homework (vocab/literary terms, etc.)
9-12 ELA	Network	Homework assignments are called out in all lesson plans. On the rare occasions when there is no homework, teachers may assign homework that supports the unit objectives.
K-4 Math	Teacher	Teacher assigns homework based on individual class/student need
5-8 Math	Teacher	Teacher assigns homework based on individual class/student need
9-12 Math	Teacher	Teacher creates hw from network provided resources
K-2 Sci/SS	Network	
3-8 Science	Teacher	Teacher assigns homework from curriculum
9-12 Science	Teacher	Teacher creates hw from network provided resources
3-12 History	Network	

Grading | Rubric Conversions

Rationale/Example: When using rubric scores, teachers must convert the score to a percent using a conversion when logging in PowerSchool. For example, if a teacher enters 2 points out of 3 points for a homework score in gradebook but does not convert to a percent, the gradebook will calculate it as 67%. This score is NOT equivalent to the rubric description of a “2” (stated below) that “most of my work is complete and correct”. Instead, a teacher should enter a score of 80% which is aligned to the description on a 3 point-rubric.

General Rubric Conversion Chart

In order to provide guidance for teachers when converting rubrics to percentages when entering scores in gradebook, the following conversion chart has been provided:

6 Point Rubric		5 Point Rubric		4 Point Rubric		3 Point Rubric	
Rubric	Percent	Rubric	Percent	Rubric	Percent	Rubric	Percent
6	100	5	100	4	100	3	100
5	90	4	85	3	85	2	80
4	80	3	75	2	70	1	65
3	75	2	65	1	65	0	55
2	65	1	60	0	55		
1	60	0	55				
0	55						

Homework/Classwork Rubric

Unless specified by content for particular assignments, all teachers in K-12 will use the rubric below to score weekly homework and classwork. Rubric scores are to be converted to percentages when entered into a teacher’s gradebook.

Rubric Score	Gradebook Percentage Conversion Score	Description
3	100%	All my work is complete and correct.
2	80%	Most of my work is complete and correct.
1	65%	Some of my work is complete and correct.
0	55%	None of my work is complete.

iReady Rubric (Math/ELA)

Rubric Score	Gradebook Percentage Conversion Score	Description
3	100%	Met my usage of 45 minutes in K-8th math; and a passing rate of 80%+
2	80%	Met EITHER my usage min OR my a passing rate of 80%+
1	65%	Did not meet usage OR passing rate, but logged time on iReady
0	55%	Did not log any time on iReady

Lexia Rubric K-2 (ELA)

Rubric Score	Gradebook Percentage Conversion Score	Description
3	100%	Completed 80+ minutes
2	80%	Completed 60 - 79 minutes
1	65%	Completed 30 - 59 minutes
0	55%	Completed 0 - 29 minutes

Gradebook Conversions for SWYKs/Interims/Quarterly Exams

Students in K-2 will take 4-5 interims along with SWYKs in ELA and Math. The scores that a K-2 student earns on an interim/SWYK will NOT be curved; however, the lowest score that a K-2 student can receive in gradebook for an interim/SWYK will be 60%. For example, if a student receives a score of 55% in Illuminate, the teacher will put in 60% for that student in gradebook.

Students in grades 3-12 will take 4-5 interims or quarterly exams, along with SWYKs in ELA and Math, and unit assessments in Science. Tested-subject teachers convert their grade using the table below and manually enter the grade into the gradebook as 1 test grade for the corresponding marking period. Students are evaluated against the state testing passing rates.

Students in Grades K-2	
Illuminate Score	Gradebook Percentage Conversion Score
90%+	Exact Score
75% - 89%	Exact Score
63% - 74%	Exact Score
63% or lower	Exact Score or 60% (whichever is higher)

Students in Grades 3-12 ELA	
90%+	100%
75% - 89%	90%
55% - 74%	80%
36% - 54%	70%
21% - 35%	65%
0% - 20%	55%
Students in Grades 3-12 Math	
90%+	100%
80% - 89%	90%
70% - 79%	80%
50% - 69%	70%
26% - 49%	65%
0% - 25%	55%

SWYK/Interims Annotations and Central Idea Jot Rubric (ELA Grades 5-8)

Gradebook Percentage	Description
100%	Strong annotations, precise evidence, strong central idea jot
80%	Work contains 2 of the following: strong annotations, precise evidence, strong central idea jot OR All 3 work habits are evident but are not strong
65%	An attempt was made at 1 of the following: evidence highlighted, annotations in the comment bubble, central idea jot
55%	No highlights, annotations, or central idea jot

SWYK Reassessment Guidelines and Recommendations

Students are expected to take their assessments seriously and teachers use assessments to not only inform their instruction, but to empower students to recognize areas to improve on. To that end, students in some cases have the opportunity to retake certain assessments.

ELA	
K-3	No Reassessment
4-12	<ul style="list-style-type: none"> - Scholars can retake the SWYK for grades 4-12 - Retake is entered as an additional assessment grade in PowerTeacher - For MC, scholars need to cite evidence and explain to earn credit - For OER, scholars need to revise response based on teacher feedback; provide a separate grade
Math	
K-8	<ul style="list-style-type: none"> - Teacher can give reassessment based on lowest performing standard - K-4 Math teachers use Ever Improving document for students to review quiz and edit their work - Enter additional assessment grade in gradebook (should not exceed more than half SWYK points)
9-12	- Students may retake assessment with additional work shown AFTER additional instruction has occurred at teacher's discretion. See additional guidance in the Math Instructional Handbook.
Science	
K-5	No Reassessment
5-12	- Students may retake assessment with additional work shown AFTER additional instruction has occurred at teacher's discretion. See additional guidance in the Science Instructional Handbook.

Summer Learning Packets

All scholars in K-12 will receive **summer learning packets** in June with content practice and reinforcement in preparation for the next grade (these activities will not be daily or day-by-day). Schools may choose to use the packets created by the network OR may choose to create their own/supplement the summer learning packets.

Each scholar will be responsible for completing and returning this packet/submitting Google Classroom assignments upon arrival in the upcoming school year (packets will be graded and completed packets will grant student admission to 1st Fun Friday event). Unlike holiday vacation packets, summer packets will be network-created. Summer Learning Packets will count as 5 homework grades (change weight of assignment to 5) in PowerSchool for each core subject included in the summer learning packet using the following rubric.

Gradebook Percentage Conversion Score	Description
100%	All or nearly all of my work is complete and correct.
85%	Most of my work is complete and correct.
70%	Some of my work is complete and correct.
65%	Some of my work is complete and mostly incorrect.
55%	None of my work is complete.

Online Platforms & Programs

BRICK Education Network uses several online platforms and programs to deliver and monitor the instructional program. The Director of Instructional Technology works with SOMs to ensure online platforms are ready for staff and students. The chart below outlines the main platforms and programs used. Schools should refrain from adding additional programs without guidance from the network.

Platform	Users	Purpose	Maintenance	Training
Amplify Close Reading	6-8 students (ELA only)	<i>Amplify Close Reading engages scholars in practice of middle school literacy skills via the form of an interactive graphic novel. The program utilizes grade level texts and allows scholars to practice and create. Students will use this program during the ILT block.</i>	<ul style="list-style-type: none"> Linked to SIS via Clever Students and staff accesses through Clever 	<ul style="list-style-type: none"> August
Amplify Reading	4-5 students (ELA only)	<i>Amplify Reading leverages compelling storytelling and the latest research to help students achieve true mastery of the concepts they need to become strong, life-long readers. The program meets all students where they are with individualized instruction and practice.</i>	<ul style="list-style-type: none"> Linked to SIS via Clever Students and staff accesses through Clever 	<ul style="list-style-type: none"> August
Amplify Science	K-8 Science Staff + 6-8 Students	<i>Amplify Science blends hands-on investigations, literacy-rich activities, and interactive digital tools to encourage students to think, read, write, and argue like scientists and engineers.</i>	<ul style="list-style-type: none"> Linked to SIS via Clever Students and staff accesses through Clever 	<ul style="list-style-type: none"> August/September
Clever	Staff + Students	<i>Platform used for single sign on for both students and staff. Clever links all BRICK platforms and programs to make signing on easy. Students log into Chromebook via Clever.</i>	<ul style="list-style-type: none"> Director of IT builds out requirements and manages site 	<ul style="list-style-type: none"> None
CommonLit	Students	<i>CommonLit offers teachers a free online collection of Common Core aligned reading materials. Teachers can use CommonLit to find texts for students from 4th to 12th grade. All content is available for free online.</i>	<ul style="list-style-type: none"> Linked to SIS via Clever 	<ul style="list-style-type: none"> None
Nearpod	K-4 Math	<i>Nearpod is an online platform that allows lessons to be interactive through an interactive slide deck. There are various activity slides that can be used to build engagement like draw it, polling, collaboration boards, open ended responses, quizzes, etc... Teachers are able to see multi student work on the teacher screen and receive reports on lesson data.</i>	<ul style="list-style-type: none"> Director of IT builds out requirements K-4 Math Director manages sites and lessons Linked to SIS via clever 	<ul style="list-style-type: none"> August/September
Desmos	5-12 math, 9-11 science	<i>Desmos can be used in a range of different ways including a free graphing calculator or using activities to connect mathematical concepts to concrete, real-world shapes and pictures. Teachers and students can engage in the moment</i>		<ul style="list-style-type: none"> August/September

		<i>since teachers can see student work immediately. Teachers can use premade activities (as part of the curriculum or publicly shared) or build their own to target specific class needs.</i>		
Easy IEP/Ed Plan	Staff	<i>Staff use Easy IEP to manage all IEPs, 504s and BRtS/I&RS systems</i>	<ul style="list-style-type: none"> ● Director of IT builds out requirements ● CST manages content 	<ul style="list-style-type: none"> ● August/September ● Dir. of Special Programs leads
Edgenuity	All SPED Students K-12/ Staff	<i>Platform “offers over 300 standards-aligned, online courses for students in grades 6–12. Courses are customizable and feature a full suite of learning tools and scaffolds, and can be taken for initial credit, as well as concept or credit recovery.”</i>	<ul style="list-style-type: none"> ● Linked to SIS via Clever ● SPED teachers manage student levels 	<ul style="list-style-type: none"> ● July/December ● Dir. of Special Programs leads
Teaching Strategies GOLD	PK Staff	<i>GOLD is an authentic, ongoing observational system for assessing children from birth through kindergarten. GOLD is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards.</i>	<ul style="list-style-type: none"> ● Linked to SIS via Clever 	<ul style="list-style-type: none"> ● August/September
Google Classroom	All staff and students	<i>Google Classroom allows teachers to provide assignments through Google that students can work on individually or collaboratively. Teachers can provide feedback via Google.</i> Note: Academic Directors provide guidance on the use of Google Classroom as part of the instructional model	<ul style="list-style-type: none"> ● Linked to SIS via Clever ● Students and Staff accesses through Clever 	<ul style="list-style-type: none"> ● Ongoing based on department
Google Stream	All Staff	<i>Stream your Drive files directly from the cloud to your Mac or PC, freeing up disk space and network bandwidth; this allows everyone to access documents directly from your desktop and file management system rather than downloading and uploading to Drive.</i>	<ul style="list-style-type: none"> ● Linked to SIS via Clever 	<ul style="list-style-type: none"> ● None
Hapara	All Staff	<i>Hapara is a program that allows teachers to seamlessly manage and integrate Google products such as Google™ Drive, Gmail, and Chrome into their instruction. The Hapara Highlights Extension works directly with students through the browser - Open and close web pages on student devices - Priority message students - Take snapshots of student screens.</i>	<ul style="list-style-type: none"> ● Linked to SIS via Clever ● Staff accesses through Clever 	<ul style="list-style-type: none"> ● September
Illuminate	Staff/Students	<i>Illuminate is a platform BRICK uses to build, deliver and analyze student assessments. Illuminate houses all SWYK and Illuminate data. All 3-12 students will take their SWYKs online no later than the start of Q2.</i>	<ul style="list-style-type: none"> ● Linked to SIS via Clever ● Staff accesses through Clever 	<ul style="list-style-type: none"> ● September with first round of SWYKs ● Directors will train IL to turn-key
iReady	K-8	Online learning platform for literacy and math	<ul style="list-style-type: none"> ● Linked to SIS via Clever 	<ul style="list-style-type: none"> ● Institute

	students (math only)	used in K-8 classrooms. In iREADY, teachers have the ability to assign specific standards/skills to students and/or allow students to follow a grade level pathway. If a student struggles, iREADY will move the student down to foundational skills to master before moving on.	<ul style="list-style-type: none"> Students and staff access through Clever 	
Kami	3-8 students (ELA only)	Kami is a tool that allows scholars to annotate PDF texts (novels and supplementary texts). This tool gives teachers daily visibility into student work and thinking.	<ul style="list-style-type: none"> Students access via PDF in Google Classroom 	<ul style="list-style-type: none"> August
Kickboard	Staff + Families	<i>Kickboard is a platform used to track iDREAM scores and daily SEL data. SEL team members use Kickboard to identify target students, classes and grades for further support. Families can download the kickboard app to see how their student is doing.</i>	<ul style="list-style-type: none"> Linked to SIS via Clever Families download app Staff accesses through Clever 	<ul style="list-style-type: none"> August
Lifelong Learners	K-4 Staff	<i>Lifelong Learners is a guided reading platform. Teachers use Lifelong Learners to see model instructional videos for discrete phonological and phonemic skills. Additionally, teachers can search for and download guided reading lesson plans that correspond to RAZ kids books by STEP level.</i>	<ul style="list-style-type: none"> School-wide login Director of Elementary ELA manages 	<ul style="list-style-type: none"> August Ongoing during Friday PD
PowerSchool	Staff	<i>Staff use PowerSchool for all student information, including recording of attendance. PowerSchool drives all online platforms and must be updated in real time.</i>	<ul style="list-style-type: none"> SOMs manage updates Director of IT builds out requirements 	<ul style="list-style-type: none"> Schools-based from SOMs Attendance entry during institute Grade book entry in September
RAZ Kids & Headsprout	K-2 students	<i>Online reading platform used in K-3 classrooms during guided reading block. RAZ kids provides leveled book libraries online that students can read and take quizzes on. Teachers have the ability to assign students particular levels. Teachers also use READING A-Z login to download books used for guided reading</i>	<ul style="list-style-type: none"> Teacher manually updates student names to match teaching roster Students and staff accesses through Clever 	<ul style="list-style-type: none"> August/September
STEMscopes	HS Science Teachers + Students	<i>STEMscopes is a K-12 comprehensive online science curriculum program that provides hands-on inquiry activities, assessments, problem-based-learning, intervention tools, acceleration materials, and teacher support resources.</i>	<ul style="list-style-type: none"> Linked to SIS via Clever Students and staff accesses through Clever 	
SchoolMint	All staff	<i>Observation and feedback online platform; IL use it to provide feedback to teachers on formal and informal observations; track action steps and keep observation feedback meeting notes, along with lesson plan submission.</i>	<ul style="list-style-type: none"> Linked to Bamboo Network Updates 	<ul style="list-style-type: none"> SB PD in August

		<p><i>Starting SY 21-22, schools will have access to share videos during coaching sessions and teachers can share videos of them implementing a strategy practiced during a coaching session. This feature will allow staff to edit, add timestamps, and share final videos to the appropriate staff member.</i></p> <p><i>Here are helpful step-by-step instructions:</i></p> <ol style="list-style-type: none">1. <u>How to access SchoolMint Video App</u>2. <u>How to use the SchoolMint Video App</u>		
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Illuminate Resources

Illuminate is a platform BRICK uses to build, deliver and analyze student assessments. Illuminate houses all SWYK and Interim/Quarterly assessment data. Here are some important links to guide you on how to use Illuminate, along with roles and responsibilities.

[Illuminate Online Testing Training Slide Deck](#)

[Student Facing Illuminate SWYK Slide Deck](#)

Illuminate Roles and Skills

General Resource: [Getting Started with Online Testing](#)

Role	Knowledge of the following Tasks	Responsible for the following Task
Tech Team	<ul style="list-style-type: none"> ● Push out assessments to teachers ● Push out assessments to students in portal ● Print bubble sheets ● Update student rosters ● Set accommodations (ie. text to speech and calculators) for students who are classified ● Assign permissions ● Create/manage users ● Tag students as SpEd ● Password support ● Use gradebands to determine gradebook grades and Instructional Guidebook ● Check student progress during testing <ul style="list-style-type: none"> ○ Live monitoring tool 	<ul style="list-style-type: none"> ● Update student rosters ● Assign permissions ● Password support ● Create/manage users
School Leadership- Ops [Testing Coordinators]	<ul style="list-style-type: none"> ● Push out assessments to students in portal ● Push out assessments to teachers ● Print bubble sheets ● Scan and review bubble sheets ● Set accommodations (ie. text to speech and calculators) for students who are classified ● Test using Quickcode ● Reopen/Pause tests during online testing ● Enter MC by hand as back up (Flex tests or Item bank) 	<ul style="list-style-type: none"> ● Print bubble sheets ● Review data for 100% student completion --interims ● Check student progress during testing--interim <ul style="list-style-type: none"> ● Live monitoring tool ● Set accommodations (ie. text to speech and calculators) for students who are classified ● Reopen/Pause tests during online testing ● Scan and review bubble sheets
School Leadership- Academic	<ul style="list-style-type: none"> ● Review data for 100% completion ● Grade OERs in Illuminate or (JH tutorial) ● Review ECRs in Illuminate ● Push out assessments to teachers ● Data analysis to determine course, class and student trends ● Data analysis to determine teacher and course trends ● Scan and review bubble sheets ● Reopen/Pause tests during online testing ● Push out assessments to students in portal 	<ul style="list-style-type: none"> ● Review data for 100% student completion--non interims ● Data analysis to determine course, class and student trends ● Data analysis to determine teacher and course trends ● Reopen/Pause tests during online testing ● Check student progress during testing--all <ul style="list-style-type: none"> ● Live monitoring tool

	<ul style="list-style-type: none"> ● and Quick code ● Check student progress during testing ● Enter MC by hand as back up (Flex tests or Item bank) ● Provide headphones to students with accommodations 	
<p>Teachers</p>	<ul style="list-style-type: none"> ● Review data for 100% completion ● Push out assessments to students in portal and Quick code ● Grade OERs in Illuminate or (JH tutorial) ● Review ECRs in Illuminate ● Data analysis to determine course, class and student trends ● Use reports to share results with students (share results and student portal) ● Scan and review bubble sheets ● Enter MC by hand as back up (Flex tests or Item bank) ● Test using Quickcode as back up ● Check student progress during testing <ul style="list-style-type: none"> ○ Live monitoring tool ● Reopen/Pause tests during online testing ● Use gradebands to determine gradebook grades ● Print bubble sheets 	<ul style="list-style-type: none"> ● Review data for 100% student completion--all ● Grade OERs in Illuminate or (JH tutorial) ● Review ECRs in Illuminate ● Data analysis to determine course, class and student trends ● Scan and review bubble sheets ● Check student progress during testing -non interim ● Live monitoring tool ● Reopen/Pause tests during online testing ● Use reports to share results with students (share results and student portal) ● Use gradebands to determine gradebook grades ● Enter MC by hand as back up (Flex tests or Item bank) ● Provide headphones to students with accommodations

Independent Learning Time | SY 21/22

The Vision and Goal of Independent Learning Time: Being a dependent learner impedes a student’s ability to unlock their limitless potential.” Zaretta Hammond (2015) in her book “Culturally Responsive Teaching and the Brain” presents what she calls the “epidemic of dependent learners” created by denying students the opportunities to develop the cognitive skills and processes that help them become independent learners.” (p.20) She defines dependent learners as having the following common traits:

The Dependent Learner
<ul style="list-style-type: none">● Is dependent on the teacher to carry most of the cognitive load of a task always● Is unsure of how to tackle a new task● Cannot complete a task without scaffolds● With sit passively and waits if stuck until teachers intervenes● Doesn’t retain information well or doesn’t get it● Need to develop the cognitive skills for higher order thinking● Have internal stories about themselves shaped and developed by structural inequalities.● These internal stories become a negative academic mindset as a result of being denied opportunities to become independent learners

Contrast this with the qualities of Independent Learners:

Independent Learner
<ul style="list-style-type: none">● Relies on the teacher to carry some of the cognitive load temporarily● Utilizes strategies and processes for tackling a new task● Regularly attempts new tasks without scaffolds● Has cognitive strategies for getting unstuck● Has learned how to retrieve information from long term-memory● Knows when and how to seek help.● Knows his or her strengths and opportunities for growth and is excited to attack them.● Knows the joy of learning and the rush of the “ah ha, I get it” moment.

Hammond states the problem is “For culturally and linguistically diverse students, their opportunities to develop habits of mind and cognitive capacities are limited or non-existent because of educational inequity. The result is their cognitive growth is stunted, leaving them dependent learners, unable to work to their full potential. (p. 13) “We have to help dependent students learn new cognitive skills and habits of mind that will actually increase their brainpower. Students with increased brainpower can accelerate their own learning, meaning they know how to learn new content and improve their weak skills on their own.” (p. 15).

Hammond refers to this as the most important job of educators.

At BRICK, the Independent Learning Time block is one way that we strike back against this trend, move all students towards independence, and relentlessly knock down one barrier to students’ academic success.

The ILT Class Key Criteria for Success

Structures Criteria for Success

- The Independent Learning Time class (45 Min.) will be included in the schedule of every scholar in grades 4-8 in all BRICK Schools 4-5 days a week.
- There are clear, sustainable systems for Teachers and ILTL to collaborate or communicate information to create weekly Individualized Learning Plans for students that allow for some flexibility if the student meets the goals early, finds that the activities are not useful in building up skills, or the student is otherwise not being successful doing the work and meeting the goals of the plan.
- Instructional methods are differentiated and aligned to the student's current learning target.
- There is a clear plan and progression for each grade or student to learn and internalize the systems of the Independent Learning Block.
- Embedded within the systems of the learning block at each grade, is instruction in the habits of mind, executive functioning, organization, mindset, and self-reflection including review of personal data in order to build students up to become independent learners.
- Professional Development is provided to all necessary staff connected to both the structures of communication necessary to develop and track learning goal progress.
- Professional Development is provided to all necessary staff to ensure alignment between the habits of mind, executive functioning, organization, mindset and self-reflection including review of personal data to ensure teacher across the school are aware of the area of development students are working on, and sharing the same language and strategies in class to support this work. For example, if the current focus is that instead of waiting for a teacher when they are stuck, they use a strategy to get themselves started, then all teachers are aware of this and pushing students to do this in classes, as well as in the ILT Block.
- There is a deliberate progress of learning targets created for grades 4-8 that ensures students become independent learners.

Learning Environment Criteria for Success:

- The Independent Learning Block Classroom is set up to ensure students are easily able to access the tools they need to work independently and spaces for various types of learning including but not limited to computer access and headphones for students working on learning platforms, areas for project based learning, space set aside for whisper level collaborative learning or small group support, as well as silent zones where student who need to think deeply can without interruption.
- Embedded into the system are incentives and rewards. These do not have to be external, and can be structured to bring out intrinsic motivation, but they must be present and visible.
- Clear rules and guidelines for the space and the time are created and posted to ensure students make the most of their time in the block.
- Student Independent Learning Plans are accessible and visible to students and other staff.
- There is a visible reminder to students that shows what their work is for the day so they don't waste time, and all students learn to get to work right away, all the way.
- Instructional Learning Block Leaders are master teachers and seen as school leaders who own and manage the program receiving the necessary training and support to do this effectively; they also are in the classroom during ILT working directly with students but also managing other staff who may be working with students

Outcomes: Students Become Independent Learners as evidenced by:

- Students being able to state their goal, how this goal was developed, how they are working to achieve it, how the work they are doing will ensure success and why it's important.
- Academic growth due to learning the skills of independent learning and owning their own mastery of knowledge.
- Being confident and self-motivated as a result of having the skills to learn independently, and the trust to own their education.
- Students own their own mastery and achieve their goals.
- Student mindset shifts to one of fluid intelligence and faith in their own ability as a learner.

SY 21/22 Guidance | Achieve Launch Year

For the SY 21/22 school year, ILT will be launched and then built upon over the course of the year based on staffing and our return to in person learning.

Staffing Considerations:

- 2 full time ILT teachers (1 through Q1)
- Based on staff schedules, teachers will be assigned ILT
 - Grade 3 Math
 - Grade 5 ELA and Math
 - Grade 7 ELA and Math
 - Grade 7/8 Science
 - Grade 7/8 Social Studies
 - *Other staff based on schedule*
- Note: grade 3-8 staff who do not teach three-90 minute blocks per day may be assigned ILT - this could mean being an ILT teacher for another grade level. It is expected that ILT teachers will take full ownership of whatever ILT classes they lead and maximize the time to move student achievement.
- Grading: all students are enrolled in an ILT course and receive a Pass/Fail grade.
- In Q1, teachers assigned to ILT will be the lead teacher in the classroom and will coordinate ILT for their students; the ILT leader will ensure that all ILT classes are established and students and teachers are working towards the launch goals (the ILT lead is the lead teacher for some classes, as outlined in the schedule).
- In Q2, the 2 ILT teachers will assume the role of lead teacher in the classroom and teachers assigned to ILT will work with a caseload of students

Academic Program Notes:

- **Math:** the math department has developed an Arc of the Year to assist ILT leaders and ILT teachers on where to focus during ILT. Math teachers who are also ILT teachers should use this AotY to maximize their additional time with students and also students in other grades they are working with during ILT; see page 39 of the [K-12 Math Guidebook](#).
 - NOTE: Following Interims, each grade level math teacher will select 2-3 standards of focus. As part of their analysis and action planning, the teacher will identify ONE iReady lesson that supports mastery of these standards each week and will schedule this in their analysis template. The grade level math teacher will assign this lesson to students in iReady. In ILT, students will then complete this lesson first and then continue on the MyPath as indicated by their diagnostic.

- **ELA:** the ELA department has developed some guidance on ways to maximize ILT. For grades 3-4, review page 24 of [K-12 ELA Guidebook](#); **additional guidance for grades 5-8 coming soon

Achieve Timeline

Phase	Dates	What's Happening	Staff Involved
<p>Launch</p>	<p>8/30 to 10/8</p>	<p>Foundation Setting: <i>in this phase, students and staff are building investment, systems and routines to ensure independence for phase 1 when staff begin working in small groups.</i></p> <p>Goals:</p> <ul style="list-style-type: none"> ● 100% of 4-8 students and staff are invested in the vision for ILT and understand how ILT builds independent learners ● 100% of 4-8 students on tier 1 online platforms <ul style="list-style-type: none"> ○ iREADY for math ○ Amplify Close Reading for ELA ● 100% of students understand what success looks like on tier 1 platforms (pass rate, minutes per week, etc.) ● 100% of students begin to develop their ability to identify their own learning gaps; looking at ETs/assessments and saying “I didn’t get that...here’s what I can do...” <p>Notes:</p> <ul style="list-style-type: none"> ● ILT leader will develop PD and turn-key slides for ILT teachers to use to invest students (focus on students taking ownership of their learning; asking for help and/or independently finding help) ● ILT lead ensures all ILT classes are functioning at a high level and troubleshoots with teachers to meet the launch goals ● Students take baseline assessments as part of the ELA and math program to determine areas of strength and growth ● Students who require foundational reading instruction should be identified through fluency assessments and placed in the foundational reading pathway** (see Erin Davis) 	<p>ILT Leader</p> <p>ILT teachers</p> <p>Leaders</p>
	<p>8/30 To 9/10</p>	<p>RCO integration with ILT</p> <ul style="list-style-type: none"> ○ SPED teachers will push into ILT to support students with IEPs on online programs (as outlined in schedule) ○ SPED teachers observe students, informally assess independence, work style and develop relationships ○ SPED teachers review IEPs to determine plan and grouping based on student needs ○ Pull out of students should not happen prior to 9/12 	<p>RCO/RCI teachers</p>
<p>Phase 1</p>	<p>10/11 to</p>	<p>Targeted Instruction 1.0: <i>In this phase, based on staff availability, teachers begin working with students in small groups based on identified goals</i></p>	

	<p>11/24</p>	<p><i>using baseline data. Teachers work with students to identify their needs and begin to help make a plan</i></p> <p>Goals:</p> <ul style="list-style-type: none"> ● 25% of students receive targeted instruction (based on availability of staff) ● 100% of students engage in Tier I online platforms when not engaging in targeted instruction with a teacher ● 100% of students receiving targeted instruction from iReady assigned lessons, in addition to “My Pathway” ● 100% of students can articulate the purpose of ILT ● 100% of students can articulate what and why they are working on on tier 1 online platforms ● RCO/RCI teachers have identified spots for gen ed students to participate in instruction <p>Notes:</p> <ul style="list-style-type: none"> ● Teachers begin working with students to develop the language of identifying learning opportunities and begin the process of making a plan ● This phase still looks like 100% of students on tier I online platforms, but now the ILT teacher is working with a small group during class; RCO/RCI teachers are pulling out students ● The ILT leader is monitoring and providing feedback to ILT teachers (while still leading his/her assigned classes) and building out systems for Phase 2 	
<p>Phase 2</p>	<p>11/30 To ...</p>	<p>Targeted Instruction 2.0: <i>In this phase, ILT leaders (2) take the lead classroom role and assigned ILT teachers work with small groups based on specific data points from most recent interims as directed by the ILT leader working with ELA and math teachers. Note: the ILT leader is still working with a caseload of students during this time</i></p>	

Appendix: Guidebooks

[BRICK ELA Guidebook SY 21-22](#)

[BRICK Social Studies/History Guidebook SY 21-22](#)

[BRICK Math Guidebook SY 21-22](#)

[BRICK Science Guidebook SY 21-22](#)

[BRICK Preschool Guidebook SY 21-22](#)

[BRICK Performance Guidebook SY 21-22](#)

English Language Arts Guidebook | K-12



2021 - 2022

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Please note: The High School Practices, Guidebook and Curriculum will be further developed upon the addition of high schools to our academic portfolio. The following work is based on the 20-21 school year (unless otherwise noted) and is under construction for further research and codification.

Part I | English Language Arts at BRICK Schools

Purpose of this Guidebook

BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key instructional routines, mind-sets and procedures used by ALL teachers and school leaders to raise student achievement. This guidebook outlines these items to ensure a high level of execution. All staff members are expected to read, internalize and practice the contents of this guidebook.

BRICK’s Mission

BRICK’s mission is to relentlessly knock down all barriers to students’ academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It’s our vision that each and every child will have an unimpeded path to unlocking their limitless potential.

Instructional Model Overview

The basis of our instructional model and everything we do is rooted in equity. BEN's instructional model is built on the belief that we must first understand the individual needs of our students and then design educational experiences that ensure all students achieve success. It is through an equity lens that we adhere to BEN's four tenets of instruction.

The intentional implementation of these four tenets, with fidelity, will break down all barriers to ensure access, opportunities, and success for all.



Tenet	Driver
<p>Rigorous PK-12 academic curriculum with Integrated Social Emotional Learning & Identity Development <i>Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.</i></p>	<ul style="list-style-type: none"> Vertically Aligned PK-12 Curriculum Culture of Belonging Intentional Relationship Development Explicit Social Emotional Learning Instruction Culturally Sustaining Practices Independent Learning Time Student Voice College and Career Readiness Trajectory
<p>Continuous development & support of all staff <i>BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.</i></p>	<ul style="list-style-type: none"> Curriculum Based PD Summer Leader and Teacher Institutes Network & School Led Teacher PD Unit & Lesson Unpacks Observation Feedback Cycle Leader Content Development Residency Programs

<p>Data driven decision making We collect and analyze academic, SEL and program implementation data to <i>pinpoint the specific strengths and growth opportunities and adjust the actions of students, teachers and leaders to improve student outcomes.</i></p>	<ul style="list-style-type: none"> ● Frequent Review and Feedback on Student Work ● Strategic Assessments: Academic, behavior, and social-emotional data collection & analysis ● Program Implementation data collection ● Perception Data Collection ● Data Meetings & Reflection ● Sankofa Weeks of Reflection
<p>High-impact teaching and leading practices <i>Teachers, support staff and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity and rigor in all classrooms.</i></p>	<ul style="list-style-type: none"> ● BEN's Best Practices ● Culturally Responsive Teaching ● Accelerated Learning ● Arc of the Year Development

BRICK's Vision for English Language Arts

At BRICK Education Network, we believe that all children deserve access to a high quality education and that literacy is the foundation of all future success. We believe deeply that time spent reading a diverse body of complex texts widens the student perspective, builds empathy within our students and strengthens connections between the individual student and society. We believe that presenting students with rigorous tasks provides the preparation and empowerment needed for students to become agents of change.

BRICK Education Network's Literacy Principles

- **Reading is Thinking:** Being able to decode words is one important part of reading, yet it is not the ultimate goal. Acquiring knowledge and making meaning is the ultimate goal, which requires using schema to synthesize new information with previous information. This is a complex process that is not mastered quickly. It is something that develops over time with practice.
- **Step Up Every Day:** Every lesson, every bit of feedback, every paragraph read matters to students' reading development. The effects of our work are cumulative. Every day BEN teachers help students master key knowledge and skills to advance to the reading level.
- **Prove It:** Providing textual evidence is an essential skill for a reader to master. BEN students use various methods (i.e. the RACE method, annotation) to provide textual evidence to support ideas and statements made in class.
- **Productive Struggle:** Deep understanding of a text requires deep, critical thinking and profound discussion, which can only happen through productive struggle. Productive struggle is defined as providing students with the opportunity to grapple with complex texts and tasks (struggle), without reaching a frustrational level (productive).
- **Knowledge is Key:** Foundational knowledge is essential for comprehension of a diverse body of texts. Every BEN teacher is responsible for empowering our scholars to be life-long readers and learners through intentional amplification of content knowledge around science, civics, geography and history.

Culturally Responsive Practices in English Language Arts

Culturally Responsive Teaching (CRT) is defined as “an educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. **All the while, the educator understands the importance of being in a relationship and having a social emotional connection to the student in order to create a safe space for learning.**” (Hammond 14)¹

Ultimately, we know that the most effective environment for learning is one that is “intellectually and socially safe for learning”(Hammond 17). Key points from Hammond:

- “Every culturally responsive teacher develops a socio-political consciousness, an understanding that we live in a racialized society that gives unearned privilege to some while others experience unearned disadvantage because of race, gender, class or language (18).”
- “Culturally responsive information processing techniques grow out of learning traditions of oral cultures where knowledge is taught and processed through story, song, movement, repetitious chants, rituals, and dialogic talk (127).
- “According to education researchers, feedback is one of the most powerful tools we have to improve learning. The brain needs feedback or it will keep doing the same thing over and over even if that doesn’t result in improved skill or performance (102).”

How CRT shows up in the English Language Arts Classroom:

1. **Read to Connect:** Engage students with texts that validate their own experiences whilst further developing their understanding of the socio-political context in which all texts are written as well as shed light on the practices and policies that create and reinforce the current inequities that we strive to dismantle.
2. **Write to Think:** Writing tasks are not only a way for students to communicate what they know, but a powerful tool for students to deepen their own understanding of content.
3. **Talk to Learn:** Literacy teachers honor student agency and voice by providing daily opportunities for students to engage in both social and academic talk structure (149). Teachers allow students the space and time to “talk to learn” from one another.
4. **Wise Feedback:** Throughout the Literacy block, teachers provide feedback that is instructive rather than evaluative. They do so in a manner that seeks to build, not erode, trust between teacher and student. All feedback is specific, in the right dose, timely and delivered in a low stress, supportive environment. Wise feedback conveys faith in the potential of the student while being honest about where he or she is right now.

¹ Hammond, Z. L. (2015). Culturally responsive teaching and the brain. Corwin Press.

Social-Emotional Learning

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual. **While the left hand column aims to describe what it looks like for a student to be college and career ready, we recognize that none of this is possible without the regular and intentional focus on the social emotional learning of students.** To that end, ELA teachers strive to both model and provide opportunities for students to practice and receive feedback on their proficiency in the SEL competencies outlined on the right of this table.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language	Five SEL Core Competencies as Identified by CASEL²
<p>They demonstrate independence. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information.</p> <p>They build strong content knowledge. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.</p> <p>They respond to the varying demands of audience, task, purpose, and discipline. Students adapt their communication in relation to audience, task, purpose, and discipline.</p> <p>They comprehend as well as critique. Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.</p> <p>They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text.</p> <p>They use technology and digital media strategically and capably.</p> <p>They come to understand other perspectives and cultures. Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds.</p>	<p>Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p> <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p> <p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p> <p>Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p>

² <http://www.casel.org/social-and-emotional-learning/core-competencies>

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As we continue to grow and learn about these areas of focus, we will deepen our understanding and enrich our instructional practices to even more effectively ensure all learners achieve their highest potential. Our program is specifically designed to meet the goals of these frames, and we must highlight these aspects as we prep and teach.

For more concrete and grade-level specific examples, please refer to each grade level section that follows.

Accelerated Learning in English Language Arts

BRICK prioritizes grade-level content and rigorous instruction for all students. *All students, regardless of ability, deserve and must have the opportunity to access grade level content including exceptional learners with IEPs and our Multi-language learners. We must prioritize content allowing teachers to focus on the depth of understanding required for success in the current grade in preparation for the next grade. Teachers must continue to hold a high bar for student work and support students along the way.*

In ELA specifically we will:

- Use student performance data to determine which students need additional foundational reading support at all grade levels
- Leverage ILT (Independent Learning Time) in grades 5 -8 to focus on writing and reading habits as well as foundational skills in teacher-led small groups
- Use an aligned rubric to provide feedback on writing across all classrooms
- Leverage Social Studies to build content and background knowledge through the use of common maps, timelines, and foundational conceptual understandings of our world and society

K-12 English Language Arts: Curriculum Continuum

The following table outlines the core texts and unit titles for the K-12 ELA Curriculum. Please note that as the curriculum is updated, this table will be changed.

Grade Level	Unit	Anchor Texts
Kinder	Unit 1: Good Reader Habits	Nursery Rhymes
	Unit 2: STORIES	Peter’s Chair, Jabari Jumps, The Very Hungry Caterpillar
	Unit 3: The Seven Continents and Their Stories	Nonfiction Texts
	Unit 4: Getting to Know Authors & Illustrators	Kite Flying, The Lion and the Mouse, Cassie’s Word Quilt
	Unit 5: Black History Leaders, Innovators, and Advocates	Martin’s Big Words, Rosa, Tar Beach, Henry’s Freedom Box
	Unit 6: Plants and Animals & Seasons and Weather	Short Stories & Passages, Swimmy
Grade 1	Unit 1: Hispanic Heritage	Mango, Abuela and Me; Too Many Tamales
	Unit 2: What a Character!	Big Al, Chrysanthemum, A Bad Case of the Stripes
	Unit 3: Amazing Grace	Amazing Grace, Boundless Grace, Princess Grace
	Unit 4: Fractured Fairy Tales	The Frog Price, Little Red Riding Hood, Sleeping Beauty
	Unit 5: Black History Heroes	Jesse Owens, Thurgood Marshall, Harriet Tubman, Alvin Ailey
	Unit 6: Women of Courage	Malala’s Magic Pencil, Hidden Figures, Sonia Sotomayor
	Unit 7: Junie B. Jones	Junie B. Jones: First Grader at Last by Barbara Park
Grade 2	Unit 1: Hispanic Heritage	Island Born, Sonia Sotomayor
	Unit 2: Amazing Animals	Short Stories and Passages
	Unit 3: Drawing Connections and Comparisons	Short Stories and Passages

	Unit 4: Insects	Nonfiction Texts
	Unit 5: Building Independence with More Complex Texts	Short Stories and Passages
	Unit 6: Keena Ford	Keena Ford and the Second Grade Mix Up by Melissa Thompson
	Unit 7: Navigating Challenge - Unseen Genres and Longer Texts	Short Stories and Passages
Grade 3	Unit 1: Reading to Discover New Ideas	Short Stories
	Unit 2: Building Independence	Short Stories
	Unit 3: Hundred Dresses	Hundred Dresses by Eleanor Estes
	Unit 4: Drawing Connections, Comparisons, and Conclusions Across Texts: Building the Habits	Short Stories
	Unit 5: Reading to Discover New Ideas II	Short Stories
	Unit 6: Navigating Challenge	Short Stories
Grade 4	Unit 1: Building Independence with More Complex Texts	Short Stories
	Unit 2: Drawing Connections, Comparisons, and Conclusions Across Texts: Building the Habits	Short Stories
	Unit 3: Charlie and the Chocolate Factory	Charlie and the Chocolate Factory by Ronald Dahl
	Unit 4: Integrating Video and Multimedia Sources	Short Stories
	Unit 5: The Girl Who Could Fly	The Girl Who Could Fly by Victoria Forester
Grade 5	Unit 0 Short Stories and Foundational Skills	Short Stories
	Unit 1 Wonder	Wonder by R.J. Palacio
	Unit 2 Look Both Ways	Look Both Ways by Jason Reynolds
	Unit 3 Esperanza Rising	Esperanza Rising by Pam Munoz Ryan

	Unit 4 Roll of Thunder Hear My Cry	Roll of Thunder Hear My Cry by M.D. Taylor
	Unit 5 A Single Shard	A Single Shard by Linda Sue Park
Grade 6	Unit 0 Short Stories and Foundational Skills	Short Stories
	Unit 1 The Outsiders	The Outsiders by S.E. Hinton
	Unit 2 The Crossover	The Crossover by Kwami Alexander
	Unit 3 Claudette Colvin	Claudette Colvin: Twice Toward Justice by Phillip Hoose
	Unit 4 Before We Were Free	Before We Were Free by Julia Alvarez
	Unit 5 Pet	Pet by Akwaeke Emezi
Grade 7	Unit 0 Short Stories and Foundational Skills	Short Stories
	Unit 1 A Raisin in the Sun	A Raisin in the Sun by Lorraine Hansberry
	Unit 2 All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team	All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team by Christina Soontornvat
	Unit 3 Poetry	Anthology of Poems
	Unit 4 Night	Night by Elie Wiesel
	Unit 5 Clap When You Land	Clap When You Land by Elizabeth Acevedo
Grade 8	Unit 0 Short Stories and Foundational Skills	Short Stories
	Unit 1 Animal Farm	Animal Farm
	Unit 2 Shadowshaper	Shadowshaper by Daniel Jose Older
	Unit 3 Their Eyes Were Watching God	Their Eyes Were Watching God by Zora Neale Hurston
	Unit 4 Short Stories	Short Stories
	Unit 5 The Autobiography of Malcolm X	The Autobiography of Malcolm X by Alex Haley

Grade 9	Unit 1	The Piano Lesson
	Unit 2	To Kill A Mockingbird
	Unit 3	I Know Why the Caged Bird Sings
	Unit 4	Romeo and Juliet
Grade 10	Unit 1	The Crucible
	Unit 2	Things Fall Apart
	Unit 3	In the Time of Butterflies
	Unit 4	Macbeth
Grade 11	Unit 1	We Should All be Feminist
	Unit 2	Just Mercy
	Unit 3	The Fire Next Time
	Unit 4	Hamlet
Grade 12	Unit 1	The Autobiography of Malcolm X
	Unit 2	A Streetcar Named Desire
	Unit 3	Inquiry Based Research
	Unit 4	Julius Caesar

New Jersey State Learning Standards Literacy Principles

- **Text Complexity:** Text is king. Students should be exposed to texts that increase in complexity throughout the school year no matter their reading level; students should regularly read independently at their reading level; teachers must strive to help students reach their grade-band reading level if they are behind.
- **Text-Dependency:** Most classroom activities, tasks and questions should require students to support their work with evidence from texts they have read.
- **Academic Vocabulary:** Students must acquire and use high-frequency academic vocabulary from the texts that they read

Core Competencies of Reading

The National Reading Panel (NRP) issued a report in 2000 that responded to a Congressional mandate to help parents, teachers, and policymakers identify key skills and methods central to reading achievement. The Panel reviewed more than 100,000 studies and identified 5 methods that consistently relate to reading success:

Phonemic Awareness

- The ability to notice, think about, and work with individual sounds in spoken words. Children need to be aware of how the sounds in words work. They must understand that words are made up of speech sounds, or phonemes.

Phonics

- Phonics instruction teaches children the relationships between the letters (graphemes) of written language and the individual sounds (phonemes) of spoken language. It teaches children to use these relationships to read and write words. The goal of phonics is to help children learn and use the alphabetic principle – the understanding that there are systematic and predictable relationships between written letters and spoken sounds.

Fluency

- The ability to read a text accurately and quickly. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. Readers who have not yet developed fluency read slowly, word by word. Their oral reading is choppy and plodding. Fluency is important because it provides a bridge between word recognition and comprehension.

Comprehension & Analysis

- Comprehension is the reason for reading. If readers can read the words but do not understand what they are reading, they are not really reading. Readers must be able to understand information that is straightforward as well as information that is implied to fully comprehend a text. Once readers understand both literal and implied meaning, they think about how the text was crafted – analyzing or critiquing the author’s choices.

Vocabulary & Background Knowledge

- Vocabulary refers to the words we must know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary. Oral vocabulary refers to the words that we use in speaking or recognize in language. Reading vocabulary refers to the words we recognize or use in print.

Vocabulary is important because children use the words they have heard to make sense of the words they see in print. Beginning readers have a much more difficult time reading words that are not already part of their oral vocabulary.

- Vocabulary is a key component of background knowledge. As texts become more complex, readers must bring and apply background knowledge about the world in order to fully understand. More sophisticated texts require background knowledge that is often beyond the reader's own personal experience.

Productive Struggle*

(for students with IEPs/students who are two or more grade levels below)

Students who receive interventions can be supported further in **Literature** class in the following way:

For students that need fluency intervention:

- Wherever possible, allow time for multiple independent reads of the text. This could mean sending home the day's reading the night before; it could mean requiring students to read the most complex paragraph/section at least 2 times, etc.
- Reduce the number of questions that these students must answer to allow more time for careful, independent reading.

For students that need comprehension intervention:

- Whenever possible, confer with these students using comprehension questions (always being certain to start broad- e.g. What is happening in the text so far?- before going more narrow with back-pocket questions.)
- If helpful, provide students with part of the comprehension framework (e.g. Jonas is about to make an important choice- keep an eye out for the choice that he makes.)

For students that need decoding intervention:

- Provide an audio version of the book.
- If the class is co-taught, the learning specialist can pull these students out for an oral reading of the text.

Students who receive interventions can be supported further in **Writing** class in the following ways:

Leverage co-teacher for:

- Parallel teaching, small group instruction, pre-teaching, and additional conferences
- Assign individual CFS to scholars who need a narrower focus for writing

For students with writing fluency:

- Start by giving a specific number of lines or sentence requirement and monitor and provide feedback throughout the writing

For students who struggle to get started writing:

- Whenever possible, first talk through the writing one-on-one or in small groups while recording notes for the scholar to refer to when set off to independently write
- Whenever possible, offer a clear and easily replicable graphic organizer at the start of the unit that the scholar can then de-scaffold over the course of the unit.
- Whenever possible, offer a clear and easily replicable graphic organizer at the start of the unit that the scholar can then de-scaffold over the course of the unit.
- Where appropriate, provide sentence starters and then de-scaffold over time as the scholar gets proficient at starting writing

Guided Research and Texts

- Culturally Responsive Teaching & The Brain by Zaretta Hammond
- The Knowledge Gap by Natalie Wexler
- [Social and Emotional Learning Competencies](#)

Part II | ELA Core Curriculum K-4

Student Experience Narrative

K-2

Today, we will start the day in Strategic Read Aloud. While my teacher reads, I'll listen closely and help my classmates answer questions about the text. When we are done reading, we will go back to our desks to complete the independent activity. I will use my neatest handwriting to write complete sentences using the sounds and sight words I know. I will include all the evidence I remember from the text and draw detailed pictures to match my answers. Then, I'll get to share what I wrote with my teacher and classmates. Later, I will go to Guided Reading. I love reading independently! I use my reading strategies to finish the book. Then, I work with my teacher to read more fluently and answer questions. Finally, we have writing. I help my teacher and classmates write a story on the carpet, then it's my turn to try on my own! I try to include the new vocabulary words we learned in Strategic Read Aloud to make my story more interesting. I can't wait to publish my piece!

3-4

Today during Lit Block we are continuing to read short passages and identify the central idea. The teacher lets us read and annotate independently, then we come together to compare our notes. We identify key pieces of evidence and use them to answer an open ended response. I'm focusing on finding and explaining my evidence this week. Later, we go to Guided Reading. I get to read with the teacher first. She helps me read through tricky words and identify the new character relationships in the chapter book. Next, I go to my desk and complete my independent response. I cite my evidence and then pass my completed work to my teacher. Finally, we have writing. Today, we are working on expanding our stories with dialogue. I am excited to share my piece with my classmates!

Overview/Vision/Key Components/Lesson Structure

The K-4 ELA program has a Balanced Literacy approach that relies on a balance of different, but connected, components. These components are as follows:

Kindergarten & First Grade:

Balanced Literacy					
Strategic Read Aloud 40 Minutes	Guided Reading Blocks (Rotations) 100 Minutes				Writing Workshop 40 Minutes
All scholars engaged in an interactive read aloud where the primary focus is for students to be engaged in rigorous and meaningful discussion.	Guided Reading 25 Minutes	Reading Mastery 25 Minutes	HeadSprout 25 Minutes	RAZ (DDI)* 25 Minutes	Teacher is modeling skills through the writing process. Scholars are engaged in a workshop model, where the teacher is conferencing with scholars and scholars are working independently on writing planning and pieces.
	A small group of scholars (up to 6) being coached through reading leveled texts while other scholars are either in reading mastery or on a blended learning program.	Small group instruction focusing on phonics and grammar using the Reading Mastery program.	Small group, blended learning.	Small group blended learning used for intervention.	
	Rotations				
	Group A	Group B	Groups C + D (up to 12)	N/A	
	Group B	Group A	DDI RM using C + D	DDI RAZ using C + D	
	Group C	Group D	Groups A + B (up to 12)	N/A	
	Group D	Group C	DDI RM using A + B	DDI RAZ using A + B	

*DDI stands for *data driven instruction*. This is the data that teachers have collected from STEP, assessments, and daily practice. Students who have been pre-determined at the start of the 6-week instructional plan to need additional *at-bats* or *intervention* will receive Reading Mastery **twice** in a single guided reading rotation.

Second Grade

Balanced Literacy					
Strategic Read Aloud 45 Minutes	Guided Reading Blocks (Rotations) 90 Minutes			Close Reading 60 Minutes	Writing Workshop 40 Minutes
All scholars engaged in an interactive read aloud where the primary focus is for students to be engaged in rigorous and meaningful discussion.	Guided Reading 30 Minutes	Reading Mastery (until Jan) <hr/> Informational Guided Reading 30 Minutes	RAZ Kids 30 Minutes	This is taught using parallel teaching in which both teachers are teaching the same lesson at the same time, but to differentiated groups. Based on collected data, teachers may increase or decrease support with reading and responding to tasks accordingly. This only happens once a week.	Teacher is modeling skills through the writing process. Scholars are engaged in a workshop model, where the teacher is conferencing with scholars and scholars are working independently on writing planning and pieces.
	A small group of scholars (up to 6) being coached through reading leveled texts while other scholars are either in reading mastery or on a blended learning program.	Small group instruction focusing on phonics and grammar using the Reading Mastery program. <i>*Note (after Jan): A small group of scholars (up to 6) being coached through reading informational leveled texts.</i>	Small group blended learning using an online platform.		
	Rotations				
	Group A	Group B	Group C		
	Group C	Group A	Group B		
	Group B	Group C	Group A		

Third Grade

Balanced Literacy				
Literacy Block 60 Minutes	Guided Reading Blocks (Rotations) 60 Minutes	Writing Block 40 - 45 Minutes	ILT 45 Minutes	
All scholars engaged in a close reading text where the primary focus is for students to be engaged in rigorous and meaningful discussion.	Narrative Guided Reading <i>60 Minutes (two rotations of 30 minutes)</i>		Teacher is modeling skills through the writing process. Scholars are engaged in a workshop model, where the teacher is conferencing with scholars and scholars are working independently on writing planning and pieces.	Teacher is targeting skills that students are specifically struggling with or need additional <i>at bats</i> . Teacher utilizes data collected across all literacy blocks.
	A small group of scholars (up to 12) being coached through reading narrative leveled texts while other scholars are independently reading. There are two rotations for <i>narrative guided reading</i> . This time may also be spent reading on online platforms if applicable.			
	Rotations			
	Group A	Group B		
	Group B	Group A		

Fourth Grade

Balanced Literacy		
Literacy Lesson 60 Minutes	Writing Block 25 Minutes	ILT 45 Minutes
All scholars engage in a close reading text where the primary focus is for students to be engaged in rigorous and meaningful discussion.	Teacher is modeling skills through the writing process. Scholars are engaged in a workshop model, where the teacher is conferencing with scholars and scholars are working independently on writing planning and pieces.	Teacher is targeting skills that students are specifically struggling with or need additional <i>at bats</i> .
*There may be some GR components embedded into the 4th grade curriculum depending on EOY assessment data.		

Detailed Outline of Literacy Block (Grades 3 - 4)

Close Reading	
Main Idea Lesson	Craft & Structure Lesson
<p>Fluency Read (5 min):</p> <ul style="list-style-type: none"> ❖ Teacher reads text aloud once to model fluent reading. ❖ Second reading, students join the teacher and read aloud OR students read the text independently. <p>Main Idea Analysis (15 min):</p> <ul style="list-style-type: none"> ❖ Teacher reads the text chunk by chunk for comprehension, stopping to think aloud or ask the students questions at critical points in the text. ❖ At the end of this reading, the teacher leads students in a main idea discussion in which she puts the thinking work on the students. ❖ Teacher and students jot the main idea (at the very beginning of the year, the teacher models jotting the main idea, but by November 1 students should jot the main idea independently). <p>Short Response Writing, Revision, & Share (20 min):</p> <ul style="list-style-type: none"> ❖ Students go back to desks and respond to a main idea prompt. As students are writing, the teacher circulates, scores, and gives feedback to students in the moment. ❖ Students revise until they get a level 2 based on the short response rubric. ❖ The students who don't master the main idea short response should be considered for small group re-teach later in the week (in ILT). ❖ Teacher selects a few responses to share and discuss at the end of the lesson. 	<p>Fluency Read (5 min):</p> <ul style="list-style-type: none"> ❖ Students and the teacher re-read the text and quickly revisit the main idea. (Starting November 1, students should do this independently.) <p>Craft & Structure Analysis (15 min):</p> <ul style="list-style-type: none"> ❖ Teacher guides the class through a craft and structure analysis to unpack how the author's use of craft and structure helps convey the main idea of the text. ❖ If necessary, teacher facilitates a revision of the main idea. <ul style="list-style-type: none"> ➤ He/she asks, "Now that we understand the craft and structure of this text, do we need to revise our main idea?" <p>Short Response Writing, Revision, & Share (20 min):</p> <ul style="list-style-type: none"> ❖ Students go back to desks and respond to a craft and structure prompt. As students are writing, the teacher circulates, scores, and gives feedback to students in the moment. ❖ Students revise until they get a level 2. ❖ The students who don't master the craft and structure short response should be considered for small group re-teach later in the week. ❖ Teacher selects a few responses to share and discuss at the end of the lesson.

Independent Learning Time (Grades 3 - 4)

Independent Learning Time (ILT)	
Phase	ILT
Phase 0: Readiness (September)	<ul style="list-style-type: none"> ❖ Grade 3 (1 time a week) <ul style="list-style-type: none"> ➤ Review main idea jots and revise ❖ Grade 4 (2 times a week) <ul style="list-style-type: none"> ➤ Building Work Habits
Phase 1: Utilize RAZ & Headsprout data in conjunction with IA Data (October- December)	<ul style="list-style-type: none"> ❖ Grade 3 (1 time a week) <ul style="list-style-type: none"> ➤ Multiple choice strategies ➤ Part A/ Part B Questions ➤ OER practice with teacher feedback ❖ Grade 4 (2 times a week) <ul style="list-style-type: none"> ➤ Targeted Skills and Lessons ➤ Targeted group of scholars ➤ OER practice with teacher feedback
Phase 2: NJSLA Writing Prep/IA Data (January-April)	<ul style="list-style-type: none"> ❖ Grade 3 (1 time a week) <ul style="list-style-type: none"> ➤ Interim skills ➤ On-demand writing tasks (varied) ❖ Grade 4 (2 times a week) <ul style="list-style-type: none"> ➤ Interim skills ➤ Tutoring ➤ On-demand writing tasks (varied)
Phase 3: (May-June)	<ul style="list-style-type: none"> ❖ Building Work Habits ❖ Increasing independence with annotations & OERs

K-4 Writing

	Non-Negotiables
Teaching Point/ Mini-lesson	<p>Teacher models the objective using a modeled writing, shared writing, or a mentor text</p> <ul style="list-style-type: none"> ● Teaching point is scripted in the lesson ● Modeled Writing is when the teacher shows students an exemplar writing piece and the class discusses <ul style="list-style-type: none"> ○ <i>What makes this strong writing?</i> ○ <i>What do we think this author did well?</i> ○ <i>How can we use this in our own writing?</i> ● Shared Writing is when the teacher and the student write a shared piece together in class. The teacher may use the following prompts: <ul style="list-style-type: none"> ○ <i>What else do we need to include in our writing piece?</i> ○ <i>Is there something (anchor chart) around the room that can help you?</i> ○ <i>Is that a sight word? Where can I look to help me spell that?</i> ○ <i>Did we include everything we need to include in our _____ (i.e. paragraph, story, persuasive essay)?</i> ○ <i>How else can we describe our characters (internal and external traits)?</i> ○ <i>Is there something else we would like to add?</i> ● Using a Mentor Text is when the teacher uses a book and facilitates a discussion about what techniques the author used: <ul style="list-style-type: none"> ○ <i>Teacher would introduce this as: Today we are using a mentor text, that means we are going to read a book written by a professional author so that we can become professional authors too. As I read, I want you to think about the ways the author is writing (i.e. using show not tell)</i> ○ <i>What are some things the author did that we can use in our writing?</i>
Guided Practice	<p>Students begin to practice the objective highlighted during the objective</p> <ul style="list-style-type: none"> ● Teacher observes students and gives (batch feedback) ● After students begin writing, teacher may say: <ul style="list-style-type: none"> ○ <i>Great job introducing your characters, now we need to practice using wow words to describe them, make sure that you are using wow words to describe your characters</i> ● Teacher may also use a turn and talk to have students tell their stories to each other before starting ● Teacher may have students pre-write (as dictated by the plan) during this portion of the lesson ● Students practice the objective (turn and talk, slates, adding to the modeled writing, etc.). Teacher observes and checks for understanding.
Independent Practice/ Conference	<ul style="list-style-type: none"> ● Students are given at least 10-12 minutes of uninterrupted writing time. ● Teacher conferences with 4-5 students and takes anecdotal notes that highlight strengths, areas of growth, and next steps. Teacher will coach students during conferences and may use prompts such as: <ul style="list-style-type: none"> ○ <i>What is something you can do to make your writing even stronger?</i> ○ <i>What should you be describing in this paragraph?</i> ○ <i>What is this story (how-to, lab report) mostly about? Should you include [this] here?</i>
Share	<p>Teacher deliberately selects two –three students to share their writing with the class in order to highlight how they have incorporated the writing skill or to allow the selected student to receive feedback from the class.</p>

Accelerated Learning

To support students with gaps in learning due to at-home instruction, teachers will embed supporting structures into the K-4 ELA curriculum. Additionally, teachers will gather periodic data to determine any areas of growth and develop reteach and intervention plans to support all students. While it is imperative that we support all students where they are, it is important that all students continue to be challenged with grade-level appropriate content.

Exceptional Learners

All exceptional learners will continue to be challenged with grade-level appropriate content in addition to any supports outlined in their Individualized Education Plans. Classroom teachers will be supported by the Special Education team with providing interventions and modifications when necessary.

Classroom Environment

In addition to the general classroom environment components, the following should be included to support the K-4 ELA program:

STEP	<ul style="list-style-type: none"> ● STEP Goals Wall ● Bottom Line-Focus Skill Charts
Strategic Read Aloud & Lit Block	<ul style="list-style-type: none"> ● Word Wall <ul style="list-style-type: none"> ○ Sight Words ○ GR Vocabulary words; identified in LLR curriculum ○ SRA/Lit Block Wow words; identified in unit & lesson plans ● Anchor Charts (vary by unit) ● GBTJ Posters
Writing	<ul style="list-style-type: none"> ● RACE/RACCE Anchor Charts
ILT	<ul style="list-style-type: none"> ● TBD

Assessment Methods/Data Cycle/Grading Resources

Types of Assessments

Students will take several assessments throughout the year including:

- **Exit Tickets** - students will be given 2-3 exit tickets per week that will help teachers know where each student exceeded, met, or did not achieve the objective for the day.
- **Show What you Know (SWYK)** - students will take periodic quizzes during the literacy block. These are the essential assessments that will be used for data cycle and reteaches.
- **Interim Assessments (IAs)** - students will take Interim assessments 5 times a year during a specific blocked out period of time that will be issued network wide. These interims are cumulative and are geared to help students be prepared for the state test.
- **NWEA MAP** - Map is a nationwide test that is taken 2 times a year that shows how students are progressing nationwide among other students in their cohort. Students are assessed based on their level and not only on the grade level.
- **NJSLA** - Students will take the state test in April/May. This assessment measures student achievement on the grade level among all other NJ students.
- **STEP** - Students in grade K-4 will be assessed 4 times a year to help teachers identify independent reading levels and growth over the year.

K-4 Literacy Data Cycle

Data	Purpose	How
Aggressive Monitoring and tracking of student work during the lesson	Teachers are circulating continuously throughout the lessons (during independent practice in close reading & SRA, in guided reading, and in writing) to gather data to inform the discourse portion of each lesson.	<ul style="list-style-type: none"> ● Circulate ● Use AM Recording Sheet ● Determine the course of the discourse ● Identify students to flag for ILT teacher
Exit Ticket Protocol (Looking at Student Work/LASW)	Teachers follow an exit ticket protocol to understand misconceptions and gaps in student's learning for the lesson.	<ul style="list-style-type: none"> ● Review student work and look for overall trends in student performance ● Identify the error, name the gap and plan the plan to close it ● Prepare student work
Show What You Know (SWYK) Interims	Assessment analysis allows us to collect data that will help teachers and students know the standards and bottom lines that are being mastered and the standards and bottom lines that need to be revisited.	Data Analysis <ul style="list-style-type: none"> ● Review questions/question groups that were mastered and celebrate ● Review questions/question groups that were below 70% ● Identify students that did not meet mastery ● Identify where in future lesson plans to retarget this skill/bottom line ● If this is a subgroup that can be targeted in ILT or GR, integrate it into that
STEP	Analyzing data at each round helps	Weekly Analysis

	<p>teachers and students identify new independent reading levels. Teachers are also able to use weekly GR data, which is directly connected to STEP; to identify areas of misconception, group trends, and individual student needs.</p>	<ul style="list-style-type: none"> ● Teacher uses the GR tracker to notate mastery of daily skills ● Teacher develops a course of action for the very next lesson <p>STEP Analysis</p> <ul style="list-style-type: none"> ● Teacher identifies which components of the assessment were difficult for the student ● Teacher identifies areas of strength for each student ● Using classroom data, teacher identifies new reading groups based on similar strengths, weaknesses, and independent reading levels ● Teacher creates a detailed action plan spanning the 8-10 week GR cycle; this plan is deeply grounded in teacher actions <p>Note: Since this is a major component of our instructional model, STEP analysis plans will be reviewed by the School Leader and Network Director and may require adjustments with feedback.</p>
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Teacher Planning, Preparation, and Development

Strategic Read Aloud | Grades K-2

	Non-negotiables	Differentiation
Preparation: <i>Pre-work before the lesson</i>	<ul style="list-style-type: none"> ■ Flag the text (<i>premark book for stopping & thinking points</i>) ■ Prepare anchor charts and post anchor charts in room 	
Before Reading: <i>Book Introduction</i>	<ul style="list-style-type: none"> ■ Include hook/catchy opening ■ Introduce/define key reading strategy or skill <ul style="list-style-type: none"> ○ ○ CFU after introducing key strategy or skill ■ Quickly Preview the text ■ Summarize the previous day's reading (if this is day 2 of the book) <ul style="list-style-type: none"> ○ Quick ○ Includes major questions about plot 	
During Reading: <i>[I do portion]</i>	<ul style="list-style-type: none"> ■ Read the text while modeling fluency ■ Think Aloud <ul style="list-style-type: none"> ○ Use scripted language ○ Clear cues for when the teacher is "thinking aloud" and when the teacher is "reading" <ul style="list-style-type: none"> ■ Use "I'm realizing/thinking" ■ Use "now back to the text" ○ Chart thinking (as needed) or reveal pre-chart ■ Teach vocabulary as it comes up in the text; use explicit teaching strategies as needed 	STEPS 5 & above: Less think aloud
During Reading: <i>[We do portion]</i>	<ul style="list-style-type: none"> ■ Teacher continues to Think Aloud ■ Ask targeted questions centered around the objective <ul style="list-style-type: none"> ○ Use Turn & Talk for inferential and critical thinking questions ○ Use universal prompts to deepen understanding/address confusions <ul style="list-style-type: none"> ■ WIS- What In the Story? ■ WTT- Why do you Think That? ■ WI- Why is that Important? ■ TMM- Tell Me More ■ RQ- Repeat the Question 	
After Reading: <i>[You do portion]</i>	<ul style="list-style-type: none"> ■ Check for understanding around key strategy ■ Students answer independent practice/have turn and talk ■ Students answer exit ticket for teacher analysis 	

Literacy Block | Grade 3 & Grade 4

	Non-negotiables
<p>Preparation: <i>Pre-work before the lesson</i></p>	<ul style="list-style-type: none"> ■ Flag the text (<i>premark book for stopping & thinking points</i>) ■ Prepare anchor charts and post anchor chart in room
<p>Before Reading: <i>Book Introduction</i></p>	<ul style="list-style-type: none"> ■ Include hook/catchy opening ■ Introduce/define key reading strategy or skill <ul style="list-style-type: none"> ○ Include “how” that is precise and “sticky for kids ○ CFU after introducing key strategy or skill ■ Quickly Preview the text ■ Summarize the previous day’s reading (if this is day 2 of the book) <ul style="list-style-type: none"> ○ Quick ○ Includes major questions about plot
<p>During Reading:</p>	<ul style="list-style-type: none"> ■ Students read the text, varying between: <ul style="list-style-type: none"> ○ Read out loud ○ Partner read ○ Silent & Solo read ■ Students annotate the text <ul style="list-style-type: none"> ○ Teacher provides an annotating focus ■ Students discuss the text using questions in the lesson plan <ul style="list-style-type: none"> ○ Teacher may think aloud ○ Teacher may use turn and talks ■ Think Aloud <ul style="list-style-type: none"> ○ Use scripted language ○ Clear cues for when the teacher is “thinking aloud” and when the teacher is “reading” <ul style="list-style-type: none"> ■ Use “I’m realizing/thinking” ■ Use “now back to the text” ○ Chart thinking (as needed) or reveal pre-chart ■ Teach vocabulary as it comes up in the text; use explicit teaching strategies as needed ■ Ask targeted questions centered around the main idea of the text <ul style="list-style-type: none"> ○ Use Turn & Talk for inferential and critical thinking questions ○ Use universal prompts to deepen understanding/address confusions <ul style="list-style-type: none"> ■ WIS- What In the Story? ■ WTT- Why do you Think That? ■ WI- Why is that Important? ■ TMM- Tell Me More ■ RQ- Repeat the Question
<p>After Reading: <i>[You do portion]</i></p>	<ul style="list-style-type: none"> ■ Students answer the exit ticket question ■ Teacher collect exit tickets

Guided Reading | Grades K-3

	Non-negotiables	Differentiation
<p>Preparation: <i>Pre-work before the lesson</i></p>	<ul style="list-style-type: none"> ■ Resource guide available (physical copy or PDF) ■ Teacher books & lesson plans are marked up ■ Select a text that gives multiple opportunities to practice main strategy ■ Plan introduction/questions around reading strategy 	
<p>Before Reading: <i>Book Introduction</i></p>	<ul style="list-style-type: none"> ■ Oral Drill <ul style="list-style-type: none"> ○ <i>Based on the student's STEP level → word solving</i> ■ Hook students to the text by using one of the following: <ul style="list-style-type: none"> ○ Question to help them access schema ○ Preview text with a personal connection ○ Quick write ■ State the what, how, why for students <ul style="list-style-type: none"> ○ Have students repeat ■ Introduce focus question to students ■ Address challenges that may get in the way of reading <ul style="list-style-type: none"> ○ i.e. text specific words/tier III words (lifted words) ○ Concepts that are specific to the type of text 	<ul style="list-style-type: none"> ❖ STEPs 1-3: Word Solving ❖ STEPs 4-6: Word Solving & Comprehension ❖ STEPs 7-12: Comprehension
<p>During Reading: <i>Word Solving/Fluency & Comprehension</i></p>	<ul style="list-style-type: none"> ■ “Conference” with students by listening to them read ■ Diagnose student reading errors ■ Prompt for ideal student reading <ul style="list-style-type: none"> ○ Does that look right? ○ Does that sound right? ○ Does that make sense? ■ Ask comprehension questions using the conferencing prompting guide 	<ul style="list-style-type: none"> ❖ STEPs 1-6: Students read out loud ❖ STEPs 7-12: Students read silently & Target student reading as needed
<p>After Reading: <i>Comprehension Conversation</i></p>	<ul style="list-style-type: none"> ■ Start comprehension conversation with: <ul style="list-style-type: none"> ○ Retell ○ Focus question ■ Ask a mix of pre-plan factual, inferential, and critical thinking questions ■ Prompt for ideal student response using universal prompts <ul style="list-style-type: none"> ○ TMM ○ WI ○ WIS ○ WTT ○ RQ ■ Prompt students to metacognition (naming the reading strategy) <ul style="list-style-type: none"> ○ i.e. <i>“to answer this question I thought about the character’s motivation by considering what the character says, thinks, and does.”</i> 	<ul style="list-style-type: none"> ❖ Start with universal prompt ❖ Scaffold using least “telling” prompt ❖ Universal → skill specific → text specific
<p>Guided Reading Environment: <i>How Guided Reading station should look</i></p>	<ul style="list-style-type: none"> ■ Anchor charts for each group posted (What, How, Why) ■ “Reading Habits” posters: i.e. how to make an inference, making connections between texts, etc. ■ Word solving flashcards ■ Lifted words & text 	

	<ul style="list-style-type: none"> ■ Extra pencils - sharpened! ■ Copies of the text students are reading/materials that students need: one for each student and a few extra ■ Copies of exit tickets: one per student and a few extra 	
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Reading Mastery

	Non-negotiables	Differentiation
Preparation: <i>Pre-work before the lesson</i>	<ul style="list-style-type: none"> ■ Decide which “LifeLong Learners” flashcards to use for each group- in collaboration with co-teacher ■ Mark up Reading Mastery lesson according to the word solving focus skill (in STEP analysis or LLL) 	
Before Book: <i>Oral Drill 5-10 minutes</i>	<ul style="list-style-type: none"> ■ Use <i>designated</i> flashcards to quickly teach explicit phonics and phonological skills ■ Use cadence to ensure students are engaged 	❖ Based on group’s STEP level & STEP analysis
Book Lesson: <i>7-10 minutes</i>	<ul style="list-style-type: none"> ■ Used <i>marked up book lesson</i> to execute phonics lesson ■ Use whole group techniques, front row versus back row, and individuals turns to give students multiple <i>at bats</i> 	❖ Based on group’s STEP level & STEP analysis
Storybook: <i>10 minutes</i>	<ul style="list-style-type: none"> ■ Storybook has at least 3 (three) reads, in cadence, <ul style="list-style-type: none"> ○ First Reading: Decoding <i>based on group needs</i> ○ Second Reading: Fluency (following punctuation, reading 3 or 4 words in one single breath) ○ Third Reading: Bring the Drama! (read with expression) 	❖ Kindergarten Lesson 90 and ABOVE
Reading Mastery Environment: <i>How Reading Mastery station should look</i>	<ul style="list-style-type: none"> ■ Anchor charts for each word solving strategy (i.e. stretchy snake, two vowel rule) ■ Storybooks under seats (and routine established) ■ Large Teacher Book is marked for each group and annotated (with pencil in book) 	

Teacher Experience Narrative

K-2

Today, we are starting a new story in Strategic Read Aloud. I've already pre planned questions and tagged all the pages so I know exactly what to write on our anchor chart. During the discussion, I'll use various engagement strategies such as Turn & Talk so that all students have an opportunity to share their ideas. Once we have our big ideas on the anchor chart, I'll send the students to their desks to practice responding to a question about the text on their own. I'll circulate to support and give in the moment feedback. We will close out by stamping the key ideas together and prepare for Guided Reading Rotations.

The students have done well internalizing the GR rotation procedures so everyone is settled in their seats within 2 minutes. My co-teacher and I checked in this morning so we are ready to jump into working with our groups. I take a quick look at the independent group and ensure they are working, then I begin the oral drill with my students at the kidney table. We go through the drill, opening of the text, and then I listen to each student read. After we are done and have stamped the task for independent time, it is time for us to switch. I repeat the same process with my new group, constantly checking my STEP analysis document and writing notes about each student as they read in my GR tracker.

We close out the day with writing. The students completed a diagnostic prompt last week and I've analyzed the trends to help plan my lesson today. My students help me complete a shared writing piece on the carpet before they go back to their seats to practice adding dialogue to their pieces. I actively monitor the students as they work, marking the papers with codes so they know how to improve their writing. At the end of the lesson, I show-call strong pieces and we celebrate everyone's hard work.

3-4

Today in LIT Block, we are working on annotating short passages to identify central ideas. We start by identifying the genre and naming the key steps to complete the task. I have the students pull up their workbook in Google Classroom and give them a few minutes to read and annotate independently. Then, we have a whole class discussion before they start answering their multiple choice and OER questions. I focus on the OER to ensure each student is choosing the best evidence and explaining their evidence. I give quick feedback to help each student as I actively monitor. We close out by sharing strong samples and stamping big ideas.

(3rd) We transition to GR rotations. My more independent group goes straight to work reading their novel and completing their response for the focus question. I remind them to include the new vocabulary words and cite their text evidence. I work with my other group at the small table as they practice word solving and reading with fluency. Then we preview the focus question and find evidence before they switch to independent work time. My groups switch and I quickly scan the responses to the focus question. I can already tell that we need more practice finding strong evidence. I go through the oral drill and vocabulary focus with the group, then we jump into discussing the text. I chart the group's response on a poster and we save it for the next day.

During Writing, students complete an independent piece. We focus on informational writing and including facts from a mentor text. I reviewed their pieces from last week and we discuss some ways to improve their writing as a whole group before they start. We write the criteria for success on the board and students get started. I actively monitor as they write and once everyone is working, I pull a small group to the back table for more targeted support. We walk through all the steps before I leave them to work independently. I complete one more lap of the classroom before closing out. I show call a strong sample and one that made improvements over the course of the lesson. We celebrate everyone's hard work before they transition to math.

Intellectual Prep & Meeting Structure

Intellectual prep is the work that teachers do prior to teaching a lesson. This work includes: (1) unpacking the unit plan with grade level cohort to understand the unit as a whole, (2) unpacking lessons with grade level cohort designed to practice critical components of a lesson, (3) independently internalizing lessons through lesson annotations and lesson prep, (4) weekly teacher observation and feedback cycle, and (5) looking at student work through the Show What You Know data cycle.

	K-4 Teacher Pre-Work	Meeting Structure
Daily Lesson Plan Annotations	<p>Due Weekly:</p> <ul style="list-style-type: none"> ▶ Read and annotate the lesson plan according to the IPP protocol ▶ Complete an exemplar for any student work/annotations of texts 	<ul style="list-style-type: none"> ● No Meeting-IPP done independently
Unit Unpack Pre-Work	<p>Due Prior to Unit Unpack:</p> <ul style="list-style-type: none"> ● Teachers read, annotate, and answer completes exemplars for assessments identified within the Unit Plan (and bring to Unit Unpacking), ● Teachers identify potential student misconceptions ● Teacher creates a know/show chart for key standards 	<ul style="list-style-type: none"> ● Occurs two weeks prior to the start of a unit during the lesson unpack time ● Focus on key standards for the unit, key building blocks of the unit, key problem types, and addressing gaps from pre-unit assessment ● Unit Unpack Protocol
Lesson Unpack Pre-Work	<p>Due Prior to Lesson Unpack:</p> <ul style="list-style-type: none"> ▶ Complete independent IPP for the lesson being used for lesson unpacks. ▶ Bring previous days Exit Ticket to analyze 	<ul style="list-style-type: none"> ● Occurs weekly with teachers in same grade level ● Focus on 1-2 upcoming lessons with a focus goal aligned to the Arc of the Year goals. ● Complete LASW protocol with previous lesson Exit Tickets
Interim Analysis	<p>Completed during scoring and Interim Analysis Planning time, Due one week after IA.</p> <ul style="list-style-type: none"> ▶ Work in grade teams to complete IA analysis plan <ul style="list-style-type: none"> - Review IA analysis on standards, questions, errors, and misconceptions - Create a reteach plan and reassessments - Complete IA tracker 	<ul style="list-style-type: none"> ● Occurs after interims during network PD

Network PD	<ul style="list-style-type: none"> ▶ Professional Develop on various teaching strategies and development throughout the year ▶ Pre-work is determined and shared two weeks prior to meeting 	<ul style="list-style-type: none"> ● Occurs monthly during network PD
STEP Analysis	<ul style="list-style-type: none"> ▶ Analyze each student using their individual assessment sheet ▶ Identify trends within the class and create groups ▶ Develop an 8-10 instructional week plan with specific teacher actions outlined 	No network meeting; support provided by VP

Arc of the Year

The Arc of the Year is utilized to support the vision and goals of the program. Teachers will be provided with professional development and support based on specific look-fors.

Arc 1	Arc 2	Arc 3	Arc 4
<p><u>Efficient & Effective Launch</u></p> <p><i>We want to maximize the amount of time that scholars' are engaging with the text, so we ensure that launches provide only what is necessary for students to access the text. We want to cultivate a love of reading for all of our students, so we ensure that our literacy classrooms are exciting and joyful.</i></p>	<p><u>Independent Practice</u></p> <p><i>We encourage strong engagement and investment in practice, such that the quantity and quality of work produced sufficiently moves every scholar toward the target outcome.</i></p> <p><i>We ensure scholars receive and apply meaningful and transferable individual feedback by collecting data and diagnosing scholars's errors so that they get what they need to grow.</i></p>	<p><u>Responding to Student Learning Needs & Data Analysis</u></p> <p><i>We respond to data in the moment to identify the best strategies to stamp exemplary habits & skills and key concepts.</i></p> <p><i>We consistently analyze student work and formative assessments to inform teaching practices and close gaps in learning.</i></p> <p><i>We analyze data from major assessments in a timely fashion and develop reteach plans and interventions based on identified trends.</i></p>	<p><u>Leading Student Discourse</u></p> <p><i>We utilize varied strategies to facilitate student-led discourse that fully unpacks key concepts and skills.</i></p>

Part III | ELA Core Curriculum 5-8

Student Experience Narrative

It is almost time for ELA class, and I can't wait to talk about the novel we are reading! I read Chapter 4 for homework and I KNOW we will dig into this chapter some more during class. I can't wait to share my thoughts about the protagonist! I wonder how my teacher will check my homework today.... Will she give us a DIRT quiz or will she check our annotations? I hope it is a DIRT quiz! I love seeing our class results! Just got into ELA and (drumroll please)..... We are taking a DIRT quiz!!!! Yayyyyyy! I take my time and carefully read the two questions. They are pretty easy because I read for homework last night. Woohoo! I got 2 out of 2 correct. My teacher shares that 80% of our class got a 2 out of 2! We are on a roll! I think we are beating the other 5th grade homeroom with our homework scores. Man, it feels good to be on top!

After the DIRT quiz, our teacher gives us an example of a "symbol" and what it means in literature. Hmmmm..... I will keep a lookout for symbols while I read today. She also gives us annotation directions and sends us off to read. I love reading on Kami. It is so easy to make my thinking visible in the margins. I like to use different colors for my highlights too. After we read, it is time for discussion. As anxious as I am to share, I get pretty shy sometimes. I'm glad my teacher started us off with a turn and talk. My partner agrees with what I share so I feel more confident to share with the whole group. We discuss and I hear so many great ideas from my classmates. Wow! There are some smart kids in this class! As I hear others' ideas, I jot them down in my text. Sharing is caring, right? We have 3 heavy lifting loops today so we read and discuss two more times. I feel like I've gotten smarter just in the last 30 minutes.

Now it is time for our exit ticket. What'll it be today? Multiple choice, OER, just a claim? Ohhhhhhhh it is a whole OER response. I definitely have a strong claim and a ton of evidence to back it up. My teacher gave us feedback that we should include context before our evidence so I will make sure I do that. Fingers crossed I get a three!

Overview/Vision/Key Components

The ELA block consists of 6 units (Unit 0 and 5 units) that include reading and writing instruction tied to a core set of texts or novel. The curriculum is designed to build reading stamina, allow scholars to read and write to learn, build meaning through collaboration and build voice and agency. Scholars will have many opportunities to receive feedback and revise to build precision and learn from mistakes.

Accelerated Learning

Acceleration will take many forms in the ELA classroom and all throughout the day. In ELA, acceleration means building background knowledge around core texts, building vocabulary development, embedding writing within the current study, and building strong, healthy relationships between educators, scholars, and families. All of these instructional practices will be embedded within the ELA block through the curriculum with professional development.

During the ILT block, scholars will receive accelerated instruction in small groups. Some groups will be using core texts to practice word recognition skills and fluency. Other groups will be practicing reading habits and writing skills using the core texts with implementation of scaffolds from the small group instructor.

Exceptional Learners

All exceptional learners will continue to be challenged with grade-level appropriate content in addition to any supports outlined in their Individualized Education Plans. Classroom teachers will be supported by the Special Education team with providing interventions and modifications when necessary.

Lesson Structure

Part of Lesson (Approx. Length of Time) <i>Frequency: In what % of lessons will this happen?</i>	Purpose	What Happens	Top Markers of Excellence
Framing (5-10 minutes) 100%	Invest scholars in the lesson and connect it to the broader unit/course.	<p>Most lessons:</p> <ul style="list-style-type: none"> ● Do Now to activate background, build schema, practice skill, build love of text, and/or help scholars build a personal connection to the work. ● Data share to strengthen the learning community (e.g. HW or ET data, show-calling strong exit ticket from the previous day, T or S shares reflection from previous lesson, etc.) <p>All lessons:</p> <ul style="list-style-type: none"> ● Throughline: Building investment in the purpose of the lesson and how today's lesson connects to the text/unit/course. ● Build the Narrative: establish literal understanding necessary for engaging in today's lesson ● Homework accountability: teacher completes an annotations check, homework collection/review, or students take a DIRT quiz. Minimally, weekly, all students are checked and graded. 	<ul style="list-style-type: none"> ● The overall tone of the classroom is marked by enthusiasm, love and care, and purposeful focus. ● The teacher OFTEN recognizes and narrates positive scholar behaviors (rather than calling out the negative) and uses challenge and aspiration to motivate. ● Students are prepared for the lesson as demonstrated by homework/quiz completion and accuracy and responses to Build the Narrative questions. ● ALL or ALMOST ALL scholars can explain what they are learning and explain the importance of the lesson. ● Launch is quick (less than 10 minutes) to preserve time for the most challenging thinking work of the lesson.
Word & World Knowledge (3-15 min TOTAL) 50%	Disciplinary Knowledge Builder (5-15 min)	<ul style="list-style-type: none"> ● Authentic, isolated engagement with disciplinary knowledge <ul style="list-style-type: none"> ○ Discovery Activity (for new knowledge): Students engage with a text-based example of the concept in order to try defining it themselves. ○ Review Activity: Students engage with a text-based example of the concept and identify what it is and/or explain why it qualifies as a certain literary concept. ○ In both, teacher and students engage with knowledge organizers to capture learning/thinking. ● Shared language: Students review a shared definition/explanation of the literary concept. ● Teacher checks for understanding questions about the concept in a way that goes beyond simply reviewing the definition. 	<ul style="list-style-type: none"> ● Even though this portion of the lesson includes explicit instruction, the majority of the thinking and speaking is done by students. ● Teacher uses a variety of engagement techniques to keep lift high: cold call, warm call, turn and talk, stop and jot ● Disciplinary Knowledge Builder is quick (15 minutes or less) to preserve time for the most challenging thinking work of the lesson.
	Vocabulary Instruction (3-10 min)	<ul style="list-style-type: none"> ● Teacher provides a student friendly definition of a word and the part of speech. ● Teacher uses the word in a sentence. ● Teacher asks 1-2 questions that build word knowledge by requiring students to think about the word in different contexts. ● Repeat if there is a second word. 	<ul style="list-style-type: none"> ● Even though this portion of the lesson includes explicit instruction, the majority of the lift is on students. ● Vocabulary instruction is quick (ten minutes or less) to preserve time for the most challenging thinking work of the lesson.

<p>Heavy Lifting Loops (40-60 min, completed in 1-3 20-30 min loops) 95%</p>	<p>Time in Text (10-20 min per loop)</p>	<p>Students understand and analyze a complex text, building their stamina, skill, and confidence as independent readers/learners.</p>	<ul style="list-style-type: none"> ● Scholars read for a clear purpose & criteria for success - generally in the form of an annotation prompt or GBTJ focus: <ul style="list-style-type: none"> ○ Depending on the difficulty of the text and students' familiarity, the annotation focus may prompt students to build literal understanding ("What happens in this section?"), analytical understanding, ("What might the roses symbolize?") or both ("What does Esperanza do and how is she changing?"). ○ Teacher ensures that students fully understand the expectations for annotations. Where necessary, this may include asking a CFU before going into independent work time. ● Students read and annotate the text. Most of the time, this is done independently. Occasionally, teachers may read some text aloud. Reading aloud might occur if: <ul style="list-style-type: none"> ○ Teachers want to build a feeling of shared enjoyment of the text, oftentimes at the start of a new book or at a climactic moment. This should take less than 3 minutes. ○ Students are reading a poem or song (genre is meant to be heard). ○ Students are reading a dense, above-grade-level text. They listen to the text read aloud once fluently before reading it independently. ● Teachers monitor students' annotations, gathering data to inform class discussion and providing individual and batch feedback, as needed. ● If context is needed to help students access the text, teachers may pause reading to review an embedded image, video, or blurb that builds needed background knowledge. 	<ul style="list-style-type: none"> ● Teachers hold 100% of students accountable for reading and making their thinking visible through annotations. ● Teachers move on a pathway that allows them to monitor the majority of students during each reading loop. ● Teachers have an active monitoring tool that includes possible evidence, inferences and feedback prompts. ● Teachers gather data around student understandings and gaps to help guide discussion. ● Teachers provide students time to grapple with the text independently before providing feedback.
	<p>Student-Focused Discussion (10-20 min per loop)</p>	<p>Students build agency while also building deeper meaning of the text together. At the end of discussion, students' ideas have been reshaped, deepened, or clarified by their classmates.</p>	<ul style="list-style-type: none"> ● T launches the discourse cycle by posting the focus question, identifying a strategic discussion modality (ie: hands-down, cold call, turn+talk, warm call, hands) rooted in TinT data. ● Using student responses as data, T guides or pivots conversation purposefully (e.g. provide feedback, wait longer to have students surface more ideas, send back into text, strategic Turn+Talk) ● Students synthesize/revise their ideas in writing ● (Sometimes) Teachers prompt students to connect to the text as people with a dialogic question. Students discuss connections and reflections. ● Habits of discussion are introduced, modeled, and reinforced 	<ul style="list-style-type: none"> ● Many students share, including students who are typically more hesitant during discussion. ● Discussion feels fun and engaging. Students are excited to share their thoughts. ● Scholars employ disciplinary reasoning to collectively arrive at meaningful insights (in oral and written responses). ● Overwhelmingly, scholars use the technical vocabulary appropriate to the discipline. ● Scholars actively revise their own thinking in light of other scholars' responses and annotate and jot down new ideas without prompting. ● Teacher-talk is overwhelmingly in service of facilitating scholar thinking. Directions and activities are framed in terms of developing thinking, not completing tasks
<p>Lesson Closing (15-20 min)</p>	<p>Prepare for Exit Ticket (3-6 min)</p>	<p>Students prepare to respond to the prompt fully with</p>	<ul style="list-style-type: none"> ● Students read the exit ticket task and, as necessary, internalize and plan for their response by; annotating key terms, reviewing their annotations and discussion notes, and/or marking ideas that will help them fully respond to the task. 	<ul style="list-style-type: none"> ● Teacher holds 100% of students accountable for independent preparation. ● Students consider their own ideas as well as new ideas their peers surfaced while preparing to respond.

95%		ideas they have developed throughout time in text and discussion	<ul style="list-style-type: none"> Teachers monitor students' preparation, providing quick individual and batch feedback, as needed. Teachers might also use this time to provide focused lesson-to-lesson batch feedback for scholars to focus on/apply in their work. 	
	Exit Ticket (10-20 min)	Students synthesize their ideas and show the thinking they have built over the course of the lesson	<ul style="list-style-type: none"> Students respond to the exit ticket task. Tasks might be a paragraph response, a portion of the paragraph, a multiple choice question, a sentence expansion activity, or a dialogic/connection question. Teacher monitors with an exemplar, gathering data around student understanding/gaps to inform possible feedback. As necessary, teacher pauses student work to provide individual or batch feedback, balancing the importance of a short feedback loop and the importance of sustained independent work time. 	<ul style="list-style-type: none"> Teacher holds 100% of students accountable for completing the exit ticket, monitoring first for 100% engagement.. Students incorporate their own ideas as well as new ideas their peers surfaced while preparing to write. Feedback requires student lift and highlights narrow, high leverage strengths/gaps
Homework (20-30 min) 95%		Students build stamina and confidence as independent readers. Students establish literal understanding which they will build on in class.	<ul style="list-style-type: none"> Students read a section of the class novel or an ancillary text Students annotate using the Genre Based Thinking Job (Optional) Students answer comprehension questions 	<ul style="list-style-type: none"> 100% of students complete homework consistently and thoroughly Teachers develop systems for monitoring, celebrating and/or addressing gaps in completion and quality.

Classroom Environment

The ELA classroom is essential for students to feel comfortable to build their confidence and ownership in their learning. The classroom needs to have space for a world map and a timeline to engage students in building knowledge around core texts and study. There should also be space for anchor charts with vocabulary words and literary terms with examples. All scholars should be able to easily see the smartboard and seating should allow for robust discussion through turn and talks and the whole group. There should be an area in the classroom to display classroom data on assessments with goals clearly stated.

Assessment Methods/Data Cycle/Grading Resources

Task	Description	Frequency	Teacher Responsibilities
Homework	On a daily basis, scholars are responsible for reading and annotating a specific text or portion of text. Scholars are also responsible for writing a central idea jot. Central idea jots require scholars to synthesize a cold text and go beyond a literal summary. It is important that scholars are practicing going beyond literal annotations and central idea jots when completing homework reading.	Daily	<ul style="list-style-type: none"> - At least once a week- check for completion of annotations and central idea jot - At least once a week- create and administer a DIRT quiz with 2 literal questions from homework reading **** One of these homework accountability measures should happen EVERY day that scholars have homework. If scholars are not completing homework, plan for intervention immediately (i.e. signed homework log, study hall, communication with parents, etc.)
Exit Ticket	An exit ticket is 1-2 questions for students to answer at the end of class. Exit tickets are a deliberate way to establish an expectation that students need to be focused and driven during the lesson so that they can complete the exit ticket. Exit tickets also assess what students learned and tell how well the material was taught. Teachers should be monitoring and giving feedback to scholars as they are completing exit tickets. Teachers are then responsible for reviewing exit tickets on a daily basis using grade band rubric. Teachers should then identify areas for individual and batch feedback.	Graded using 4 point rubric	<ul style="list-style-type: none"> - Grade and give feedback that keeps heavy lifting on scholar (1-2 exit tickets per week) - Analyze responses for batch feedback
End of Unit Assessments	Scholars are required to complete an assessment at the end of each unit.	End of unit	<ul style="list-style-type: none"> - Complete assessment prior to unit unpack - Score and share with scholars
SWYK (Show What You Know Assessments)	SWYKs are reading tasks inclusive of multiple choice questions and open ended responses. Scholars should be using cold text reading strategies when completing these assessments (i.e. annotating for GBTJs, central idea jot, unpacking of the prompt, etc.)	Halfway through Interim cycle	<ul style="list-style-type: none"> - Score open-ended using 4 point rubric during lesson unpack - Analyze data and identify action steps with instructional coach during OF meeting

			-Implement action steps
Interims	Interims are given 4 times per year and the rigor bar stays the same across a grade level. Due to the consistent rigor bar, scores should incrementally rise throughout the year. One mock will be given prior to NJSLA.	4 times per year	<ul style="list-style-type: none"> - OERs scored using 4 point rubric - Scholars are given two grades in PowerSchool <ul style="list-style-type: none"> - 1 grade for proficiency using scale in Instructional Guidebook - 1 grade for reading work habits using rubric in instructional guidebook
NWEA MAP Assessment	MAP is a nationwide test that is taken 2 times a year that shows how students are progressing nationwide among other students in their cohort. Students are assessed based on their level and not only on the grade level.	BOY and EOY	
NJSLA	Students will take the state test in April/May. This assessment measures student achievement on the grade level among all other NJ students.		

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

I'm really excited for class today! We are starting a new unit and this is one of my favorite books this year. I think I am all ready to knock this lesson out of the park. My instructional leader gave me feedback on my lesson plans on Thursday and I was able to implement the feedback right into my slide deck. It's great to have someone giving you pushes on lesson plans. After homeroom, I have planning time. Today, I will use the time to look at exit tickets from yesterday and give scholars feedback. I will probably see a trend (always do) that I can add into my slides for today to give kiddos batch feedback. I'm also going to get a start on next week's lesson. It takes time to really internalize the lessons. So happy that we have planning time during the day!

Time to start class! Today I have decided to check kids' annotations for homework accountability. I move from table to table and quickly check annotations, asking scholars to flip pages in unison. Scholars bring their novels home to read and annotate and use chromebooks and Kami in class. After checking, I see that 90% of scholars have great annotations! Let's celebrate and set a new goal! The kids tell me they want to hit 100% tomorrow. I hope we do! After launching the lesson, kids are able to dig in and read the text to get to some really deep meaning. I make sure I am very clear with my annotation directions and give kids time to get to the right page and mark the excerpt (I got this feedback from my coach and I noticed there are a lot more scholars on task during heavy lifting loops). While kids are reading, I sit in the back of the room and monitor their annotations via Kami. I write down their ideas on my tracker and give kids individual pushes. From the back of the room, I can see all kids' screens and make sure they are on task. I notice that scholars are not paying attention to a very important paragraph so I draw their attention to me and have them focus in on that paragraph. There are so many great ideas coming from scholars! Ideas I didn't think of during my planning.

Now it is time for discussion- I can't wait for these awesome ideas to come out! I start with a turn and talk to get more voices out there. After the turn and talk, I look at my tracker and see that Aaliyah had a great idea to kick us off. I ask her to start the discussion. Kids are pros with the habits of discussion so I don't have to direct the conversation at all! Kids are building off of each other's responses, challenging each other, and agreeing or disagreeing. I see Jamie adding to her annotations and I give her some quick praise for this. I'm starting to notice that we are only focusing on one idea. From looking at my tracker, I see Donald has a different, insightful idea. Time to pivot! I ask Donald to contribute his idea to the discussion. This caused a mini uproar! Kids are jumping out of their seats to join the convo now! I've never seen scholars so excited to talk about text. I almost have to wipe a tear away from my eye!

Time to wrap it up and have scholars complete their exit ticket. Today is a whole OER response so I flip through their exit ticket handouts in Google classroom as they work. Some of my kiddos need some pushes. I can easily give them pushes via Google Classroom. I notice LaKeshia is not implementing my feedback so I get up and go to her desk to point it out. She was so entrenched in the exit ticket that she didn't even see it! Time to say goodbye for today, but before we part, I am sure to give my kids their homework for tonight. Some of the scholars leave the class with their book in hand, already reading the next chapter.

Intellectual Prep

Teachers can and should adapt their IP to make lessons fit their school, personality, and students. However, there are steps teachers should always take to build content expertise, prepare to embrace diversity of thought, prepare to engage students, and prepare to respond to struggle.

Notes and exemplars can be recorded in the notes section of the lesson google slide deck. [Here](#) is a link to the IP protocol.

Meeting Structure

Type of Meeting	Instructional Leader Prework	Teacher Prework
Unit Unpacks	<ul style="list-style-type: none"> -Read unit core texts -Read and annotate Unit Overview -Review prep work submitted by teacher and identify areas of strength and areas of growth in preparation -Prepare key points and back pocket questions to engage in SEL and literacy practice grounding 	<ul style="list-style-type: none"> - Read unit core texts -Read and annotate Unit Overview - Complete exemplar for end of unit assessments -Submit pre-work by deadline
Lesson Unpack	<ul style="list-style-type: none"> - Read lesson plan(s) - Annotate lesson plan(s) - Complete exemplar annotations in text -Review prep work submitted by teacher and identify areas of strength and areas of growth in preparation -Prepare key points and back pocket questions to engage in SEL and literacy practice grounding 	<ul style="list-style-type: none"> -Read lesson plan(s) - Annotate lesson plan or create slide deck -Annotate text using annotation prompts in lesson plan - Complete exit ticket exemplar(s)
SWYK/ Interim Data Analysis	<ul style="list-style-type: none"> -Read and annotate interim texts -Complete exemplar OER response and answer MC questions -Review student work and identify gaps in work habits/ student responses -Plan for data meeting with teacher 	<ul style="list-style-type: none"> -Read and annotate interim texts -Complete exemplar OER response and answer MC questions -Complete analysis and action planning prework

Arc of the Year

The Arc of the Year is the ultimate embodiment of the mantra: for big results, start small. A LOT goes into learning, teaching, and coaching ELA. If we tried to master all the moves and mindsets at once, we’d be destined for failure. Just like a scope in sequence in the curriculum, over the course of each year in the program, we break our time up into discrete arcs and phases. Each arc focuses on an intentional and narrow set of foci that build on one another. By building strength in these competencies over time, we increase the likelihood that we have time and space to build proficiency in them all. Additionally it’s important to remember that there is no “perfect” or “right” order in which to tackle these skills. While the arc is intentionally sequenced - it won’t be perfect. There are probably lots of “right” ways to do it. But having a narrow, consistent, and clear way to traverse the year matters mightily.



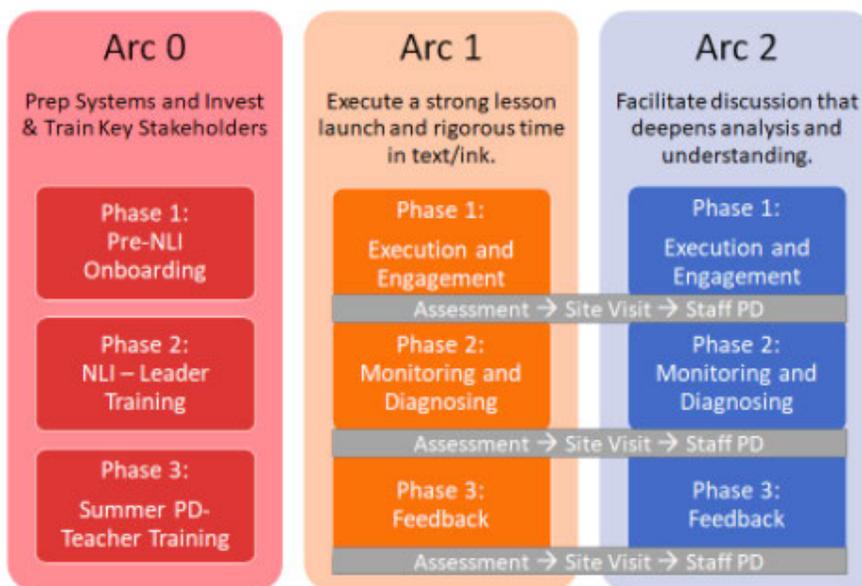
Visual Arc Overview

The year is broken up into three arcs and each arc into three phases.

Each arc centers primarily on one element of the [teaching rubric](#), the aligned [coaching skills](#) that support teachers to build those skills, and the desired [learning outcomes](#) we aim to achieve.

In phase 1 of each arc, we focus on the basic teacher/coach “moves” and student engagement. In phase 2 of each arc, we move onto monitoring and diagnosing trends in student work. Finally, phase 3 focuses on providing aligned feedback to support continued student growth. Arc 0 does not follow this cycle, as it is the precursor to the year.

Between each phase, partners administer a normed assessment (either a quiz or an IA) and analyze student data in advance of an extended site visit. Armed with comprehensive teacher + coach observation data, and formative student assessment data -- partners and coaches plan professional development for teachers and leaders to kick off the next phase.



Goal Summary by Arc

Arc 0	Arc 1	Arc 2
Students	Students	Students
<ul style="list-style-type: none"> <input type="checkbox"/> <i>Because Arc 0 takes place in the summer, there are no student-focused goals.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> 80% of scholars create proficient GBTJs + CI jobs independently in homework. <input type="checkbox"/> School meets Navigator student achievement goals for IA1 in all grades. <input type="checkbox"/> 60% of scholars score a 2 or better on one or more IA1 OER responses (Focus: OER Structure) 	<ul style="list-style-type: none"> <input type="checkbox"/> School meets Navigator student achievement goals for IA2 in all grades. <input type="checkbox"/> 80% of scholars score a 2 or better on one or more IA2 OER responses (Focus: Claim and Evidence) ; 40% of scholars score a 3 or better on one or more IA2 OER responses (Focus: Analysis)
Teachers	Teachers	Teachers
<ul style="list-style-type: none"> <input type="checkbox"/> 100% of teachers have IPPed the first week of lessons. <input type="checkbox"/> 90% of teachers agree or strongly agree with our four Critical Investment Beliefs for Arc 0. 	<ul style="list-style-type: none"> <input type="checkbox"/> 90% of teachers will be foundational and 50% will be proficient in executing Arc 1 Focus Skills (Launch, TinT, and Feedback) <input type="checkbox"/> 90% of teachers consistently complete IPP. <input type="checkbox"/> 90% of teachers agree or strongly agree with our four Critical Investment Beliefs for Arc 1. 	<ul style="list-style-type: none"> <input type="checkbox"/> 90% of teachers will be foundational and 50% will be proficient in executing Arc 2 Focus Skills (Discussion Launch and Feedback) <input type="checkbox"/> 90% of teachers agree or strongly agree with our four Critical Investment Beliefs for Arc 2.
Coaches	Coaches	Coaches
<ul style="list-style-type: none"> <input type="checkbox"/> 100% of Readiness Tasks are completed before day 1 of school. <input type="checkbox"/> Summer PD includes 100% of the most critical Teacher summer PD sessions. 	<ul style="list-style-type: none"> <input type="checkbox"/> 90% of Observations + IPP/OF meetings take place as scheduled. <input type="checkbox"/> 100% of coaches are proficient in arc-focused coaching skills: <ul style="list-style-type: none"> - IPP: “See the End Goal” - OF: Name It - LASW: Name It 	<ul style="list-style-type: none"> <input type="checkbox"/> 90% of Observations + IPP/OF meetings take place as scheduled. <input type="checkbox"/> 100% of coaches are proficient in arc-focused coaching skills: <ul style="list-style-type: none"> - Hip to Hip Coaching: Prep + See It - OF + IPP: Practice

Part IV | ELA Core Curriculum High School

Student Experience Narrative

When the bell rings, it is time for ELA which is actually my favorite class so I don't mind cutting my conversation with Coach T short and running all the way up to the fourth floor. Mr. Brooks is at the door and shakes my hand as I enter the room. As always, we start with the DIRT quiz to see if we did our homework. I didn't finish the last two pages of the scene on the bus this morning so I am hoping there are not any questions on that part. I submit my quiz and get three out of four correct. Not too bad. Once we submit our responses in Google classroom, Mr. Brooks starts going over what we are going to read and discuss today. We are almost to the end of Act I of The Piano Lesson and I volunteer to read a big speech that Boy Willie does about why he should sell the piano. I am glad that we started this year with a play because it is fun to read the parts together. I feel like I understand the story better when we read it as a class. Class goes by pretty quickly today. We read and Brooks asks us questions along the way. Sometimes it is a whole class discussion or sometimes we just talk in triads. Either way, he always makes us find evidence and jot down our thoughts before we talk. I can tell some kids don't like writing down their answers but it actually helps me to get my thoughts straight before I talk. Anyway, right before the exit ticket Mr. Brooks shows us a couple of student sample responses from last week of people who did a good job supporting their claim. He always covers up the name so no one feels anytype of way, but I know that the second sample is my work. I didn't always get the best grades in English last year so it feels pretty good to see my work on the smartboard. After the exit ticket, Mr. Brook reminds us of which pages we have to read tonight and class is over.

Overview/Vision/Key Components

Accelerated Learning strategies at the high school level are aligned to the general practices described in the introduction of the handbook. This will be further developed for high school based on individual schedules, but in general should include:

- **Vocabulary:** A focus on content specific vocabulary for each unit
- **Building Schema:** An investment in understanding the historical context of each unit through the study of both primary and secondary sources
- **The Writing Revolution:** A focus on strengthening foundational writing skills while leveraging and building knowledge

Exceptional Learners 2021

See the information at the beginning of this guidebook for general beliefs and strategies. In addition to Resource and Inclusion classes, the highschool may offer Honors and AP Classes for students who are seeking a challenge that is above and beyond that of the general college preparatory classes.

Lesson Structure

At the highest level, you might consider a *typical* literature block to look as follows:

First 5-10 minutes	Core of lesson (30-40 minutes)	Last 5-10 minutes
<p><i>Opening</i> - Scholars gain investment in the day's inquiry by making connections, debriefing key plot points, and seeing how the day fits within the arc of the unit.</p>	<p><i>Disciplinary Reasoning</i> - during the heart of the lesson, scholars conduct disciplinary reasoning via:</p> <ul style="list-style-type: none"> • Reading/re-reading (which may include annotations or jots) • Discussion (small-group and/or whole-class) • Writing and/or Revising • Scholars may move back and forth across these modalities of learning as needed to foster deep, critical thinking. 	<p><i>Closing</i> - scholars synthesize and reflect upon their thinking during the lesson. They uncover how their discussion or writing in class relates to the larger novel and/or unit goals.</p>

This guideline should be used with flexibility; for example, on the day you launch a unit or new text, you may need far more time in the opening to ground scholars in the necessary background and to build excitement about the new content. It is also worth noting that there will be the occasional atypical literature block that may not follow the exact “flow” above (e.g., when scholars are delivering oral presentations that they have prepared).

Over the course of the block, the role of the teacher is to:

- **Foster curiosity and inquiry:** Questioning serves to both focus the lesson and deepen or challenge scholar thinking
- **Facilitate discussion:** The emphasis here is on *facilitate*; the teacher should practice restraint during the discussion, intervening only where necessary to deepen or challenge scholar thinking, especially with moves like “mirror and steer” or to take an inventory of the discussion using the inventory prompts
- **Encourage and support scholar enthusiasm and critical thinking:** Celebrate scholar connections to the text and topic and affirm how scholars experience the text and topic; encourage and praise (much like a coach would) scholar habits that foster critical thinking (e.g., a scholar’s choice to take a risk with his interpretation; a scholar’s redirection of a small group discussion to explore a new idea; etc.); support critical thinking, especially when scholars are struggling (e.g., by redirecting scholars to a different part of the text; by clarifying a misunderstanding of the plot; by posing the question in a new way; etc.)
- **Build awareness of reasoning:** Narrate the elements of disciplinary reasoning they notice students using, and invite peers to do the same, so that students internalize what it means to think like a literature student. They should also pose questions that foster metacognitive reflection. (e.g. How did we arrive at this understanding? What questions did we ask ourselves and one another?)

- ***Provide feedback:*** Engage with student ideas to provide feedback on their clarity and convincingness. During discussion, this may look like using a mirror and steer prompt (e.g. "I hear you making X argument and Y argument, but I am confused about the relationship between the two. Can you

Classroom Environment

All BRICK ELA classrooms should be print-rich environments that both educate and inspire. Classroom walls and boards are an opportunity to not only post exemplar student work, unit specific content and vocabulary but the classroom environment should be a place that reflects the culture of students who will learn in the space.

Unit Bulletin Board

Inside each classroom, one bulletin board should be related clearly to the unit topic. The board should include the title of the unit, relevant anchor charts, reference posters, etc. A focus on vocabulary is critical and will be planned at the Unit Unpack meeting.

Habits of Discussion

In addition to any standardized school norms, each class should post the Habits of Discussion with sentence stems for getting started

Classroom Library

When possible, each classroom should have a classroom library where students can borrow books for Independent Readings. Books that connect to the current unit should be showcased.

Student Work Display

Each classroom includes at least one designated bulletin board or space to display student work. Posted student work should include feedback from the teacher or peers and reflect revisions and should be current within two weeks.

Overall Environment

We communicate the importance of safety and organization with how we maintain the environment. There should be no stacks of papers, disorganized supplies, etc. All materials should be returned to their homes daily. At the conclusion of each period, the teacher should direct students to ensure the floor is free of papers, trash, etc.

Assessment Methods/Data Cycle/Grading Resources

Students will take several assessments throughout the year including:

- **Exit Tickets**-students will be given 2-3 exit tickets per week that will help teachers know where each student exceeded, met, or did not achieve the objective for the day.
- **End of Unit Assessments** are typically performance tasks that require students to write multi-paragraph essays
- **Socratic Seminars** occur about twice per unit and are an opportunity for students to synthesize what they have learned so far as they begin responding more thoughtfully to the essential questions of the unit
- **Interim Assessments (IAs)**-students will take Interim assessments 4 times a year during a specific blocked out period of time that will be issued network wide. These Interims are modeled after the SAT and are meant to measure college readiness and to help students prepare for the College Board administered SAT as well as the NJSLA.
- **NJSLA**- Students in English I and English II will take the state test once in the spring. This assessment measures student achievement on the grade level standards and is a graduation requirement for students in the state of New Jersey.

Teacher Planning, Preparation, and Development

Intellectual Prep

Teachers can and should adapt their IP to make lessons fit their school, personality, and students. However, there are steps teachers should always take to build content expertise, prepare to embrace diversity of thought, prepare to engage students, and prepare to respond to struggle.

Notes and exemplars can be recorded in the notes section of the lesson google slide deck.

Steps for Independent Intellectual Prep	
Build content expertise, prepare to embrace diverse ideas	<ul style="list-style-type: none"> • Read the TDQ and key annotation prompts in the lesson plan • Put the lesson plan aside and annotate the text as an experienced, adult reader (using the annotation prompts given to scholars) • Review the lesson plan key ideas and then update your annotations based on new insights from the plan. • Write a proficient TDQ response (with the lesson still off to the side). This can be typed in the slide deck notes- either AtP slide or Exit Ticket slide at end of lesson) • Review the lesson in full and then update your a TDQ responses based on new insights from the plan • Write down additional valid interpretations of the text
Prepare to engage students	<ul style="list-style-type: none"> • Script a throughline/build the narrative and quick questions/experiences to hook students during the launch
Build teaching tools and prepare to address struggle	<ul style="list-style-type: none"> • Adjust timestamps as necessary • Create an exemplar attacked prompt; script what to do if students struggle (in the slide deck notes) • Populate AgMo tracker exemplar annotations. See templates and exemplars in this folder. • Create a google slide deck for the lesson • Script plans for addressing missed ideas/annotations into notes of the slide deck. (Narrow the Focus prompts, BPQs, planned show-calls) • When applicable, add in glows and grows (discussion and exit ticket responses) into slide deck or notes • Make and post anchor charts (noted in lesson plan)

Meeting Structure

Type of Meeting	Instructional Leader Prework	Teacher Prework

Unit Unpacks	<ul style="list-style-type: none"> -Read unit core texts -Read and annotate Unit Overview -Review prep work submitted by teacher and identify areas of strength and areas of growth in preparation -Prepare key points and back pocket questions to engage in SEL and literacy practice grounding 	<ul style="list-style-type: none"> - Read unit core texts -Read and annotate Unit Overview - Complete exemplar for end of unit assessments -Submit pre-work by deadline
Lesson Unpack	<ul style="list-style-type: none"> - Read lesson plan(s) - Annotate lesson plan(s) - Complete exemplar annotations in text -Review prep work submitted by teacher and identify areas of strength and areas of growth in preparation -Prepare key points and back pocket questions to engage in SEL and literacy practice grounding 	<ul style="list-style-type: none"> -Read lesson plan(s) - Annotate lesson plan or create slide deck -Annotate text using annotation prompts in lesson plan - Complete exit ticket exemplar(s)
SWYK/ Interim Data Analysis	<ul style="list-style-type: none"> -Read and annotate interim texts -Complete exemplar OER response and answer MC questions -Review student work and identify gaps in work habits/ student responses -Plan for data meeting with teacher 	<ul style="list-style-type: none"> -Read and annotate interim texts -Complete exemplar OER response and answer MC questions -Complete analysis and action planning prework

Arc of the Year

*Arc 1 Effective Launch	Arc 2 Time in Text	Arc 3 Student Discourse	Arc 4 Lesson to Lesson Feedback
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<p><i>We want to maximize the amount of time that scholars' are engaging with the text, so we ensure that launches provide only what is necessary for students to access the text.</i></p>	<p><i>We encourage strong engagement and investment in practice, such that the quantity and quality of work produced sufficiently moves every scholar toward the target outcome.</i></p>	<p><i>We utilize varied strategies to facilitate student-led discourse that fully unpacks key concepts and skills</i></p>	<p><i>We review student work daily and provide students with regular and timely feedback in such a way that clearly expresses our belief in their ability to improve.</i></p>
<p>Accountability</p> <ul style="list-style-type: none"> Teacher administers DIRT quiz in a maximum of 3 minutes. Teacher monitors for and provides feedback to students around engagement before monitoring for quality of work. 100% of students are actively on task during DIRT quiz <p>Establishing Focus</p> <ul style="list-style-type: none"> Teacher contextualizes how today's lesson fits within the text and/or the scope or theme of the unit/course EUs/EQs Teacher provides clear ATP directions that prompt students to think deeply about the prompt. 100% of scholars independently make an attempt to unpack + define key terms and craft a plan for their answer. Student work shows evidence of diverse ideas and setup, indicating scholars have both internalized the process of AtP and 	<p>2a Launching Time in Text</p> <ul style="list-style-type: none"> Contextualize where we are in the text Highlight start and stop points Provide annotation focus question Provide annotation directions (as needed) <p>2b Monitoring Time in Text</p> <ul style="list-style-type: none"> Teacher monitors student annotations for engagement first Teacher provides class with real-time batched feedback Teacher provides students with individual feedback 	<p>Habits of Discussion</p> <ul style="list-style-type: none"> Teacher model use of HoD Teacher provides students with feedback on HoD 85% of Students effectively and independently use the habits of discussion in both small and whole group discussion <p>Discussion Modalities</p> <ul style="list-style-type: none"> Teacher monitors discussion 	<ul style="list-style-type: none"> What: A strength and a high leverage gap that, if closed, would lead to transferable student improvement Why: Why incorporating this feedback will improve student reading/thinking/writing How: How, specifically, scholars can work to close the gap. Belief: Genuine belief that scholars can and will improve Teacher provides students with the opportunity to implement the feedback within the lesson

<i>are thinking critically about the work of the day.</i>			
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Glossary

Acronym	Term
AIR	Accountable Independent Reading
AtP	Attack the Prompt
BPQ	Back Pocket Question
CFS	Criteria for Success
CI	Central Idea
CMPSLL	Character, Motivation, Problem, Solution, Lesson Learning
CR	Close Reading
CRB	College Ready Bar or Close Reading Burst
CTG	Control the Game- method in which teachers choose what way the text will be read as a class, i.e. popcorn style
DIRT Quiz	Did I Read Thoroughly
DLR	Daily Lesson Resource
DNPG	Do Not Pass Go
FOI	Fundamentals of Instruction
GBTJ	Genre-Based Thinking Jobs
HLL	Heavy Lifting Loop
HOT	Higher Order Thinking (questions)
IPP	Intellectual Prep Protocol
LASW	Looking at Student Work
MVP	Movement- Voice- Participation (a way to script high-quality behavioral directions for scholars)
P&GD	Pause & Go Deeper (a type of “close reading burst” in a lesson plan that calls attention to specific sections of text)

PBA	Process Based Assessment
PT	Performance Task
RW	Reading Workout
TDQ	Text Dependent Questions

Contacts

Dana Carr-Ford
Director of K-4 ELA
dcarr@brickeducation.org

Erin Davis
Director of 5-8 ELA
ejones@brickeducation.org

Math Guidebook | K-12



2021 - 2022

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Part I | Math at BRICK Schools

Purpose of this Guidebook

BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key instructional routines, mind-sets and procedures used by ALL teachers and school leaders to raise student achievement. This guidebook outlines these items to ensure a high level of execution. All staff members are expected to read, internalize and practice the contents of this guidebook.

BRICK's Mission

BRICK's mission is to relentlessly knock down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that each and every child will have an unimpeded path to unlocking their limitless potential.

Instructional Model Overview

The basis of our instructional model and everything we do is rooted in equity. BEN's instructional model is built on the belief that we must first understand the individual needs of our students and then design educational experiences that ensure all students achieve success. It is through an equity lens that we adhere to BEN's four tenets of instruction.



The intentional implementation of these four tenets, with fidelity, will break down all barriers to ensure access, opportunities, and success for all.

Tenet	Driver
<p>Rigorous PK-12 academic curriculum with Integrated Social Emotional Learning & Identity Development <i>Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.</i></p>	<ul style="list-style-type: none"> Vertically Aligned PK-12 Curriculum Culture of Belonging Intentional Relationship Development Explicit Social Emotional Learning Instruction Culturally Sustaining Practices Independent Learning Time Student Voice College and Career Readiness Trajectory
<p>Continuous development & support of all staff <i>BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.</i></p>	<ul style="list-style-type: none"> Curriculum Based PD Summer Leader and Teacher Institutes Network & School Led Teacher PD Unit & Lesson Unpacks Observation Feedback Cycle Leader Content Development Residency Programs
<p>Data driven decision making <i>We collect and analyze academic, SEL and program implementation data to pinpoint the specific strengths and growth opportunities and adjust the actions of students,</i></p>	<ul style="list-style-type: none"> Frequent Review and Feedback on Student Work Strategic Assessments: Academic, behavior, and social-emotional data collection &

<p><i>teachers and leaders to improve student outcomes.</i></p>	<p>analysis</p> <ul style="list-style-type: none"> ● Program Implementation data collection ● Perception Data Collection ● Data Meetings & Reflection ● Sankofa Weeks of Reflection
<p>High-impact teaching and leading practices <i>Teachers, support staff and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity and rigor in all classrooms.</i></p>	<ul style="list-style-type: none"> ● BEN's Best Practices ● Culturally Responsive Teaching ● Accelerated Learning ● Arc of the Year Development

BRICK's Vision for Math

We seek to develop confident mathematicians who are resilient problem-solvers equipped to be leaders, to address the challenges facing the world now and in the future. We demonstrate a growth mindset as they engage in a productive struggle that leads to deep understanding of math concepts and procedures. Our culture supports this mindset as we learn from mistakes, analyze student work and build their knowledge through rich, mathematical discourse.

Culturally Responsive Practices in Math

Culturally Responsive Teaching (CRT) is defined as “an educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. **All the while, the educator understands the importance of being in a relationship and having a social emotional connection to the student in order to create a safe space for learning.**” (Hammond 14)¹

Ultimately, we know that the most effective environment for learning is one that is “intellectually and socially safe for learning”(Hammond 17). Key points from Hammond:

- Because our safety-threat detection system is continuously scanning for potential social-emotional threats, it is the job of the culturally responsive teacher to build trust and rapport in order to reassure our students that they are safe and cared for (86).
- The teacher in the role of ally is mindful of balancing rigor and expectation with support...Feedback must be offered in ways that affirm the student’s capacity to learn yet is honest in pinpointing where he is in relationship to his goal and offers concrete steps for improving. (106)

Specifically, Culturally Responsive Math Teaching (CRMT) is “premised on creating a learning environment focused on mathematical sense making in which each and every student feels valued for who they are, for their ways of engaging in mathematical reasoning and for their contributions to the collective success of those within the classroom community... CRMT requires teachers to (re)consider the mathematics learning environment they’ve created and how well it reflects these four elements:

- 1) Supporting deep learning: How to ensure student success with coherent and connected mathematical understandings
- 2) Engaging and valuing identities: How to honor students’ experiences, communication practices and communities
- 3) Sharing authority: How to build inclusive, collaborative norms and routines
- 4) Applying mathematics: How to use mathematics to understand and investigate meaningful situations”²

[See Appendix 2 for specific examples of each element](#)

¹ Hammond, Z. L. (2015). Culturally responsive teaching and the brain. Corwin Press.

² <https://www.curriculumassociates.com/-/media/mainsite/files/ready-classroom-mathematics/ready-classroom-mathematics-cultural-responsiveness-whitepaper-2019.pdf>

Social-Emotional Learning and Math

The Common Core calls teachers to three key shifts: [for more info, see: corestandards.org]

- Greater focus on fewer topics
- Coherence: Linking topics and thinking across grades
- Rigor: Pursue conceptual understanding, procedural skills and fluency, and application with equal intensity

As we seek to be fully aligned and embrace the Common Core mindset, we must engage students and teachers in the process of thinking about their own thinking (metacognition). Therefore, we value the process of solving, working through productive struggle and effective discourse in addition to finding correct answers.

To this end, we focus on the social-emotional learning in our classrooms by connecting the Social Emotional Learning (SEL) competencies intentionally with the Standards for Mathematical Practice. The Standards for Mathematical practice are inextricably linked to the SEL Core Competencies, and our work must reflect a both/and approach.

Standards for Mathematical Practices (MP) (excerpts)	Five SEL Core Competencies as Identified by CASEL ³
<p>MP1 Make sense of problems and persevere in solving them: Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution.</p> <p>MP2: Reason abstractly and quantitatively: Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.</p> <p>MP3 Construct viable arguments and critique the reasoning of others. Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments.</p> <p>MP4 Model with mathematics. Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.</p> <p>MP5 Use appropriate tools strategically. Mathematically proficient students consider the available tools when solving a mathematical problem.</p> <p>MP6 Attend to precision. Mathematically proficient students try to communicate precisely to others.</p>	<p>Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p> <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.</p> <p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p>

³ <http://www.casel.org/social-and-emotional-learning/core-competencies>

<p>MP7 Look for and make use of structure. Mathematically proficient students look closely to discern a pattern or structure. They also can step back for an overview and shift perspective.</p> <p>MP8 Look for and express regularity in repeated reasoning. Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts.</p>	<p>Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.</p>
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Connecting Math Content Standards, Standards of Mathematical Practice, CRMT/CRT and SEL in the Classroom--What this looks like in practice:

It can be overwhelming to try to concentrate on each of the aspects described above separately, or as different goals to achieve. However, that is the complete opposite of what we are called to do! In fact, when done well and implemented with fidelity, these different elements, framings and calls to action directly serve one another’s purpose.

It is our role, therefore, to work to understand the goals and nuances of each and work to seamlessly integrate them:

- The Math Practices, when explicitly taught and named, support students’ development of SEL competencies and engage in the CRT practice of engaging all students in meaningful learning.
- The SEL competencies, when highlighted as a focus, serve to develop independent learners as called for in CRT as well as mathematicians who engage in genuine problem-solving and perseverance in math.
- Culturally Responsive Math Teaching practices call for teachers to engage and value students’ identities and ideas, which depends on the SEL competencies of both self-awareness and social awareness and enhances the concept of developing an identity as a mathematician who effectively executes the math practices.

Here are two broad examples of this interconnectedness of content, practices, CRT and SEL in a classroom:

- 1) When we focus on using math in meaningful ways, as the CRT practice of applying math challenges us to do, we have the opportunity to cultivate the SEL competencies of responsible decision making and social awareness and building capacity to model with mathematics (MP4).
- 2) When we model for students how to self-regulate and think metacognitively by pausing during the manipulation process in order to probe into the referents for the symbols involved (MP3), they are developing the SEL competency of Self-Management and achieving the CRMT element of being supported in Deeper Learning.

As we continue to grow and learn about these areas of focus, we will deepen our understanding and enrich our instructional practices to even more effectively ensure all learners achieve their highest potential. Our program is specifically designed to meet the goals of these frames, and we must highlight these aspects as we prep and teach.

For more concrete and grade-level specific examples, please refer to each grade level section that follows.

We also believe that Social and Emotional Learning is not something we as educators are just “setting up” for our students. We, too, must hone, reflect and sharpen our own SEL skills. As Meena Srinivasan, author of “SEL Everyday” writes, “We need to be aware of ourselves—our emotions, thoughts, reactions, values, and beliefs—and use that knowledge to improve teaching and create powerful learning environments. Having a strong adult SEL practice where we welcome diverse perspectives, manage strong emotions, and practice compassion towards ourselves and others can help us make better decisions in service of our students, because we are less reactive toward them and can strengthen our relationships with them, too. Research confirms that teachers who were mandated to teach SEL but didn’t cultivate their own practice actually worsened their students’ SEL skills. In contrast, teachers who developed SEL skills not only improved their own well-being but improved the academic learning and social-emotional development of their students.

We can grow and deepen our own SEL practice by reflecting on guiding questions as we develop our curriculum. "⁴

Accelerated Learning in Math

The concept of accelerated learning--providing students access to on-grade content by adding in just the right content scaffolds at just the right time for students who need additional knowledge to do the current work--is arguably most straightforward in math when compared to other content areas. However, a predictable, replicable and implementable process is needed so that the effort is cohesive, intentionally, sustainable and impactful.

In math, we will:

- 1) Implement regular pre-unit formative assessments with analysis that impact instructional decisions directly during Core Block and ILT:
 - a) When 60% or more of a class has not mastered a prerequisite standard→ add a lesson to core block, follow up with additional instruction and practice in ILT
 - b) When less than 60% of a class has not mastered a prerequisite→ small group instruction lesson will take place in ILT with additional practice using iReady/computer adaptive software and in ILT.
- 2) Implement cycle of immediate re-teach and/or enhanced math experience four times per week:
 - a) Teacher reviews Exit Tickets daily from class and sorts into “mastery” and “no mastery.”
 - b) Teacher plans error analysis/chart the error lesson to be completed the following day on the exit ticket based on the highest leverage error
 - c) During Power-Up, before the math block, the teacher divides class into CTE/EAR group and enhancement group. Teacher spends the majority of the Power Up time directing instruction towards the larger group.
- 3) For on-ramping instruction, we will use specific resources that maintain the integrity of the course as well as the balanced drive towards the three aspect of rigor:
 - a) Time:
 - i) ILT
 - ii) Power Up
 - iii) Core Block
 - b) Materials:
 - i) AF Navigator Core Curriculum on grade level
 - ii) AF lessons from previous grades
 - iii) Iready

⁴ https://greatergood.berkeley.edu/article/item/three_keys_to_infusing_sel_into_what_you_already_teach

Exceptional Learners

Our exceptional learners--inclusive of students who are struggling and advanced learners, whether they are classified or not--deserve the best education. We cannot “teach to the middle” and expect all students to be served. It is essential that we maintain responsibility for all students--the Gen Ed teacher is a fully invested partner with Special Educators. In addition, teachers must constantly be aware that her actions with students with special needs serve as a model for how students are interacting. Be mindful of language, tone, body language, that indicates difference in a negative way.

First, it is critically important that all teachers who interact with a student who is classified understand the IEP. An IEP is an individualized educational plan--it is a legal document that outlines a student’s needs and diagnosis. Teachers must recognize that there are different reasons a student would have an IEP, and each student has different needs and each type of disability requires different actions from teachers in order to meet student needs. (See [types of disabilities](#)). For example, a student with dyscalculia will need very different accommodations and modifications than a student with dysgraphia. (See [Accomodations for Kids Who Think and Learn Differently](#)). *Especially in math, we must consider how reading, processing, executive functioning and all other student differences need to be supported in our classrooms.*

Second, there are some general practices--directly aligned to Culturally Responsive Teaching practices and the focus of developing social and emotional competencies--for working with exceptional learners who are struggling that can benefit all learners in math!

- 1) Pre-requisite skills: We cannot go back and teach everything that a student could be missing before teaching something new. Rather, we must identify precisely what is needed and provide this instruction. For exceptional learners in particular (but good for all), the following strategies can be beneficial:
 - a) Draw diagrams to represent concepts
 - b) Provide additional practice in different forms
 - c) Teach the vocabulary explicitly in context
 - d) Remove the quantities and replace with images
- 2) Teach Vocabulary:
 - a) Use real words--don’t water the definitions down. Consistently incorporate them.
 - b) Use pictorial representations
 - c) Bold the words (have students underline)
 - d) Play games to reinforce internalization
 - e) Compare and contrast words
- 3) Ground content in the familiar: Students benefit from learning in a connected context. When lessons build, approach from multiple access points and are clearly related, students’ brains are able to solidify these relationships and expand upon them
 - a) Frame the learning in a context familiar to students
 - b) Not all math is able to be taught in a “real world” application, but often it can be. Other times, math can be taught in connection to a previous topics (ie. “Yesterday we solved problems where we needed to use the Pythagorean theorem to solve a quadratic. Today, we’ll look at how we determine whether or not these solutions are reasonable answers to our problems.”).
- 4) Include pictures and tangibles: As students build to work with quantities and numbers, we can replace the values with pictures or manipulatives to build student competency.
- 5) Prioritize content and practice: Have students focus on content that will best set them up for success in what’s next and provide multiple at bats to practice with different problem types. This can be done by placing an asterisk next to the problems students should highlight.
- 6) Generalize learning and record problem solving steps: After solving a problem, ask, “How could I generalize this strategy or process to solve other problems?” Elicit response and stamp a specific and fully correct response.
- 7) Utilize a problem solving strategy so students consistently know where to begin and incorporate “ask yourself” questions--see [UPSC](#) example from HS. MS and ES use similar strategies.

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Resources:

<https://specialneedsforspecialkids.org/2019/08/26/teaching-math-in-high-school-in-a-special-education-classroom/>

[Conceptualizations of Students with and without Disabilities as Mathematical Problem Solvers in Educational Research: A Critical Review](#)

[You Cubed Special Education](#)

[Understood.org](#)

K-12 Math: Curriculum Continuum

Before reviewing the K-12 Math Curriculum Continuum, it is critical to understand the critical decisions that were made in this progression. There has been much national debate around when students should study Algebra I: 8th grade or high school, especially with respect to the lower rates at which BIPOC have access and opportunities to enroll in Algebra I in the 8th grade (see: [A Leak in the STEM Pipeline: Taking Algebra I Early](#)). To be clear, in this discussion, “Acceleration” refers to taking Alg I or other math courses earlier than the traditional path. This is different from “accelerated learning” discussed elsewhere in this guidebook.

We believe:

- 1) For the majority of students, focusing on mastering middle school math--with a heavy emphasis on the foundations of algebra--is far more beneficial than taking Algebra I in 8th grade.
- 2) We must prioritize algebraic skills--starting in Kindergarten--in all math instruction in order to increase the success of students in high school and college math. [See guidance here on how programs PK-12 build algebraic understanding.](#)
- 3) For students who are excelling in math consistently, we believe that enrichment should be considered before course acceleration. Students with high levels of demonstrated proficiency should be given harder problems on grade level material such as those that combine multiple steps, processes and standards as well as complex situations or applications.
- 4) Course acceleration for elementary and middle grades students should be intentionally considered according to the recommendations provided in Appendix A of the CCSS Math, which states, “To prepare students for high school mathematics in eighth grade, districts are encouraged to have a well-crafted sequence of compacted courses. The term “compacted” means to compress content, which requires a faster pace to complete, as opposed to skipping content” ([CCSS Math Appendix A](#) pg 80).
- 5) The BRICK High School Math program should be built flexibly to accommodate acceleration at the secondary level including: (1) Taking two courses in one year (ie. Combining Geometry and PreCalc or Alg II and PreCalc or taking Geometry and Algebra II at the same time), (2) Offering summer courses that are full length with respect to both content and inclusion of the math practices), (3) Building partnerships with colleges and universities to allow for early or dual enrollment.

For more information about the research and rationale, and for additional reading, please see [Appendix 3](#).

Standards Focus

Not all of the content in a given grade is emphasized equally in the standards. Some clusters require greater emphasis than the others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning, which is carried out through the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skills and understanding and may leave students unprepared for the challenges of a later grade. [Link to Appendix 1: Standards Emphasis by Grade](#)

Grade	High-Level Summary of Major Work in Grades K–12
K-2	Addition and subtraction - concepts, skills, and problem solving; and place value
3-5	Multiplication and division of whole numbers and fractions - concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions
Alg I	Linear equations and inequalities, linear and exponential functions, One and two variable linear equations, Intro to polynomials and quadratics
Geo	Coordinate geometry, Transformations, Triangles, Constructions, Geometric properties and relationships, Trig ratios, Circles
Alg II/ PreCalc	Quadratics, Polynomials, Rationals, Radicals, Exponentials, Sequences, Trig Functions, Statistics, Composition and Inverse functions, Limits and Continuity
12th Grade Math Options	<p>College Algebra: SAT Review (Q1), Equations and Inequalities, Function Modeling, quadratics, Polynomials, Rationals, Radicals, Exponentials, Trig ratios, Systems of Equations</p> <p>Consider AP Classes or Non-AP Classes in the following areas:</p> <p>Statistics: Exploring One-Variable and Two-Variable Data, Sampling and Experimentation, Anticipating Patterns through Probability and Statistical Inference (Proportions, Means, Chi-Square and slope regression model)</p> <p>Calculus AB: Concepts, methods and applications of differential and integral calculus</p> <p>Computer Science Principles: Creative Development, Data, Algorithms and Programming, Computer Systems and Networks, Impact of Computing</p>

Guiding Research and Texts

- [Knowing and Valuing Every Learner: Culturally Responsive Mathematics Teaching](#)
- [Social and Emotional Learning Competencies](#)

Part II | Math Core Curriculum K-4

Student Experience Narrative

K-2 Experience (Game Based Lesson)

It is almost time for math class, I can't wait to see how I did on yesterday's Exit Ticket. I am in first grade and it is Math Power-Up. We review our Exit Tickets from the day before. Sometimes I get it all right and I start on Iready, sometimes I need to fix a problem and I work in a small group with the teacher to fix the Exit Ticket and review problems that are similar to the Exit Ticket. I try to get better at what I learned yesterday so I am prepared for today's lesson. I like Power-Up time because I get to work in small groups with the teacher or on Iready. Now it's time for the Core Math Block, before it starts I make sure I have a pencil and my math workbook out on my desk. Then we go to the carpet where the teacher goes over the steps for the math game we are going to play. She explains the first couple steps of how to set up the game, then it's time to solve the math problem in the game. We discuss with our partners in a Turn and Talk and explain the strategy and how we can solve the math problem. We get to share out all the strategies and how we solved the math while the teacher puts it on the Visual Anchor. It's really important during the class discussion that I track the speaker and listen closely. I also like to use hand signals while the speaker is talking to show that I agree, disagree, or have something to build on to what the speaker said. Sometimes the teacher calls on me when I use my hand signals. It feels like sign language and I am always part of the discussion even if I am not the speaker. Then we have one last Turn and Talk to talk to our partners about the main learning for the day. After learning the steps to the math game, we go back to our desks and play the math game with our partners. The teacher walks around the room and makes sure we are playing correctly and solving the math accurately. Often, in the middle of the game, the teacher stops us to explain or help us understand how to play the math game more efficiently then we continue the game. After we play the game for a while, we have a quick discussion about what we learned then it's time to do the Exit Ticket. I hope I get it all right. I can't wait till I find out tomorrow. The very last thing we do before the next class is get our IDream scores. I have been really good so I hope I get a 3. Math is so fun!

Grades 2-4 Experience (Exercise Based Lesson)

It is almost time for math class, I can't wait to see how I did on yesterday's Exit Ticket. I am in fourth grade and it is Math Power-Up. We review our Exit Tickets from the day before. Sometimes I get it all right and I start on Iready, sometimes I need to fix a problem and I work in a small group with the teacher to fix the Exit Ticket and review problems that are similar to the Exit Ticket. I try to get better at what I learned yesterday so I am prepared for today's lesson. I like Power-Up time because I get to work in small groups with the teacher or on Iready. Now it's time for the Core Math Block, before it starts I make sure I have a pencil and my math workbook out on my desk. I am excited to try to solve the Problem of the Day, sometimes it is really hard, but I try my best. The teacher introduces the objective for the lesson, then we read the Problem of the Day as class. Then we usually have 3-4 minutes to solve the problem. We work in partners and we work together to try to solve it. Sometimes I know how to solve and sometimes my partner knows how to solve, but we always discuss what we think is the best way to solve the POD together. As we work the teacher walks around the room and talks to partners on how they are solving. The teacher is looking for student work to share on the board. I hope the teacher picks me! Once the timer goes off, we stop talking and put our pencils down to start the discussion on the POD. The teacher picks a student's work and projects it on the doc camera so we can all see it. The student then begins to explain their work and the teacher copies the work onto the Visual Anchor. The teacher asks questions about the student's work and we build onto what was said. It's really important during the class discussion that I track the speaker and listen closely. I also like to use hand signals while the speaker is talking to show that I agree, disagree, or have something to build on to what the speaker said. Sometimes the teacher calls on me when I use my hand signals. It feels like sign language and I am always part of the discussion even if I am not the speaker. After the discussion, depending on time, we work on a Try One More Problem with our partners and have a quick discussion. Then we always have one last final Turn and Talk to talk with our partners about the new learning for the day. Then we complete Workshop problems with our partners and work a

couple problems together before we start Independent Practice. Often, in the middle of the workshop, the teacher stops us to explain or help us understand how to solve problems more efficiently. The teacher is always walking around the room narrating to help us know what we should be doing. Sometimes the teacher narrates how to set up the problem and sometimes the teacher narrates around the discussion on how we solve a problem. The teacher also gives us feedback on our work and if there are things we need to fix. After the independent practice, we have one last discussion on the learning for the day, then we complete the Exit Ticket. I hope I get it all right. I can't wait till I find out tomorrow. The very last thing we do before the next class is get our IDream scores. I have been really good so I hope I get a 3. Math is so fun! Later today because I am in fourth grade, we have an extra math class called Independent Learning Time. During ILT there are a few things that can happen. I can work on my fluency skills and take a Fact Masters Quiz, or I might work in a small group on some of the standards that I have not mastered when I took the last Interim, or I might learn a new concept for an upcoming lesson to better prepare for the lesson, or I might work on Iready to make sure I get all the minutes for the week. ILT is a time that I get to build my math skills and mark off the standards that I have mastered.

Overview/Vision/Key Components

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. In BEN's K-4 mathematics program, adapted from Achievement First's Navigator Math Curriculum, our vision is grounded in a belief that teaching and learning of mathematics should stimulate curiosity, joy, and a deep understanding of the mathematics outlined in the Common Core. A well-prepared student will develop a deep understanding of concepts and a proficiency and expertise in a number of mathematical practices that have long standing importance in mathematics education. Therefore, we reject the I-We-You approach and believe that we must embrace productive struggle and allow students to come to understanding mathematics through rich mathematical discourse and having teachers as facilitators of the learning experiences.

Accelerated Learning

Accelerated learning requires that students consistently receive grade-level materials, tasks, and assignments, along with appropriate "just in time" scaffolds that address the necessary content knowledge and skills students need to engage in the most immediate work of the grade. Through ongoing, embedded formative assessments and analysis, teachers and leaders adjust the curriculum proactively within a task, lesson or unit to provide dedicated space and time for this learning to take place.

Component	Overview	Vision
Pre- Unit Formative Assessment	Implement regular pre-unit formative assessments on priority units (about 4-5 units for each grade) with analysis that impact instructional decisions directly during Core Block and Power):	Grades K-3 <ul style="list-style-type: none"> ● When 60% or more of a class has not mastered a prerequisite standard → add a lesson to core block, follow up with additional instruction with the co-teacher during Power Up. ● When less than 60% of a class has not mastered a prerequisite → students will work on a compatible lesson in Iready during Power Up. Co-Teachers will also monitor students during core block instruction. ● Unt Unpack will be the final determination of how and when this occurs within the unit. Grade 4 <ul style="list-style-type: none"> ● When 60% or more of a class has not mastered a prerequisite standard → add a lesson to core block, follow up with additional instruction and practice in ILT.

		<ul style="list-style-type: none"> ● When less than 60% of a class has not mastered a prerequisite→ small group instruction lessons will take place in ILT with additional practice using iReady/computer adaptive software and in ILT. ● Unt Unpack will be the final determination of how and when this occurs within the unit.
Power UP Reteach Cycle-Exit Tickets	Implement cycle of immediate re-teach and/or enhanced math experience 3-4 times per week:	<ul style="list-style-type: none"> ● Teacher reviews Exit Tickets daily from class and sorts into “mastery” and “no mastery.” ● Teacher plans error analysis lesson to be completed the following day on the exit ticket based on the highest leverage error ● During Power-Up, before the math block, the teacher divides class into EAR group and enhancement group. Teacher spends the majority of the Power Up time directing instruction towards the larger group
Weekly Quizzes	Implement a cycle of weekly quizzes and reteaches	<ul style="list-style-type: none"> ● Weekly quizzes will be given on Thursdays during Power Up time. Weekly quizzes consist of 5 questions and take 15-20 minutes to complete. ● Teachers circulate and take notes while students complete the quiz to identify errors and misconceptions. ● Prep time throughout the week will be spent analyzing the quizzes and preparing a mini reteach on Monday using the Ever Improving worksheet <ul style="list-style-type: none"> a) Students will have a mini reteach on a common misconception and help prepare them to edit and fix their work on the weekly quiz. b) Students will work in partners/groups to complete the Ever Improving worksheet and fix their work on the quiz. c) Students that did well on the quiz can work on Iready or in groups to help their peers on fixing their quiz.
Independent Learning Time (ILT)	<p>ILT is a time that will provide extra support and instruction in two areas:</p> <ul style="list-style-type: none"> - Pre-requisite skills and standards that need to be mastered for upcoming units and lessons determined during the unit unpack based on the pre-unit assessment data and - Mastering standards based on Interim data 	<ul style="list-style-type: none"> ● Pre-Unit Assessments are given during this block for priority units. ● Pre-requisite skills and standards- instruction is done by using previous grades lessons to build mastery and Iready lessons based on pre-unit assessments. ● Mastery of Interim Standards-instruction is done using EAR lessons, small groups instructions, and Iready. ● Students will have a progress monitoring sheet throughout the year that will help them keep track of standards mastery using Interim data, monthly standard report, and recording IReady lesson percentages.

	that was not mastered.	
Fridays Spiral Review	-Fridays have shorter math blocks. Teachers will use Fridays to Exit Ticket reteaches and spiral reviews.	<ul style="list-style-type: none"> ● Reteach Wed./Thur. Exit tickets as needed. ● Spiral Reviews <ul style="list-style-type: none"> a) Grades K-1 can use resources from lesson plans, fact masters, or teacher designed. b) Grades 2-4 will use spiral reviews in the curriculum folder.
Homework	Teacher assigns homework based on individual class/student need	<ul style="list-style-type: none"> ● Homework should take students no longer than 20 minutes to complete. ● Homework should be building fluency with facts for grade level. ● Homework should cover math concepts that have already been taught. ● Resources include: <ul style="list-style-type: none"> ○ Fact Master worksheets ○ Archived HW from previous years ○ Grades 2-4 Cumulative Reviews ○ Teacher created

K-4 Math Block Overview

K-4 Math					
Power Up 25-30 min.	Daily Math Lesson Block M-TH 50-60 min.				Grades 4-8 Independent Learning Time (ILT) 45 min. (2x a week)
Power up is a data driven time for teachers to use to meet the needs of their students by using: <ul style="list-style-type: none"> ● FOCUS: Exit Ticket Reteach ● FOCUS: iReady.- Adaptive differentiated computer based learning ● FOCUS: Small Group Intervention Other Possibilities <ul style="list-style-type: none"> ● NJSLA-M practice ● Reteach major standards 	Game Intro Lesson (K-2)	Exercise Base Lesson (2-4)	Task Based Lesson (K-4)	Error Analysis Reteach (K-4)	ILT is an extra block for grades 4-8 in ELA and Math. Math will have two blocks a week. It is a separate block to address unfinished learning that is data driven for teachers to use to meet the needs of their students by: <ul style="list-style-type: none"> ● Utilizing individual student goals ● iReady-Adaptive differentiated computer based learning ● Data driven instruction to address <ul style="list-style-type: none"> ○ unfinished learning from pre-unit assessments ○ Interim assessments data and reteaches ● NJSLA-M practice
	Discourse Driven Manipulative Heavy Following game rules to help understand math concepts Partner Work Living Visual Anchor for resource	Discourse Driven Key Problems to foster math discourse of concepts and strategies Partner Work Living Visual Anchor for resource	Cumulative task of the unit Independent work leverage prior knowledge to develop, test, and revise solution strategies Revision time based on math discussion	Error analysis of major misconception Student discuss differences between student work Students know action step takeaway to not make same mistakes	

Potential Weekly and Daily Schedule Based on 85 Minutes*

Monday Day 1	Tuesday Day 2	Wednesday Day 3	Thursday Day 4	Friday Day 5 Early Dismissal Schedule
Power-UP (25-30 min.) <ul style="list-style-type: none"> ● iReady ● Reteach focus on quiz. 	Power-UP (25-30 min.) <ul style="list-style-type: none"> ● iReady ● Reteach focus on the exit ticket from Mon. 	Power-UP (25-30 min.) <ul style="list-style-type: none"> ● iReady ● Reteach focus on the exit ticket from Tues. 	Power-UP (25-30 min.) <ul style="list-style-type: none"> ● Quiz ● iReady 	Spiral Review Day (45 Min) <ul style="list-style-type: none"> ● Reteach Exit Ticket from Wed/Thur. (15 min.) ● Reteach from Interim (30 min.)
Math Lesson (50-60 min.)	Math Lesson (50-60 min.)	Math Lesson (50-60 min.)	Math Lesson (50-60 min.)	

Lesson Structure

K-4 has a unit scope and sequence and a lesson scope and sequence that teachers follow. The purpose of the scope and sequence is to ensure that all units and lessons are taught by a set time of the year. This ensures that all teachers and students are on track. Keeping the scope and sequence is also necessary for Content PD and alignment for assessments throughout the year. To address unfinished learning through accelerated learning, teachers and VPs will meet during unit unpacks to review the scope and sequence and pre-unit assessment data to discuss any adjustments that might need to occur to the scope and sequence to provide more time within the unit. They will work collaboratively during the unit unpack and the next lesson unpack to make needed, if any, adjustments to the scope and sequences. Details specifically outlined in the accelerated learning topic outlined above.

[<LINK> K-4 Math Scope and Sequence for SY 2021/2022](#)

K-2 Game Based Lessons (GBL)

Purpose

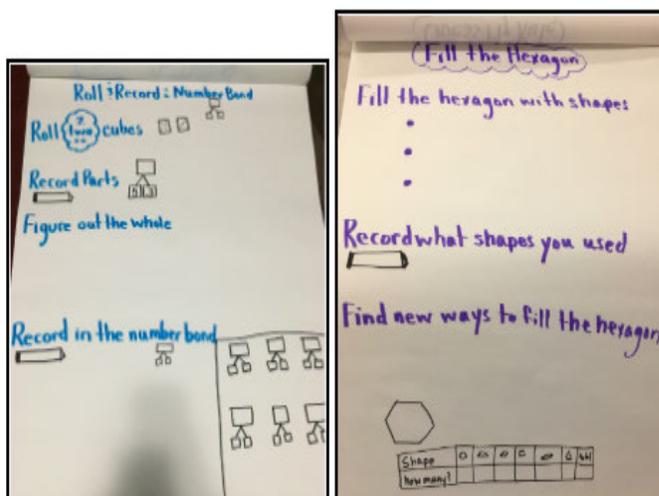
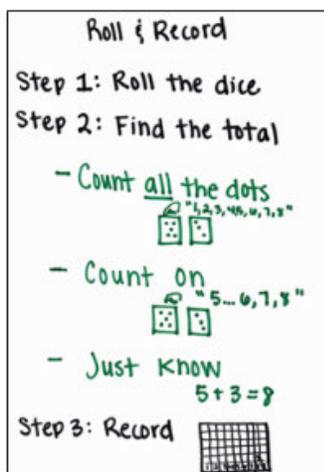
- To enable students to make connections, identify and practice multiple strategies, and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and a carefully selected game.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

Component Name	Introduction	→	Workshop	→	Mid-Workshop Interruption	→	Discussion	→	Closing & Exit Ticket
Component Purpose	Develop an initial understanding of the concept, the associated strategies, and the game used to practice the concept		Collaborative processing time to continue to develop an understanding of prioritized concept and strategy		Responds to data by discussing strategies from observations and/or clarifies a shared misconception		Summarize the day's learning, share efficient strategies, clarify misconceptions, and/or apply strategies to a new problem		As relevant, students complete an exit ticket or skill fluency practice to show evidence of learning
Component Timing	10-15 minutes		15-20 minutes		3-5 minutes		5-7 minutes		3-5 minutes

Game Based Visual Anchor CFS (K-2):

Students name the strategies to support the co-creation of the visual anchor, consistently using evidence and precise mathematical vocabulary to support their claims

- Illustrate the What-To-Do steps (captures the WHAT): pre-populated with steps / space to fill in strategies
- Strategies & Key Points (captures the HOW): space for strategies / hunt for and introduce in CPA order
- Reference: pictures align with student thinking and recording / students can use during Workshop
 - Formatting: pre-made in one color / added colors are bold / precise math language / clear, neat, legible, simple, seen from across the room



*These two game-intro visual anchors show what is pre-built. They will get filled in with students during the lesson

Exercise Base Lesson (EBL)

Purpose:

- To enable students to make connections, draw conclusions, identify key points and develop deep conceptual understanding through the introduction of a specific concept or skill in a clear and focused fashion with deliberate questioning and carefully selected exercises.
- To reveal and develop students' interpretations of significant mathematical ideas and how these connect to their other knowledge.

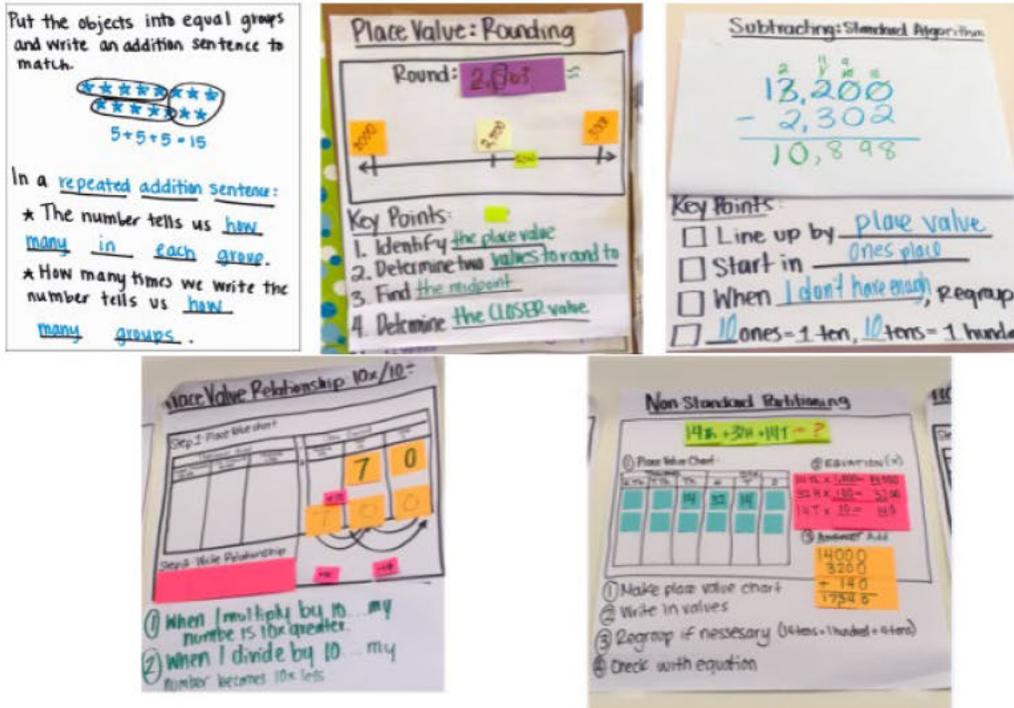
Component Name	Introduction	→	Workshop	→	Discussion	→	Independent Practice	→	Closing & Exit Ticket
Component Purpose	Develop meaning through connection making and focus student thinking on prioritized concept and strategy		Collaborative processing time to continue to develop an understanding of prioritized concept and strategy		Discuss thinking and work completed during Workshop to clarify lingering misconceptions		Independent processing and internalization of prioritized concept and strategy		Summarize and assess the day's learning and make connections to big ideas of the unit
Component Timing	15-25 minutes		10 minutes		5 minutes		10-20 minutes		5 minutes

Exercise Based Visual Anchor CFS (2--4):

Students name the strategies/key points to support the co-creation of the visual anchor, consistently using evidence and precise mathematical vocabulary to support their claims

- Key Points:** clearly articulated on VA with precise math vocabulary in a student-accessible way
- Reference:** strategies are articulated in a step-by-step way that students can reference, as needed, during Workshop and IP

- ❑ **Formatting:** title based on content / pre-made in one color / added colors are bold / precise math language / clear, neat, legible, simple, seen from across the room / post-its can be used for multiple classes



Grades K-4 Task Based Lesson

Purpose:

- Students make sense of the mathematics they’ve learned by working on a problem solving task and leveraging the knowledge they bring to math class to apply their math flexibly to non-routine, unstructured problems, both from pure math and from the real world.
- To shift the heavy lifting to scholars.

Component Name	Understand	→	Exploration	→	Discussion	→	Extension	→	Evaluation
Component Purpose	Initial engagement by students to visualize and understand the task and what the solution requires		Aligned to the problem solving approach, students leverage prior knowledge to develop, test, and revise solution strategies		Present understanding developed and strategies utilized during Exploration, and make connections to and name new concepts and skills		Time to apply acquired knowledge by building on or extending concepts and/or skills		Assess knowledge development and effectiveness of the lesson
Component Timing	3-5 minutes		10-12 minutes		15-20 minutes		10-15 minutes		5-10 minutes

Grades K-4 Error Analysis Reteach (EAR) Lessons-Teacher Built Lessons

Purpose:

- To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of identified concepts.
- Lessons are devoted to concepts and skills for which many students have previously demonstrated low levels of mastery and where there is a known common error to target in the analysis.

Component Name	<u>Framing</u> →	<u>Error Analysis</u> →	<u>Aligned Practice</u> →	<u>Exit Ticket</u>
Component Purpose	Frame includes culture conversation about scores, importance of content, malleable intelligence, or perseverance	Students analyze an example and non-example in order to clarify misconceptions and deepen understanding	Practice engages students in continued thinking about growth area through solving problems, analyzing work, and writing explanations	Assess students' ability to solve problems involving previously misunderstood or misapplied concept or skill
Component Timing	2 minutes	5 minutes	10 minutes	3 minutes

Classroom Environment

The math classroom is essential for students to feel comfortable to build their confidence and ownership in their learning. The classroom needs to have a designated space that is for math resources. The classroom needs to have an agenda for each lesson type along with the Visual Anchor daily for that lesson. Teachers need to ensure that the math classrooms allow for students to make mistakes and grow from their mistakes. Students should also feel comfortable with the productive struggles and allow for students to grapple with rigorous problems types. The teacher is the facilitator in leading students to understand mathematical concepts and content. The only way to have an effective math classroom with these components is to build lasting relationships with each student and utilize culturally responsive teaching strategies mentioned above in the culturally responsive practices section and the social emotional teaching section.

[Link to Classroom Readiness Checklist](#)

Power Up (K-4)

The Power Up block is the time to address the needs of the students according to the data and classroom observations. The main focus of Power Up is to utilize Exit Ticket data to support students to be ready for upcoming lessons and utilize Iready, an adaptable computer program, to meet students where they are and improve on concepts they need to be successful. ILT is independent Learning Time for grades 4-8. ILT will be a time to invest in just in time teaching based on Pre-Unit assessments, prerequisite skills/lessons, and reteaches based on Interim data.

Power Up

Expectations/Vision of Power Up

- Power Up is before the Math Block to reteach Previous Days Exit Tickets
- Thursday's Power up will be used for weekly quiz
- Start and End time are important to ensure core math block starts on time
- Teacher reviews Exit Tickets daily from class and sorts into "mastery" and "no mastery."
- Teacher plans error analysis lesson to be completed the following day on the exit ticket based on the highest leverage error
- During Power-Up, before the math block, the teacher divides class into EAR group and enhancement group. Teacher spends the majority of the Power Up time directing instruction towards the larger group

Power Up Block

Monday Day 1	Tuesday Day 2	Wednesday Day 3	Thursday Day 4	Friday Day 5 Early Dismissal Schedule
Reteach Quiz (25-30 min.) Reteach Quiz (Ever Improving groups)	Power-UP (25-30 min.) iReady Reteach focus on the exit ticket from Mon.	Power-UP (25-30 min.) iReady Reteach focus on the exit ticket from Tues. (EAR Lesson)	Power-UP (25-30 min.) <ul style="list-style-type: none"> • Quiz • Iready 	Spiral Review Day (45 Min) Reteach Exit Ticket from Wed/Thur. (15 min.) Spiral Review (30 min.)

Error Analysis Reteach: Vision

Purpose	<ol style="list-style-type: none"> 1. To increase mastery of concepts and skills for which Ss have previously demonstrated low levels of mastery by strategically identifying the common error and diagnosing the conceptual gap most holding Ss back. 2. To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of identified concepts. 3. To develop and reinforce a productive disposition – Ss approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. 4. To develop and reinforce strategic competence and adaptive reasoning – ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification. <p>Note: Navi observation checklist for EAR lessons here.</p>
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Component	Approx. Time	Purpose	Ways to Achieve this Purpose
Framing	2 min	Frame includes culture conversation about scores, importance of content, malleable intelligence, or perseverance	<ul style="list-style-type: none"> ● T frames the days lesson with the character skills or habits they hope to see today ● T framing is authentically delivered in a way that will invest Ss and continue to build a culture of growth mindset around the mathematical work ● T invests Ss in the data by naming how Ss performed previously and their goal by the end of the reteach lesson
Error Analysis	8 min	Students analyze an example and non-example in order to clarify misconceptions and deeper understanding	<ul style="list-style-type: none"> ● T shows pre-identified student work that aligns to targeted error and underlying misconception(s) ● Ss are engaged in analyzing work and explaining targeted error and misconception that led to it by both unpacking the incorrect (name the error) and correct student work (close the gap) ● T hunts for responses and facilitates a discussion, prioritizing calling on kids who made a similar mistake but may have clarified their thinking through the TT ● T poses TT to have Ss synthesize key learning from analysis and generalize: “What should this student do/think about in the future to not make mistakes like this again?” (generalize)

			<ul style="list-style-type: none"> T records on student work examples throughout the discussion to further support student closing the gap
Aligned Practice	8 min	Practice engages students in continued thinking about growth area through solving problems, analyzing work, and written explanations	<ul style="list-style-type: none"> T sets Ss up for independent work time with a reminder of the CFS that they should be thinking about as they work today (aligned to growth area) T circulates to give feedback and collect data <ul style="list-style-type: none"> Additional attention given to Ss who previously did not show mastery of the skill being re-taught to check for uptake Ss work independently, applying their learning from the Error Analysis
Exit Ticket	2 min	Assess student's ability to solve problems involving previously misunderstood or misapplied concept or skill.	<ul style="list-style-type: none"> T brings Ss back and shares out an exemplar piece of student work based on growth area (ideally a student who had made the mistake earlier) and celebrates learning from mistakes Ss independently complete the exit ticket

Friday Spiral Review

Fridays have shorter math blocks of 45 minutes and will be spiral review days. This time is for teachers to use data from the week and provide students with extra support in concepts from the week.

Expectations/Vision

- Reteach Wed./Thur. Exit tickets as needed for 20 minutes.
- Spiral Reviews
 - Grades K-1 can use resources from lesson plans, fact masters, or teacher designed.
 - Grades 2-4 will use spiral reviews in the curriculum folder or reteach a lesson based on decision made with IL.

Spiral Review: Vision

Purpose	<ol style="list-style-type: none"> To provide opportunities for students to review and practice previously covered concepts / standards, especially material where students showed partial mastery and would benefit from further instruction and practice opportunities. To develop and reinforce a productive disposition – students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. To develop and reinforce strategic competence and adaptive reasoning – ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
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Component	Approx Time	Purpose	Ways to Achieve this Purpose
Launch	2 min	Teacher previews the math to set Ss up for success	<ul style="list-style-type: none"> T names the skill scholars will be working on today and uses one of the following approaches based on data: Approach #1: Highlight Exemplar <ul style="list-style-type: none"> Reminds Ss of the CFS, balancing both procedural and conceptual, while referring to exemplar work Approach #2: Highlight Error <ul style="list-style-type: none"> Reminds Ss of the CFS and names explicitly the common error they saw on student work Zoom in on specific point of error and demonstrate and/or question to get Ss to name misconception and how to correct Ss name how concept / new learning shows up in the CFS T communicates a mastery goal based on previous data
Mixed Practice	10 min	Students practice targeted review independently and teacher provides targeted feedback to drive mastery	<ul style="list-style-type: none"> Ss complete practice independently, evaluating their own work T prioritizes individuals based on previous data to clarify partial misunderstandings and to give feedback on paper in order to drive mastery T utilizes batched feedback when appropriate

<p>Mid-Practice Discussion</p>	<p>5 min</p>	<p>Students discuss one problem and common misconceptions or correct solution strategies, used mid-practice to further mastery</p>	<ul style="list-style-type: none"> ● T leads a discussion mid-practice about a specific problem based on data collected throughout work time ● Ss discuss a specific problem that meets the needs of many Ss based on data collected ● T facilitates using one of the following approaches: ● Approach #1: Exemplar response <ul style="list-style-type: none"> ○ Show call exemplar response ○ Ss with correct response explain their thinking ○ Other Ss explain the concept and procedures behind Ss work ● Approach #2: Common Misconception <ul style="list-style-type: none"> ○ Show call a common error ○ Ss name the error and how to avoid it moving forward
<p>Mixed Practice</p>	<p>10 min</p>	<p>Students practice targeted review independently and teacher provides targeted feedback to drive mastery</p>	<ul style="list-style-type: none"> ● Ss complete practice independently, evaluating their own work ● T prioritizes individuals based on previous data to clarify partial misunderstandings and to give feedback on paper in order to drive mastery ● T utilizes batched feedback when appropriate ● T closes Mixed Practice with an update on progress towards previously set action step

Independent Learning Time (ILT Grade 4)

ILT is an extra block for grades 4-8 in ELA and Math. Math will have two blocks a week. It is a separate block to address unfinished learning that is data informed to meet the needs of their students in two focus areas: 1) Teaching pre-requisite skills and standards based on the pre-unit assessment data that need to be mastered for upcoming units and lessons determined determined in the unit unpack and 2) Reteaching standards based on Interim data that was not mastered.

Expectations/Vision

- Pre-Unit Assessments are given during this block for priority units.
- Pre-requisite skills and standards- instruction is done by using previous grades lessons to build mastery and Iready lessons based on pre-unit assessments.
- Reteaches of Interim Standards-instruction is done using EAR lessons, small groups instructions, and Iready.
- Students will have a progress monitoring sheet throughout the year that will help them keep track of standards mastery using Interim data, monthly standard report, and recording IReady lesson percentages.
- Iready lessons

Small Group Intervention: Vision

Purpose	<ol style="list-style-type: none"> To provide opportunities for small groups of students (6 or fewer) to receive targeted instruction focused on known gaps in conceptual understanding. To develop and reinforce a productive disposition – Ss approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. To develop and reinforce strategic competence and adaptive reasoning – ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
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Component	Approx. Time	Purpose	Ways to Achieve this Purpose
Mini-Lesson	10 - 12 min	Address a known conceptual gap in students' understanding using preplanned questioning and scaffolding (e.g. CPA)	<ul style="list-style-type: none"> T has a clear, specific teaching point for the mini-lesson Problem is posed for students to work through / discuss that will allow teaching point to surface Preplanned questions are used to keep the heavy lifting on students and ensure they are actively thinking Questions are targeted such that time is spent aligned to the teaching point, not other aspects of the work / problem T leverages moving back on the concrete-pictorial-abstract spectrum to support conceptual understanding of teaching point Time ends with a consolidate the learning question so all students get a chance to articulate their revised understanding of the concept
Aligned Practice	13-15 min	Practice engages students in continued thinking about growth area through solving problems, analyzing work, and written explanations	<ul style="list-style-type: none"> T sets Ss up for independent work time with a reminder of the CFS that they should be thinking about as they work today (aligned to growth area) T circulates to give feedback and collect data <ul style="list-style-type: none"> Additional attention given to Ss who previously did not show mastery of the skill being re-taught to check for uptake T asks preplanned check for understanding questions

			<ul style="list-style-type: none"> Ss work independently, applying their learning from the mini-lesson
Exit Ticket	5 min	Assess student's ability to solve problems involving previously misunderstood or misapplied concept or skill	<ul style="list-style-type: none"> T shares exemplar work and Ss name what makes that work strong. If possible, use work student who had made a mistake earlier and celebrates learning from mistakes Ss independently complete the exit ticket

Assessment Methods/Data Cycle/Grading Resources

Assessment Type	Cycle	Grading Resources
<i>Exit Ticket</i>	<p>Given everyday at the end of core lesson Complete Looking at Student Work (LASW) Audit-mastered, not mastered Plan Reteach for Power-Up next day</p> <ul style="list-style-type: none"> Plan groups for reteach Use material in student workbook for review 	<ul style="list-style-type: none"> Grade 2 Exit Tickets weekly <ul style="list-style-type: none"> See instructional Guidebook for specifics (link will take you to grading guide) 3 Point Rubric Scale <ul style="list-style-type: none"> See instructional Guidebook for specifics (link with take you to rubric guide)
<i>Spiral Weekly Quiz</i>	<p>Given on Thursday during Power-Up block before the core lesson. Quizzes have 5 questions with multiple choice and 1-2 Open End Responses</p> <ul style="list-style-type: none"> 2 questions are review covered in 2 week cycle 3 questions are on current content <p>Review quizzes and analyze using similar LASW audit to prepare for Monday Reteach during Power Up. Monday Reteach</p> <ul style="list-style-type: none"> Plan mini reteach into Students work in groups to edit quiz using Ever Improving document Grades K-2 Ever Improving Document Grades 3-4 Ever Improving Document 	<ul style="list-style-type: none"> Grades are based on separate grading scales for grades K-2 and grades 3-12 <ul style="list-style-type: none"> See instructional Guidebook for specifics (link with take you to grading scale guide)
<i>Interim Assessment</i>	<p>Given 4 times a year. IAs are administered 1 day and cover current material up to IA. MOCKs in grades 3-4 are cumulative interims to prepare for state testing. IAs given on Thursdays, make-ups on Fridays Complete IA Analysis the following week during Network IA planning days</p>	<ul style="list-style-type: none"> Grades are based on separate grading scales for grades K-2 and grades 3-12 <ul style="list-style-type: none"> See instructional Guidebook for specifics (link with take you to grading scale guide)

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

Being a teacher is really rewarding work, but also takes a lot of dedication especially after a pandemic year. I will have to be extra diligent this year to help students overcome last year with learning gaps and social emotional health. This year I really want to build strong relationships with my students as discussed during PD with culturally responsive teaching practices and social emotional awareness in math. This will be the only way I can build trust with my students, and support them through the hard work that we are going to do this year to overcome all the challenges during the pandemic. It first starts the intellectually preparing process for the lessons (IPP). I ensure I make time to annotate the lessons, then prior to the lessons and using Exit Ticket from the day before, I add extra questions or students that I need to call on or circulate around so that they will be able to be successful during the lesson. Also before the lesson starts, I have to prepare the Visual Anchor for the day so students can reference it throughout the lesson. While teaching the lesson, I follow the lesson plan, but I also make sure to put my own personality into it. I don't want to sound like a robot. Right now we are in Phase 1 of the observation checklist, so I make sure to remember what my VP has worked with me and I incorporate the feedback into the lesson. I also know that volleyball discourse with habits of discussion are important elements in the lesson. This is how students learn the concepts through rich discussions. As students share our thoughts and strategies, I add it to the visual anchor, this way students feel ownership of their learning. While students are working with partners or independently, I aggressively monitor students. I name laps and look fors, then I circulate around the students and provide feedback on student work habits, math strategies, partner discussion, and I make sure to monitor each student. During the Exit Ticket, I also circulate around the room and take notes on common errors and misconceptions so I am prepared for when I look over the Exit Tickets and planning for tomorrow's lesson. Once the lesson is done, then I have to prepare for the next day's Power Up. I use the Exit ticket Protocol and find the student work I want to highlight during the small group reteach time during Power Up. Power Up is a great time to close gaps and help students review errors they made in the previous day's lesson so they can be ready for the new lesson. If students did well on the Exit Ticket, then the student works on Iready. There is a lot of planning of prep that is needed in teaching. I have unit unpacks to better understand the math concepts in each unit. There are lesson unpacks, where we look at student exit tickets and dig deeper into a lesson as a grade level so that we can provide the best lesson. I also have to plan for reteaches on Fridays utilizing the weekly quiz data and interim data. There are a lot of opportunities this year for reteaches and responding to data so that we are closing the learning gap from last year. There is a lot of work to do this year, but I know students will feel loved and supported by me! This year will be great!

Intellectual Prep and Meeting Structure

Intellectual prep is the work that teachers do prior to teaching a lesson. This work includes: (1) unpacking the unit plan with grade level cohort to understand the unit as a whole, (2) unpacking lessons with grade level cohort designed to practice critical components of a lesson, (3) independently internalizing lessons through lesson annotations and lesson prep, (4) weekly teacher observation and feedback cycle, and (5) looking at student work through the Show What You Know data cycle.

	K-4 Teacher Pre-Work	Meeting Structure
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<p>Daily Lesson Plan Annotations</p>	<p>Due Weekly: Read and annotate the lesson plan according to the IPP protocol Complete solve the Intro problem, a few Workshop problems, all IP problems you expect students to complete, and all of the ET items - using the strategy(ies) for the lesson. K-4 IPP Protocol EAR IPP Protocol (Quarter 3, Grades 3-4)</p>	<ul style="list-style-type: none"> ● No Meeting-IPP done independently
<p>Unit Unpack Pre-Work</p>	<p>Due Prior to Unit Unpack:</p> <ul style="list-style-type: none"> ● Teachers read, annotate, and solve key problems Unit Plan (and bring to Unit Unpacking), ● Teachers solve Key Problems using student strategies from the unit ● Bring complete pre-assessments to analyze ● K-4 Unit Unpack Protocol-look at pre-work section (LINK) 	<ul style="list-style-type: none"> ● Occurs two weeks prior to the start of a unit during the lesson unpack time ● Focus on key standards for the unit, key building blocks of the unit, key problem types, and addressing gaps from pre-unit assessment ● Unit Unpack Protocol
<p>Lesson Unpack Pre-Work</p>	<p>Due Prior to Lesson Unpack: Complete independent IPP for the lesson being used for lesson unpacks. Bring previous days Exit Ticket to analyze Submit IPP with Big Idea based on a timeline set by the leader to allow sufficient time for review.</p>	<ul style="list-style-type: none"> ● Occurs weekly with teachers in same grade level ● Focus on 1-2 upcoming lessons with a focus goal aligned to the Arc of the Year goals. ● Complete LASW protocol with previous lesson Exit Tickets ● K-4 Lesson Unpack Protocol ● EAR Lesson Unpack Protocol (Quarter 3, grades 3-4)
<p>Exit Ticket Protocol</p>	<p>Completed after each Lesson, Due Prior to teaching in Power UP</p> <ul style="list-style-type: none"> ● Use Looking At Student Work Protocol (LASW) --insert linki ● Plan reteach during power up using Error Analysis Reteach Plan ---inset link 	<ul style="list-style-type: none"> ● Occurs with 1-2 Exit Tickets during a lesson unpack meeting, the rest of exit tickets complete independently ● Looking at Student Work Protocol (LINK)
<p>Interim Analysis</p>	<p>Completed during scoring and Interim Analysis Planning time, Due one week after IA. Work in grade teams to complete IA analysis plan</p> <ul style="list-style-type: none"> ○ Review IA analysis on standards, questions, errors, and misconceptions ○ Create a reteach plan and reassessments ○ Complete IA tracker 	<ul style="list-style-type: none"> ● Occurs after interims during network PD

<p>Network PD</p>	<p>Professional Develop on various teaching strategies and development throughout the year</p>	<ul style="list-style-type: none"> ● Occurs monthly during network PD
<p>Observation /Feedback Meetings</p>	<ul style="list-style-type: none"> ● Weekly observation feedback cycle with your VP at your school. ● VP will do informal observations during the week then meet for a coaching meeting where VP will provide feedback and give action step to continue growth and development 	<ul style="list-style-type: none"> ● Occurs weekly with your VP.

Arc of the Year

Goal: The percent of students scoring proficient or higher on the state test will increase by 10%.

The purpose of the Arc of the Year (AoTY) is to provide overall vision, strategy and resources for (1) the AOTY as a whole followed by (2) guidance on each portion of the arc. The AOTY is a roadmap to how we as a network plan to reach this goal!

Phase 0 Summer Institute	Phase 1 Quarter 1	Phase 2 Quarter 2	Phase 3 Quarters 3 & 4
Prepare for a Strong Math Lessons Launch <ul style="list-style-type: none"> • Prepare for first day 	Maximize the Math Lesson Opportunity <ul style="list-style-type: none"> • Score a 2 on the Phase 1 checklist 	Understand the math and WHY the math works <ul style="list-style-type: none"> • Score a 3 on the Phase 2 checklist 	Using Data to Plan for the Future and Crescendo <ul style="list-style-type: none"> • Prepare for state testing and responding to data

Phase	Name	Goals	Observation Checklists
Phase 0 Summer	Prepare for a Strong Math Lessons Launch	<p>In this phase of our work, which starts over the summer, we focus on planning and leading a strong math lessons launch. This includes: Leading strong math lessons summer teacher PD. The leader preparing yourself and your team for the year by putting systems and structures in place through readiness planning. Leaders will create a plan to ensure they are organized and clear on how they will drive a strong launch to math lessons once the school year officially starts and will ensure teachers are clear on key math lessons structures, materials, routines, and systems for their school.</p> <p>Goals</p> <p>Summer Preparation:</p> <ul style="list-style-type: none"> • All: School summer PD session schedule includes 100% of “Most Critical” Teacher Summer PD sessions. • All: 100% of readiness tasks included in the “Navigator ES Math Lessons Readiness Plan” are completed before Day 1 of school. <p>Investment:</p> <ul style="list-style-type: none"> • All: Before Day 1 of school, 90% of teachers agree or strongly agree: <ul style="list-style-type: none"> ○ I feel clear on key math lessons structures, materials, routines, and systems for my school. ○ The time I spent preparing for math lessons in summer training was purposeful in preparing me to teach math lessons effectively. 	Arc of the Year Goals
Phase 1 Quarter 1	Maximize the Math Lesson Opportunity	<i>In Phase One we lay the foundation for our work in math lessons for the rest of the year. Phase One is all about achieving mastery in the following areas:</i>	Game Intro Lesson Phase 1 and 2 Checklist

	<ul style="list-style-type: none"> ❖ <i>Teachers execute the intro overall structure at a foundational level.</i> ❖ <i>Teachers consistently build and use visual anchors at a foundational level.</i> ❖ <i>Teachers foster a focused, engaged classroom by ensuring students by leveraging the Setting the Stage teacher tools to meet the school’s vision of excellence for all key routines, habits, and procedures, including our two Maximize the Math focus areas: Kids Listening to Kids and Partner Work during the Problem of the Day (EBL) or Workshop (GIL).</i> ❖ <i>Teachers lay the foundation for rapid feedback by leveraging the skill Naming Laps to name for students what they are looking for in student work as students work independently.</i> ❖ <i>The structures of Intellectual Preparation are put in place and become a habitual component of the school’s math program.</i> ❖ <i>Leaders learn to facilitate group IPP at a foundational level (new leaders) or at an effective level (returning leaders).</i> ❖ <i>IA 1 (and maybe IA 2 based on school’s timing) is smoothly administered, scored, reported, analyzed, and acted on.</i> <p>Goals</p> <p>Lesson Introduction:</p> <ul style="list-style-type: none"> ● Year 1: 00% of new-to-Navigator math teachers score at least a 2 on the Phase One Observation Checklist Rubric ● Year 2+: 90% of returning-to-Navigator math teachers score at least a 3 on the Phase One Observation Checklist Rubric ● All: 90% of teachers leverage the Setting the Stage tools to ensure expectations for students are clear, consistent, and reinforced ● All: 85% of students meet the vision of excellence for Kids Listening to Kids (Turn & Talks and Whole Group) and Partner Work during the Problem of the Day (EBL) or Workshop (GIL) <p>Rapid Feedback:</p> <ul style="list-style-type: none"> ● Year 1: 75% of teachers show mastery of rapid feedback move Naming Laps ● Year 2+: 90% of teachers show mastery of rapid feedback move Naming Laps <p>Intellectual Prep:</p> <ul style="list-style-type: none"> ● All: 100% of teachers consistently submit independent lesson IP to Math Leader on time and 100% of teacher-submitted independent lesson IP is reviewed by Math Leader and feedback shared according to school lesson IP feedback timeline. <p>Data:</p> <ul style="list-style-type: none"> ● All: School meets student achievement goals for IA 1 in all grades <p>Investment:</p>	<p>Exercise Based Lesson</p> <p>Phase 1 and 2 Checklist</p>
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		<ul style="list-style-type: none"> ● All: In phase Critical Investment Beliefs Survey, 90% of teachers agree or strongly agree to our 4 Critical Investment Beliefs 	
<p>Phase 2 Quarter 2</p>	<p>Understand the math and WHY the math works</p>	<p><i>In Phase Two, the focus is for leaders, teachers, and students to develop a deep understanding of the math and why the math works. Phase Two is all about achieving mastery in the following areas:</i></p> <ul style="list-style-type: none"> ❖ <i>Teachers execute the intro overall structure at a proficient level.</i> ❖ <i>Teachers gather and use data in-the-moment in the intro to make decisions about how to best support students. In Game Intro Lessons, this means teachers will gather data during turn and talks to decide on the right “next step” strategy for students. In Exercise Based Lessons, teachers will gather and use data in student work on the Problem of the Day to decide where to start and focus the conversation.</i> ❖ <i>Teachers use different tools that foster volleyball discourse and maintain a strong teacher/student ratio.</i> ❖ <i>Teachers effectively elicit and stamp key points in the lesson.</i> ❖ <i>There is an intentional focus in IPP on leaders supporting teachers with understanding the big idea and key points in the lesson to support teachers with facilitating students to these understandings in the intro.</i> ❖ <i>IA 2 (and maybe IA 3/mock based on school’s timing) is smoothly administered, scored, reported, analyzed, and acted on.</i> <p>Goals:</p> <p>Introduction:</p> <ul style="list-style-type: none"> ● Year 1: 75% of teachers score at least a 3 on the Phase Two Observation Checklist Rubric ● Year 2+: 90% of teachers score at least a 3 on the Phase Two Observation Checklist Rubric <p>Rapid Feedback:</p> <ul style="list-style-type: none"> ● Year 1: 75% of teachers show mastery of our rapid feedback move Show Call ● Year 2+: 90% of teachers show mastery of our rapid feedback move Show Call <p>Intellectual Prep:</p> <ul style="list-style-type: none"> ● All: 100% of teachers consistently submit independent lesson IP to Math Leader on time and 100% of teacher-submitted independent lesson IP is reviewed by Math Leader and feedback shared according to school lesson IP feedback timeline <p>Data:</p> <ul style="list-style-type: none"> ● All: School meets student achievement goals for IA 2 (and IA 3, if applicable) in all grades <p>Investment:</p> <ul style="list-style-type: none"> ● All: In phase Critical Investment Beliefs Survey, 90% of teachers agree or strongly agree to our 4 Critical Investment Beliefs 	<p>Game Intro Lesson Phase 1 and 2 Checklist Exercise Based Lesson Phase 1 and 2 Checklist</p>

<p>Phase 3 Quarters 3 & 4</p>	<p>Using Data to Plan for the Future and Crescendo</p>	<p><i>In Phase Three, we launch our crescendo strategy, which is a strategy focused largely on our grades with state tests (3rd & 4th). We ramp up our response to data to make more rapid adjustments to future instruction to best meet students' needs and we go all in on creating a vibrant student culture so that students are excited to meet their potential. Phase Three for 3rd and 4th grade is all about achieving mastery in the following areas:</i></p> <ul style="list-style-type: none"> ❖ <i>Teachers plan and execute Error Analysis Response (EAR) lessons at a foundational level based off the mock and recent classwork to respond to student data.</i> ❖ <i>Teachers use student data from the mock to plan strategic student interventions or additional supports.</i> ❖ <i>Teachers create a vibrant student culture.</i> ❖ <i>Teachers and leaders strategically support students with developing key academic habits that will help them elevate the content knowledge they have.</i> ❖ <i>Leaders support teachers in planning strong EAR lessons by leading strong Looking at Student Work / EAR Intellectual Prep meetings.</i> ❖ <i>Teachers and leaders have structures in place to effectively track and respond to data.</i> <p><i>While our time and attention shifts largely to supporting 3rd and 4th grade during this phase due to the substantial lift of crescendo, leaders should assess the level of support they can provide grades K-2 in this phase. For leaders who have the capacity to focus on K-2 during this phase, Phase Three is about achieving mastery in the following areas in K-2:</i></p> <ul style="list-style-type: none"> ● <i>Teachers execute a full math lesson (going beyond the intro into workshop, independent practice, discussion, mid-workshop interruption, and closing) at a foundational level.</i> ● <i>Leaders support teachers in using student data and student work to inform their future instruction by leading strong Looking at Student Work meetings.</i> ● <i>IA 3 and the EOC IA are smoothly administered, scored, reported, analyzed, and acted on.</i> <p>Goals: Grade 3 and 4 Error Analysis Reteach:</p> <ul style="list-style-type: none"> ● Year 1: 75% of teachers score at least a 2 on the EAR Lesson Observation Checklist Rubric ● Year 2+: 90% of teachers score at least a 2 on the EAR Lesson Observation Checklist Rubric <p>Rapid Feedback:</p> <ul style="list-style-type: none"> ● Year 1: 75% of teachers show mastery of our rapid feedback move Focused & Urgent Feedback 	<p>Game Intro Lesson Phase 3 Checklist</p> <p>Exercise Based Lesson Phase 3 Checklist</p> <p>Error Analysis Reteach Lesson (EAR) Phase 3 Checklist</p>
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		<ul style="list-style-type: none"> ● Year 2+: 90% of teachers show mastery of our rapid feedback move Focused & Urgent Feedback <p><u>K-2 Goals</u></p> <p>Full Lesson:</p> <ul style="list-style-type: none"> ● Year 1: 75% of teachers score at least a 2 on the Full Lesson Observation Checklist Rubric ● Year 2+: 90% of teachers score at least a 2 on the Full Lesson Observation Checklist Rubric <p>Rapid Feedback:</p> <ul style="list-style-type: none"> ● Year 1: 75% of teachers show mastery of our rapid feedback move Focused & Urgent Feedback ● Year 2+: 90% of teachers show mastery of our rapid feedback move Focused & Urgent Feedback <p>Intellectual Prep & Looking at Student Work (LASW):</p> <ul style="list-style-type: none"> ● All: Maintain previous phase IPP goals <p><u>ALL Grade Goals:</u></p> <p>Intellectual Prep:</p> <ul style="list-style-type: none"> ● All: 100% of teachers consistently submit independent lesson IP to Math Leader on time and 100% of teacher-submitted independent lesson IP is reviewed by Math Leader and feedback shared according to school lesson IP feedback timeline <p>Data:</p> <ul style="list-style-type: none"> ● All: School meets Navigator student achievement goals for IA 3/mock and EOC IA in all grades <p>Investment:</p> <ul style="list-style-type: none"> ● In phase Critical Investment Beliefs Survey, 90% of teachers agree or strongly agree to our 4 Critical Investment Beliefs 	
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Power Up and ILT Arc of the Year

Goal: The percent of students scoring proficient or higher on the state test will increase by 10%. Utilize Power UP/ILT efficiently and effectively.

The purpose of the Arc of the Year (AoTY) is to provide overall vision, strategy and resources for (1) the AOTY as a whole followed by (2) guidance on each portion of the arc. The AOTY is a roadmap to how we as a network plan to reach this goal!

Phase 0 Weeks 1-4	Phase 1 Weeks 4-9	Phase 2 Weeks 10-23	Phase 3 Weeks 24-
Routines & Procedures Complete Exit Ticket	Utilize Iready, Utilize Exit Tickets in small groups	Utilize Exit Tickets, IA Data for Data Analysis	Crescendo and In depth error Analysis

Phases	Power UP	ILT (Grade 4)
Phase 0: <i>Power-Up Readiness</i> Weeks 1-3	<ul style="list-style-type: none"> ● Routines & Procedures ● Note of Pacing Time ● Complete ET ● Grade ET ● Whole Group Discussion of ET 	<ul style="list-style-type: none"> ● iReady Diagnostic test ● Aggressively Coaching on Iready ● Utilization of Scratch Paper Practice ● Building Quality Work Habits
Phase 1: Maximize iREADY Weeks 4-9	<ul style="list-style-type: none"> ● Small group reteach of ET utilizing EAR ● Small/targeted group <ul style="list-style-type: none"> ○ Students on iReady - T working in small groups ● Exit Ticket Protocols <ul style="list-style-type: none"> ● Utilization of Scratch Paper Practice ● Building Quality Work Habits 	<ul style="list-style-type: none"> ● Aggressively Coaching on Iready ● Addressing Unfinished Learning <ul style="list-style-type: none"> ● Pre-Unit Assessments ● Interim Data ● Targeted group of scholars
Phase 2: <i>Responding to Data</i> Weeks 10-23	<ul style="list-style-type: none"> ● Small group reteach of ET utilizing EAR ● Small/targeted group <ul style="list-style-type: none"> ○ Students on iReady - T working in small groups ● Exit Ticket Protocols ● Utilization of Scratch Paper Practice ● Building Quality Work Habits 	<ul style="list-style-type: none"> ● Aggressively Coaching on Iready ● Addressing Unfinished Learning <ul style="list-style-type: none"> ● Pre-Unit Assessments ● Interim Data ● Targeted group of scholars
Phase 3: <i>Responding to Data</i> Weeks 24-EOY	<ul style="list-style-type: none"> ● Small group reteach of ET utilizing EAR ● Small/targeted group <ul style="list-style-type: none"> ○ Students on iReady - T working in small groups ● Exit Ticket Protocols ● NJSLA Review ● Utilization of Scratch Paper Practice ● Building Quality Work Habits 	<ul style="list-style-type: none"> ● Aggressively Coaching on Iready ● Addressing Unfinished Learning <ul style="list-style-type: none"> ● Pre-Unit Assessments ● Interim Data ● Targeted group of scholars ● Aggressively Coaching on Iready ● Crescendo-NJSLA-M Practice

Part III | Math Core Curriculum 5-8

Student Experience Narrative

5-8 Experience (TTC)

It is almost time for math class, I can't wait to see how I did on yesterday's Exit Ticket. I am in the fifth grade and it is Math Power-Up. We review our Exit Tickets from the day before. Sometimes I get it all right and I start on Iready, sometimes I need to fix an error and I work in a small group with the teacher to correct the Exit Ticket and review problems that are similar to the Exit Ticket. When I correct an error, I learn and I grow my math knowledge. I really like Math Power-Up time because I get to work in small groups with the teacher or on Iready. Now it is time for Core Math Block, before Core Block starts, I make sure I have a pencil and math packet out on my desk tracking the teacher. Once the timer goes off, I will be the first scholar ready for work. We start the Core Lesson off with Think About It. The Think About It is like a "Do - Now". We normally have about five minutes to complete this part. I like the Think About It, because we do this silently and solo and my teacher does not help but my teacher walks around. I get to do my work and show my thinking all on my own. When I show my work, I am always sure to mark up the problem, organize my workspace, underline key information and check my answer. As we work the teacher walks around the room. The teacher is looking for student work to share on the board to drive discussion. I hope the teacher picks me!

After 5 minutes, or once the timer goes off, we stop working and put our pencils down to start the discussion.. The teacher picks a student's work and projects it on the doc camera so we can all see it. The student then begins to explain their work and the teacher copies the work onto the Visual Anchor. The teacher asks questions about the student's work and we build onto what was said. It's really important during the class discussion that I track the speaker and listen closely. I also like to use hand signals while the speaker is talking to show that I agree, disagree, or have something to build on to what the speaker said. Sometimes the teacher calls on me when I use my hand signals. It feels like sign language and I am always part of the discussion even if I am not the speaker.

During our discussion, we use key information from the problem (fence posts) to help us get to our conjecture. Once we come up with a conjecture, it is time to test it. During the test of the conjecture, the teacher guides us through to see if the conjecture holds true. If it does, we stamp the key idea by writing it down. If it does not, we refine our conjecture until it holds true. Once we know it holds true and we stamp the Criteria For Success - it's practice time! The teacher leads us through partner practice and independent practice. First we start with a partner practice, where we get to talk and do a problem with our elbow partner. This is fun because we get to learn from our classmates. When we complete partner practice we move on to independent practice. Unlike partner practice where we get to talk, independent practice is done silently and solo. Regardless of the practice (partner or independent), I feel supported because my teacher walks around and gives me feedback to make sure my work is accurate and efficient. Sometimes the teacher gives feedback to the entire class! Any time I get feedback, I apply it. At the end of the Core Period it's time to do the Exit Ticket. I hope I get it all right. I can't wait till I find out tomorrow. The very last thing we do before the next class is get our IDream scores. I have been really good so I hope I get a 3. Math is so fun! Later today, we have an extra math class called Independent Learning Time. During ILT there are a few things that can happen. I can work on my fluency skills or I might work in a small group on some of the standards that I have not mastered when I took the last Interim, or I might learn a new concept for an upcoming lesson to better prepare for the lesson, or I might work on Iready to make sure I get all the minutes for the week. ILT is a time that I get to build my math skills and mark off the standards that I have mastered.

5-8 Experience (INM)

It is almost time for math class, I can't wait to see how I did on yesterday's Exit Ticket. I am in the eighth grade and it is Math Power-Up. We review our Exit Tickets from the day before. Sometimes I get it all right and I start on Iready, sometimes I need to fix an error and I work in a small group with the teacher to correct the Exit Ticket and review problems that are similar to the Exit Ticket. When I correct an error, I learn and I grow my math knowledge. I really like Math Power-Up time because I get to work in small groups with the teacher or on Iready. Now it is time for Core Math Block, before Core Block starts, I make sure I have a pencil and math packet out on my desk tracking the teacher. Once the timer goes

off, I will be the first scholar ready for work. We start the Core Lesson off with Think About It. The Think About It is like a “Do - Now”. We normally have about five minutes to complete this part. I like the Think About It, because we do this silently and solo and my teacher does not help but my teacher walks around the classroom. I get to do my work and show my thinking all on my own. When I show my work, I am always sure to mark up the problem, organize my workspace, underline key information and check my answer. After the five minutes end, I get to debrief and discuss work with class. We have discussions but we do not form a conjecture. Instead, we create procedural steps or solve problems that push our critical thinking skills. Discussion during the INM may require more teacher voice than student voice, however, I am always engaged and ready to use mathematical language during class discussion because my teacher may cold call me. We discuss with our partners in a Turn and Talk and explain the strategy and how we came to solve the problem. When I am not speaking I am actively listening so that I am prepared to use my hand signals to show if I agree, disagree, or have something to add to what the speaker said. During our discussion, we use key information to guide us through. After we stamp the key point, we begin practice. First we start with a partner practice, where we get to talk and do a problem with our elbow partner. This is fun because we get to learn from our classmates. When we complete partner practice we move on to independent practice. Unlike partner practice where we get to talk, independent practice is done silently and solo. Regardless of the practice (partner or independent), I feel supported because my teacher walks around and gives me feedback. Sometimes the teacher gives feedback to the entire class! Any time I get feedback, I apply it. At the end of the Core Period it's time to do the Exit Ticket. I hope I get it all right. I can't wait till I find out tomorrow. The very last thing we do before the next class is get our iDream scores. I have been really good so I hope I get a 3. Math is so fun! Later today, we have an extra math class called Independent Learning Time. During ILT there are a few things that can happen. I can work on my fluency skills or I might work in a small group on some of the standards that I have not mastered when I took the last Interim, or I might learn a new concept for an upcoming lesson to better prepare for the lesson, or I might work on Iready to make sure I get all the minutes for the week. ILT is a time that I get to build my math skills and mark off the standards that I have mastered.

Overview/Vision/Key Components

For students to thrive in the world they will face after college, they must be able to make sense of the world through a mathematical lens. Therefore, learning mathematics requires more than learning facts and procedures for solving certain types of problems. In BEN’s 5-8 mathematics program, adapted from Achievement First’s Navigator Math Curriculum, our vision is grounded in a belief that teaching and learning of mathematics should stimulate curiosity, joy, and a deep understanding of the mathematics outlined in the Common Core. A well-prepared student will develop a deep understanding of concepts and a proficiency and expertise in a number of mathematical practices that have long standing importance in mathematics education. Therefore, we reject the I-We-You approach and believe that we must embrace productive struggle and allow students to come to understand mathematics through rich mathematical discourse and having teachers as facilitators of the learning experiences.

In 5-8 Math, we will be diligently working to address accelerated learning throughout the year by providing students access to on-grade content by adding in just the right content scaffolds at just the right time for students who need additional knowledge to do the current work.

Accelerated Learning

Accelerated learning requires that students consistently receive grade-level materials, tasks, and assignments, along with appropriate “just in time” scaffolds that address the necessary content knowledge and skills students need to engage in the most immediate work of the grade. Through ongoing, embedded formative assessments and analysis, teachers and leaders adjust the curriculum proactively within a task, lesson or unit to provide dedicated space and time for this learning to take place.

Component	Overview	Vision
Pre- Unit Formative Assessment	Implement regular pre-unit formative assessments on priority units (about 4-5 units for each grade) with analysis that impact instructional decisions directly during Core Block and Power):	<p>When 60% or more of a class has not mastered a prerequisite standard → add a lesson to core block, follow up with additional instruction and practice in ILT</p> <p>When less than 60% of a class has not mastered a prerequisite → small group instruction lessons will take place in ILT with additional practice using iReady/computer adaptive software and in ILT.</p> <p>Unit Unpack will be the final determination of how and when this occurs within the unit.</p>
Reteach Cycle	Implement cycle of immediate re-teach and/or enhanced math experience 3 times per week:	<p>Teacher reviews Exit Tickets daily from class and sorts into “mastery” and “no mastery.”</p> <p>Teacher plans error analysis lesson to be completed the following day on the exit ticket based on the highest leverage error</p> <p>During Power-Up, before the math block, the teacher divides class into EAR group and enhancement group.</p> <p>Teacher spends the majority of the Power Up time directing instruction towards the larger group.</p>

<p>Unit Assessments</p>	<p>End of unit assessments</p>	<p>These assessments are administered and scored in illuminate. Unit assessments consist of 10+ multiple choice questions. Students are given the entire math block to complete. Teachers circulate and take notes while students complete the quiz to identify errors and misconceptions. Prep and planning time will be spent analyzing the assessments and preparing a reteach.</p>
<p>Independent Learning Time (ILT)</p>	<p>ILT is a time that will provide extra support and instruction in two areas:</p> <ul style="list-style-type: none"> - Pre-requisite skills and standards that need to be mastered for upcoming units and lessons determined during the unit unpack based on the pre-unit assessment data and - Mastering standards based on Interim data that was not master. 	<p>Pre-requisite skills and standards- instruction is done by using previous grades lessons to build mastery and Iready lessons.</p> <p>Mastery of Interim Standards-instruction is done using EAR lessons, small grouped instructions, and Iready.</p> <p>Students will have a progress monitoring sheet throughout the year that will help them keep track of standards mastery using Interim data, monthly standard report, and recording I Ready lesson percentages.</p>
<p>Power Up</p>	<p>Math Power Up is a time in the math block where teachers can incorporate interventions to address students' misconceptions and gaps in the math standards.</p>	<p>Taught through Iready, whole group reteaches, or small group reteaches based on data from the biweekly quizzes or exit tickets.</p>

Math Block

5-8 Math Block Overview

5-8 Math			
Daily Math Lesson Block 55 min.		Power Up 30 min.	Independent Learning Time (ILT) 45 min. (2x a week)
Conjecture Based Lesson (5-8)	Exercise Based Lesson (5-8)	Power up is a data driven time for teachers to use to meet the needs of their students by using:	ILT is an extra block for grades 4-8 in ELA and Math. Math will have two blocks a week. It is a separate block to address unfinished learning that is data driven for teachers to use to meet the needs of their students by:
<ul style="list-style-type: none"> ● Discourse Driven ● Key Problems to foster discourse of concepts and strategies ● Partner Work ● Living Visual Anchor for resource 	<ul style="list-style-type: none"> ● Cumulative task of the unit ● Independent work ● Leverage prior knowledge to develop, test, and revise solution strategies ● Revision time based on math discussion 	<ul style="list-style-type: none"> ● FOCU: Exit Ticket Reteach ● FOCUS: iReady.-Adaptive differentiated computer based learning ● FOCUS: Small Group Intervention Other Possibilities ● NJSLA-M practice ● Reteach major standards 	<ul style="list-style-type: none"> ● Utilizing individual student goals ● Ready.-Adaptive differentiated computer based learning ● Data driven instruction to address <ul style="list-style-type: none"> ○ unfinished learning from pre-unit assessments ○ Interim assessments data and reteaches ● NJSLA-M practice

Achieve

Day	Monday Day 1	Tuesday Day 2	Wednesday Day 3	Thursday Day 4	Friday Day 5 1pm Schedule	
Power Up 25-30 min	iReady, small groups Reteach focus on exit tickets or major standards NJSLA-M Practice				<ul style="list-style-type: none"> N/A No power up because Wednesdays are ½ days. 	
Math Block 50-60 min.	Math Lesson Exercise Conjecture	Math Lesson Exercise Conjecture	Math Lesson Exercise Conjecture	Math Lesson Exercise Conjecture	Unit Assessment DAY Give Unit Assessment Direct Instruction of major misconception from the week	No Unit Assessment DAY Spiral Review Reassessment Quiz Re-teach based Quiz Re-teach based on Exit Tickets Cumulative Review

Stratford Preparatory

Day	Monday Day 1	Tuesday Day 2	Wednesday Day 3 1pm Schedule		Thursday Day 4	Friday Day 5
Power Up 25-30 min	iReady, small groups Reteach focus on exit tickets or major standards NJSLA-M Practice		N/A <ul style="list-style-type: none"> No power up because Wednesdays are ½ days. 		iReady, small groups Reteach focus on exit tickets or major standards NJSLA-M Practice	
Math Block 50-60 min.	Math Lesson Exercise Conjecture	Math Lesson Exercise Conjecture	Unit Assessment DAY Give Unit Assessment Direct Instruction of major misconception from the week	No Unit Assessment DAY Spiral Review Reassessment Quiz Re-teach based Quiz Re-teach based on Exit Tickets Cumulative Review	Math Lesson Exercise Conjecture	Math Lesson Exercise Conjecture

Lesson Structures

Test the Conjecture (TTC)

Purpose: Through the use of investigation and guided inquiry, students develop conceptual understanding of math topics and strategies. They persevere by developing and proving mathematical conjectures. Structurally based off of the Standards for Mathematical Practice 3, these lessons push students to make viable arguments and critique the thinking of others to generate a conjecture that will then be tested. They must make connections to previously learned content, apply sound mathematical practices, and think flexibly.

Component Name	<u>Opening</u> →	<u>Test the Conjecture</u> →	<u>Partner Practice and Debrief</u> →	<u>Independent Practice and Debrief</u> →	<u>Exit Ticket</u>
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<p>Component Purpose</p>	<p>Students complete the Think About It problem* and then debrief the thinking and work samples to develop a new understanding. They synthesize in the form of a conjecture for the day's lesson.</p>	<p>Further develop and reinforce understanding. Test the lesson's conjecture using 2-3 example problems, stamp the conjecture as a mathematical rule and create an exemplar. Develop a strategy for solving problems by applying the day's conjecture.</p>	<p>Continue to develop students' understanding of the conjecture through collaborative work, applying the conjecture, and receiving teacher feedback.</p> <p>Provide the class with batch feedback based on trends noticed during work time.</p>	<p>Students get multiple at-bats w/conjecture and receive feedback from their teacher.</p> <p>Teacher provides the class with batch feedback based on trends noticed during work time.</p>	<p>Collect data on student learning for the day's lesson.</p>
<p>Timing</p>	<p>≤ 25 min</p>		<p>≤ 10 min</p>	<p>≤ 13 min</p>	<p>≤ 7 min</p>

Exercise Based (EBL)-Interaction with New Material (INM)

Purpose: This lesson structure is for lessons that require more direct instruction or require students to apply skills and concepts in more challenging contexts. Funneled questioning is still the primary instructional tool; however, the teacher may take more liberties with direct modeling and/or he/she may focus on problem-solving strategies rather than forming and proving mathematical conjectures. Students are still expected to develop conceptual understanding of math topics and strategies and to persevere by making connections to previously learned content, applying mathematical practices, thinking flexibly, and solving real-world problems.

Component Name	<u>Opening</u> →→	<u>Interaction with New Material</u> →→	<u>Partner Practice and Debrief</u> →→	<u>Independent Practice and Debrief</u> →→	<u>Exit Ticket</u>
Component Purpose	Debrief the mathematical concepts (what and why) presented in the task to arrive at a new understanding and develop a key point for the day's lesson.	Apply the key point when solidifying procedural steps or solving a rigorous problem to hone critical thinking skills, solidify conceptual understanding, and develop a clear procedure and criteria for success for solving.	Apply the key point to reinforce mathematical understanding of the concept and strategies through collaborative work and teacher feedback. Provide the class with batch feedback based on trends noticed during work time.	Students get sufficient at-bats applying key point to a variety of problems at grade level rigor bar and receive feedback from their teacher. Teacher provides the class with batch feedback based on trends noticed during work time.	Collect data on student learning for the day's lesson.
Timing	≤ 25 min		≤ 10 min	≤ 13 min	≤ 7 min

Error Reteach Analysis (EAR)-Chart the Error

Purpose: Respond to data/re-teach/extend. Through the use of error analysis, guided questioning and discussion students will identify and fix a common misconception related to a skill they learned the previous day. These are sequenced so that after a particularly complex conceptual lesson or a lesson involving a skill that surfaces a common misconception, students get another focused at bat to either fix their misunderstanding or deepen their reasoning around key mathematical concepts and viable strategies to guide them away from making the same error. These lessons start with analyzing fictional student work and are structurally based off of the Standards for Mathematical Practice 3. **Teachers should review these lessons as they grade the exit tickets from the previous day's lesson to ensure that the error analyzed in the Think About It is one that their students are most commonly making and if not, they can revise the Think About It to reflect their student's misunderstanding.**

Component Name	<u>Error Analysis (Chart the Error)</u> →→	<u>Partner Practice and Debrief</u> →→	<u>CFU</u> →→	<u>Independent Practice and Debrief</u> →→	<u>Exit Ticket</u>
Component Purpose	Students complete the Think About It problem by analyzing two samples of student work from the previous lesson. They decide which example, if any or if both, that they agree with and justify their answer. Through teacher guided discussion, students come to the key point of the lesson and work to isolate the error. Students cross out the incorrect work, highlight the correct work, and then stamp the key point and the criteria for success.	Students continue to solidify their understanding of the key point through collaborative work and teacher feedback. Teacher provides the class with batch feedback based on trends noticed during work time and possibly the growth that students made on the common misconception from the error analysis.	Students complete this problem individually that is designed to surface the error and the teacher can identify students who may need more support during independent practice.	Students get multiple at-bats with problems and receive feedback from their teacher. Teacher provides the class with batch feedback based on trends noticed during work time.	Collect data on student learning for the day's lesson.
Timing	≤ 18 min	≤ 10 min	≤ 5 min	≤ 15 min	≤ 7 min

Classroom Environment

The math classroom is essential for students to feel comfortable to build their confidence and ownership in their learning. The classroom needs to have a designated space that is for math resources. The classroom needs to have an agenda for each lesson type along with the Visual Anchor for that lesson. Teachers need to ensure that the math classrooms allow for students to make mistakes and grow from their mistakes. Students should also feel comfortable with the productive struggles and allow for students to grapple with rigorous problems types. The teacher is the facilitator in leading students to understand mathematical concepts and content.

[Link to Classroom Readiness Checklist](#)

Power Up

The Power Up block is the time to address the needs of the students according to the data and classroom observations. The main focus of Power Up is to utilize Exit Ticket data to support students to be ready for upcoming lessons and utilize iReady, an adaptable computer program, to meet students where they are and improve on concepts they need to be successful. ILT is independent Learning Time for grades 4-8. ILT will be a time to invest in just in time teaching based on Pre-Unit assessments, prerequisite skills/lessons, and reteaches based on Interim data.

Power Up

Expectations/Vision of Power Up

- Power Up is before the Math Block to reteach Previous Days Exit Tickets
- Start and End time are important to ensure core math block starts on time
- Teacher reviews Exit Tickets daily from class and sorts into “mastery” and “no mastery.”
- Teacher plans error analysis lesson to be completed the following day on the exit ticket based on the highest leverage error
- During Power-Up, before the math block, the teacher divides class into EAR group and enhancement group. Teacher spends the majority of the Power Up time directing instruction towards the larger group

Power Up Block

Monday Day 1	Tuesday Day 2	Wednesday Day 3	Thursday Day 4	Friday Day 5 Early Dismissal Schedule
Reteach Quiz (25-30 min.) Reteach Quiz (Ever Improving groups)	Power-UP (25-30 min.) iReady Reteach focus on the exit ticket from Mon.	Power-UP (25-30 min.) iReady Reteach focus on the exit ticket from Tues. (EAR Lesson)	Power-UP (25-30 min.) ● iReady ● Reteach focus on the exit ticket from Tues. (EAR Lesson)	Spiral Review Day (45 Min) Reteach Exit Ticket Thur. (15 min.) Spiral Review (30 min.)

Error Analysis Reteach: Vision

Purpose	<ol style="list-style-type: none"> To increase mastery of concepts and skills for which Ss have previously demonstrated low levels of mastery by strategically identifying the common error and diagnosing the conceptual gap most holding Ss back. To enable students to analyze and discuss student errors and misconceptions in order to build deeper understanding of identified concepts. To develop and reinforce a productive disposition – Ss approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. To develop and reinforce strategic competence and adaptive reasoning – ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification. <p>Note: Navi observation checklist for EAR lessons here.</p>
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Component	Approx. Time	Purpose	Ways to Achieve this Purpose
Framing	2 min	Frame includes culture conversation about scores, importance of content, malleable intelligence, or perseverance	<ul style="list-style-type: none"> T frames the days lesson with the character skills or habits they hope to see today T framing is authentically delivered in a way that will invest Ss and continue to build a culture of growth mindset around the mathematical work T invests Ss in the data by naming how Ss performed previously and their goal by the end of the reteach lesson
Error Analysis	8 min	Students analyze an example and non-example in order to clarify misconceptions and deeper understanding	<ul style="list-style-type: none"> T shows pre-identified student work that aligns to targeted error and underlying misconception(s) Ss are engaged in analyzing work and explaining targeted error and misconception that led to it by both unpacking the incorrect (name the error) and correct student work (close the gap) T hunts for responses and facilitates a discussion, prioritizing calling on kids who made a similar mistake but may have clarified their thinking through the TT T poses TT to have Ss synthesize key learning from analysis and generalize: “What should this student do/think about in the future to not make mistakes like this again?” (generalize)

			<ul style="list-style-type: none"> T records on student work examples throughout the discussion to further support student closing the gap
Aligned Practice	8 min	Practice engages students in continued thinking about growth area through solving problems, analyzing work, and written explanations	<ul style="list-style-type: none"> T sets Ss up for independent work time with a reminder of the CFS that they should be thinking about as they work today (aligned to growth area) T circulates to give feedback and collect data <ul style="list-style-type: none"> Additional attention given to Ss who previously did not show mastery of the skill being re-taught to check for uptake Ss work independently, applying their learning from the Error Analysis
Exit Ticket	2 min	Assess student's ability to solve problems involving previously misunderstood or misapplied concept or skill.	<ul style="list-style-type: none"> T brings Ss back and shares out an exemplar piece of student work based on growth area (ideally a student who had made the mistake earlier) and celebrates learning from mistakes Ss independently complete the exit ticket

Spiral Review

Fridays (Achieve) and Wednesday (Stratford) have shorter math blocks of 45 minutes and will be for Unit Assessments and spiral review days. This time is for teachers to use data from the week and provide students with extra support in concepts from the week.

Expectations/Vision

- Use data from the week to determine how to give the spiral review.
- There are resources available in Math Drive that have weekly problems to use.

<p>Mixed Practice- Full Routine; Provide students with practice applying mathematics for a variety of standards on a medium and high level.</p> <p>Chart the Error Video</p> <p>Mixed Practice Video (Note, Chart the Error would take the place of the Preview)</p>	<p>≤ 20 min</p>	<p>Planning</p> <ul style="list-style-type: none"> □ T IDs the focus concept(s) based on data. □ T plans practice that has 2 problems aligned to the CTE preview and 3 spiraled review problems aligned to the weekly quiz and/or prioritized data point. <p>Preview (≤7 min)</p> <ul style="list-style-type: none"> □ T uses Chart the Error to preview highest leverage concept using previous data □ T communicates CFS in writing and connects to exemplar work □ T sets goal for completion and names first lap <p>Rapid Feedback</p> <ul style="list-style-type: none"> □ Ss work; T circulates, gives feedback, collects data on tracker, and hunts for exemplar or common misconception work <p>Debrief (≤3 min)</p> <ul style="list-style-type: none"> □ T Selects the highest leverage focus area to debrief and show calls exemplar or both exemplar and gap using best strategy based on data: <ul style="list-style-type: none"> ○ Approach #1: Name the Error with charting or show call (20%-80% students miss) ○ Approach #2: Guided Discourse using Exemplar Work (>80% students miss) ○ Approach #3: Chart for Sophistication w/charting or show call (<20% students miss) □ T prompts a student to stamp a transferable take-away or error with precision 	<p>Output:</p> <ul style="list-style-type: none"> □ 80%+ Ss get the preview aligned questions correct □ 100% Ss complete 4 problems. <p>Rigor</p> <ul style="list-style-type: none"> □ Ss analyze work sample to identify error and transferable takeaway during preview □ Ss apply understanding of multiple standards to solve M and H level mathematical and real world application problems □ Ss analyze and explain exemplar and erroneous work during debrief <p>Focus/Investment</p> <ul style="list-style-type: none"> □ 100% of Ss work urgently □ 100% of Ss correct errors in their work □ 100% of Ss engage in analyzing, naming, and correcting the common error or explaining the exemplar work <p>Thinking</p> <ul style="list-style-type: none"> □ Ss are talking and working for 80% of the time. <p>Feedback</p> <ul style="list-style-type: none"> □ Ss correct their work when given feedback during work time and debrief □ Ss show understanding of misconception during debrief
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Independent Learning Time (ILT Grade 4)

ILT is an extra block for grades 4-8 in ELA and Math. Math will have two blocks a week. It is a separate block to address unfinished learning that is data driven for teachers to use to meet the needs of their students in two focus areas: 1) pre-requisite skills and standards that need to be mastered for upcoming units and lessons determined during the unit unpack based on the pre-unit assessment data and 2) Mastering standards based on Interim data that was not mastered.

Expectations/Vision

- Pre-Unit Assessments are given during this block for priority units.
- Pre-requisite skills and standards- instruction is done by using previous grades lessons to build mastery and Iready lessons based on pre-unit assessments.
- Mastery of Interim Standards-instruction is done using EAR lessons, small groups instructions, and Iready.
- Students will have a progress monitoring sheet throughout the year that will help them keep track of standards mastery using Interim data, monthly standard report, and recording IReady lesson percentages.
- Iready lessons for students not in small groups

Small Group Intervention: Vision

Purpose	<ol style="list-style-type: none"> To provide opportunities for small groups of students (6 or fewer) to receive targeted instruction focused on known gaps in conceptual understanding. To develop and reinforce a productive disposition – Ss approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. To develop and reinforce strategic competence and adaptive reasoning – ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
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Component	Approx. Time	Purpose	Ways to Achieve this Purpose
Mini-Lesson	10 - 12 min	Address a known conceptual gap in students' understanding using preplanned questioning and scaffolding (e.g. CPA)	<ul style="list-style-type: none"> T has a clear, specific teaching point for the mini-lesson Problem is posed for students to work through / discuss that will allow teaching point to surface Preplanned questions are used to keep the heavy lifting on students and ensure they are actively thinking Questions are targeted such that time is spent aligned to the teaching point, not other aspects of the work / problem T leverages moving back on the concrete-pictorial-abstract spectrum to support conceptual understanding of teaching point Time ends with a consolidate the learning question so all students get a chance to articulate their revised understanding of the concept
Aligned Practice	13-15 min	Practice engages students in continued thinking about growth area through solving problems, analyzing work, and written explanations	<ul style="list-style-type: none"> T sets Ss up for independent work time with a reminder of the CFS that they should be thinking about as they work today (aligned to growth area) T circulates to give feedback and collect data <ul style="list-style-type: none"> Additional attention given to Ss who previously did not show mastery of the skill being re-taught to check for uptake T asks preplanned check for understanding questions

			<ul style="list-style-type: none"> Ss work independently, applying their learning from the mini-lesson
Exit Ticket	5 min	Assess student's ability to solve problems involving previously misunderstood or misapplied concept or skill	<ul style="list-style-type: none"> T shares exemplar work and Ss name what makes that work strong. If possible, use work student who had made a mistake earlier and celebrates learning from mistakes Ss independently complete the exit ticket

Unit Scope and Sequence

5-8 has a unit scope and sequence and a lesson scope and sequence that teachers follow. The purpose of the scope and sequence is to ensure that all units and lessons are taught by a set time of the year. This ensures that all teachers and students are on track. Keeping the scope and sequence is also necessary for Content PD and alignment for assessments throughout the year.

[K-12 Math Scope and Sequence for SY 2020/2021](#)

Assessment Methods/Data Cycle/Grading Resources

Assessment Type	Data Cycle	Grading Resources
Exit Ticket	<p>Given everyday at the end of core lesson</p> <p>Complete Looking at Student Work Audit-mastered, not mastered</p> <p>Plan Reteach for Power-Up next day</p> <ul style="list-style-type: none"> Plan groups for reteach Use material in student workbook for review 	<ul style="list-style-type: none"> Exit Tickets weekly <ul style="list-style-type: none"> See instructional Guidebook for specifics (link will take you to grading guide) See Rubric Scale <ul style="list-style-type: none"> See instructional Guidebook for specifics (link with take you to rubric guide)
Unit Assessments	<p>Given at the end of a unit</p>	<ul style="list-style-type: none"> Grades are based on separate grading scales for grades K-2 and grades 3-12 <ul style="list-style-type: none"> See instructional Guidebook for specifics (link with take you to grading scale guide)
Interim Assessment	<p>Given 4 times a year.</p> <p>IAs are administered 1 day and cover current material up to IA.</p> <p>MOCKs are cumulative interims to prepare for state testing.</p> <p>IAs given on Thursdays, make-ups on Fridays</p> <p>Complete IA Analysis the following week during Network IA planning days</p>	<ul style="list-style-type: none"> Grades are based on separate grading scales for grades K-2 and grades 3-12 <ul style="list-style-type: none"> See instructional Guidebook for specifics (link with take you to grading scale guide)
NWEA MAP	<p>Map is a nationwide test that is taken 2 times a year that shows how students are progressing nationwide among other students in their cohort. Students are assessed based on their level and not only on the grade level.</p>	
NJSLA-M	<p>Students will take the state test in April/May. This assessment measures student achievement on the grade level among all other NJ students.</p>	

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

This will be my first year full year back in the building since the pandemic. I will have to be intentional this year in supporting scholars. In addition to quality mathematic instruction, I must also build quality relationships with my scholars. In PD, we talked alot about the social emotional health of our scholars and being culturally responsive practitioners. We are coming out of a pandemic, so I will have to be extra diligent this year to help students overcome learning and social emotional gaps. This year it is important for me to build strong relationships with my students through culturally responsive teaching practices in math. I will have to teach with empathy and compassion, while building trust within my classroom. It starts with the intellectually preparing process for the lessons (IPP). This is the planning and preparation portion, where I get to internalize the lesson, so I can push quality discussions and mathematical concepts. The quality of my preparation will directly affect the quality of my instruction. The better prepared I am, the more confident and responsive I feel. First, I ensure I make time to annotate the lessons, then prior to the lessons and using Exit Ticket from the day before, I add extra specific, targeted questions. I also identify students that I need to call on or circulate around so that they will be able to be successful during the lesson. Also before the lesson starts, I have to prepare the Visual Anchor for the day so students can reference it throughout the lesson. While teaching the lesson, I follow the lesson plan, but I also make sure to put my own personality into it. Right now we are in Arc 1 of the observation checklist, so I make sure to remember what my VP has worked with me and I incorporate the feedback into the lesson. I also know that volleyball discourse with habits of discussion are important elements in the lesson. This is how students learn the concepts through rich discussions. As students share thoughts and strategies, I add it to the visual anchor, this way students feel ownership of their learning. While students are working with partners or independently, I aggressively monitor student work. I name laps and look fors, then I circulate (with a pen in hand) around the students and provide feedback on student work habits, math strategies, partner discussion, and I make sure to support each student. I may whisper questions to push their thinking if I see gaps. During partner and independent practice, I am intentional about the questions I ask because I want to make sure my feedback is transferable and not too problem specific During the Exit Ticket, I also circulate around the room and take notes on common errors and misconceptions so I am prepared for when I look over the Exit Tickets and planning for tomorrow's lesson. Once the lesson is done, then I have to prepare for the next day's Power Up. I use the Exit ticket Protocol and find the student work I want to highlight during the small group reteach time during Power Up. Power Up is a great time to close gaps and help students review errors they made in the previous day's lesson so they can be ready for the new lesson. If students did well on the Exit Ticket, then the student works on Iready. There is a lot of planning of prep that is needed in teaching. I have unit unpacks to better understand the math concepts in each unit. There are lesson unpacks, where we look at student exit tickets and dig deeper into a lesson as a grade level so that we can teach the best lesson. I also have to plan for reteaches on Fridays utilizing assessment and interim data. There are a lot of opportunities this year for reteaches and responding to data so that we are closing the learning gap from last year. There is a lot of work to do this year, but I know students will feel loved and supported by me!

Intellectual Prep Meeting Structure

Intellectual prep is the work that teachers do prior to teaching a lesson. This work includes: (1) unpacking the unit plan with grade level cohort to understand the unit as a whole, (2) unpacking lessons with grade level cohort designed to practice critical components of a lesson, (3) independently internalizing lessons through lesson annotations and lesson prep,(4) weekly teacher observation and feedback cycle, and (5) looking at student work through the Show What You Know data cycle.

Plan	5-8 Teacher Pre-Work	Meeting Stru
<i>Daily Lesson Plan Annotations</i>	Due Weekly: Read and annotate pre-assigned LP for practice 5-8 IPP Protocol	<ul style="list-style-type: none"> No Meeting-IPP done inc

<p>Unit Unpack Pre-Work</p>	<p>Due Prior to Unit Unpack:</p> <ul style="list-style-type: none"> ● Read and annotate unit overview ● Complete SWYKs ● Complete all 'Try It' problems with exemplary work and explanations. Bring a hard copy of your Unit Plan to training. ● Email your assigned Standard Know/Show charts to your facilitator 48 hours prior to the Unit Unpacking meeting. ● Read the assigned reading; be prepared to discuss. 	<ul style="list-style-type: none"> ● Occurs two weeks prior to the lesson unpack time ● Focus on key standards for the blocks of the unit, key problem gaps from pre-unit assessment ● Unit Unpack Protocol
<p>Lesson Unpack Pre-Work</p>	<p>Due Prior to Lesson Unpack:</p> <p>Read and annotate pre-assigned LP for practice Complete assigned pre-work</p>	<ul style="list-style-type: none"> ● Occurs weekly with teachers ● Focus on 1-2 upcoming lessons aligned to the Arc of the Year ● Complete LASW protocol with Tickets ● Lesson Unpack Protocol
<p>Exit Ticket Protocol</p>	<p>Completed after each Lesson, Due Prior to teaching in Power UP</p> <ul style="list-style-type: none"> ● Use Error Analysis Protocol ● Plan reteach during power up using Error Analysis Reteach Plan 	<ul style="list-style-type: none"> ● Occurs with 1-2 Exit Tickets during meeting, the rest of exit tickets independently ● Looking at Student Work Protocols
<p>Interim Analysis</p>	<p>Completed during scoring and Interim Analysis Planning time, Due one week after IA.</p> <p>Work in grade teams to complete IA analysis plan</p> <ul style="list-style-type: none"> ● Review IA analysis on standards, questions, errors, and misconceptions ● Create a reteach plan and reassessments ● Complete IA tracker 	<ul style="list-style-type: none"> ● Occurs after interims during network PD
<p>Network PD</p>	<p>Professional Development on various teaching strategies and development throughout the year</p>	<ul style="list-style-type: none"> ● Occurs monthly during network PD
<p>Observation/Feedback Meetings</p>	<ul style="list-style-type: none"> ● Weekly observation feedback cycle with your VP at your school. ● VP will do informal observations during the week then meet for a coaching meeting where VP will provide feedback and give action step to continue growth and development 	<ul style="list-style-type: none"> ● Occurs weekly with your VP.

Arc of the Year

- The purpose of the Arc of the Year (AoTY) is to provide overall vision, strategy and resources. The AOTY is a roadmap to how we have a network plan to reach this goal. **Goal: The percent of students scoring proficient or higher on the state test will increase by 10%.**

AoTY 0 Summer Institute	AoTY 1	AoTY 2	AoTY 3	AoTY 4
Readiness to Launch <ul style="list-style-type: none"> • Prepare for first day through summer PD 	Lay the Foundations <ul style="list-style-type: none"> • Teachers are proficient in the opening of a lesson 	Build Skills Upon a Strong Foundation <ul style="list-style-type: none"> • Teachers are proficient in the TTC/INM of a lesson 	Respond to Data In-the-Moment <ul style="list-style-type: none"> • Teachers are proficient in rapid and batch feedback 	Crescendo <ul style="list-style-type: none"> • Prepare for state testing

Phase	Teacher & Leader Development Goals & Foci	Key Metrics
Summer: AoTY 0: Readiness to Launch	<p>Implementation Goals: Invest teachers and leaders in the MS Math Program</p> <ul style="list-style-type: none"> • Train and gather commitment from leaders on the following: • MS Math Program foundations • VOE for implementation • Turnkeying on-site • Observation Feedback • IPP <p>Teacher & Leader Development Focus:</p> <p>Ts get strong on-site summer PD.</p> <ul style="list-style-type: none"> • Understand the Vision of Excellence (VOE) for the core lesson and are invested in the priorities/vision for the year. • Practice executing against aligned CFS. • Develop content knowledge for the first unit and lessons by participating in well facilitated UPP and DLR IPP. <p>Ls have an NLI experience that gets them ready to “carry the fire” and deliver effective teacher PD.</p> <ul style="list-style-type: none"> • Understand the VOE for the core lesson and can articulate the priorities/vision for the year in a compelling way. • Manage change effectively through strategic engagement of key stakeholders • Have foundations for leading UPP and DLR meetings • Can leverage Navi observation tools to coach the Opening of a Lesson 	<p>By start of year:</p> <ol style="list-style-type: none"> 1. School/network has completed 95%+ of readiness items. 2. All required teacher training turnkey sessions are executed. 3. 100% of Ts have unpacked unit 1. 4. 90%+ of Ts have submitted and received feedback on IPP for the first 4 lessons.
August-Early October	<p>Implementation Goals:</p> <ul style="list-style-type: none"> • Ensure systems and routines for effective teacher IPP, coaching and tracking of development are in place and executed well. 	<p>By end of AoTY1:</p> <ol style="list-style-type: none"> 1. 85%+ Ss in all classes provide a best attempt

<p>AoTY1: Lay the Foundations</p>	<ul style="list-style-type: none"> Coach the majority of teachers to proficient execution on the Opening of the lesson. Effective planning and implementation of the first IA cycle (including data day/analysis and action planning). <p>Teacher & Leader Development Focus: Ts can execute an Opening that demonstrates a high level of intellectual preparation and content knowledge by:</p> <ol style="list-style-type: none"> Executing seamless instructional routines: Show-call and TT Arriving at the conjecture or key point within allotted time. Keeping the heavy lifting on students. Using effective moves to hold out for exemplar responses and complete concept development during discourse. <p>Ls demonstrate a strong command of IPP systems, feedback and leading DLR meetings.</p> <p>Ls have an aligned vision for effective execution of the Opening and can craft high-leverage action steps for teacher coaching.</p>	<p>on TAI</p> <ol style="list-style-type: none"> 80%+ of Ts are proficient in the Opening 100% of coaches/IPP leaders can execute IPP meetings at a foundational level or better (2+) <p>IA 1:</p> <ol style="list-style-type: none"> 60+ cohorts are projecting/estimating 5%+ proficiency gains
<p>Mid-October - December</p> <p>AoTY 2: Build Skills Upon a Strong Foundation</p>	<p>Implementation Goals:</p> <ul style="list-style-type: none"> Ensure maintenance of strong weekly IPP and obs-feedback system as well as develop leaders in their execution of the coaching meeting. Coach the vast majority of teachers to proficient execution of TTC. Effective planning and implementation of the second IA cycle (including data day). <p>Teacher & Leader Development Focus: Ts can execute both TTC (may include INM for some partners) that demonstrates a high level of intellectual preparation and content knowledge by:</p> <ul style="list-style-type: none"> Keeping the heavy lifting on students with strategic minimal scaffolds Communicating a clear vision for thinking on the page Stamping the conjecture or key point within the allotted time <p>Ls will demonstrate a strong command of the SINIDI coaching model by honing skills for crafting high leverage action steps, modeling excellence, and providing multiple rounds of practice on the action step.</p>	<p>By the end of AoTY 2,</p> <ol style="list-style-type: none"> 90% of student work for a selected problem meets CFS of the day's lesson 80%+ of Ts are proficient in TTC (and/or INM for some partners). 100% of coaches can execute SINIDI coaching meetings at a foundational level or better (2+) <p>IA 2:</p> <ol style="list-style-type: none"> 65%+ cohorts are projecting/estimating 5%+ proficiency gains
<p>Jan-February</p> <p>AoTY 3: Respond to Data In-the-Moment</p>	<p>Implementation Goals:</p> <ul style="list-style-type: none"> Develop network leaders' and coaches' eyes for rigorous student outputs in scholar work. Ensure all Ts can plan for independent work in a way that maximizes student progress toward mastery of target outcome, and proficiently give rapid/batch feedback. Sharpen tools/systems for collecting and responding to data during the instructional cycle. <p>Teacher & Leader Development Focus: Ts can plan for and monitor student work time to ensure each student is doing his/her best work by:</p> <ul style="list-style-type: none"> Effectively planning to maximize outcomes of independent work (problem selection and rapid fbck) 	<p>By the end of AoTY3:</p> <ol style="list-style-type: none"> 75%+ of students in all classes demonstrate mastery/achievement of the target outcome for the lesson 80%+ of Ts are proficient in rapid feedback 70%+ Ts are proficient in batch feedback <Not formally tracked> 100% of IPP leaders can execute IPP meetings (independent work work-

	<ul style="list-style-type: none"> ● Providing effective rapid feedback to individuals ● Providing effective batch feedback to groups <p>Ls will hone skills for seeing and steering independent work and feedback toward the most rigorous outcomes and opportunities available for students. Leaders will be able to effectively leverage:</p> <ul style="list-style-type: none"> ● IPP ● In-class data captures and in-the-moment coaching toward outcomes ● Stack audits (Abridged LASW Protocol) 	<p>centered) at a foundational level or better- (2+)</p> <p>Mock 1:</p> <ol style="list-style-type: none"> 1. 70%+ cohorts are projecting/estimating 5%+ proficiency gains
<p>March - April</p> <p>AoTY 4: Crescendo</p>	<p>Implementation Goals:</p> <ul style="list-style-type: none"> ● Network leaders and site leaders analyze data and leverage best practices to develop, train teachers on and execute a comprehensive and strategic Crescendo plan to ramp-up student mastery. ● Teachers develop skills and tools for planning data-driven instruction. <p>Teacher & Leader Development Focus:</p> <p>Ts can complete LASW that demonstrates proficiency in:</p> <ul style="list-style-type: none"> ● Identifying the critical mass of error and gap in student work leading to the error ● Articulating the misconception (thinking behind error) ● Crafting a transferable takeaway (key point) for reteach that is grounded in conceptual understanding <p>Ts can plan and execute a reteach lesson that results in students being able to articulate the error and apply the transferable takeaway to successfully solve an aligned problem.</p> <p>Ls demonstrate strong command of LASW protocol. Ls build the skill for strategic planning, progress monitoring, and leveraging achievement data to drive teacher coaching.</p>	<p>By the end of AoTY4/EOY Testing:</p> <ul style="list-style-type: none"> ● 75%+ Ts (grade levels) have closed 5 or more standard mastery gaps (20% growth or 85% mastery) ● Opt-in goal: 80%+ Ts are proficient executing chart the error in reteach lessons. ● <Not formally tracked> 100% of coaches execute LASW protocol at a foundational level or better.

Power Up and ILT Arc of the Year

Goal: The percent of students scoring proficient or higher on the state test will increase by 10%. Utilize Power UP/ILT efficiently and effectively.

The purpose of the Arc of the Year (AoTY) is to provide overall vision, strategy and resources for (1) the AOTY as a whole followed by (2) guidance on each portion of the arc. The AOTY is a roadmap to how we as a network plan to reach this goal!

Phase 0 Weeks 1-4	Phase 1 Weeks 4-9	Phase 2 Weeks 10-23	Phase 3 Weeks 24-
Routines & Procedures Complete Exit Ticket	Utilize Iready, Utilize Exit Tickets in small groups	Utilize Exit Tickets, IA Data for Data Analysis	Crescendo and In depth error Analysis

Phases	Power UP	ILT (Grade 4)
<p>Phase 0: <i>Power-Up Readiness</i></p> <p>Weeks 1-3</p>	<ul style="list-style-type: none"> ● Routines & Procedures ● Note of Pacing Time ● Complete ET ● Grade ET ● Whole Group Discussion of ET 	<ul style="list-style-type: none"> ● iReady Diagnostic test ● Aggressively Coaching on Iready ● Utilization of Scratch Paper Practice ● Building Quality Work Habits
<p>Phase 1: Maximize iREADY</p> <p>Weeks 4-9</p>	<ul style="list-style-type: none"> ● Small group reteach of ET utilizing EAR ● Small/targeted group <ul style="list-style-type: none"> ○ Students on iReady - T working in small groups ● Exit Ticket Protocols <ul style="list-style-type: none"> ● Utilization of Scratch Paper Practice ● Building Quality Work Habits 	<ul style="list-style-type: none"> ● Aggressively Coaching on Iready ● Addressing Unfinished Learning <ul style="list-style-type: none"> ● Pre-Unit Assessments ● Interim Data ● Targeted group of scholars ● Aggressively Coaching on Iready
<p>Phase 2: <i>Responding to Data</i></p> <p>Weeks 10-23</p>	<ul style="list-style-type: none"> ● Small group reteach of ET utilizing EAR ● Small/targeted group <ul style="list-style-type: none"> ○ Students on iReady - T working in small groups ● Exit Ticket Protocols ● Utilization of Scratch Paper Practice ● Building Quality Work Habits 	<ul style="list-style-type: none"> ● Aggressively Coaching on Iready ● Addressing Unfinished Learning <ul style="list-style-type: none"> ● Pre-Unit Assessments ● Interim Data ● Targeted group of scholars
<p>Phase 3: <i>Responding to Data</i></p> <p>Weeks 24-EOY</p>	<ul style="list-style-type: none"> ● Small group reteach of ET utilizing EAR ● Small/targeted group <ul style="list-style-type: none"> ○ Students on iReady - T working in small groups ● Exit Ticket Protocols ● NJSLA Review ● Utilization of Scratch Paper Practice ● Building Quality Work Habits 	<ul style="list-style-type: none"> ● Aggressively Coaching on Iready ● Addressing Unfinished Learning <ul style="list-style-type: none"> ● Pre-Unit Assessments ● Interim Data ● Targeted group of scholars ● Aggressively Coaching on Iready ● Crescendo-NJSLA-M Practice

Part IV | Math Core Curriculum High School

The High School Math Core Curriculum will be further developed upon the addition of high schools to our academic portfolio. The following work is based on the 19-20 school year (unless otherwise noted), **and is under construction for further development.**

Overview/Vision/Key Components

Accelerated Learning 2021

Accelerated Learning strategies at the high school level are aligned to the general practices described in the introduction of the handbook. This will be further developed for high school based on individual schedules, but in general should include:

- Just In Time Teaching:
 - Prerequisite quizzes (PRQs) for each unit will be taken by students approximately two weeks prior to the start of the unit.
 - Teachers will analyze the data from the PRQs and determine:
 - Which prerequisite skills/content must be taught as whole group because less than 60% of the class is proficient--teachers will adjust the scope and sequence by inserting a lesson from a previous unit in a previous grade level
 - Which prerequisite skills/content must be taught in supplementary math classes-teachers will assign students to small instructional groups focused on this particular skill/content. Utilize previous lessons (maybe adjusted due to time constraints) with additional practice.
 - Which fluency skills should be assigned on math software for additional practice. Software to consider:
 - CK12
 - Mathnasium
 - Ixl
 - Math Nation
 - Zearn
 - <https://www.carnegielearning.com/solutions/math/mathia/>
- Tight Data Cycle
 - Students will complete an Exit Ticket at the end of class each day.
 - Teachers will analyze these results and act on the data:
 - Plan LASW lessons to target specific misconceptions and student errors
 - These lessons should be either whole group (when there is less than 70% mastery) or in small groups in supplemental math time
 - Identify quick hit/batch feedback to be shared at the start of the next day lesson that can be directly implemented that day in class (ie. "On yesterday's exit ticket, I noticed that 65% of you answered $\frac{4}{8}$ for #3. 35% of you answered $\frac{1}{2}$. Which is more correct and why?...Yes, $\frac{1}{2}$ is better because this is a simplified fraction. We must always simplify fractions. Let's make sure we do this today!")

Exceptional Learners 2021

See the information at the beginning of this guidebook for general beliefs and strategies. At the high school level, additional strategies and decisions to consider:

- Course sequence:
 - Should courses be structured to allow more time for algebra (ie. perhaps spreading over two years? Or perhaps over 1.5 and learning 0.5 years of geometry?)
- Use of technology:
 - Should technology play a different or greater role than for Gen Ed students? Where are calculators helpful in scaffolding the way to higher level conceptual math? How can we leverage DESMOS for visual and computational support?
- Staffing:

- How can we have strong math professionals teaching our students with the support of highly trained special education teachers working in collaboration?

Lesson Structure

Exercise-Based Lesson: Interaction with New Material (INM)

Purpose of INM: Students gain a deeper understanding of the key point by applying it to a rigorous problem. By doing the heavy lifting during this application, students also get an opportunity to become stronger thinkers and problem solvers. They also get clear on what thinking on the page will look like for the remainder of practice. [Link to full description of Fundamentals of Instruction--Exercise Based-Lesson](#)

Component Name	Opening	→	Interaction with New Material	→	Practice	→	Debrief	→	Exit Ticket
Description	Prompt for work time (30 sec), Active Monitor during Think About it work time (5-7 min) Debrief (7-9 min) Synthesis (1-2 min) & Frame (30 sec)		Understand, Plan, Estimate, Solve Check		Students work with peers (2-3 min) and independently		Using notes from Active Monitoring, teacher determines batch feedback to course correct		Students silently complete assessment
Component Purpose	Students engage in problem solving to meet the challenge of the day		Students gain a deeper understanding of the key point by applying it to a rigorous problem		Students independently do the work of practicing what they have learned, teacher assesses and intervenes to ensure all meet mastery		Teacher squashes misconceptions		Collect data on current understanding at the conclusion of class
Component Timing	15-17 minutes		10-12min		20 min		5-7min		3-5 minutes (may be longer for more rigorous exit tickets)

Lesson Components:

Why	What Happens	Markers of Excellence
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<p>Think About It: Debrief the mathematical concepts (what and why) presented in the task to arrive at a new understanding and develop the big idea for the day's lesson.</p>	<p>-10-15min -Ss work for about 5 min solo -T circulates and collects data -T show calls S work and asks Ss broad questions -T facilitates discourse with intention of landing the key points and big idea -T asks synthesis question and engages scholars in pulling ideas together to form big idea of day</p>	<p>-A Think About It is selected according to the following criteria: 1) Alignment to the aim and illumination of key points and big idea. 2) Accessible to all scholars while providing deeper exploration for scholars who get there. 3) Requires scholars to display their thinking in at least one way. 4) Requires understanding and planning or interpretation of evidence presented. - T circulates to collect and respond to data during work time and uses the data in subsequent discussion - Ts know how each scholar attacked the problem and make intentional choices about what work to show and who to call on or speak with. Work may include exemplar work and partially correct work that exhibits common misconceptions. -Ss analyze and explain each other's work. It should be clear to Ss why a piece of S work was shown to the class and what everyone was expected to learn, the discussion. -Ss clearly re-state, stamp, and reinforce the key points and big idea of the lesson. -The key point(s) of the discussion logically drive towards the lesson's big idea.</p>
<p>Interaction with New Material: Apply the big idea when solidifying steps or solving a rigorous problem to hone critical thinking skills, solidify concept understanding, and develop a clear plan for solving.</p>	<p>-10-15min -T presents another problem or two to increase depth of rigor - <4 min Ss read to understand and begin planning -T leads class discussion in understand/plan -Ss work independently or in pairs to solve. T uses discussion when misconceptions arise. -T facilitates synthesis of process to solve and connects to big idea. -T elicits CFS for work before practice. CFS is about work quality, not procedural steps.</p>	<p>-T and Ss utilize UPSC in 1-2 exercises to deepen S understanding of key points and big idea of the day through a more rigorous problem. - T uses questioning to put heavy lifting on Ss (especially in U/P) -T incorporates whole class and individual checks for understanding (CFUs) and responds accordingly (can be circulation). -T pushes Ss to provide top quality oral and written responses -Ss actively engage (asking and answering questions, working collaboratively and independently, taking notes) -Ss discuss and explain strategies, representations, connections and reflections in each problem. -Ss support and refute classmates' thinking -Ss and T follow UPSC as a framework to go through the exercise(s) -Ss use evidence to support their claims -Discussion ends with connection to big idea of the day and clear identification of Criteria for Success (CFS) before practice which are posted -CFS does not list steps to solve, rather the criteria for top quality work</p>

<p>Practice: Scholars get to process their new understanding by talking through its application with another student and/or independently.</p>	<ul style="list-style-type: none"> -10-20 min -T frames work expectations with CFS and exemplar created during INM, and states behavioral expectations -Ss work solo or in pairs on problem set -T names first procedural lap -T circulates to provide feedback -T names conceptual lap -T circulates to provide feedback and collect data to drive PP debrief <i>-Repeat previous two bullets</i> 	<ul style="list-style-type: none"> -T circulates to ensure engagement, alignment to CFS, CFU/data collection [First laps focus on procedural set-up and connection to CFS and secondary laps focus on conceptual understanding/accuracy] -T questions Ss to gauge understanding and support developing it further. -T responds to data collected during circulation or during debrief -T or S leads a debrief to clear up confusion or to cement a key point -Ss work in pairs on assigned problems for 5-7 min -Ss follow UPSC as a framework to discuss and solve the assigned problems -Ss show persistence and seek help appropriately -Ss actively engage in discussion by asking and answering questions, responding to classmates, and taking notes; explain strategies, representations, connections, and reflections, show persistence and seek help appropriately -Ss work independently to solve problems for 15+ min
<p>PP Debrief: Provide the class with batch feedback based on trends noticed during PP.</p>	<ul style="list-style-type: none"> -T selects highest leverage strategy to address student data (CTE or CTS). -T debriefs CTE or CTS asking broad agree/disagree/why questions -Ss identify common errors or more efficient strategies -Ss stamp the transferable learning. 	<ul style="list-style-type: none"> -T uses Chart the Error or Chart the Sophistication (show call or charting) to debrief. -If 25% - 75% of scholars made an error, T uses Chart the Error. -If over 75% of scholars are proficient with practice, T uses Chart the Sophistication. -If under 25% of scholars are proficient in practice, T uses guided instruction for a representative problem that highlights the Big Idea. -T uses funneled questions to guide Ss to explain error/exemplar/strategy -T has Ss stamp the transferable learning from debrief
<p>Exit Ticket: scholars self-evaluate ability to apply their learning independently.</p>	<ul style="list-style-type: none"> -5-10min -T frames work with expectations aligned to CFS -Ss work independently 	<ul style="list-style-type: none"> -T circulates to ensure alignment to CFS -Ss follow CFS when completing ET and complete self-evaluation of current understanding of the topic -Ss show persistence and seek help appropriately (to gain clarity only)

Looking at Student Work (LASW)

At various intervals in the curriculum, there are days designated as LASW. It is the intention that on these days, teachers plan targeted lessons to close specific gaps in conceptual or procedural knowledge of the whole class. The process for planning the lesson is below and the template is linked here:

[Link to Exemplar Plan](#)

[Link to Template](#)

Component Name	Kick-Off	→	Error Analysis	→	Aligned Practice	→	Exit Ticket	→	SWYK quiz OR Mixed Practice OR LASW Round 2
Description	Students complete problems that leads into the skill required for today or a related skill on which most have shown mastery. Teacher monitors actively to intervene with coaching/corrections for students with incorrect answers.		Show two pieces of work, Poll, Name the Error, Close the Gap, Generalize		Students work with peers (2-3 min) and independently		Students independently complete work		
Component Purpose	Students engage in problem solving to approach the re-teach, teacher ensures students are ready to meet the LASW with basic skills				Students independently do the work of practicing what they have learned, teacher assesses and intervenes to ensure all meet mastery		Assess mastery of LASW topic		
Component Timing	5 minutes		5-8 min		10-15 min		5 min		

Problem Solving Strategy

We will utilize a process called UPSC: Understand, Plan, Solve, Check, adapted from Achievement First. Students are expected to note each step as they work.

A few points to highlight (from, "Routines for Reasoning")

-(pg. 30) Ask Yourself Questions:

Imagine We could look inside the minds of our students to see how they were thinking about a math problem. At the surface, we would likely see them thinking, "what's the answer?" If we could peel back that outermost layer of thinking, we might not be able to see what they had done to get an answer. In fact, if you ask most students to, "explain their thinking," they will first provide you with a description of what they did, a list of the steps they followed, that often starts something like, "Well, first I did ___ and then I did ___."

If we were able to peel back yet another layer to see the thinking underneath that list of steps, we might next learn about *why* they chose to take particular steps, *why* they did what they did. It's what we would want to hear if we prompted students to say, "Well first I did _____ because _____." But to find the different avenues of thinking characterized by the math practices, we want to peel back one more layer to get at what's underneath why they did what they did. Buried underneath all those layers, there's some important thinking about what a student noticed mathematically about the problem when he or she was first getting started with it, what he or she did or didn't pay attention to in the mathematics of the problem, and what the student wondered about as he or she worked on the problem. This level of thinking mostly happens pretty invisibly inside a student's head and does not get recorded in any written work on the problem. This is the thinking we are trying to capture in the "ask yourself questions".

Initially these may be posed by the teacher as a model; the goal is to have students posing these questions to themselves and one another.

UPSC

Description	Ask Yourself Questions	Outcomes
<p>Understand -Students read and annotate the problem to make thinking visible</p> <p>-Students name precisely what the question is asking in its entirety and identify critical information</p>	<ul style="list-style-type: none"> ● What is this problem asking? ● What is known? ● What do we need to find? ● Have I addressed every aspect in the prompt? <p><i>From Routines for Reasoning pg. 130</i></p> <p><i>Think Quantities:</i></p> <ul style="list-style-type: none"> ● How are quantities related? ● How can I represent the quantities so I can see the relationship between them? <p><i>Think Structure:</i></p> <ul style="list-style-type: none"> ● What kind of problem is this? ● Does this problem remind me of another I've solved? ● How can I chunk this expression/number/visual? <p><i>Think Repetition:</i></p> <ul style="list-style-type: none"> ● Is there a process that keeps repeating? ● How can I use repetition to write a rule? 	<p>Clear identification of thinking made visible</p>
<p>Plan: -Students name a process (series of steps to follow)</p> <p>-Teacher prompts for detail and rationale of plan</p>	<ul style="list-style-type: none"> ● How can we solve this? ● Based on our understanding, what steps should we take? ● What do we need to do next? 	<p>A numbered plan shown publicly (if solving as a class) AND in student workspaces.</p>
<p>Solve: [3 options] -Students solve the problem using the steps outlined (then revise with feedback to meet the exemplar)</p> <p>-Teacher prompts (or guides) students to solve whole class using their plan</p> <p>-Students start independently and teacher pauses class to pull student exemplar for class discussion to analyze, highlight or revise work.</p>	<p>Independently or in Pairs:</p> <ul style="list-style-type: none"> ● How can you use our plan to solve this problem to an exemplary level, showing your thinking? <p>Whole class:</p> <ul style="list-style-type: none"> ● According to our plan, what should we do first? Next? 	<p>All students have exemplar, correct solutions on their papers.</p>
<p>Check: <i>(when applicable)</i> -Discussion of possible ways to attend to precision (accuracy of answer, use of units, etc)</p>	<ul style="list-style-type: none"> ● Is our answer reasonable? ● How can we justify our answer? ● How can we verify or check our answer? 	<p>Thinking is visible to verify or justify answer.</p>

-Execution of check		
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Classroom Environment

In order to ensure a positive classroom environment to support content related instruction, the following components are essential in any BRICK math classroom.

Unit Bulletin Board

Inside each classroom, one bulletin board should be related clearly to the unit topic. The board should include the title of the unit, relevant anchor charts, reference posters, etc. A focus on vocabulary is critical and will be planned at the Unit Unpack meeting.

Ask Yourself Questions and Sentence Starters/Stems

Open ended questions and sentence starters for discussion should be posted and incorporated into class daily.

Student Work Display

Each classroom includes at least one designated bulletin board or space to display student work. Posted student work should include feedback from the teacher or peers and reflect revisions and should be current within two weeks.

Overall Environment

We communicate the importance of safety and organization with how we maintain the environment. There should be no stacks of papers, disorganized supplies, etc. All materials should be returned to their homes daily. At the conclusion of each period, the teacher should direct students to ensure the floor is free of papers, trash, etc.

Math Notebooks and Binders

[Note: while not mandated by the network, the following is HIGHLY recommended to build consistency and organization]

- All high school math students will utilize math notebooks daily, provided by the school that are graph paper composition notebooks.
 - Students will write the objective, class number and date daily
 - Students will draw a line approx 1 inch from the right margin on each page.
 - In the large (left) area, students will use for class notes, exemplars, problem solving
 - In the smaller (right) areas, students will jot definitions, questions, hints, key understandings
- All high school math students will utilize a binder to maintain organization for math coursework not completed in their notebooks
 - Sections:
 - Daily handouts (organized by class number)
 - SWYKs/Quizzes (organized by date)
 - Unit Tests (organized by date)
 - Reference (organized by student)

Assessment Methods/Data Cycle/Grading Resources

[Link to more information in the Instructional Guidebook](#)

Students learn from feedback and revisions--both in their verbal and written endeavors. To this end, we must ensure that the work we ask students to do is meaningful. We then respond to their work in a way that facilitates growth and learning.

We provide a variety of types and levels of assessment in order to constantly collect and analyze data and we involve students in this process as active, reflective participants in their learning process.

Grading Breakdown

Task	Returned to students	Frequency	Late Work	Revisions
Classwork Assessment (ETs, DN, Group work, small classwork assignments)	Within 2 days	Administered and reviewed daily, graded with feedback 2-3x/wk	Not accepted late unless completed with teacher in person	Teacher's Discretion
Formative Assessments (Show What You Know quizzes, designated classwork)	Within 1 week	Graded with feedback 1-2x/wk	Accepted late within 1 week due to absences.	Provide opportunities to revise key assignment
Summative Assessments (tests)	Within 1 week	At the end of each unit	If missed due to absence, completed on designated day	No opportunities to revise
Homework	Within 1 week	2-3x/wk	HW due the next day if absent on submission day. HW due in two days if absent on day assigned.	Teacher discretion for revisions
Quarter Interims	1 day end of each quarter	1x/quarter	N/A	No opportunities to revise

Exit Ticket Protocol

Students will be assessed daily on Exit Tickets and teachers should review these daily to inform any updates needed to the next day's plan. NOTE: Plans should not be upended, but before moving on to new material, the teacher may need to address a large-scale misconception or the previous day's ETs may inform how the teacher guides the debrief of the following Think About It or Interaction with New Material. In the lesson overview, the "prioritized" lessons are noted, and these exit tickets will be the major focus of reviewing student work.

Show What You Know (SWYK): Quizzes and Unit Assessments

Students will be assessed after every 4-8 lessons (approx. every two weeks) on either a Show What You Know quiz or a Unit Test. These quizzes seek to inform both the teacher and the students of learning progress. These assessments will be included in the “Quiz” category of a student’s grade. Students will be assessed at the end of each unit on all standards taught in that unit. These assessments will be included in the “Test” category of a student’s grade.

SWYK Cycle

Day	Description	Pre-Work	Teacher Deliverables
Day SWYK is administered	Teacher administers SWYK assessment using all testing procedures and protocols.	<ul style="list-style-type: none"> -check that assessment is available in Illuminate -set up test in Illuminate for student access -copy SWYK Making Thinking Visible Paper 	<ul style="list-style-type: none"> ● 100% of students tested
Day SWYK is administered	Teacher teams meet (if possible/applicable--otherwise completed individually) to score student work directly in Illuminate.	n/a	<ul style="list-style-type: none"> ● 100% of students tested ● 100% of student work graded
Day Prior to Course Dept. Meeting	IL reports out reassessment data from SWYK and meets with the academic director to analyze student responses and prepare for teacher data meetings.	Academic Director and IL review Illuminate data to begin identifying gaps and trends.	.
Course Dept. Meeting	IL facilitates weekly data meetings with teachers to quickly identify the highest leverage gap to close and then plan the reteach and reassessment.	Teacher reviews Illuminate and student work to identify gap to close	<ul style="list-style-type: none"> ● Completed Reteach Plan and Student Materials ● Reteach resources ● Reassessment Exit Ticket
Assigned LASW Day	Teachers conduct reteach in whole group or small groups during Intervention Period as outlined in the reteach plan. Teachers can continue to reteach (if required). Teachers must administer/score the reassessment Exit Ticket.	<ul style="list-style-type: none"> ● Completed Reteach Plan and Student Materials prepared 	<ul style="list-style-type: none"> ● Execute lesson ● Collect and analyze exit ticket

Quarterly Assessments

All high school math students will be assessed cumulatively four times per year on a 120 minute quarterly assessment. These assessments will be included in the “Test” category of a student’s grade each quarter. These assessments will be aligned to completed coursework as well as aligned to the NJSLA-M.

Revision Protocol

Students learn from making errors and mistakes--and the process of internalizing content and concepts will not come at the same rate for all. This means that we must ensure students are both encouraged and required to revise their work. Math in the real-world requires that we learn from our *mistakes* (when we knew what to do and didn’t) and our *errors* (when we didn’t know what to do or thought we knew what to do and were incorrect). Math students must learn to differentiate, name, correct and get the next one right. The idea that we are ever improving is critical to our success as mathematicians. We require students to get support in completing the revision process; this may be from peer or teacher and a signature is required to maintain integrity. The goal is for students to advocate for themselves to learn and sometimes (see table above), teachers offer credit in the form of updating grades as a result. When a student is revising work (graded or not), the following protocol should be used:

- 1) Teacher communicates expectations to class (optional or required opportunity) and includes due date.
- 2) Teacher returns work to students and provides batch (whole group) feedback to be recorded on student work by students or individual feedback that has already been written on student papers.
- 3) Teacher distributes [“Ever Improving”](#) sheets
- 4) Teacher identifies when/how additional support will be available to close learning gaps.

Teacher Planning, Preparation, and Development

Friday Professional Development

- Per the Professional Development Scope and Sequence provided by the Network, teachers and leaders will engage in regular professional development on Friday afternoons. PD may be focused on specific math content, network-based social-emotional learning content, preparation for Quarter Exams or grading norming and analysis from Quarter Exams.

Weekly Course Meetings

- **One of the following agenda types:**
 - *Unit Unpack (UU)*--review prerequisite quiz data, deep dive into the content, instructional focus and mathematical practices to highlight in the upcoming unit
 - *Looking at Student Work (LASW)*--deep dive into student work samples to hone in on key learning gaps and make action plans to address
 - *Data Analysis (DA)*--question by question and standards analysis of SWYK (quizzes or test) or Quarter Exam information from students. Plan re-teach days and follow-up action plans to address.
 - *Vice Principal-planned agenda*: engage in active participation in the math department initiatives

Weekly or Bi-weekly Individual Meetings with Vice Principal

- **Always include:**
 - *Observation/Feedback (O/F)*: Admin and/or network members will regularly observe in classrooms and be present in order to provide the best support to teachers. These meetings will provide regular opportunities for connections to the rubrics, and criteria for success from our Arcs of the Year as well as practice and creation of teacher action steps.
 - *Feedback on Lesson Internalization and Personalization Preparation (IPP)*: Teachers will submit weekly preparation prior to the meeting with their
- **May include** (or other components depending on need):
 - *Lesson Unpack (LU)*: In order to develop deeper content knowledge and/or to prepare for a challenging lesson and/or focus on particular areas of lesson execution, lesson unpacks provide the opportunity to deep dive into individual lessons.
 - *LASW and Data Analysis*: The best way that we can differentiate our instruction to fit the needs of students, we must intentionally use assessment data. By planning based on student work and data and working with instructional experts to personalize the lessons and response.

Preparation for Meetings and Collaboration

Note: For the start of the 20-21 school year, there will be no Dept. Course Lead--so the Director and Instructional Leader will each take on the role of Course Lead for specific subjects in addition to their other noted responsibilities.

Unit Unpacks

Role	Responsibilities
Instructional Leader	<ul style="list-style-type: none"> -Review prep work submitted by teacher and identify areas of strength and areas of growth in preparation -Read and annotate the Unit Plan and pre-reading for places to highlight instructional practices -Prepare key points and back pocket questions to engage in SEL and math practice grounding -Meet with Director to prepare -Attend unpack meetings led by DCL to provide support and feedback

Department Course Leader	<ul style="list-style-type: none"> -Review prep work submitted by teacher and prepare questions to ensure deep content knowledge and internalization -Read and annotate Unit Overview and Assigned Pre-Readings -Complete Unit Assessment (see Illuminate) and Exit Tickets for the units -Follow the steps outlined the Unit Unpack planning template to a high level of excellence -Meet with Director to prepare
Teacher	<ul style="list-style-type: none"> -Read and annotate Unit Overview and Assigned Pre-Readings -Complete Unit Assessment (see Illuminate) and Exit Tickets for the units -Follow the steps and complete the Unit Planning Cover Sheet to a high level of excellence -Submit pre-work by deadline
Director	<ul style="list-style-type: none"> -Prepare all unit plans and unit planning cover sheets -Review/provide feedback on DCL and IL preparation for unpack meetings -Attend unpack meetings sometimes to provide support and feedback

Looking at Student Work (Classwork, SWYKs and ETs)

Role	Responsibilities
Instructional Leader	<ul style="list-style-type: none"> -Review student work and look over for trends in student performance -Review the prework submitted and ensure the highest leverage error, gap and action plan have been identified -Follow the steps outlined the LASW planning template to a high level of excellence -Ensure 100% of students have taken and submitted assessments
Department Course Leader	<ul style="list-style-type: none"> -Review student work and look for over trends in student performance -Review the prework submitted and ensure the highest leverage error, gap and action plan have been identified -Follow the steps outlined the LASW planning template to a high level of excellence -Meet with Director to prepare
Teacher	<ul style="list-style-type: none"> -Review student work and look for overall trends in student performance -Identify the error, name the gap and plan the plan to close it -Prepare student work -Ensure 100% of students have taken and submitted assessments
Director	<ul style="list-style-type: none"> -Prepare all assessments -Support IL and DCL with preparing for LASW meetings -Review data and prepare back pocket questions -Attend LASW meetings sometimes to provide support and feedback

Data Analysis (Quarter Exams)

Role	Responsibilities
Instructional Leader	<ul style="list-style-type: none"> -Ensure 100% of students have taken and submitted assessments -Review data for trends across department, especially with respect to (1) MC vs. OER, (2) pacing, (3) work shown, (4) Explanations and justifications, (5) domains and clusters, (6) between teachers and

	<p>classes</p> <ul style="list-style-type: none"> -Based on the areas identified, consider (1) which areas can be addressed in upcoming content, (2) which areas should be honed in on for re-teach days, (3) which areas need to be retaught whole group vs in smaller groups or in intervention periods -Lead teachers in creating re-teach plans for in class and intervention classes
Department Course Leader	<ul style="list-style-type: none"> -Review data for questions where (1) high scoring students got right but mid/low scoring students missed, (2) standards where questions have very different mastery, (3) all/nearly all students missed or all/nearly all students answered correctly -Based on the areas identified, consider (1) which areas can be addressed in upcoming content, (2) which areas should be honed in on for re-teach days, (3) which areas need to be retaught whole group vs in smaller groups or in intervention periods -Lead teachers in creating re-teach plans for in class and intervention classes
Teacher	<ul style="list-style-type: none"> -Ensure 100% of students have taken and submitted assessments -Review data for both sets of questions (IL and DCL) -Prepare plan to address unfinished learning and how you will reassess
Director	<ul style="list-style-type: none"> -Prepare all assessments -Review data for trends across department and within individual courses with respect to: (1) MC vs. OER, (2) pacing, (3) work shown, (4) Explanations and justifications, (5) domains and clusters, (6) between teachers and classes -Review data for questions where (1) high scoring students got right but mid/low scoring students missed, (2) standards where questions have very different mastery, (3) all/nearly all students missed or all/nearly all students answered correctly -Support IL and DCL with preparing for Analysis meetings -Attend Analysis meetings to provide support and feedback

Observation/Feedback

Role	Responsibilities
Instructional Leader	<p>See Instructional Guidebook with added addendum:</p> <p>In the Math dept, formal weekly course-based lesson unpacks are not in the general schedule. This means that in the obs/feedback part of meetings, it is crucial that practice be directly aligned to upcoming lessons and intentionally planned to improve this specific future instruction from both an execution AND a content lens.</p>
Department Course Leader	
Teacher	
Director	

Lesson Unpack

Note: In the Math dept, formal weekly course-based lesson unpacks are not in the general schedule, however, they are a crucial part of a teacher’s professional development and are sometimes required for particularly challenging lessons or content. These are scheduled at the IL or DCL’s discretion.

Role	Responsibilities
Instructional Leader	<ul style="list-style-type: none"> -Review prep work submitted by teacher and identify areas of strength and areas of growth in preparation -Read and annotate the Lesson Plan for places to highlight instructional practices. Do the work from the major parts of the lesson (ie. TAI, Debrief, INM, IP, ET) -Identify the particular area of needed practice for the teacher and plan the practice -Follow Lesson Unpack Planning Guide -Collaborate with the department course lead as needed to hone in on specific content
Department Course Leader	-Support Instructional leader as needed for content
Teacher	<ul style="list-style-type: none"> -Read and annotate Lesson plan, do all the student work in the lesson -Use unit planning cover sheet to follow the steps and complete the Lesson Planning Cover Sheet to a high level of excellence -Submit pre-work by deadline
Director	-Support Instructional leader as needed for content

Arc of the Year 2021

The purpose of the Arc of the Year (AoTY) is to provide overall vision, strategy and resources.

Time	Description	Key Metrics (ELC Goals)
Weeks 1-6	<p>Arc 1a: Setting the Foundation for Learning Partnerships⁵ and Independent Learning⁶</p> <p>SWBAT: PROCEDURAL: (1) Follow all procedures. (2) Utilize all technology. (3) Start to finish class with high level of effort on work MATH PRACTICES: (1) MP5: Use appropriate tools strategically</p> <p>TWBAT: PREPARATION and INTERNALIZATION: (1) Be consistently prepared for class with exemplars and fully annotated plans. (2) Be consistently prepared for Unit Unpack and practice lesson sessions. (3) Articulate opportunities to teach students to Use appropriate tools strategically (MP5). INSTRUCTION: (1) Engage in simple classroom routines to focus on the math instruction. (2) Execute the structure of class. (3) Provide students with immediate feedback on their work. (4) Explicit instruction on using appropriate tools strategically (MP5). DATA ANALYSIS TO DRIVE ACHIEVEMENT: (1) Analyze Exit Tickets daily and add tweaks to lesson plans the next day to address unfinished learning. (2) Utilize transparent rubrics to assess content mastery, implementation of practices and growth. (3) Begin cycle of daily exit ticket analysis. SEL/CRT: (1) Implement consistent opening rituals that incorporate self-awareness and genuine affirmation. (2) Know names, learning profiles and indiv. information about all students in order to start to build trust and rapport.</p>	

⁵ Culturally Responsive Teaching and the Brain (75) define a learning partnership as a teacher-student relationship anchored in affirmation, mutual respect and validation that breeds an unshakable belief that marginalized students not only can but will improve their school achievement. Learning partnerships are composed of three parts: rapport, alliance and cognitive insight.

⁶ Culturally Responsive Teaching and the Brain (14) defines an independent learner with the following characteristics: (1) Relies on the teacher to carry some of the cognitive load temporarily, (2) Utilizes strategies and processes for tackling a new task, (3) Regularly attempts new tasks without scaffolds, (4) Has cognitive strategies for getting unstuck, (5) Has learned how to retrieve information from long-term memory

	LWBAT:	
Weeks 7-10	<p>Arc 1b: Supporting All Students in Achieving Effective Information Processing⁷</p> <p>SWBAT:</p> <p>INTELLECTUAL INTERNALIZATION: (1) Make thinking and conceptual understanding visible through detailed explanations, demonstration of process, calculations, models, etc.</p> <p>MATH PRACTICES: (1) MP1: Make sense of problems and persevere in solving them by internalizing feedback and make improvements (both arithmetic and descriptive) to work and understanding.</p> <p>TWBAT:</p> <p>PREPARATION and INTERNALIZATION: (1) Articulate potential misconceptions and responses. (2) Define Criteria for Success consistently and specifically. (3) Articulate opportunities to make sense of problems and persevere in solving them (MP1).</p> <p>INSTRUCTION: (1) Provide students with immediate written feedback on their work. (2) Hold students accountable for implementing feedback on their work and articulate how this exemplifies MP1.</p> <p>DATA ANALYSIS TO DRIVE ACHIEVEMENT: (1) Assess all students on prerequisites and use this information to pre-teach skills.</p> <p>SEL/CRT: (1) Ensure all students are heard aloud OR seen through written work in each class period. (2) Identify key students who need increased attention through relationship building.⁸</p> <p>LWBAT:</p>	
Weeks 11-17	<p>Arc 2: Achieving Effective Information Processing Through Student Voice⁹</p> <p>SWBAT:</p> <p>INTELLECTUAL INTERNALIZATION: (1) Engage in academic talk structures and habits of discussion to deepen learning</p> <p>MATH PRACTICES: (1) MP3: Construct viable arguments and critique the reasoning of others by engaging in habits of discussion to deepen learning.</p> <p>TWBAT:</p> <p>PREPARATION and INTERNALIZATION: (1) Articulate opportunities to students up for successful, productive discourse (MP3). (2) Plan for the investment and engagement of all students (differentiate based on student strengths) in the various forms of academic talk structures..</p> <p>INSTRUCTION: (1) Utilize planned open-ended questions to engage students in productive conversations between themselves. (2) Set expectations, provide support and maintain a high level of investment and engagement in class that leads to mastery of content and skill.</p> <p>DATA ANALYSIS TO DRIVE ACHIEVEMENT: (1) Use Exit Ticket data to plan LASW lessons to target re-teaches for procedural and conceptual errors.</p> <p>SEL/CRT: (1) Ensure all students are heard aloud OR seen through written work in each class period. (2) Identify key students who need increased attention through relationship building.</p> <p>LWBAT:</p>	
Weeks	<p>Arc 3a: Quality Batch Feedback¹⁰</p> <p>SWBAT:</p>	

⁷ Culturally Responsive Teaching and the Brain (15) defines information processing as “the brain’s process of turning inert facts and content into usable knowledge. Includes three stages: input, elaboration and application (see p 125 for more info on stages). Active information processing stimulates brain growth.

⁸ See CRT and the Brain pg. 77-86

⁹ Culturally Responsive Teaching and the Brain (149) notes “One of the most important tools for a culturally responsive teacher is instructional conversation. The ability to form, express and exchange ideas is best taught through dialogue, questioning and the sharing of ideas.” See text for more info.

¹⁰ Culturally Responsive Teaching and the Brain (103) calls for feedback to be instructive and corrective, with the following characteristic: (1) It is instructive rather than evaluative, (2) It is specific and in the right dose, (3) It is timely, (4) It is delivered in a low stress, supportive environment. In addition (104), the recommended approach is “wise feedback”, which reassures students they will not be stereotyped or doubted as less capable while being honest about the gap between current performance and the standard. Three specific elements are included in wise feedback: (1) Explicit holding of high standards, (2) Personal assurance that student is capable, (3) Specific actionable steps to work on.

18-21	<p>INTELLECTUAL INTERNALIZATION: (1) Lead critical class discussions grounded in student work.</p> <p>MATH PRACTICES: (1) MP6: Attend to precision through the use of precise vocabulary, explanations of symbols, labels in diagrams, drawings and graphs and units of measure as well as accurate calculations.</p> <p>TWBAT:</p> <p>PREPARATION and INTERNALIZATION: (1) Articulate potential misconceptions and responses. (2) Articulate opportunities for precision (MP6).</p> <p>INSTRUCTION: (1) Use show call to model precision of mathematical communication AS WELL AS accurate and efficient calculations. (2) Provide consistent and targeted batch feedback</p> <p>DATA ANALYSIS TO DRIVE ACHIEVEMENT: (1) Plan LASW lessons that target good to great open ended answers.</p> <p>SEL/CRT: (1) Empower students to accept and implement feedback as part of developing competency in self-awareness and relationship skills.</p> <p>LWBAT:</p>	
Weeks 22-30	<p>Arc 3b: Indiv. Feedback and Small Group Instruction¹¹</p> <p>SWBAT:</p> <p>INTELLECTUAL INTERNALIZATION: (1) Engage in productive struggle to deepen learning with peers.</p> <p>MATH PRACTICES: (1) MP1: Make sense of problems and persevere in solving them AND (2) MP3: Construct viable argument and critique the reasoning of others by working in partnership with peers to deepen mathematical understanding.</p> <p>TWBAT:</p> <p>PREPARATION and INTERNALIZATION: (1) Plan for student-student indep. discourse in small group instruction (2) Articulate and model opportunities for critiquing the reasoning of others, (3) Articulate potential misconceptions and responses.</p> <p>INSTRUCTION: (1) Engage students in paired work with productive struggle. (2) Provide consistent and targeted feedback to indiv and small groups.</p> <p>DATA ANALYSIS TO DRIVE ACHIEVEMENT: (1) Plan LASW lessons that target good to great open ended answers.</p> <p>SEL/CRT: (1) Empower students to accept and implement feedback as part of developing competency in self-awareness and relationship skills.</p> <p>LWBAT:</p>	
Weeks 30-40	<p>Arc 4: Reteach, Spiral and proficiency for all</p>	

Glossary

PD--Professional Development	Time dedicated for reflecting, building our toolbox and developing our craft
CRT--Culturally Responsive Teaching	an educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while, the educator understands the importance of being in a relationship and having a social emotional connection to the student in order to create a safe space for learning. ¹²
SEL--Social Emotional Learning	Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others,

¹¹ See CRT and the Brain p 105 for “Asset Based Feedback Protocol”

¹² Hammond, Z. L. (2015). Culturally responsive teaching and the brain. Corwin Press.

	<p>establish and maintain supportive relationships, and make responsible and caring decisions.</p> <p>SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.¹³</p>
<p>MP-Mathematical Practices</p>	<p>Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.¹⁴</p>
<p>CRMT- Culturally Responsive Math Teaching</p>	<p>creating a learning environment focused on mathematical sense making in which each and every student feels valued for who they are, for their ways of engaging in mathematical reasoning and for their contributions to the collective success of those within the classroom community... CRMT requires teachers to (re)consider the mathematics learning environment they’ve created and how well it reflects these four elements:</p> <ol style="list-style-type: none"> 1) Supporting deep learning: How to ensure student success with coherent and connected mathematical understandings 2) Engaging and valuing identities: How to honor students’ experiences, communication practices and communities 3) Sharing authority: How to build inclusive, collaborative norms and routines 4) Applying mathematics: How to use mathematics to understand and investigate meaningful situations”¹⁵
<p>Accelerated Learning</p>	<p>providing students access to on-grade content by adding in just the right content scaffolds at just the right time for students who need additional knowledge to do the current work</p> <p>“Acceleration...strategically prepares students for success in the present...[and]...readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of future learning...Rather than being stuck in the remedial slow lane, students move ahead of everyone into the fast lane of learning. ...A crucial aspect of the acceleration model is putting key prior knowledge into place so that students have something to connect new information to...though the acceleration model does revisit basic skills, these skills are laser-selected, applied right away with the new content, and never taught in isolation. To prepare for a new concept or lesson, students in an acceleration program receive both instruction in prior knowledge and remediation of prerequisite skills that, if missing, may create barriers to</p>

¹³ <https://casel.org/what-is-sel/>

¹⁴ <http://www.corestandards.org/Math/Practice/>

¹⁵ <https://www.curriculumassociates.com/-/media/mainsite/files/ready-classroom-mathematics/ready-classroom-mathematics-cultural-responsiveness-whitepaper-2019.pdf>

	<p>the learning process. This strategic approach of preparing for the future while plugging a few critical holes from the past yields strong results.”¹⁶</p>
Power-Up	<p>K-3: Power up is a data driven time for teachers to use to meet the needs of their students by using:</p> <ul style="list-style-type: none"> ● iReady.-Adaptive differentiated computer based learning ● Small Group Intervention ● NJSLA-M practice ● Reteach major standards ● React to exit ticket data <p>4-8: Math Power Up is a time in the math block where teachers can incorporate interventions to address students’ misconceptions and gaps in the math standards.</p>
Independent Learning Time (ILT)	<p>ILT is a time that will provide extra support and instruction in two areas:</p> <ul style="list-style-type: none"> ● Pre-requisite skills and standards that need to be mastered for upcoming units and lessons determined during the unit unpack based on the pre-unit assessment data and ● Mastering standards based on Interim data that was not mastered.
Game Intro Lessons (GIL)	<p>Game Intro Lessons are in grades K-2, where the teacher introduces a math game with the game steps on a visual anchor. Students play the math game during the workshop with partners to learn the math concepts. At the end of the lesson students are given an exit ticket to see if they mastered the math concepts during the lesson.</p>
Error Analysis Reteach (EAR) Lessons	<p>The purpose of an Error Analysis Reteach using two pieces of student work (exemplar and non-exemplar) is to:</p> <ul style="list-style-type: none"> ● To provide opportunities for students to review and practice previously covered concepts / standards, especially material where students showed partial mastery and would benefit from further instruction and practice opportunities. ● To develop and reinforce a productive disposition – students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. ● To develop and reinforce strategic competence and adaptive reasoning – ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification.
IPP	<p>The purpose of Intellectual Preparation is to:</p> <ul style="list-style-type: none"> ● Cultivate a deep understanding of content and rigor of the lesson (see lesson internalization outcomes below) ● Prepare to teach the most rigorous part of the lesson (plan and practice) ● Builds skill on high-leverage transferable action steps

¹⁶ http://www.ascd.org/publications/books/114026/chapters/Acceleration@_Jump-Starting_Students_Who_Are_Behind.aspx

Unit Unpack	<p>The purpose of the Unit Unpacking protocol is to develop and deepen content knowledge for teaching the grade level standards and Daily Lessons in the unit and to see the big picture for the unit by anchoring in the following questions:</p> <ul style="list-style-type: none"> ● What standards will be taught in this unit? What does it look like for students to demonstrate mastery of these standards? ● What new knowledge and skills do these standards call for students to develop, and what work have they done that prepares them for this? What strategies are they bringing to the table? ● How do learning and scholar strategies progress from one lesson to the next? ● What misconceptions and errors often emerge when students are learning this content?
Lesson Unpack	<p>Lesson unpacks are designed to:</p> <ul style="list-style-type: none"> ○ Build content knowledge by reviewing the big ideas for this lesson and connecting them to the standard. ○ Apply a high-leverage action step to future lessons. ○ Prepare to teach the most rigorous part of an upcoming lesson. ○ Practice a high-leverage action step for an upcoming lesson.
Looking At Student Work Protocol (LASW)	<p>A process of looking at student work to identify specific and targeted errors and misconceptions and then formulating a plan(s) to reteach and close gaps.</p>
IA (Interim Assessment)	<p>Assessment given 4 times a year, administered 1 day and covers material up to IA. There will be one cumulative interim to prepare for state testing (MOCK). IAs are given on Thursdays, make-ups on Fridays. IA analysis occurs the following week during Network IA planning days</p>
Arc of the Year (AoTY)	<p>The purpose of the Arc of the Year (AoTY) is to provide overall vision, strategy and resources for (1) the AOTY as a whole followed by (2) guidance on each portion of the arc. The AOTY is a roadmap to how we as a network plan to reach this goal!</p>

Appendix 1: Standards Emphasis

[Standards Achieve the Core K-8](#)

[PARCC Framework](#)

[AP Calculus Course and Exam Description](#)

An important subset of the major work in grades K–8 is the progression that leads toward middle school algebra.

K	1	2	3	4	5	6	7	8
Know number names and the count sequence	Represent and solve problems involving addition and subtraction	Represent and solve problems involving addition and subtraction	Represent & solve problems involving multiplication and division	Use the four operations with whole numbers to solve problems	Understand the place value system	Apply and extend previous understandings of multiplication and division to divide fractions by fractions	Apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers	Work with radical and integer exponents
Count to tell the number of objects	Understand and apply properties of operations and the relationship between addition and subtraction	Add and subtract within 20	Understand properties of multiplication and the relationship between multiplication and division	Generalize place value understanding for multi-digit whole numbers	Perform operations with multi-digit whole numbers and decimals to hundredths	Apply and extend previous understandings of numbers to the system of rational numbers	Analyze proportional relationships and use them to solve real-world and mathematical problems	Understand the connections between proportional relationships, lines, and linear equations**
Compare numbers	Understand and apply properties of operations and the relationship between addition and subtraction	Use place value understanding and properties of operations to add and subtract	Multiply & divide within 100	Use place value understanding and properties of operations to perform multidigit arithmetic	Use equivalent fractions as a strategy to add and subtract fractions	Understand ratio concepts and use ratio reasoning to solve problems	Use properties of operations to generate equivalent expressions	Analyze and solve linear equations and pairs of simultaneous linear equations
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	Add and subtract within 20	Measure and estimate lengths in standard units	Solve problems involving the four operations, and identify & explain patterns in arithmetic	Extend understanding of fraction equivalence and ordering	Apply and extend previous understandings of multiplication and division to multiply and divide fractions	Apply and extend previous understandings of arithmetic to algebraic expressions	Solve real-life and mathematical problems using numerical and algebraic expressions and equations	Define, evaluate, and compare functions
Work with numbers 11–19 to gain foundations for place value	Work with addition and subtraction equations	Relate addition and subtraction to length	Develop understanding of fractions as numbers	Build fractions from unit fractions by applying and extending previous understandings of operations	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition	Reason about and solve one-variable equations and inequalities	Represent and analyze quantitative relationships between dependent and independent variables	Use functions to model relationships between quantities
	Extend the counting sequence		Solve problems involving measurement and estimation of intervals of time, liquid volumes, & masses of objects	Understand decimal notation for fractions, and compare decimal fractions	Graph points in the coordinate plane to solve real-world and mathematical problems*			
	Understand place value		Geometric measurement: understand concepts of area and relate area to multiplication and to addition					
	Use place value understanding and properties of operations to add and subtract							
	Measure lengths indirectly and by iterating length units							

* Indicates a cluster that is well thought of as a part of a student's progress to algebra, but that is currently not designated as major by the assessment consortia in their draft materials. Apart from the one asterisked exception, the clusters listed here are a subset of those designated as major in the assessment consortia's draft documents.
 ** Depends on similarity ideas from geometry to show that slope can be defined and then used to show that a linear equation has a graph which is a straight line and conversely.

Kindergarten

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR KINDERGARTEN

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- K.CC.A ■ Know number names and the count sequence.
- K.CC.B ■ Count to tell the number of objects.
- K.CC.C ■ Compare numbers.
- K.OA.A ■ Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
- K.NBT.A ■ Work with numbers 11–19 to gain foundations for place value.
- K.MD.A ● Describe and compare measurable attributes.
- K.MD.B □ Classify objects and count the number of objects in categories.
- K.G.A ● Identify and describe shapes.
- K.G.B □ Analyze, compare, create, and compose shapes.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR KINDERGARTEN

K.OA.A.5	Add/subtract within 5
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First Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 1

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 1.OA.A ■ Represent and solve problems involving addition and subtraction.
- 1.OA.B ■ Understand and apply properties of operations and the relationship between addition and subtraction.
- 1.OA.C ■ Add and subtract within 20.
- 1.OA.D ■ Work with addition and subtraction equations.
- 1.NBT.A ■ Extending the counting sequence.
- 1.NBT.B ■ Understand place value.
- 1.NBT.C ■ Use place value understanding and properties of operations to add and subtract.
- 1.MD.A ■ Measure lengths indirectly and by iterating length units.
- 1.MD.B ● Tell and write time.
- 1.MD.C □ Represent and interpret data.
- 1.G.A ● Reason with shapes and their attributes.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 1

1.OA.C.6	Add/subtract within 10
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Second Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 2

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 2.OA.A ■ Represent and solve problems involving addition and subtraction.
- 2.OA.B ■ Add and subtract within 20.
- 2.OA.C □ Work with equal groups of objects to gain foundations for multiplication.
- 2.NBT.A ■ Understand place value.
- 2.NBT.B ■ Use place value understanding and properties of operations to add and subtract.
- 2.MD.A ■ Measure and estimate lengths in standard units.
- 2.MD.B ■ Relate addition and subtraction to length.
- 2.MD.C □ Work with time and money.
- 2.MD.D □ Represent and interpret data.
- 2.G.A ● Reason with shapes and their attributes.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 2

2.OA.B.2	Single-digit sums and differences (sums from memory by end of Grade 2)
2.NBT.B.5	Add/subtract within 100

Third Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 3

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ○ Additional Clusters

- 3.OA.A ■ Represent and solve problems involving multiplication and division.
- 3.OA.B ■ Understand properties of multiplication and the relationship between multiplication and division.
- 3.OA.C ■ Multiply and divide within 100.
- 3.OA.D ■ Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- 3.NBT.A ○ Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 3.NF.A ■ Develop understanding of fractions as numbers.
- 3.MD.A ■ Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- 3.MD.B □ Represent and interpret data.
- 3.MD.C ■ Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- 3.MD.D ○ Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- 3.G.A □ Reason with shapes and their attributes.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 3

3.OA.C.7	Single-digit products and quotients (Products from memory by end of Grade 3)
3.NBT.A.2	Add/subtract within 1000

Fourth Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 4

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ○ Additional Clusters

- 4.OA.A ■ Use the four operations with whole numbers to solve problems.
- 4.OA.B □ Gain familiarity with factors and multiples.
- 4.OA.C ○ Generate and analyze patterns.
- 4.NBT.A ■ Generalize place value understanding for multi-digit whole numbers.
- 4.NBT.B ■ Use place value understanding and properties of operations to perform multi-digit arithmetic.
- 4.NF.A ■ Extend understanding of fraction equivalence and ordering.
- 4.NF.B ■ Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
- 4.NF.C ■ Understand decimal notation for fractions, and compare decimal fractions.
- 4.MD.A □ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
- 4.MD.B □ Represent and interpret data.
- 4.MD.C ○ Geometric measurement: understand concepts of angle and measure angles.
- 4.G.A ○ Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 4

4.NBT.B.4	Add/subtract within 1,000,000
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Fifth Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 5

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 5.OA.A ● Write and interpret numerical expressions.
- 5.OA.B ● Analyze patterns and relationships.
- 5.NBT.A ■ Understand the place value system.
- 5.NBT.B ■ Perform operations with multi-digit whole numbers and with decimals to hundredths.
- 5.NF.A ■ Use equivalent fractions as a strategy to add and subtract fractions.
- 5.NF.B ■ Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- 5.MD.A □ Convert like measurement units within a given measurement system.
- 5.MD.B □ Represent and interpret data.
- 5.MD.C ■ Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- 5.G.A ● Graph points on the coordinate plane to solve real-world and mathematical problems.
- 5.G.B ● Classify two-dimensional figures into categories based on their properties.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 5

5.NBT.B.5	Multi-digit multiplication
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Sixth Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 6

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 6.RP.A ■ Understand ratio concepts and use ratio reasoning to solve problems.
- 6.NS.A ■ Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- 6.NS.B ● Compute fluently with multi-digit numbers and find common factors and multiples.
- 6.NS.C ■ Apply and extend previous understandings of numbers to the system of rational numbers.
- 6.EE.A ■ Apply and extend previous understandings of arithmetic to algebraic expressions.
- 6.EE.B ■ Reason about and solve one-variable equations and inequalities.
- 6.EE.C ■ Represent and analyze quantitative relationships between dependent and independent variables.
- 6.G.A □ Solve real-world and mathematical problems involving area, surface area, and volume.
- 6.SP.A ● Develop understanding of statistical variability.
- 6.SP.B ● Summarize and describe distributions.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 6

6.NS.B.2	Multi-digit division
6.NS.B.3	Multi-digit decimal operations

Seventh Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 7

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 7.RP.A ■ Analyze proportional relationships and use them to solve real-world and mathematical problems.
- 7.NS.A ■ Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- 7.EE.A ■ Use properties of operations to generate equivalent expressions.
- 7.EE.B ■ Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- 7.G.A ● Draw, construct and describe geometrical figures and describe the relationships between them.
- 7.G.B ● Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- 7.SPA □ Use random sampling to draw inferences about a population.
- 7.SP.B ● Draw informal comparative inferences about two populations.
- 7.SP.C □ Investigate chance processes and develop, use, and evaluate probability models.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

Eighth Grade

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 8

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ● Additional Clusters

- 8.NS.A □ Know that there are numbers that are not rational, and approximate them by rational numbers.
- 8.EE.A ■ Work with radicals and integer exponents.
- 8.EE.B ■ Understand the connections between proportional relationships, lines, and linear equations.
- 8.EE.C ■ Analyze and solve linear equations and pairs of simultaneous linear equations.
- 8.F.A ■ Define, evaluate, and compare functions.
- 8.F.B ■ Use functions to model relationships between quantities.
- 8.G.A ■ Understand congruence and similarity using physical models, transparencies, or geometry software.
- 8.G.B ■ Understand and apply the Pythagorean Theorem.
- 8.G.C ● Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- 8.SPA □ Investigate patterns of association in bivariate data.

HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

Algebra I

The Real Number System (N-RN)

- B. Use properties of rational and irrational numbers (3)

Quantities★ (N-Q)

- A. Reason quantitatively and use units to solve problems (1, 2, 3)

Seeing Structure in Expressions (A-SSE)

- A. Interpret the structure of expressions (1, 2)
- B. Write expressions in equivalent forms to solve problems (3)

Arithmetic with Polynomials and Rational Expressions (A-APR)

- A. Perform arithmetic operations on polynomials (1)
- B. Understand the relationship between zeros and factors of polynomials (3)

Creating Equations★ (A-CED)

- A. Create equations that describe numbers or relationships (1, 2, 3, 4)

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Reasoning with Equations and Inequalities (A-REI)

- A. Understand solving equations as a process of reasoning and explain the reasoning (1)
- B. Solve equations and inequalities in one variable (3, 4)
- C. Solve systems of equations (5, 6)
- D. Represent and solve equations and inequalities graphically (10, 11, 12)

Interpreting Functions (F-IF)

- A. Understand the concept of a function and use function notation (1, 2, 3)
- B. Interpret functions that arise in applications in terms of the context (4, 5, 6)
- C. Analyze functions using different representations (7, 8, 9)

Building Functions (F-BF)

- A. Build a function that models a relationship between two quantities (1)
- B. Build new functions from existing functions (3)

Linear, Quadratic, and Exponential Models★ (F-LE)

- A. Construct and compare linear, quadratic, and exponential models and solve problems (1, 2, 3)
- B. Interpret expressions for functions in terms of the situation they model (5)

Interpreting categorical and quantitative data (S-ID)

- A. Summarize, represent, and interpret data on a single count or measurement variable (1, 2, 3)
- B. Summarize, represent, and interpret data on two categorical and quantitative variables (5, 6)
- C. Interpret linear models (7, 8, 9)

Geometry

Congruence (G-CO)

- A. Experiment with transformations in the plane (1, 2, 3, 4, 5)
- B. Understand congruence in terms of rigid motions (6, 7, 8)
- C. Prove geometric theorems (9, 10, 11)
- D. Make geometric constructions (12, 13)

Similarity, Right Triangles, and Trigonometry (G-SRT)

- A. Understand similarity in terms of similarity transformations (1, 2, 3)
- B. Prove theorems involving similarity (4, 5)
- C. Define trigonometric ratios and solve problems involving right triangles (6, 7, 8)

Circles (G-C)

- A. Understand and apply theorems about circles (1, 2, 3)
- B. Find arc lengths and areas of sectors of circles (5)

Expressing Geometric Properties with Equations (G-GPE)

- A. Translate between the geometric description and the equation for a conic section (1)
- B. Use coordinates to prove simple geometric theorems algebraically (4, 5, 6, 7)

Geometric measurement and dimension (G-GMD)

- A. Explain volume formulas and use them to solve problems (1, 3)
- B. Visualize relationships between two-dimensional and three-dimensional objects (4)

Modeling with Geometry (G-MG)

- A. Apply geometric concepts in modeling situations (1, 2, 3)

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Algebra II

The Real Number System (N-RN)

- A. Extend the properties of exponents to rational exponents (1, 2)

Quantities ★ (N-Q)

- A. Reason quantitatively and use units to solve problems (2)

The Complex Number System (N-CN)

- A. Perform arithmetic operations with complex numbers (1, 2)
- C. Use complex numbers in polynomial identities and equations (7)

Seeing Structure in Expressions (A-SSE)

- A. Interpret the structure of expressions (2)
- B. Write expressions in equivalent forms to solve problems (3, 4)

Arithmetic with Polynomials and Rational Expressions (A-APR)

- B. Understand the relationship between zeros and factors of polynomials (2, 3)
- C. Use polynomial identities to solve problems (4)
- D. Rewrite rational expressions (6)

Creating Equations ★ (A-CED)

- A. Create equations that describe numbers or relationships (1)

Reasoning with Equations and Inequalities (A-REI)

- A. Understand solving equations as a process of reasoning and explain the reasoning (1, 2)
- B. Solve equations and inequalities in one variable (4)
- C. Solve systems of equations (6, 7)
- D. Represent and solve equations and inequalities graphically (11)

Interpreting Functions (F-IF)

- A. Understand the concept of a function and use function notation (3)
- B. Interpret functions that arise in applications in terms of the context (4, 6)
- C. Analyze functions using different representations (7, 8, 9)

Building Functions (F-BF)

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Algebra II/PreCalculus [includes all of Algebra II above, adds the following:]

- N-CN.8, 9
- F-BF.5
- F-IF.5
- A-APR.1, 7
- S-ID.4,5
- S-IC.1-6
- F-TF.1-8
- F-LE.2, 4, 5
- AP Learning Objectives LIM.1
- AP Learning Objectives LIM.2

Appendix 2: Culturally Responsive Mathematics Teaching Actions

(Summarized/Excerpts from: <https://www.curriculumassociates.com/-/media/mainsite/files/ready-classroom-mathematics/ready-classroom-mathematics-cultural-responsiveness-whitepaper-2019.pdf>)

- 1) Supporting deep learning: How to ensure student success with coherent and connected mathematical understandings:
 - a) Rationale: Mathematics is at the core of CRMT, and it's important to remember that the learning environment supports students' success in mathematics. A focus on being culturally relevant in the absence of meaningful mathematics only exacerbates existing inequities in academic outcomes. While this is not unique to CRMT, there is an equity focus here in that for too many students, mathematics learning has been limited to rote skills and procedures, so-called "basic skills." The culturally responsive mathematics teacher recognizes the potential in every student to engage in mathematical thinking and finds ways to elicit students' mathematical reasoning.
 - b) Examples:
 - i) starting a lesson with a Number Talk that invites students to share their strategies about a specific problem. (see [here](#) for more details)
 - ii) using an instructional routine to engage students in discussing and connecting multiple representations used to solve contextual problems
 - iii) gather in front of a class Math Wall to reflect on their prior work and consider how it is related to a new question posed by the teacher
 - c) Questions for reflection:
 - i) What are the "big ideas" of mathematics my students will learn in this unit? This year?
 - ii) What is the prior mathematical knowledge my students may need to draw on to make sense of these big ideas?
 - iii) How am I giving students time to develop their own mathematical thinking? And how am I communicating that their thinking is what matters, not just their answers?
 - iv) How am I ensuring my students learn mathematics with coherence? What connections and relationships will help them to build conceptual understanding?
 - v) Am I encouraging students to make connections between multiple representations and strategies?
- 2) Engaging and valuing identities: How to honor students' experiences, communication practices and communities
 - a) Rationale: An important aspect of CRMT is to positively reflect students' cultures and communities within their learning in a nontrivial way...Communication is a part of everyone's daily life and must be fostered within the mathematics classroom. What CRMT asks us to do is recognize the ways our students communicate and allow them to use familiar, comfortable forms of communication as part of the learning of mathematics. This does not preclude the need to teach students academic language and mathematical notation, but the formal communication is best built after students have had opportunities to informally share ideas. ...Students are part of communities outside of school, and these environments are rich spaces for seeing and applying mathematical ideas.
 - b) Examples:
 - i) "One strategy they developed was to have students conduct short two-minute videos of interviews with a parent/guardian during back-to-school night asking the simple question, "How do you use math in your job or everyday life?" The result was a trove of examples of applications of mathematics, many of which were easily connected to topics the students would be studying. You can find examples of these parent videos on the project website: Tacib.Weebly.com"
 - ii) provide students with multiple means for communicating their mathematical thinking—language, visuals, gestures, and even calculator keystrokes—and then used these to introduce more formal academic language and mathematical notation
 - iii) Seek to join student spaces outside of school, these strategies also allow you to get a better sense of the ways students' lives are mathematically rich--

- c) Questions for reflection:
 - i) What have I learned about my students’ prior knowledge and skills—including the languages they speak and ways they communicate—and in what ways do I encourage them to use these in their learning of mathematics?
 - ii) How do I learn about the experiences and interests of my students? And how do I communicate that these experiences and interests are valued in relation to their learning of mathematics?
 - iii) In what ways do students see themselves and their communities reflected in positive ways while learning mathematics?
 - iv) How do I invite authentic, meaningful parent/community engagement in my students’ learning of mathematics?
- 3) Sharing authority: How to build inclusive, collaborative norms and routines
 - a) Rationale: The norms and routines that guide students’ regular interactions with one another about mathematics must be intentionally developed to support a sense of shared responsibility and ownership of mathematics knowledge and skills.
 - b) Examples:
 - i) A classroom Math Wall (either on the wall or on a virtual platform) is one way to provide a space to display students’ reasoning about specific problems to be referred to later
 - ii) establish norms for both acceptable and unacceptable behavior through role-plays
 - iii) setting up clear routines for engaging with mathematics tasks, such as those articulated by Kelemanik, Lucenta, & Creighton (2016; also see FosteringMathPractices.com/RoutinesForReasoning), provides structured ways for students to productively engage with mathematics and with one another
 - c) Questions for reflection:
 - i) In what ways do I position my students as having authority over the mathematics knowledge being developed?
 - ii) What norms have I established to ensure equitable participation and the reduction of unequal status among students?
 - iii) How do I support the different language needs in my classroom?
 - iv) What instructional routines do I use to scaffold students’ engagement in productive mathematical discourse and collaboration?
 - v) Who is given mathematical authority in my classroom? Who is not?
 - vi) What evidence do I have that my students are taking ownership of mathematics?
- 4) Applying mathematics: How to use mathematics to understand and investigate meaningful situations”
 - a) Rationale: While understanding mathematical concepts and relationships well enough to demonstrate proficiency with state-mandated assessments is important, it is even more critical for students to learn to use mathematics as a tool for investigating and critiquing issues within their communities. Too often “school mathematics” becomes compartmentalized and seen as something relevant only for an assessment or grade. What we want to work toward with CRMT is having students see mathematics as a tool for analyzing the world in which they live. This will strengthen students’ interest and engagement in mathematics
 - b) Examples:
 - i) Connect a significant mathematics content objectives as well as a significant social/cultural context--students make sense of mathematics and use mathematics to make sense of their world:
 - (1) Substitute examples in a generic problems with examples from the community
 - (2) Ask for examples connected to students’ lives and circle of familiarity
 - (3) Engage in current debates in the community (ie. placement of a building, traffic pattern, school enrollment, etc)
 - c) Questions for reflection:
 - i) How do I integrate concepts into instruction that are more relevant to my students?

- ii) How am I helping my students to see ways to use mathematics to analyze and address issues within their communities?¹⁷

¹⁷ <https://www.curriculumassociates.com/-/media/mainsite/files/ready-classroom-mathematics/ready-classroom-mathematics-cultural-responsiveness-whitepaper-2019.pdf>

Appendix 3: Rationale for 8th Grade Mathematics

To summarize consensus in much of what has been published by key voices in the world of mathematical education:

- 1) Compared to previous iterations of mathematical standards, Common Core is significantly more substantial in its treatment of, early introduction to and consistent scaffolding of algebraic rigor. “In the CCSS, students begin preparing for algebra in Kindergarten, as they start learning about the properties of operations. Furthermore, much of the content central to typical Algebra I courses—namely linear equations, inequalities, and functions—is found in the 8th grade CCSS...skipping material to get students to a particular point in the curriculum will likely create gaps in the students’ mathematical background, which may create additional problems later, because students may be denied the opportunity for a rigorous Algebra I... I course and may miss important content from eighth-grade mathematics” ([CCSS Math Appendix A](#) pg 80). Therefore, the decision to accelerate students must be done with incredible care and consideration of the potential trade-offs for doing so.
- 2) Research analysis of large scale studies in California ([which significantly increases the number of students in 8th grade taking Alg I in the early 2000s](#)) and North Carolina ([where 10 districts increases their 8th grade Alg I enrollment significantly between 1996-2008](#)) yielded similar results: (1) Students who took Alg I earlier performed overall less well in subsequent math courses, (2) More students did pass Alg I, but they were not more likely to take higher math courses, (3) the most harm is done to students at the lower end of the prior achievement distribution, and (4) students with higher previous mathematical achievement were affected very little in the positive or negative by the experience.
- 3) The previously mentioned study in California also found that students taking Alg I for the second time (after failing it in 8th grade) were less likely to pass the end of year state test than the 9th grade students taking end of year test for the first time. In other words, taking Alg I twice didn’t help, and in fact the students likely would have benefited more from preparing for Alg I in 8th grade rather than taking it.
- 4) Algebra 1 is viewed as a gateway course to college (ie. if students do not pass Alg I, the likelihood of attending college is near 0), and although approximately 60% of new college freshmen are assessed as unprepared for college-level work, less than half of students who start taking remedial math finish. [This means that students who are not ready for college math \(generally Algebra I with some Alg II\) are less likely to graduate.](#)

For Additional Reading (please also see all links above)

[Brookings Institute: Advanced Math in Eighth Grade](#)

[Brookings Institute: The Misplaced Math Student: Lost in Eighth-Grade Algebra](#)

[NCTM President Linda M. Gojak \(former\): Algebra: Not 'If' but 'When'](#)

Univ. Akron’s Sandra Wilder [Algebra: The Key to Student Success, Or Just Another Hurdle?](#)

[USDept of ED Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experiences, and Outcomes](#)

Social Studies & History Guidebook | K-12



2021 - 2022

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Please note: The High School Practices, Guidebook and Curriculum will be further developed upon the addition of high schools to our academic portfolio. The following work is based on the 21-22 school year (unless otherwise noted) **and is under construction for further research and codification.**

Part I | Social Studies & History at BRICK Schools

Purpose of this Guidebook

BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key instructional routines, mind-sets and procedures used by ALL teachers and school leaders to raise student achievement. This guidebook outlines these items to ensure a high level of execution. All staff members are expected to read, internalize and practice the contents of this guidebook.

BRICK’s Mission

BRICK’s mission is to relentlessly knock down all barriers to students’ academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It’s our vision that each and every child will have an unimpeded path to unlocking their limitless potential.

Instructional Model Overview

The basis of our instructional model and everything we do is rooted in equity. BEN's instructional model is built on the belief that we must first understand the individual needs of our students and then design educational experiences that ensure all students achieve success. It is through an equity lens that we adhere to BEN's four tenets of instruction.



The intentional implementation of these four tenets, with fidelity, will break down all barriers to ensure access, opportunities, and success for all.

Tenet	Driver
<p>Rigorous PK-12 academic curriculum with Integrated Social Emotional Learning & Identity Development <i>Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.</i></p>	<ul style="list-style-type: none"> Vertically Aligned PK-12 Curriculum Culture of Belonging Intentional Relationship Development Explicit Social Emotional Learning Instruction Culturally Sustaining Practices Independent Learning Time Student Voice College and Career Readiness Trajectory
<p>Continuous development & support of all staff <i>BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.</i></p>	<ul style="list-style-type: none"> Curriculum Based PD Summer Leader and Teacher Institutes Network & School Led Teacher PD Unit & Lesson Unpacks Observation Feedback Cycle Leader Content Development Residency Programs

<p>Data driven decision making We collect and analyze academic, SEL and program implementation data to <i>pinpoint the specific strengths and growth opportunities and adjust the actions of students, teachers and leaders to improve student outcomes.</i></p>	<ul style="list-style-type: none"> ● Frequent Review and Feedback on Student Work ● Strategic Assessments: Academic, behavior, and social-emotional data collection & analysis ● Program Implementation data collection ● Perception Data Collection ● Data Meetings & Reflection ● Sankofa Weeks of Reflection
<p>High-impact teaching and leading practices <i>Teachers, support staff and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity and rigor in all classrooms.</i></p>	<ul style="list-style-type: none"> ● BEN's Best Practices ● Culturally Responsive Teaching ● Accelerated Learning ● Arc of the Year Development

BRICK's Vision for Social Studies & History

“What you’re calling African history, Negro history, are the missing pages of world history. Read the history of the people who took you out of history, and you will find out why they were so insecure they had to take you out of history, why they could not stand for your history to compete with theirs.”

--Arturo Schomburg, in an interview with Dr. John Henrik Clarke during the mid 1930s.

“Almost keeping pace with the work of scholarship has been the effort to popularize the results, and to place before Negro youth in the schools the true story of race vicissitude, struggle and accomplishment. So that quite largely now the ambition of Negro youth can be nourished on its own milk.”

--from *The Negro Digs Up His Past*, Arturo Schomburg, 1925



- Our students deserve historical/socio-political literacy in every grade
- Our students need historical/socio-political literacy in order to best tell their story to the world
- Historical/socio-political literacy is necessary to survive and thrive in our democracy and in the digital public square
- Our History program strives to place the stories of previously marginalized peoples at the center of discussion and inquiry
- Our History program actively attacks and corrects white, Eurocentric historiography
- Our History program seeks to give our students the raw historical materials to own their story and become impactful members of our (struggling?) democracy

BRICK Education Network's Literacy Principles

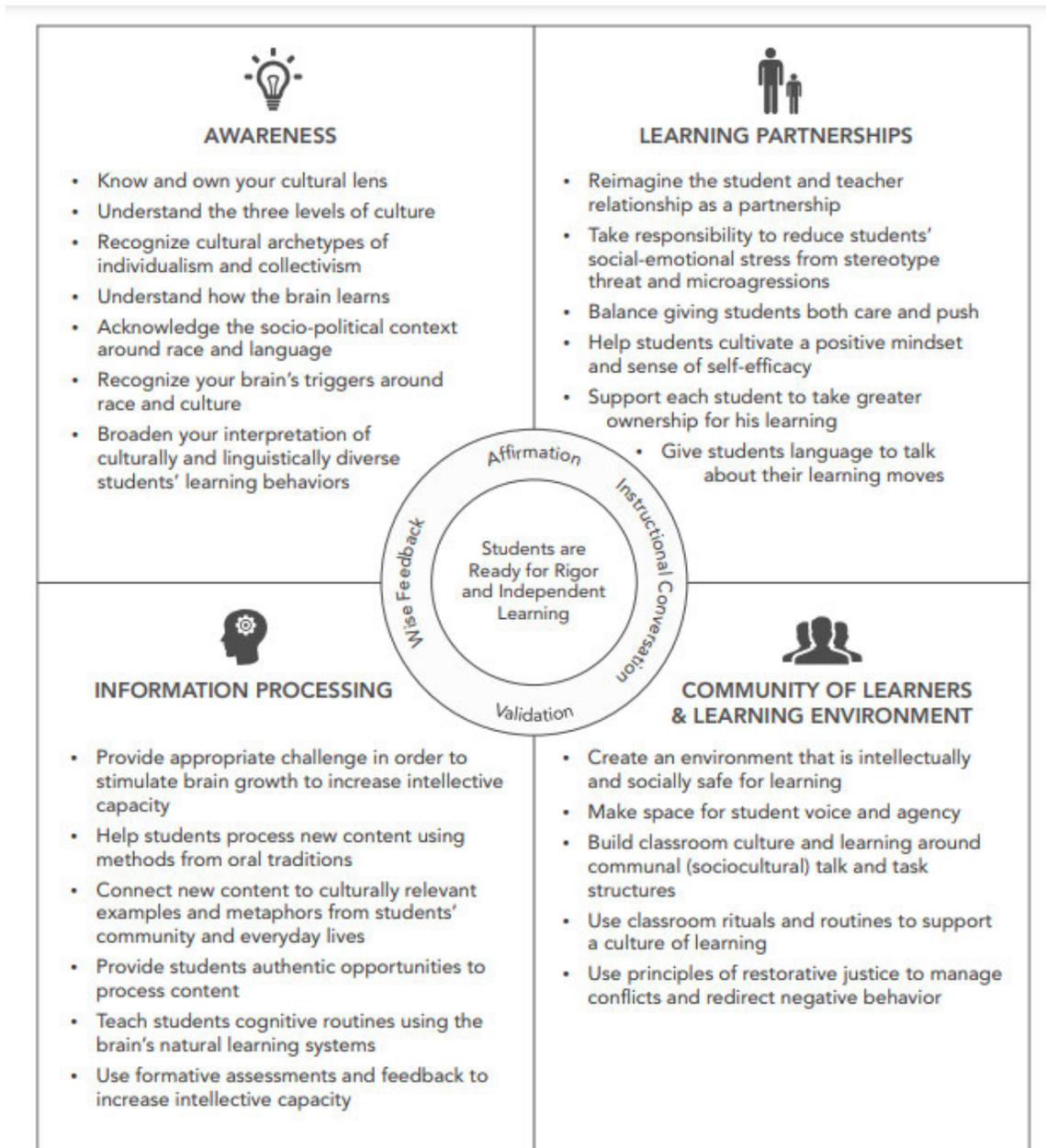
Social Studies and History are inherently reading and writing subjects. BRICK Social Studies and History teachers see themselves as reading and writing teachers along with ELA content teachers.

- **Reading is Thinking:** Being able to decode words is one important part of reading, yet it is not the ultimate goal. Acquiring knowledge and making meaning is the ultimate goal, which requires using schema to synthesize new information with previous information. This is a complex process that is not mastered quickly. It is something that develops over time with practice.
- **Step Up Every Day:** Every lesson, every bit of feedback, every paragraph read matters to students' reading development. The effects of our work are cumulative. Every day BEN teachers help students master key knowledge and skills to advance to the reading level.
- **Prove It:** Providing textual evidence is an essential skill for a reader to master. BEN students use various methods (i.e. the RACE method, annotation) to provide textual evidence to support ideas and statements made in class.
- **Productive Struggle:** Deep understanding of a text requires deep, critical thinking and profound discussion, which can only happen through productive struggle. Productive struggle is defined as providing students with the opportunity to grapple with complex texts and tasks (struggle), without reaching a frustrational level (productive).
- **Knowledge is Key:** Foundational knowledge is essential for comprehension of a diverse body of texts. Every BEN teacher is responsible for empowering our scholars to be life-long readers and learners through intentional amplification of content knowledge around science, civics, geography and history.
- **SEL Everyday and Always:** At BRICK, we believe that all stakeholders are responsible for contributing to the ongoing development of SEL skills. Our diverse canon of literature lends itself to explicit and implicit connections to the SEL competencies of self-awareness, social awareness, responsible decision making, self-management, and relationship skills. Any text worth reading should change the reader in some way and it is our goal that the texts chosen will allow our scholars to continuously practice the SEL competencies and skills.

Culturally Responsive/ SEL Practices in Social Studies & History

An important goal of the history program, in conjunction with other content areas, is to create an academic environment where all students can operate as independent learners. This means that the teacher offers affirmation to students as individuals, validates their concerns and experiences, invites them into instructional conversations, and provides wise feedback (Hammond, 17).

Four Quadrants of Hammond’s Ready for Rigor Framework:



In Social Studies/History:

Awareness

- Teacher and students share historical stories and/or artifacts that represent their cultural history or lineage
- Teacher frames history instruction around the socio-political context most relevant to students

Learning Partnerships

- Teacher leverages students personal interests and connection to history to tackle the challenging reading and writing tasks in the history class
- Teacher uses self-efficacy strategies to help students guide their own learning and development of history content and skills: reflection questions in Exit Tickets measuring how student's thinking has changed; opportunities to revise thinking after class discussions; goal tracking of assessments using rubric score benchmarks **(PRIORITY PRACTICE 2021-22)**

Information Processing

- The history program from grades 4 and up provides academic rigor aligned to success on the AP History Exam, which challenges students to mastery historical thinking skills and also retain conceptual understandings of time periods covered
- Teachers are aware of how their students' brains log information in long-term memory and use this knowledge to establish cognitive routines, and to pace out daily lessons and units **(PRIORITY PRACTICE 2021-22)**

Community of Learners

- Student voice is encouraged daily through participation in student discourse and flexibility afforded to students in how they interpret historical sources of each lesson and apply these interpretations to historical concepts
- Each unit of study contains a student-driven project (a case study or simulation) that allows students to apply historical concepts to a unique challenge. These are designed to be independently managed by students either individually or in groups. **(PRIORITY PRACTICE 2021-22)**

Accelerated Learning in Social Studies & History

Prior Knowledge

During each unit unpack, history teachers will identify concepts and skills students may need to have been exposed to previously to succeed in the unit.

Vocabulary

History teachers will also use the humanities program's systemic approach to vocabulary acquisition. Each unit has a set of pre-identified key concept terms that students should use in discussion and writing throughout the course.

Information Processing in History Class

Each history class has a set of conceptual understandings that students are expected to log in their long-term memory (i.e. the democratic elements of the Roman government; the causes of the Civil War, etc). Pacing of a BRICK history lesson uses brain science to maximize a student’s chances of retaining this information.

The historical thinking skills are cognitive routines (habits of mind) that students select from to help them process the concepts and read the historical sources.

Brain Structures	Strategies	Examples
<p>Input - Short Term Memory</p> <ul style="list-style-type: none"> Brain chooses to pay attention 	<p>Ignite--get the brain’s attention</p>	<p>Attention getters: pictures, puzzles, sound</p> <p>In History Lesson: Lesson Opening (Framing and Context Lecture)</p> <ul style="list-style-type: none"> -Call and Response -Musical cue -Provocative audio-visual -Talk
<p>Elaboration - Working Memory</p> <ul style="list-style-type: none"> Organize information into patterns Connect to what the brain already knows Stimulate dendrite formation into a permanent neural pathway 	<p>Active processing lasts only 12-20 minutes; followed by a Cycle-down for 10 minutes</p> <p>Chunk:</p> <ul style="list-style-type: none"> make information digestible Pace direct learning to 15-20 minutes segments <p>Chew:</p> <ul style="list-style-type: none"> Actively, independently process the information (5-7 minutes) <p>Provide Brain Breaks</p>	<p>Movement; Repetition; Story; Metaphor; Music</p> <p>In History Lesson: Lesson Opening (Framing and Context Lecture)</p> <ul style="list-style-type: none"> -One concept at a time, paired with audio-visual aides -Sequence each chunk so students can assemble them into the larger concept as they are received <p>In History Lesson: After Lecture or Time-in-Text:</p> <ul style="list-style-type: none"> -jot -turn and talk -discussion

	<p>Cognitive Routine: monitor and evaluate their comprehension</p> <ul style="list-style-type: none"> - Connection to what I know - Find relationships and patterns - How does it fit together? - Point of view 	<p>In History Lesson: Time-in-Text Annotations Students applies and assembles conceptual understandings with the text (using the prompt or historical thinking skills)</p>
<p>Application - Long-Term Memory</p> <ul style="list-style-type: none"> ● Revisit, review and apply the information 	<p>Revisit knowledge after 24-48 hours, repeat over time.</p> <p>Review--apply/revist new learning</p> <p>Rehearsal--using new knowledge</p> <p>Repetition--revisiting it</p>	<p>Review question; game; mystery or real-life problem; assessment and revisions</p> <p>In a history lesson:</p> <ul style="list-style-type: none"> -Do Now (lesson opening) -Review Game (any time) -Unit-Based case study or simulation project -Unit Test (study guide; assessment reflection and revisions)

Historical Thinking Skills | Grades 4-12

- 1) Contextualization
- 2) Historical Reasoning
- 3) Complex Understanding
- 4) Document Use
- 5) Recall of Historical Evidence

1) Contextualization

Students demonstrate contextualization when they:

- Describe a broader historical context relevant to the prompt.
- Relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.
- Explains how a relevant context influenced a specific historical development or process.

2) Historical Reasoning

Students demonstrate historical reasoning when they *intentionally frame or structure an argument* around one of the approaches below. This allows them to use historical reasoning to explain relationships among pieces of historical evidence. The historical reasoning approach is the key lever of their argument, and they select which approach to use based on what they are trying to accomplish with their argument. There are three main types:

Comparison:

- Describe similarities and/or differences between different historical developments or processes
- Explain relevant similarities and/or differences between specific historical developments and processes.

Causation:

- Describe causes or effects of a specific historical development or process.
- Explain the relationship between causes and effects of a specific historical development or process.
- Explain the difference between primary and secondary causes and between short- and long-term effects.
- Explain the relative historical significance of different causes and/or effects.

Continuity or Change Over Time (CCOT):

- Describe and explain patterns of continuity and/or change over time.
- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Historical Reasoning Language Chart (not exhaustive):

Causation	Comparison	Change and Continuity over Time
<p>This led to...</p> <p>The impact of...</p> <p>The effect of _____ created a _____</p> <p>As a result...</p> <p>One reaction to...</p> <p>This caused...</p> <p>A reaction to this event/occasion...</p> <p>Because (of this)...</p> <p>Developed</p> <p>Retaliation/in retaliation</p>	<p><u>Similar</u></p> <ul style="list-style-type: none"> · Similarly · Likewise · In common · In the same way · Also <p><u>Different</u></p> <ul style="list-style-type: none"> · In contrast to · As opposed to · On the other hand, · Even though, · While, · One difference was · Although, · Whereas 	<p><u>Continuity</u></p> <ul style="list-style-type: none"> ● Maintained ● Remained ● Continued ● Endured ● Extend ● Outlive ● Persisted ● Sustain ● Preserved ● Still <p><u>Change</u></p> <ul style="list-style-type: none"> ● Before, Afterward/after ● At first _____, but then... ● Cease ● Halt ● Shifted ● While it began... ● Reversed

3) Complex Understanding

Students demonstrate a complex understanding of the historical development that is the focus of the prompt by using evidence to *corroborate, qualify, or modify an argument* that addresses the question. Students must synthesize and/or connect multiple perspectives or pieces of historical evidence. Put simply, the students demonstrate the complexity of the topic by explaining how the evidence shows additional and/or differing perspectives.

Types of Complex Understanding:	A response may demonstrate a complex understanding in a variety of ways, such as:
<p>Corroborate: confirm or add support to</p> <p>When to Use: you have additional evidence that makes your argument even stronger/clearer</p> <p>Sentence Frame: [Main Argument]... <i>Additionally</i>, [Corroboration Claim]</p>	<ul style="list-style-type: none"> ● Explaining relevant and insightful connections within and across periods ● Confirming the validity of an argument by corroborating multiple perspectives across themes
<p>Modify: make partial or minor changes to (something), typically so as to improve it or to make it less extreme</p> <p>When to Use: you have evidence that provides a</p>	<ul style="list-style-type: none"> ● Explaining nuance of an issue by analyzing multiple variables ● Modifying an argument by considering diverse

<p>slightly different (though not contradictory) perspective</p> <p>Sentence Frame: Although/while [Main Argument], [Modification Claim]</p>	<p>views or evidence</p>
<p>Qualify: make a statement or assertion less absolute; add reservations to</p> <p>When to Use: you have evidence that contradicts your argument</p> <p>Sentence Frame: [Main Argument]... <i>However</i>, [Qualified Claim]</p>	<p>• Qualifying an argument by considering alternative views or evidence</p>
<p>Historical Reasoning: Both Sides</p> <p>When to Use: the evidence suggests a clear pairing of opposites</p>	<p>• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</p>

4) Document Use

Students successfully use historical documents (primary, secondary, or historiographic sources) when they:

- Accurately describe—rather than simply quote—the content from the documents (demonstrating an understanding of the wider topic).
- Use the content of the documents to support or develop the argument in response to the prompt.
- Accurately interpret and use source information: point of view, purpose, historical situation, and/or audience, date.

5) Recall of Historical Evidence

Students must commit to memory and be able to recall important historical evidence.

Common types of evidence: historical perspective or point of view; development or circumstance; event or person; contributing factors; causes and effects; outcomes; responses; changes; significant dates.

Students demonstrate use of historical evidence when they:

- Cite or describe specific historical examples of evidence relevant to their argument or the prompt
- Cite multiple specific and accurate facts in support of their argument or the prompt
- If documents are provided: Elaborate on the topic with evidence not mentioned in the provided source

K-12 Social Studies Curriculum Continuum

Gr K	Students begin with their own physical location in this world, and expand from their neighborhood to their city, and eventually to the continent on which they live in <i>Let's Explore Our World</i> . In <i>Native Americans</i> , students learn about early Native Americans through the eyes of three representative children from the past, who live in three different North American cultural regions. <i>Civil Rights Leaders</i> celebrate the lives of people who faced injustice with bravery, and were able to make extraordinary changes for good. Students will then explore their own identity through stories and historical facts about their family, neighborhood, and the Newark community in <i>Newark is My Home</i> .
Gr 1	In <i>Continents, Countries, and Maps</i> , students use their newfound map skills to discover our world, and their place in it. Students then learn about ancient Mesopotamia in <i>Ancient Egypt</i> , where they study the geography of Egypt, specifically the Nile River, as well as the culture and beliefs associated with the ancient Egyptians. <i>Civil Rights Leaders</i> celebrate the lives of people who faced injustice with bravery, and were able to make extraordinary changes for good. Students will then explore their own identity through stories and historical facts about their family, neighborhood, and the Newark community in <i>Newark is My Home</i> .
Gr 2	In <i>Ancient Greece</i> , students explore the ideas, patterns of government, and art forms that have formed the basis of much of our own culture. Students then learn about <i>Immigration and Citizenship</i> from the 1800's to current day, particularly who the immigrants were to the U.S and why they came, and what happened to them once they got here. <i>Civil Rights Leaders</i> celebrate the lives of people who faced injustice with bravery, and were able to make extraordinary changes for good. Students will then explore their own identity through stories and historical facts about their family, neighborhood, and the Newark community in <i>Newark is My Home</i> .
Gr 3	Students learn about regions in the country and social-scientist roles (geographer, economist, political and social scientists, historian) Students learn to read social studies textbook passages and write structured responses to open-ended questions.
Gr 4	Student learn foundations of American History Students are introduced to primary and secondary sources, and begin writing evidence-based claims
Gr 5-6	Students take two back-to-back survey courses in World History that cover early human societies to the modern day. Students are introduced to historical thinking skills (Contextualization; Defensible Claim; Document Use; Document Sourcing; basic essay format writing) Student begin writing formal DBQ assessments
Gr 7-8	Students take two back-to-back survey courses in US history that cover American Colonization to the Civil Rights Movement Students continue to develop their historical thinking skills from grade 5-6, and are introduced to High School skills of Historical Reasoning and Complex Understanding.
High School	World History; USI; USII Students continue to develop historical thinking skills with more complex sources, as well as

	learning about how historiography affects our understanding of history Students take formal DBQ and Long Essay Questions (LEQ) assessments.
Beyond	By the end of High School any student should be able to meet success on the AP history exam and/or enter college prepared to history/humanities course work

NJ State Requirements & Recommendations

The BEN social studies/history program complies with both the letter and spirit of all New Jersey DOE laws and recommendations for instruction.

[Amistad Law \(2002-in effect\)](#)

Relevant excerpts are listed below:

Section 1.

b. All people should know of and remember the human carnage and dehumanizing atrocities committed during the period of the African slave trade and slavery in America and of the vestiges of slavery in this country; and it is in fact vital to educate our citizens on these events, the legacy of slavery, the sad history of racism in this country, and on the principles of human rights and dignity in a civilized society;

c. It is the policy of the State of New Jersey that the history of the African slave trade, slavery in America, the depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people, particularly students enrolled in the schools of the State of New Jersey;

Section 2.

f. assist the Amistad Commission in marketing and distributing to educators, administrators and school districts in the State educational information and other materials on the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society [and] monitoring the inclusion of such materials and curricula in the State's educational system

Section 3.

g. Every board of education shall incorporate the information in an appropriate place in the curriculum of elementary and secondary school students

[S1028 Amistad Law Amendment \(2021-in effect\)](#)

Relevant excerpts are listed below:

Section 2.

f. The [Department of Education] Amistad Commission shall: survey, catalog, and [extend] recommend to the State Board of Education the expansion of, content about slave trade [and], American slavery education, and African-American history presently being incorporated into the [Core Curriculum Content Standards] New Jersey Student Learning Standards and taught in the State's educational system, the purpose of which is to ensure that all New Jersey students acquire a broad and deep knowledge of all people who contributed to the founding and development of New Jersey and the United States and to promote the self-esteem, confidence, and identity of students who previously may not have learned about past and living examples of people of their own cultural identity who have had positive impacts upon the American story.

Section 4.

Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.

How Amistad requirements are met in the BRICK Social Studies curriculum (not exhaustive):

	Unit of Study
Grade 3	All units: Students explore all regions of the country using the social scientist lenses of socio-economics; politics; geography; history
Grade 4	Unit 1: Students learn about pre-Colonial Native Americans and engage in lessons that deconstruct stereotypes Unit 2: How were events in Colonial America perceived differently by different groups of people based on their experience and degree of power (colonists, slaves, Native Americans)?; students read about West African cultures, and slave narratives about the horrors of the Middle Passage and slave markets Unit 4: the Constitutional Period; How well did the early United States government protect the rights of all Americans? Unit 6: students learn about the struggle to end slavery and the Civil War Unit 7: Was America the land of opportunity for immigrants?
Grade 7	Unit 1: What is an “American”? Unit 3: How did changes in the 19th century move the nation from unity to war? Unit 4: Why did Reconstruction fail?
Grade 8	Unit 1: students study the perspective of previously marginalized voices in regards to American western expansion and overseas imperialism: Native Americans, Carlisle boarding school students, Mexican Americans, Chinese Immigrants, Puerto Ricans, Cubans, Filipinos Unit 2: students study how African American self identity shifted in the early 20th Century due to factors like World War, the Great Migration, and the Harlem Renaissance; students study how popular culture formed in the 1920s and continued to marginalize African Americans with racist tropes and stereotypes Unit 4: students study the Civil Rights movement and what makes movements for social change successful?

[Laura Wooten Bill](#) (2021-pending)

Relevant excerpts are listed below:

Section 1.

g: Requiring students to complete a civics course in middle school will ensure that all New Jersey students have the opportunity to gain the knowledge and skills for active citizenship;

Section 3.

Beginning in the 2022-2023 school year, each board of education shall provide a course of study in civics, which shall be taken by all students in an appropriate middle school grade. The course shall address: the values and principles underlying the American system of constitutional democracy; the function and limitations of government; and the role of a citizen in a democratic society. The board shall ensure that the course of study includes a minimum of two quarters of instruction, or the equivalent.

How Civics requirements are met in the BRICK Social Studies curriculum (not exhaustive):

	Unit of Study
Grade 3	All units: Students explore all regions of the country using the social scientists lenses of socio-economics; politics; geography; history
Grade 4	Unit 3: students study the reasons for American independence Unit 4: the Constitutional Period; How well did the early United States government protect the rights of all Americans?
Grade 7	Unit 2: students study the reasons behind American independence; the Constitutional Period, with deep analysis of the text of the U.S. Constitution and Bill of Rights; First Amendment case study (protected speech and the rise of 21st Century right wing extremism)
Grade 8	Unit 1: students study the government's role--Congress and the Executive Branch in particular--in the expansion of the United States and overseas imperialism Unit 4: students study the Civil Rights movement and what makes movements for social change successful?

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Guided Research and Texts

Culturally Responsive Teaching and the Brain, Hammond (2015)

[Chapter 8](#): Information Processing to Build Intellectual Capacity

Learning in the Fast Lane, Rollins (2014)

[Chapter 5](#): Vocabulary Development - Implementing a Strategic Plan

Part II | Social Studies Core Curriculum K-2

Student Experience Narrative

My teacher said that today we are starting a new unit! I am excited to hear my teacher read aloud a story and show us cool photos! Sometimes, we also get to read on our own and answer questions with our classmates. After we read, I will try my best to use text evidence to answer the open ended questions and draw detailed pictures to match my answer. After the lesson, we will share our work with one another and find out what to expect the next day!

Overview/Vision/Key Components

In the early grades, BRICK sees Social Studies/History as deeply integrated with English Language Arts. As such, K-2 Social Studies at BRICK will be taught through the **Core Knowledge History and Geography (CKHG)** curriculum, whose objectives are correlated with the Common Core English Language Arts standards. BRICK has strategically chosen units that will both build students’ historical and geographical knowledge and provide them with the opportunity to think critically about past historical events and how those events have had a lasting impact. Additionally, students will participate in a unit titled “Newark is My Home” where they will explore their own identity through stories and historical facts about their family, neighborhood, and the Newark community.

Unit	Kindergarten	Grade 1	Grade 2
30 Minutes			
Unit 1	Let’s Explore Our World	Continents, Countries, and Maps	Ancient Greece
	<i>9 Lessons</i>	<i>7 Lessons</i>	<i>8 Lessons</i>
Unit 2	Native Americans	Ancient Egypt	Immigration and Citizenship
	<i>7 Lessons</i>	<i>7 Lessons</i>	<i>5 Lessons</i>
Unit 3	Civil Rights Leaders	Civil Rights Leaders	Civil Rights Leaders
	<i>8 Lessons</i>	<i>8 Lessons</i>	<i>8 Lessons</i>
Unit 4	Newark is My Home	Newark is My Home	Newark is My Home
	<i>4 weeks</i>	<i>4 weeks</i>	<i>4 weeks</i>

Accelerated Learning

To support students with gaps in learning due to at-home instruction, teachers will embed supporting structures into the K-2 SS curriculum. Additionally, teachers will gather periodic data to determine any areas of growth and develop reteach

and intervention plans to support all students. While it is imperative that we support all students where they are, it is important that all students continue to be challenged with grade-level appropriate content.

Exceptional Learners

All exceptional learners will continue to be challenged with grade-level appropriate content in addition to any supports outlined in their Individualized Education Plans. Classroom teachers will be supported by the Special Education team with providing interventions and modifications when necessary.

Lesson Structure

BRICK Plan for Implementation | CKHG

	Non-negotiables
Preparation	<ul style="list-style-type: none"> ■ Before the unit begins - print student workbooks ■ Internalize the questions that will be asked “During Reading” and “After Reading”. ■ Think about any additional stopping points (1-2) that you may want to include ■ Pull up any additional web resources (such as photos and videos; some will already be linked in the PowerPoint) ■ Set up materials needed for the day’s activity
Before Reading: (~5 mins)	<ul style="list-style-type: none"> ■ Read Aloud introduction Include hook/catchy opening ■ Activate prior knowledge from the day before ■ Provide access to any vocabulary words
During Reading: (~10 - 15 mins)	<ul style="list-style-type: none"> ■ Display Unit PowerPoint w/ key images, videos, text ■ Read the text while modeling fluency; when appropriate, have students participate in reading using student readers ■ Use the stopping points to ask quick questions or to do a think aloud ■ Incorporate varied techniques to increase student participation such as Turn & Talk, small group discussions, and whole group discussions <ul style="list-style-type: none"> ○ All required Turn & Talk questions are identified within the Unit PowerPoint
After Reading: (~15 - 20 mins)	<ul style="list-style-type: none"> ■ Use Turn & Talk to revisit “Big Question” ■ Chart/document student responses ■ Students complete an activity or work on a performance task

Key Components

Component	Description
Materials <i>All materials are linked in the K-2 SS Shared Drive as PDF/Google documents</i>	
Teacher’s Guide	The Teacher’s Guide includes detailed lesson plans, activity page masters, additional activities, and assessments. It also provides teacher with important background knowledge to be used within the unit and additional resources to reinforce key concepts
Unit PowerPoint	Key images, videos, and text from the Student Reader are compiled into a Unit PowerPoint. Stopping points questions, support materials, and important information from the Teacher Guide are included in the presentation notes section.
Student Readers	The student readers contain illustrated and engaging stories to accompany lessons. Each student (or pair of students) will use the book throughout the unit to participate in the read aloud and/or assist with completing activities or assessments.

	<i>*These books are available within the shared drive as a PDF document. Teachers should print a class set (one for each student or pair of students).</i>
Student Workbooks	All student activity pages are compiled into an easy to use workbook to be used throughout the unit.
Online Resources	CKHG has compiled supplemental resources for all units such as videos, images, and readings. These documents have been downloaded from the curriculum website and added to the shared drive. <i>*Many of the resources are already embedded in the Unit PowerPoints.</i>

Classroom Environment

One bulletin board within the classroom should be dedicated to showcasing the current unit materials. This board should be updated frequently to include:

- Unit Title
- Essential Questions & Objectives
- Core Vocabulary
- Unit Anchor Charts
- Students Work

Assessment Methods/Data Cycle/Grading Resources

Assessment <i>* Descriptions adapted from Core Knowledge *</i>	
Culminating Activity	The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.
Performance Task	The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content. The Performance Task is completed at the end of the unit and graded using a rubric created by CKHG (included in the Teacher Guide).
Unit Assessment	The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.

Grading Policies

All Benchmark Assessments should be graded and inputted into the gradebook using the category “Tests/Quizzes”. Each week, students will have *at least* one homework assignment. There will also be *at least* one classwork assignment each day within the Student Workbook. As outlined in the [BRICK Instructional](#)

[Guidebook](#), teachers need a **total** of 10 assignments for each marking period in the gradebook; all Benchmark Assessments are included in this group of assignments.

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

<p>Prior to Lesson</p>	<p><i>This week, we will begin a new unit! I looked in the Shared Drive and located the powerpoints and texts we will read. I've already read through and annotated the materials and have the chants created to help my students remember the key vocabulary. My grade team worked together last week to print the workbook for each student and now I must put them in each student's folder. The first lesson looks so interesting - I will project the PowerPoint on the board and chart my students' responses on a clean anchor chart. I can't wait to gather all their thoughts as we move through this unit!</i></p>
<p>During Lesson</p>	<p><i>My class is doing so well listening attentively as I read the text. I am even able to get the students to help read at various points in the lesson. We take our time learning the vocabulary words and answering the comprehension questions. I engaged all students by switching up my engagement strategies - raised hands, turn and talks, whole group discussions - all of the students participate and have an opportunity to share their ideas! As we read, I document ideas on the anchor chart.</i></p> <p><i>After we finish the read aloud, the students go back to their seats to complete the independent practice in their workbook. I circulate to support and take note of any students who are having a hard time. Then, I collect the books and we close out for the day. We give shout outs and record iDREAMs scores.</i></p>
<p>After Lesson</p>	<p><i>I take note of who struggled today and figure out a way to better engage them tomorrow. I prep the next day's read aloud by writing down my questions and identifying any particular students I will call on.</i></p>

Intellectual Prep & Meeting Structure

For a more detailed outline of responsibilities for Lesson Unpacks, Unit Unpacks, and Lesson Planning, please refer to the [BRICK Instructional Guidebook](#). Below are the specific responsibilities related to the K-2 Social Studies Program:

Component	Description	Frequency, Support & Deliverables
<p>Lesson Unpack</p>	<p>This time will be used to review major components, activities, and standards of the week's key lesson identified by the Director and Course Lead. Teachers should:</p> <ul style="list-style-type: none"> ● Read and annotate Teacher's Guide/lesson plan <ul style="list-style-type: none"> ○ Teachers are able to download unit PowerPoint from the Shared Drive and add to <i>presentation notes</i> section ● Complete all student work including "Big Question" exemplars ● Identify the misconceptions/potential errors in the student work 	<p>Weekly; Independent OR w/ School Grade Team; deliverables checked by direct School Administrator</p>

	<ul style="list-style-type: none"> ● Prepare data collection sheets 	
Unit Unpack	<p>This meeting will be used to review the major components, activities and standards of the upcoming unit. Teachers should:</p> <ul style="list-style-type: none"> ● Read and annotate Teacher’s Guide <ul style="list-style-type: none"> ○ There will be a unit reflection sheet to capture notes, which will serve as “annotations” if using an electronic copy of the Teacher Guide ● Pre-read Student Reader ● Complete an exemplar of the unit’s Performance Task and End of Unit Assessment 	1x/month; Virtual w/ Grade Level Course Lead; deliverables checked by Grade Level Course Lead
Lesson Planning & Preparation	<p>Each teacher will need to dedicate time to internalize all lessons and prep lesson materials. This planning and preparation time includes, but is not limited to, the following tasks:</p> <ul style="list-style-type: none"> ● Downloading the previewing supplemental material and videos from the unit’s Online Resources documents ● Annotating Teacher’s Guide Pages and complete student work exemplars <ul style="list-style-type: none"> ○ Student work exemplars should be posted outside classroom ● Set up materials for independent activity and/or Performance Task ● Develop a plan to gather student data <ul style="list-style-type: none"> ○ Each week, teachers are expected to report proficiency on major tasks (i.e. responses to Big Question) 	Weekly Planning & Daily Preparation; Independent OR w/ School Grade Team; deliverables checked by direct School Administrator

Part III | Social Studies Core Curriculum 3-8

Student Experience Narrative

When I come into my history class, my teacher has shared all the materials for the day that I will need. The Do Now always gets me thinking about something interesting. Then the teacher connects that with what we will be reading about. Usually she gives a mini lecture with lots of great pictures that help me see what she is talking about. All the information is easy to follow because she fits all the pieces together in a sequence that helps us understand. I actually prefer this to the YouTube videos--it's just better somehow. Next we attack the prompt, so we understand the big question that we are trying to figure out. Then we start reading and annotating our sources. Sometimes it is a lot to read, but it is fun because we are looking for specific details. It's like trying to solve a mystery.

The best part of history class is what happens next. The teacher asks a question about what we just read and then tells us to talk it out, using our habits of discussion of course. We have to share what we think and give the best evidence that we found. It can be exciting to see who agrees or disagrees with you. Sometimes another student explains one of the sources that I didn't read very well, so I get to add their ideas to my notes. When that is over, we answer the exit ticket. Here the teacher usually tells us to practice one of our historical thinking skills like adding historical context or writing a document sourcing statement. We get feedback on this the next day, which helps us become better history writers.

Homework is usually reading a few pages from the textbook. I didn't like this at first because it's not as interesting as what we do in class. But I get to add a lot of dates to my timeline, and the facts you read about really do come in handy the next day when we are reading and discussing. I also love the unit projects when we get to pretend like we are characters in history, or we solve a problem happening in our society today. We're supposed to use what we learned in class, but it's really up to us what we create.

My teacher knows more about history than anyone I have ever met. She really shows us why it's important to know all this stuff that happened in the past.

Overview Gr 3-8

The elementary and middle school social studies program is designed to provide all students with a strong foundation in history and social studies knowledge. They learn key social science concepts, with survey courses in world and American history. By 8th grade, students will have mastered standards-based historical thinking skills that will set them up for success in high school.

Course Descriptions

Grade 3

Students will develop essential background knowledge and skills that will aid them in their regional study of the United States. They will gain skills and background knowledge to answer the year-long essential question: “How do geography, culture, economics, government, and history interact to shape a diverse, yet united country?” Students will refine their understanding of the four key social sciences—geography, history, economics, and government—that ground their year-long study of our country’s five primary regions, including their home state. In each of the units, students will assume the role of each of those social scientists to solve problems and learn about the country.

While building essential content knowledge, the course also supports nonfiction reading proficiency by building foundational Common Core literacy skills, including: use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text; interpret many different types of maps, illustrations and photographs; recount key details and explain how they support the main idea; identify key details from multiple texts to support a main idea. Students will be expected to read grade-level texts with increasing independence.

Students will have opportunities to relate their learning to their lives while also being exposed to new information about their country and the people who live here. This building of cultural relevancy and cultural capital are essential parts of BRICK’s Elementary Social Studies program. They will come to see the United States as a place that is defined by the diverse people who have lived here throughout history and still live here now. Through this learning, students will be exposed to new knowledge about their country, and finding their place in our nation’s diversity.

Grade 4

Continues to develop skills in history, geography, civics, citizenship, government, and economics. Each unit contains an essential question that focuses on specific time periods and issues in American history. Students learn why people first migrated to America and how they adapted to the different environments; they then investigate four American Indian cultural regions and the cultural adaptations made by the groups to the environments in each region (Unit 1). Students will learn the perspectives of American Indians, early explorers, English settlers, American colonists and colonial slaves (Unit 2). Students trace the history from the tensions before the American Revolution through the war itself, then study the perspectives of Loyalists and Patriots and represent the historical figures in a panel debate; they analyze the purpose of the Declaration of Independence (Unit 3). Students study an array of opinions and issues facing the young nation as it formed a government, wrote foundational documents like the Constitution and Bill of Rights, and established political philosophies and precedents (Unit 4). Students learn about the United States’ expansion westward in the 1800s, evaluating the choices that the United States made to acquire more land and comparing the perspectives of the diverse people living in and coming to this West (Unit 5). Students will examine key events that led to the Civil War, the war itself and its aftermath in the Reconstruction era (Unit 6).

Students grapple with two year-long essential questions. With the first—*How can we organize our understanding of the past?*--students will practice different ways to organize and internalize historical information. With the second essential question—*How can a single event in history be perceived differently by multiple people based on their experience and degree of power?*--Students will establish an understanding of multiple perspectives and experiences through inquiry into a variety of American experiences.

While building essential content knowledge, the course also supports fiction and nonfiction reading proficiency by building foundational Common Core literacy skills, including: gathering and synthesizing information from texts and images; selecting accurate, sufficient evidence to support their thinking; write and speak about their findings to an audience; interpreting special-purpose maps; interpret metaphors in order to make sense of abstract concepts; explicitly read texts in order to explain events in sequence, including what happened and why; perform close readings of text, determining the meaning of key words and phrases; use explicit and inferential meaning to draw out the most important ideas from foundational documents like the Declaration of Independence, Constitution, and Bill of Rights, and apply them to realistic scenarios and Supreme Court cases; interpret information presented orally and explain how the information contributes to an understanding of a text; explain how an author uses reasons and evidence to support particular points in a text. This course's writing rubric also sets a foundation for middle school Historical Thinking Skills and written responses to Document Based Questions.

Grade 5

This course kicks off BEN's four-year middle school social studies program, which is designed to graduate our 8th graders prepared to apply *Advanced Placement History* skills in high school history classes. In grade 5, students take the first year of a two-year World History survey course. Through a rich mixture of primary and secondary sources, artifacts, visual presentations, graphs, and maps, students learn about early human societies and adaptations to various ecosystems; key developments in hominid evolution; how and why the first civilizations developed as they did; an exploration of the cultural artifacts of those civilizations, such as painting, sculpture, architecture and poetry; the rise of early forms of government, including comparing and contrasting the features of Athenian and Roman democracy.

In addition to this essential background knowledge that students are expected to retain, students have ongoing practice with Historical Thinking Skills derived from *AP History* standards, assessed through the formal Document Based Question Writing Rubric. These are: Contextualization; Defensible Claim; Document Use; Document Sourcing; Grammar & Organization of formal essay writing. The Historical Thinking Skills are cognitive routines (habits of mind) that students select from to help them read the historical sources and process the concepts. Students are assessed quarterly with rigorous multiple choice and DBQ exams. In addition, there is a year-long, student-directed independent project where students work with partners to design an ideal society by applying the concepts from each unit.

Accelerated Learning

Prior Knowledge

During each unit unpack, history teachers will identify concepts and skills students may need to have been exposed to previously to succeed in the unit.

Vocabulary

History teachers will also use the humanities program's systemic approach to vocabulary acquisition. Each unit has a set of pre-identified key concept terms that students should use in discussion and writing throughout the course.

Exceptional Learners

All exceptional learners will continue to be challenged with grade-level appropriate content in addition to any supports outlined in their Individualized Education Plans. Classroom teachers will be supported by the Special Education team with providing interventions and modifications when necessary.

Core Curriculum Content

Grade 3

Unit	Essential Question	Lessons
Unit 1: Intro to Regional Study	How do different social scientists study our country? How do geographers study the regions of the United States? How have different groups contributed to the United States throughout its history?	19
Unit 2: The Northeast	What makes the Northeast unique?	20
Unit 3: The Southeast	What makes the Southeast unique?	19
Unit 4: The Midwest	What makes the Midwest unique?	19
Unit 5: The Southwest	According to a social scientist, what makes the Southwest unique?	17
Unit 6: The West	According to a social scientist, what makes the West unique?	18
Unit 7: Research Your State	How would social scientists describe your state?	13

Grade 4: US History

Unit	Essential Question	Lessons
Unit 1: American Indians	How were the lives of American Indians shaped by their environments?	14
Unit 2: Colonial America	How were events in Colonial America perceived differently by different groups of people based on their experience and degree of power?	25
Unit 3: American Revolution	What did independence mean during the American Revolution?	26
Unit 4: Early United States	How well did the early United States government protect the rights of all Americans?	25
Unit 5: Moving West	How did moving West change America?	19
Unit 6: Civil War	How did the Civil War and Reconstruction reshape the United States?	24
Unit 7: A Growing Nation	Was America the land of opportunity for immigrants?	13

Grade 5: World History I

Unit	Essential Question	Lessons
Unit 1: Humans and the Environment	How does living in communities allow humans to survive in the environment?	24
Unit 2: The Rise of Civilizations	How did human life change after the invention of agriculture?	21
Unit 3: World Religions	To what extent do world religions share similar key beliefs and histories?	24
Unit 4: Classical Era Empires	How do empires expand and maintain territory?	22
Unit 5: The Fall of Empires	Why do empires fall? What happens after empires fall?	24

Grade 6: World History II

Unit	Essential Question	Lessons
Unit 1: Post-Classical Era: Islam and Islamic Empires	What are the historical origins of Islam? What are the main beliefs of Islam? How do the main beliefs of Islam and Christianity compare?	25
Unit 2: Long-Distance Trade in the Post-Classical Period	How did the rise of long-distance trade change the Post-Classical World?	23
Unit 3: Post-Classical Trade-Based Empires	How do nations and empires change when they have a trade-based economy?	24
Unit 4: Comparing Land-Based Empires (14th to 17th Century)	How did states consolidate and/or expand their power from the 14th through 17th centuries.	26
Unit 5: Maritime-Based Empires	What were the lasting impacts of European colonization of the Americas?	25

Grade 7: US History I

Unit	Essential Question	Lessons
Unit 1: Colonial America	What is an “American”?	1-24
Unit 2: Freedom and Order in the US Government	To what extent does the U.S. Constitution strike a balance between liberty and order?	1-22
Unit 3: The Coming of the Civil War	How did changes in the 19th century move the nation from unity to war?	1-24
Unit 4: The Failure of Reconstruction	Why did Reconstruction fail?	1-24
Unit 5: The Gilded Age and the Progressive Response	What effects did the Second Industrial Revolution have on American society?	1-24

Grade 8: US History II

Unit	Essential Question	Lessons
Unit 1: U.S. Identity, Expansion, and Imperialism	Why do modern nations expand?	32
Unit 2: Contested American Identity in the Early 20th Century	What did it mean to be a modern American?	22
Unit 3: The Great Depression and World War II	Did World War II promote or undermine democracy in the United States?	24
Unit 4: The Civil Rights Movement	What makes movements for social change successful?	24
Unit 5: The Cold War	How did the Cold War impact American society?	24

Lesson Structure

Grade 3-4

Preview Lesson	Learning Experience Lesson	Processing Assessment Lesson
Opening & Framing Introduce New Material (INM) Reading & Discussion Application (Exit Ticket) Vocabulary	Cumulative Review & Framing Guided Inquiry or Modeling Reading & Discussion Application (Exit Ticket) Closing	Do Now & Framing Instructions Processing Assessment Extension Activity

Grade 5-8

Close Reading Lesson	Student Investigation Lesson	Seminar Discussion
Opening: Framing & Context Close Reading Loops <ul style="list-style-type: none"> • Independent Time in Text annotations Whole Class Discussion Synthesis Writing (Exit Ticket)	Opening: Framing & Context Inquiry: Student Investigation <ul style="list-style-type: none"> • Collaborative reading • Graphic organizer note-catcher Whole Class Discussion Synthesis Writing (Exit Ticket)	Framing Discussion Prep Whole Class Discussion Rounds Synthesis Writing (Exit Ticket)

Example of a Middle School Close Reading Lesson:	Close Reading and Discussion Loops - 60 min		
	Loop 1	Procedure	Exemplars
	Sourcing (4 min)	Direct students to source Source A: Annotate key details and write a source statement. (2 min) Remind students of our sourcing look-fors: Historical Context, Intended Audience, Purpose, Point of View (HIPP) Warm call 1-2 students to share out their statements. (2 min)	If student do not do so on their own, prompt them to compare the date to the provided timeline (historical context) Historical Context: Speech given in 1896, two years before the Maine was destroyed and America entered the Spanish American War Purpose: He is responding to Americans who want to get involved in Cuba, perhaps aware they are being whipped up by yellow journalism to intervene.
	Close Read & Discussion (10 min)	Students independently read Source A, entire text. Annotate for the Loop One Question: How does President Cleveland view America's relationship with other countries? Discussion: Everybody writes: students jot down an answer to the loop question Turn and talk: share answer with partner Teacher warm call one or two scholars	Exemplar: Cleveland <u>believes</u> America should not intervene in the affairs of other nations and should seek peaceful relations with all. While Cleveland believes American businesses can have financial connections to other countries such as Cuba, and sympathizes with Americans who think we should get involved in the Cuban Revolution, he nonetheless believes the United States should not get involved. He makes three main arguments. One, he believes that " <u>might does not make right</u> " meaning that just because we can impose our will militarily that does not mean that we should or that good will come of it. This is a common anti-imperialist view that America should not impose its will on others with force. Second, he says that America is a peaceful country that should strive to have friendly relations with other countries. Presumably he is making the case for peace with Spain in particular. Third, he argues that America has enough territory and wealth that it does not need " <u>acquisition of</u> " Cuba or to interfere with Spain's control of it.
Differentiation	Back-pocket questions: 1. If student struggle, direct them to the three points made in paragraph 2	Student-specific strategies:	

Example of a Middle School Student Investigation Lesson:	Student Investigation and Discussion Rounds - 57 min		
	Rounds 1-3	Procedure	Exemplars
	Close Read & Discussion (30 min)	<p>Place students into reading groups. They will move through all three rounds without interruption.</p> <p>Monitor student work and provide feedback based on the exemplar below. Provide time checks for students.</p> <p>Round 1: 8 minutes</p> <p>Groups read Source A and complete the Round 1 graphic organizer, including the claim.</p> <p>Round 2: 12 minutes</p> <p>Groups read Source B and complete the Round 2 graphic organizer, including the claim.</p> <p>Round 3: 8 minutes</p> <p>Groups read Source C and complete the Round 3 graphic organizer, including the claim.</p>	See below
	Differentiation	<p>Strategically group students.</p> <p>Back Pocket Questions:</p> <ul style="list-style-type: none"> • How are Cuba and Puerto Rico connected from the imperialists point of view? • How did the Americans explain their intentions to the Puerto Ricans? 	Student-specific strategies:
	Student Discourse	Procedure	Exemplars
Discussion (10 min)	<p>Discussion: Why did the United States invade Puerto Rico?</p> <p>Small Group Collaborative Response - circulate to monitor</p>	See Below	

Classroom Environment

History classrooms should be a visual and print rich environment. Walls should be covered in posters that depict historical events and artifacts, maps, and timelines. Teachers should select images that reflect their own historical interests, and that provide uplifting or affirming messages to students.



One bulletin board within the classroom should be dedicated to showcasing the current unit materials. This board should be updated frequently to include:

- Unit Title
- Essential Questions & Objectives
- Core Vocabulary
- Unit Anchor Charts
- Students Work

Program Materials & Resources

The curriculum does use a textbook (mostly for homework readings). It is not necessary for students to have their own copy, since the relevant pages are provided as scanned pdfs in the BEN Social Studies/History Shared Drive. However each classroom should have a physical copy of the book for reference.

Grade 3	<p>Lesson based handouts and Exit Tickets (to be printed for each student prior to lesson)</p> <p>Textbooks: Social Studies Alive: (2016 Edition/ Student Edition) 1 per student</p>
Grade 4	<p>Lesson based handouts and Exit Tickets (to be printed for each student prior to lesson)</p> <p>Textbooks: Social Studies Alive: America’s Past (2010 Edition/ Student Edition) 1 per student</p> <p>Encounter by Jane Yolen (1 per student)</p>
Grade 5-6	<p>Lesson based handouts and Exit Tickets (to be printed for each student prior to lesson)</p> <p>Textbooks: History Alive!: The Ancient World History Alive!: The Medieval World https://www.abebooks.com/servlet/BookDetailsPL?bi=19268609205</p> <p>World Map and Globe</p>
Grade 7-8	<p>Lesson based handouts and Exit Tickets (to be printed for each student prior to lesson)</p> <p>Textbooks: History Alive! The United States https://www.teachtci.com/ The book is also available through various vendors on Amazon: https://www.amazon.com/History-Alive-United-Bert-Bower/dp/1583711872/ref=sr_1_2?keywords=History+ALive%3A+the+united+states&qid=1569342524&sr=8-2</p> <p>The ISBN number for that particular edition is 1-58371-187-2</p> <p>United States and World Map</p>

Student Materials

Student Materials	Contents	
Student Workbook (1 per sub-unit)	-all readings, directions, graphic organizers for each lesson in the sub-unit -all lesson Do Nows -unit vocabulary page -end-of-unit assessment reflection page	
Daily Exit Tickets	Not provided--student answer on separate paper or via Google Doc	
Student Homework Packet (1 per sub-unit)	-all readings (including pdf copies of text book excerpts), questions, graphic organizers for each homework assignment in the sub-unit	
DIRT Quiz	Individual Google Docs located in the History Shared Drive--to be given to students when called for in the unit scope and sequence	
Unit Assessments (1 per sub-unit)	Individual Google Docs located in the History Shared Drive--to be given to students when called for in the unit scope and sequence. Can be printed or shared digitally.	
Student Notebook -Cornell Notes -Timeline -Geography	Not provided--students take notes on their own paper or notebook based on proscribed classroom practice. NOTE: All homework readings call for students to create Cornell Notes (see description here). When Lesson Plans call for notetaking, there is usually a place for notes provided in the Student Workbook. However, content will sometimes emerge during a lesson which students will want to record in an organized place, so a history notebook is recommended. Students will also need a place to keep unit timeline and geography practices.	

Teacher Resources	Contents
At A Glance Google Sheet (1 per unit)	<ul style="list-style-type: none"> -Unit Summary; Scope and Sequence Notes -Exit Ticket List; type of sources; type of assessment questions and skill focus -Homework: lists in which lesson to give out and to review each homework assignment -Timeline: list of key dates and events covered in the unit -Geography: list of locations covered in the unit
Conceptual Understanding Notes (1 per unit)	a note taking template for you to summarize the key conceptual understandings and skills of each lesson
Unit Overview	The official Achievement First unit plan: <ul style="list-style-type: none"> -detailed summary of content and skills -assessment information -unit vocabulary lists -essential questions and enduring understandings -brief description of each lesson topic and assessment
Unit Assessment Scoring Notes	<ul style="list-style-type: none"> -assessment requirements broken down into sections with rubric language -exemplar responses for each component -non-exemplar responses
Course Textbook(s)	A reference copy will be provided to each teacher

Assessment Methods/Data Cycle/Grading Resources

A typical unit of study in a BRICK history course contains two subunits, each of which focuses on a specific time period. The content of each subunit, while distinct, are related around a common topic or theme from that time period. Each subunit is assessed with multiple choice questions, short answer questions, and a formal piece of historical writing, either a Document Based Question (DBQ) or a Long Essay Question (LEQ).

Unit Exam Components

Component	Quantity	Point Value
Extended Writing: DBQ or LEQ	1	20 points
Short Answer Questions	2-3	3 per question
Multiple Choice	10-14	1 per question
Total:		30-40 points

BRICK History Rubrics

[Grade 3-4](#)

[Grade 5-8](#)

[High School](#)

NOTE: These rubrics place historical thinking skills along a continuum that prepares students to do high school-level history work by the end of middle school. They synthesize historical skills and standards taken verbatim from AP history exam scoring guidance. See original source materials below:

[AP History Rubrics](#)

[AP Scoring Notes](#)

History Data Cycle

Instruction	Teaching daily lessons; administering Exit Tickets and other formative assessments; providing weekly feedback on targeted skills and content gaps
Review Day	Prior to unit assessment: Conferencing; Feedback; Study Guide
Unit Assessment	Administer formal assessment in Illuminate; assesses student master of content knowledge and historical thinking skills
Data Meeting	After norming and scoring, teachers meet to action plan based on assessment results. Identify priority historical skills for next unit. Plan batch, group, and individual feedback.
Response to Data Day	Teach high leverage skills and content based on gaps and misconceptions from the assessment. Can be whole class or small groups .

Instruction	Spiral priority historical skills into lessons and Exit Ticket feedback.
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Teacher Planning, Preparation, and Development

Teacher Experience Narrative

The first thing I do to prepare for my history class is read all the historical sources and homework assignments for each lesson in the unit. When you read it all start to finish in order, just like the kids will read it, the readings tell a story. It gives me a strong grasp of the history content students will cover. I take notes as I go to identify the most important historical conceptual understandings I want students to learn. The Unit Unpack meeting is also helpful. The grade-level team gets to compare their notes, and we identify which lessons and exit tickets will be important or challenging, and we break down what success on the assessment looks like.

Next I tackle the lesson plans. This is sometimes a challenge because some of the plans are difficult to interpret because of how they are written. It helps **a lot** that I already know exactly what is in the sources and what main ideas students should get from each lesson. You also get the hang of the lesson flow. It's pretty similar each day, and as I break down the lesson plan I add information and my script to the lesson slide deck template. You start with the Do Now. Then you frame the day's learning. Sometimes you give a context lecture. Here it is important to chunk the information into digestible pieces, and throw in a lot of visuals. Then you give students the annotation focus and have them start to read and annotate the lesson sources. After that, you facilitate the discussion. I like to have "no-hands" seminar discussions, where students jump in unprompted with their ideas and evidence, using their habits of discussion. Sometimes I have to steer them back to the sources, but I try to fade into the background during this part of the lesson. After the discussion, they complete the Exit Ticket and we're out.

Everyday I set aside time to read their Exit Tickets and provide feedback based on our priority historical thinking skill, such as providing historical context or writing a defensible claim or a document sourcing statement. This is really helpful in building a student's historical writing capacity week to week.

One challenge is pacing. Each lesson plan requires only 50-60 minutes but the period is 90 minutes. So I had to shift my thinking from teaching a lesson a day to teaching a lesson in one-hour blocks. Some days I will teach a complete lesson, give a brain break, and then teach the first half of the next lesson. I reference the network scope and sequence doc, which provides precise guidance. Then I schedule my week in my own pacing calendar. I identify when I plan to give formal exit tickets, and also where to make a stopping point in the middle of a lesson.

Intellectual Prep

Lesson Planning Steps	Guidance	Teacher Output
Step 1 Annotate the texts or documents	Annotate for: <ul style="list-style-type: none"> key features of the documents passages or phrases of the texts that carry important meaning What are the most important “do not ignore” (DNI) moments in documents 	Complete exemplar annotations for on your copy of the text or documents
Step 2 Exit Ticket Exemplar	Annotate the provided exemplar response to the Exit Ticket: <ul style="list-style-type: none"> Elements of the correct answer you will look for during aggressive monitoring Content or ideas you think scholars will most likely over-simplify or overlook 	Annotate the exemplar in the lesson plan
Step 3 Articulate the lesson’s big idea	What is the key historical or social concept or skill students will take away from this lesson? How do you know if today’s lesson will have been successful?	Annotate the Prepare Scholars for Inquiry/Lesson Framing portion of the lesson plan with what you will say to students (or what you will stamp if it is already written in the plan)
Step 4 Internalize the plan	Annotate for any of the following: <ul style="list-style-type: none"> What is the purpose or goal of important lesson components? What are important points in the lesson to check for student understanding? What is your biggest anticipated misconception/error and how will you address it? 	Annotate lesson plan components with teacher-actions

Meeting Structure

Types of Weekly Meetings	
Unit Unpacks	Teachers discuss the important historical content and skills of the unit or subunit and how it is assessed on the end of unit assessment
Lesson Unpack: Standard	Teachers detail their expectations for student work (Exit Ticket responses), and practice a critical part of the lesson
Lesson Unpack: Looking at Student Work	Teachers use recent student work to identify misunderstandings and then name how to change instruction to address them; then they practice those action steps using an upcoming lesson
Lesson Unpack: for Beginners	The Course Lead walks the teacher through each step in a lesson plan while the teacher annotates how they will deliver each part
Data Meeting	Teachers analyze recent assessment data (from a unit test or DBQ practice test) and determine instructional action steps to apply in the upcoming unit

Unit Unpack ([Link to protocol](#))

Teachers discuss the important historical content and skills of the unit or subunit and how it is assessed on the end of unit assessment

Meeting Outcomes:	Identify and stamp the skills, historical concepts, and “do not pass go” moments in this unit List of exit tickets to collect to gauge student thinking List of lessons to focus on during lesson unpacks Internalization of the end of unit assessment
Suggested Meeting Time:	45-75 minutes
Teacher Pre-Work:	Read and prepare notes for all lesson sources and homework readings Read and annotate the Unit Outline Annotate (or create) the exemplars for Unit Assessments
Course Lead Pre-Work:	In addition to the teacher pre-work: Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes

Lesson Unpack: Standard ([Link to protocol](#))

Teachers detail their expectations for student work (Exit Ticket responses), and practice a critical part of the

lesson

Meeting Outcomes:	Stamped expectations for student responses Practice of a critical lesson component Revised lesson plan
Suggested Meeting Time:	45 minutes
Teacher Pre-Work:	Complete intellectual prep for weekly lessons: annotate LP and docs/sources; annotate/create exemplars
Course Lead Pre-Work:	Pre-identify lesson and possible critical components; notify teacher week prior Prepare model/exemplar for the See It of the critical component, if applicable Review the entire lesson plan Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes

Lesson Unpack: Looking at Student Work ([Link to protocol](#))

Teachers use recent student work to identify misunderstandings and then name how to change instruction to address them; then they practice those action steps using an upcoming lesson

Meeting Outcomes:	Identified gap in student work Action Step(s) for teacher instruction that will address the gap Stamped expectations for student responses Practice of a critical lesson component Revised lesson plan
Suggested Meeting Time:	45 minutes
Teacher Pre-Work:	Complete intellectual prep for weekly lessons: annotate LP and docs/sources; annotate/create exemplars Read a representative sample of student work, and identify the gap
Course Lead Pre-Work:	Collect and read a representative sample of student work, and identify the gap Review the entire lesson plan Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes

Lesson Unpack: for beginners

The Course Lead walks the teacher through each step in a lesson plan while the teacher annotates how they will deliver each part

Meeting Outcomes:	Stamped expectations for student responses
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	Fully annotated lesson plan
Suggested Meeting Time:	45 minutes
Teacher Pre-Work:	Complete intellectual prep for weekly lessons: annotate LP and docs/sources; annotate/create exemplars
Course Lead Pre-Work:	Review the entire lesson plan Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes

Data Meeting ([Link to protocol](#))

Teachers analyze recent assessment data (from a unit test or DBQ practice test) and determine instructional action steps to apply in the upcoming unit

Meeting Outcomes:	Identified strengths and gap in student work Action Step(s) for teacher instruction that will address the gap
Suggested Meeting Time:	45 minutes
Teacher Pre-Work:	Score student work and input into Illuminate Review Illuminate Data
Course Lead Pre-Work:	Review Illuminate Data Identify strengths and gap in student work Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes

Arc of the Year

Arc	Lesson Components
AoTY 1: Prepare Scholars for Inquiry	<p>Do Now or DIRT Quiz</p> <ul style="list-style-type: none"> ● Present question(s) as written in the lesson plan ● Clear directions ● Stick to time stamps ● Monitor & Respond <p>Context Lecture</p> <ul style="list-style-type: none"> ● Convey all historical knowledge detailed in this section of the lesson plan ● Chunk extensive information into memorable key points ● Use audio-visual stimulus to aid retention of the information ● Make it your own ● Stick to time stamps <p>Context Lecture Questioning</p> <ul style="list-style-type: none"> ● Use data from Do Now, DIRT Quiz or prior Exit Ticket to pose questions ● Use questions to address misconceptions or build understanding of key points ● Ensure students track the lecture or peer responses, and take notes <p>Transition and Framing</p> <ul style="list-style-type: none"> ● Convey the day's learning ● Teacher conveys genuine joy for teaching children through tone, expression, language. ● Stick to time stamps
AoTY 2: Time in Text	<p>Loop Launch</p> <ul style="list-style-type: none"> ● Clear MVP directions with strong voice ● Includes annotation focus ● Radar <p>Student Annotations: Aggressive Monitoring</p> <ul style="list-style-type: none"> ● Create and follow pathways ● Pen, exemplar, & recording sheet in hand (AM Recording Sheet) ● Monitor the quality of student work: Check answers against your exemplar ● Announce laps (procedural and conceptual) ● Stick to time stamps <p>Student Annotations: Provide feedback</p> <ul style="list-style-type: none"> ● Narrate what students do well, not what they do wrong ● Economy of language (take out "I see" "I like") ● Name the highest leverage academic skill or thinking ● Mark/code student work
AoTY 3: Student Discourse	<p>Discussion Launch</p> <ul style="list-style-type: none"> ● Pose a starting question ● Pose a starting modality for student response

	<p>Discussion Facilitation</p> <ul style="list-style-type: none"> ● Stick to time stamps ● Use universal prompts ● Encourage habits of discussion ● Engage all students <p>Addressing Misconceptions</p> <ul style="list-style-type: none"> ● Active monitoring during discussion ● Re-teaching/Re-setting during discussion (with least teacher lift)
AoTY 4: Looking at Student Work	Under Development

Lesson Pacing and the Middle School Schedule

The chart below outlines the frequency, per week, of the class occurring. Students in grades 5 and 8 take the NJSLA Science and have science 3 days per week. Students will remain in this schedule/frequency for the duration of the year.

Grade	Science	Social Studies
3	2 days/week	2 days/week
4	2 days/week	3 day/week
5	3 days/week	2 day/week
6	2 days/week	3 days/week
7	2 day/week	3 days/week
8	3 days/week	2 day/week

The Middle School History period is 90 minutes of uninterrupted instructional time. A typical lesson plan requires about 50-60 minutes of instructional time. Because students only have history class 2-3 times a week, it is imperative that teachers cover 3-4 lessons per week. This will require teachers to think in terms of 60 minute lesson periods, not in terms of days of the week. Some lessons will have to be started in the remaining 30 minutes of class period and completed in the first 30 minutes of the next class period. Some lessons are allotted the full 90 minutes. Guidance on lesson pacing is provided in the network [History Scope & Sequence sheet](#). See example:

[RETURN TO TABLE OF CONTENTS](#)

9/7	6	60 m	U1a L2	Complete Formal L2 Exit Ticket
		30 m	U1a L3	Identify L3 stopping point when planning
9/8	7			
9/9	8			
9/10	9			
9/13	10	30 m	U1a L3	No L3 Exit Ticket, students complete map
		60 m	U1a L4	Complete class discussion and formal L4 Exit Ticket
9/14	11	60 m	U1a L5	Complete Formal L5 Exit Ticket
		30 m	U1a L6	Identify L6 stopping point when planning

Site Visits

Arc 1: Lesson Launch

Artifacts:	Critical Look Fors:	Outcomes:
<p>Live Observation or video of Launch</p> <p>Student Homework Annotations and/or responses (if applicable)</p> <p>Exit Ticket responses</p>	<p>Teacher leverages homework to provide live feedback to students on habits/accountability, and/or to begin active monitoring for central ideas/misconceptions.</p> <p>Teacher leverages Do Now to prime students for the Lesson Framing</p> <p>Teacher establishes the focus of the lesson: activates prior knowledge; clearly conveys the day's learning; contextualizes how the lesson fits within the unit themes.</p>	<p>Arc Rubric Score for Arc 1.1 and 1.2</p> <p>Identify key lever or gap that will move instruction forward</p> <p>Draft Action Steps</p>

Site Visit Protocol:

Director/IL Prep Work:

- Film or Schedule Classroom Observation
- Create copies of student Homework (if applicable) and Exit Tickets for observed lesson

Pre-work for all attendees: Read Lesson sources and draft Exit Ticket response.

Agenda:

Opening [20 min]:

- Icebreaker
- Ground attendees in the *historical story* of the Observed Lesson (Unit Essential Understandings & Questions; Unit Outcomes on assessment and independent project)
- Mini-Socratic Discussion: Facilitator poses the Exit Ticket question, asks attendees to reference the lesson readings and their Exit Ticket response. Stamp key conceptual understandings from the lesson.
- Exit Ticket Review: read student responses; sort high, medium, low; whole group discussion of trends
- Homework Review: review student Homework responses. No Discussion necessary.

Observation [40 min]:

- Watch video or live classroom
- Debrief and Score for 1.1 and 1.2

- Name key lever/gap
- Draft Action Steps
- Potential Work Time: Script O/F meeting

Repeat with Second Teacher [60 min]

Arc 2: Time in Text

Arc 3: Student Discourse

Part IV | History Core Curriculum High School

Student Experience Narrative

When I come into my history class, my teacher has shared all the materials for the day that I will need. The Do Now always gets me thinking about something interesting. Then the teacher connects that with what we will be reading about. Usually she gives a mini lecture with lots of great pictures that help me see what she is talking about. All the information is easy to follow because she fits all the pieces together in a sequence that helps us understand. I actually prefer this to the YouTube videos--it's just better somehow. Next we attack the prompt, so we understand the big question that we are trying to figure out. Then we start reading and annotating our sources. Sometimes it is a lot to read, but it is fun because we are looking for specific details. It's like trying to solve a mystery.

The best part of history class is what happens next. The teacher asks a question about what we just read and then tells us to talk it out, using our habits of discussion of course. We have to share what we think and give the best evidence that we found. It can be exciting to see who agrees or disagrees with you. Sometimes another student explains one of the sources that I didn't read very well, so I get to add their ideas to my notes. When that is over, we answer the exit ticket. Here the teacher usually tells us to practice one of our historical thinking skills like adding historical context or writing a document sourcing statement. We get feedback on this the next day, which helps us become better history writers.

Homework is usually reading a few pages from the textbook. I didn't like this at first because it's not as interesting as what we do in class. But I get to add a lot of dates to my timeline, and the facts you read about really do come in handy the next day when we are reading and discussing. I also love the unit projects when we get to pretend like we are characters in history, or we solve a problem happening in our society today. We're supposed to use what we learned in class, but it's really up to us what we create.

My teacher knows more about history than anyone I have ever met. She really shows us why it's important to know all this stuff that happened in the past.

Overview (High School)

The high school history program is designed to provide all students with a deep base of knowledge in world and American history. The content builds on and extends content learned in the middle school history program. By the end of 11th grades, students will have mastered standards-based historical thinking skills that will set them up for success on the AP history exam and/or college course work in the humanities.

Accelerated Learning

Prior Knowledge

During each unit unpack, history teachers will identify concepts and skills students may need to have been exposed to previously to succeed in the unit.

Vocabulary

History teachers will also use the humanities program's systemic approach to vocabulary acquisition. Each unit has a set of pre-identified key concept terms that students should use in discussion and writing throughout the course.

Exceptional Learners

All exceptional learners will continue to be challenged with grade-level appropriate content in addition to any supports outlined in their Individualized Education Plans. Classroom teachers will be supported by the Special Education team with providing interventions and modifications when necessary.

Core Curriculum Content

World History

Unit 1: Early Modern Era	Lessons
<p>Unit 1A: European Expansion and Empires Framing Question: How did European exploration and expansion build on pre-existing economic structures? How did European exploration and expansion change those economic structures?</p> <p>LEQ: In the period 1450-1750, the connections between the Eastern and Western Hemispheres impacted systems of labor. These types of labor connected different regions: the Iberian Americas and Africa. Develop an argument that evaluates the extent to which there were continuities in types of labor throughout the Atlantic World in that time period.</p>	1-11 Assessment L11
<p>Unit 1B: Land Based Asian Empires Framing Question: How did land-based empires develop during the Early Modern Period?</p> <p>LEQ: In the period 1450 - 1750, empires expanded in Asia. The expansion led to new challenges in the incorporation of diverse population and in effective administration. Develop an argument that evaluates the extent to which the methods that TWO Asian land empires used to consolidate their empires were similar.</p>	12-23 Assessment L23
<p>Unit 1C: Cultural Changes Framing Question: How did religious cultures change in the Early Modern Era? How did those cultural changes impact society?</p> <p>LEQ: During the Early Modern Era, a variety of changes contributed to the formation of new political and economic elites. Develop an argument that evaluates the significance of factors impacting the development of social hierarchies.</p>	24-35 Assessment L33
IA1	2 days
Unit 2: Modern World	
<p>Unit 2A: Causes and Effects of the Atlantic Revolutions Loop Question: Why did the Atlantic Revolutions occur? How did the Atlantic Revolutions change existing political and social structures?</p> <p>LEQ: The late 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world. Develop an argument that evaluates the extent to which the Enlightenment led to one or more of the Atlantic Revolutions.</p>	1-15 Assessment L15

<p>Unit 2B: The Industrial Revolutions Loop Question: How did the Industrial Revolution impact economic and social structures?</p> <p>LEQ: In the period 1750-1914, the process of Industrialization changed the way in which goods were produced. Evaluate the extent to which Industrialization in Great Britain and Japan differed.</p>	<p>16-28 Assessment L28</p>
<p>Unit 2C: Imperialism Loop Question: What were causes of European imperialism? How were the impacts of resistance to imperialism different?</p> <p>LEQ: As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships. Develop an argument that evaluates how one or more non-Western societies responded to Western imperialism between 1850-1914.</p>	<p>29-40 Assessment L40</p>
<p>Unit 2D: World War I in a Global Context Loop Question: How were the origins of WWI global?</p> <p>LEQ: From 1914-1919, military conflict occurred on an unprecedented global scale. Evaluate the extent to which WWI was a global war.</p>	<p>41-51 Assessment L48</p>
IA2	2 days
Unit 3: Accelerating Global Changes and Realignment	
Unit 3A: Modern Revolutions	1-6
Unit 3B: World War II	7-14
Unit 3C: Decolonization and the Cold War	15-24
Unit 3D: Globalization	25-35
IA3	3 days
Unit 4: AP World History Review Unit	1-29

USI

Unit 1: Early and Late Colonialism, the Revolution, the Constitutional Period	Lesson
Unit 1A: The Colonial Period Evaluate the extent to which British and French relations with Native Americans in colonial American between 1607 and 1754 were similar. Evaluate how social and economic goals and cultural assumptions shaped these relations.	1-14 Assessment L14
Unit 1B: The Revolution and the Constitutional Period	15-35
Interim Assessment 1	2 Days
Unit 2: United States 19th Century Development and the Market Revolution	
Unit 2A: Antebellum America	1-13 Assessment L13
Unit 2B: Westward Expansion & Civil War	14-39 Assessment L25 & 39

USII

Unit 2: United States 19th Century Development and the Market Revolution		
Unit 2B: Civil War & Reconstruction	14-39 Assessment L25 & 39	14-20
Unit 2C: Gilded Age	40-51	21-23
Interim Assessment II	2 Days after lesson 51	
Unit 3: Industrialization and Reform; Foreign Policy before and after WWII		
Unit 3A: Progressivism & Imperialism	1-11	24-26
Unit 3B: WWI, 1920s, Great Depression, and WWII	12-25	27-30
Unit 3C: The Cold War, Civil Rights, Vietnam	26-35	30-33

Unit 4:		
Unit 4A: Late Cold War (Nixon, Regan and the War on Terror)	1-9	33-35
Unit 4B: AP EXAM Review	10-25	35-40

Lesson Structure

Lesson Component	Common Features
Prepare Scholars for Inquiry	Do Now Transition & Framing Attack the Prompt Context Lecture
Close Reading Loops or Student Investigation	Loop Launch (annotation directions) Time in Text & Annotations Student writing
Discussion	Loop Discussion Discussion Facilitation Addressing Misconceptions
Synthetic writing and feedback	Student drafts or revises Exit Ticket response

Grade 9

Close Read	Student Investigation	Socratic Seminar
Prepare Scholars for Inquiry Close Reading Loops Synthetic writing and feedback Home Work	Prepare Scholars for Inquiry Student investigation Discussion Synthetic writing and feedback Home Work	Day 1: Overview & Framing Collaborative Response Closing: connection to tomorrow's seminar question and HW to prepare Day 2: Prepare Scholars for Inquiry Discussion Rounds (Loops) Closing & Exit Ticket Homework

Grade 10

Close Read	Inquiry Based Learning (ILB)	Guided Inquiry
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<p>Prepare Scholars for Inquiry Close Reading Loops Synthetic writing and feedback Homework</p>	<p>Prepare Scholars for Inquiry Student investigation Discussion Synthetic writing and feedback Homework</p>	<p>Prepare Scholars for Inquiry Discussion/Guided Inquiry Rounds Synthetic writing and feedback Homework</p>
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Grade 11

Close Read	Student Investigation	Discussion
Prepare Scholars for Inquiry Close Reading Loops Synthetic writing and feedback Home Work	Prepare Scholars for Inquiry Student investigation Prepare Scholars for Inquiry Whole Class Discussion Synthetic writing and feedback Home Work	Prepare Scholars for Inquiry Discussion Rounds Synthetic writing & feedback Home Work

Classroom Environment

History classrooms should be a visual and print rich environment. Walls should be covered in posters that depict historical events and artifacts, maps, and timelines. Teachers should select images that reflect their own historical interests, and that provide uplifting or affirming messages to students.



One bulletin board within the classroom should be dedicated to showcasing the current unit materials. This board should be updated frequently to include:

- Unit Title
- Essential Questions & Objectives
- Core Vocabulary
- Unit Anchor Charts
- Students Work

Program Materials & Resources

The curriculum does use a textbook (mostly for homework readings). It is not necessary for students to have their own copy, since the relevant pages are provided as scanned pdfs in the BEN Social Studies/History Shared Drive. However each classroom should have a physical copy of the book for reference.

World History	<p>Student Materials:</p> <p>Textbooks: Holt McDougal, Patterns of Interaction ISBN-10: 0547491123 (Teacher copy only)</p> <p>World Map</p>
US I	<p>Student Materials:</p> <p>Textbooks: Bently & Ziegler, Traditions and Encounters, AP 6th Ed.:ISBN-13: 978-0076594382 (1 per student)</p> <p>Robert W. Strayer; Eric W. Nelson, Ways of the World A Global History with Sources for AP</p> <p>Student Textbook:The American Promise: A Concise History, Combined Volume, Vol. 6, ©2017 Sixth Edition ISBN-10: 1-319-04249-X; ISBN-13: 978-1-319-04249-3. (1 per student)</p> <p>United States and World Map</p>
US II	<p>Student Materials:</p> <p>Textbooks: Student Textbook:The American Promise: A Concise History, Combined Volume, Vol. 6, ©2017 Sixth Edition ISBN-10: 1-319-04249-X; ISBN-13: 978-1-319-04249-3. (1 per student)</p> <p>United States and World Map</p>

Student Materials	Contents
Student Workbook (1 per sub-unit)	<ul style="list-style-type: none"> -all readings, directions, graphic organizers for each lesson in the sub-unit -all lesson Do Nows -unit vocabulary page -end-of-unit assessment reflection page

Daily Exit Tickets	Not provided--student answer on separate paper or via Google Doc
Student Homework Packet (1 per sub-unit)	-all readings (including pdf copies of text book excerpts), questions, graphic organizers for each homework assignment in the sub-unit
DIRT Quiz	Individual Google Docs located in the History Shared Drive--to be given to students when called for in the unit scope and sequence
Unit Assessments (1 per sub-unit)	Individual Google Docs located in the History Shared Drive--to be given to students when called for in the unit scope and sequence. Can be printed or shared digitally.
Student Notebook -Cornell Notes -Timeline -Geography	Not provided--students take notes on their own paper or notebook based on proscribed classroom practice. NOTE: All homework readings call for students to create Cornell Notes (see description here). When Lesson Plans call for notetaking, there is usually a place for notes provided in the Student Workbook. However, content will sometimes emerge during a lesson which students will want to record in an organized place, so a history notebook is recommended. Students will also need a place to keep unit timeline and geography practices.

Teacher Resources	Contents
At A Glance Google Sheet (1 per unit)	-Unit Summary; Scope and Sequence Notes -Exit Ticket List; type of sources; type of assessment questions and skill focus -Homework: lists in which lesson to give out and to review each homework assignment -Timeline: list of key dates and events covered in the unit -Geography: list of locations covered in the unit
Conceptual Understanding Notes (1 per unit)	a note taking template for you to summarize the key conceptual understandings and skills of each lesson
Unit Overview	The official Achievement First unit plan: -detailed summary of content and skills -assessment information -unit vocabulary lists

	<ul style="list-style-type: none">-essential questions and enduring understandings-brief description of each lesson topic and assessment
Unit Assessment Scoring Notes	<ul style="list-style-type: none">-assessment requirements broken down into sections with rubric language-exemplar responses for each component-non-exemplar responses
Course Textbook(s)	A reference copy will be provided to each teacher

Assessment Methods/Data Cycle/Grading Resources

A typical unit of study in a BRICK history course contains two subunits, each of which focuses on a specific time period. The content of each subunit, while distinct, are related around a common topic or theme from that time period. Each subunit is assessed with multiple choice questions, short answer questions, and a formal piece of historical writing, either a Document Based Question (DBQ) or a Long Essay Question (LEQ).

Unit Exam Components:

Component	Quantity	Point Value
Extended Writing: DBQ or LEQ	1	20 points
Short Answer Questions	2-3	3 per question
Multiple Choice	10-14	1 per question
Total:		30-40 points

BRICK History Rubrics:

[Grade 3-4](#)

[Grade 5-8](#)

[High School](#)

NOTE: These rubrics place historical thinking skills along a continuum that prepares students to do high school-level history work by the end of middle school. They synthesize historical skills and standards taken verbatim from AP history exam scoring guidance. See original source materials below:

[AP History Rubrics](#)

[AP Scoring Notes](#)

History Data Cycle

Instruction	Teaching daily lessons; administering Exit Tickets and other formative assessments; providing weekly feedback on targeted skills and content gaps
Review Day	Prior to unit assessment: Conferencing; Feedback; Study Guide
Unit Assessment	Administer formal assessment in Illuminate; assesses student master of content knowledge and historical thinking skills
Data Meeting	After norming and scoring, teachers meet to action plan based on assessment results. Identify priority historical skills for next unit. Plan batch, group, and individual feedback.
Response to Data Day	Teach high leverage skills and content based on gaps and misconceptions from the assessment. Can be whole class or small groups .

Instruction	Spiral priority historical skills into lessons and Exit Ticket feedback.
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Teacher Planning, Preparation, and Development

Teacher Experience Narrative

The first thing I do to prepare for my history class is read all the historical sources and homework assignments for each lesson in the unit. When you read it all start to finish in order, just like the kids will read it, the readings tell a story. It gives me a strong grasp of the history content students will cover. I take notes as I go to identify the most important historical conceptual understandings I want students to learn. The Unit Unpack meeting is also helpful. The grade-level team gets to compare their notes, and we identify which lessons and exit tickets will be important or challenging, and we break down what success on the assessment looks like.

Next I tackle the lesson plans. This is sometimes a challenge because some of the plans are difficult to interpret because of how they are written. It helps *a lot* that I already know exactly what is in the sources and what main ideas students should get from each lesson. You also get the hang of the lesson flow. It's pretty similar each day, and as I break down the lesson plan I add information and my script to the lesson slide deck template. You start with the Do Now. Then you frame the day's learning. Sometimes you give a context lecture. Here it is important to chunk the information into digestible pieces, and throw in a lot of visuals. Then you give student's the annotation focus and have them start to read and annotate the lesson sources. After that, you facilitate the discussion. I like to have "no-hands" seminar discussions, where students jump in unprompted with their ideas and evidence, using their habits of discussion. Sometimes I have to steer them back to the sources, but I try to fade into the background during this part of the lesson. After the discussion, they complete the Exit Ticket and we're out.

Everyday I set aside time to read their Exit Tickets and provide feedback based on our priority historical thinking skill, such as providing historical context or writing a defensible claim or a document sourcing statement. This is really helpful in building a student's historical writing capacity week to week.

Intellectual Prep

Lesson Planning Steps	Guidance	Teacher Output
Step 1 Annotate the texts or documents	Annotate for: <ul style="list-style-type: none"> ● key features of the documents ● passages or phrases of the texts that carry important meaning ● What are the most important “do not ignore” (DNI) moments in documents 	Complete exemplar annotations for on your copy of the text or documents
Step 2 Exit Ticket Exemplar	Annotate the provided exemplar response to the Exit Ticket: <ul style="list-style-type: none"> ● Elements of the correct answer you will look for during aggressive monitoring ● Content or ideas you think scholars will most likely over-simplify or overlook 	Annotate the exemplar in the lesson plan
Step 3 Articulate the lesson’s big idea	What is the key historical or social concept or skill students will take away from this lesson? How do you know if today’s lesson will have been successful?	Annotate the Prepare Scholars for Inquiry/Lesson Framing portion of the lesson plan with what you will say to students (or what you will stamp if it is already written in the plan)
Step 4 Internalize the plan	Annotate for any of the following: <ul style="list-style-type: none"> ● What is the purpose or goal of important lesson components? ● What are important points in the lesson to check for student understanding? ● What is your biggest anticipated misconception/error and how will you address it? 	Annotate lesson plan components with teacher-actions

Meeting Structure

Types of Weekly Meetings	
Unit Unpacks	Teachers discuss the important historical content and skills of the unit or subunit and how it is assessed on the end of unit assessment
Lesson Unpack: Standard	Teachers detail their expectations for student work (Exit Ticket responses), and practice a critical part of the lesson
Lesson Unpack: Looking at Student Work	Teachers use recent student work to identify misunderstandings and then name how to change instruction to address them; then they practice those action steps using an upcoming lesson
Lesson Unpack: for Beginners	The Course Lead walks the teacher through each step in a lesson plan while the teacher annotates how they will deliver each part
Data Meeting	Teachers analyze recent assessment data (from a unit test or DBQ practice test) and determine instructional action steps to apply in the upcoming unit

Unit Unpack ([Link to protocol](#))

Teachers discuss the important historical content and skills of the unit or subunit and how it is assessed on the end of unit assessment

Meeting Outcomes:	Identify and stamp the skills, historical concepts, and “do not pass go” moments in this unit List of exit tickets to collect to gauge student thinking List of lessons to focus on during lesson unpacks Internalization of the end of unit assessment
Suggested Meeting Time:	45-75 minutes
Teacher Pre-Work:	Read and prepare notes for all lesson sources and homework readings Read and annotate the Unit Outline Annotate (or create) the exemplars for Unit Assessments
Course Lead Pre-Work:	In addition to the teacher pre-work: Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes

Lesson Unpack: Standard ([Link to protocol](#))

Teachers detail their expectations for student work (Exit Ticket responses), and practice a critical part of the lesson

Meeting Outcomes:	Stamped expectations for student responses Practice of a critical lesson component Revised lesson plan
Suggested Meeting Time:	45 minutes
Teacher Pre-Work:	Complete intellectual prep for weekly lessons: annotate LP and docs/sources; annotate/create exemplars
Course Lead Pre-Work:	Pre-identify lesson and possible critical components; notify teacher week prior Prepare model/exemplar for the See It of the critical component, if applicable Review the entire lesson plan Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes

Lesson Unpack: Looking at Student Work ([Link to protocol](#))

Teachers use recent student work to identify misunderstandings and then name how to change instruction to address them; then they practice those action steps using an upcoming lesson

Meeting Outcomes:	Identified gap in student work Action Step(s) for teacher instruction that will address the gap Stamped expectations for student responses Practice of a critical lesson component Revised lesson plan
Suggested Meeting Time:	45 minutes
Teacher Pre-Work:	Complete intellectual prep for weekly lessons: annotate LP and docs/sources; annotate/create exemplars Read a representative sample of student work, and identify the gap
Course Lead Pre-Work:	Collect and read a representative sample of student work, and identify the gap Review the entire lesson plan Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes

Lesson Unpack: for beginners

The Course Lead walks the teacher through each step in a lesson plan while the teacher annotates how they will deliver each part

Meeting Outcomes:	Stamped expectations for student responses Fully annotated lesson plan
Suggested Meeting Time:	45 minutes
Teacher Pre-Work:	Complete intellectual prep for weekly lessons: annotate LP and docs/sources; annotate/create exemplars
Course Lead Pre-Work:	Review the entire lesson plan Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes

Data Meeting ([Link to protocol](#))

Teachers analyze recent assessment data (from a unit test or DBQ practice test) and determine instructional action steps to apply in the upcoming unit

Meeting Outcomes:	Identified strengths and gap in student work Action Step(s) for teacher instruction that will address the gap
Suggested Meeting Time:	45 minutes
Teacher Pre-Work:	Score student work and input into Illuminate Review Illuminate Data
Course Lead Pre-Work:	Review Illuminate Data Identify strengths and gap in student work Revise meeting protocol with your facilitation questions/prompts Prep the Zoom call for any technical aspects of the meeting Notify teachers and ILs of the relevant calendar dates (meeting times, pre-work deadlines) Notify ILs of the meeting outcomes Prep Time: []minutes

Arc of the Year

Arc	Lesson Components
AoTY 1: Prepare Scholars for Inquiry	<p>Do Now or DIRT Quiz</p> <ul style="list-style-type: none"> ● Present question(s) as written in the lesson plan ● Clear directions ● Stick to time stamps ● Monitor & Respond <p>Context Lecture</p> <ul style="list-style-type: none"> ● Convey all historical knowledge detailed in this section of the lesson plan ● Chunk extensive information into memorable key points ● Use audio-visual stimulus to aid retention of the information ● Make it your own ● Stick to time stamps <p>Context Lecture Questioning</p> <ul style="list-style-type: none"> ● Use data from Do Now, DIRT Quiz or prior Exit Ticket to pose questions ● Use questions to address misconceptions or build understanding of key points ● Ensure students track the lecture or peer responses, and take notes <p>Transition and Framing</p> <ul style="list-style-type: none"> ● Convey the day's learning ● Teacher conveys genuine joy for teaching children through tone, expression, language. ● Stick to time stamps
AoTY 2: Time in Text	<p>Loop Launch</p> <ul style="list-style-type: none"> ● Clear MVP directions with strong voice ● Includes annotation focus ● Radar <p>Student Annotations: Aggressive Monitoring</p> <ul style="list-style-type: none"> ● Create and follow pathways ● Pen, exemplar, & recording sheet in hand (AM Recording Sheet) ● Monitor the quality of student work: Check answers against your exemplar ● Announce laps (procedural and conceptual) ● Stick to time stamps <p>Student Annotations: Provide feedback</p> <ul style="list-style-type: none"> ● Narrate what students do well, not what they do wrong ● Economy of language (take out "I see" "I like") ● Name the highest leverage academic skill or thinking ● Mark/code student work
AoTY 3: Student Discourse	<p>Discussion Launch</p> <ul style="list-style-type: none"> ● Pose a starting question ● Pose a starting modality for student response

	<p>Discussion Facilitation</p> <ul style="list-style-type: none"> ● Stick to time stamps ● Use universal prompts ● Encourage habits of discussion ● Engage all students <p>Addressing Misconceptions</p> <ul style="list-style-type: none"> ● Active monitoring during discussion ● Re-teaching/Re-setting during discussion (with least teacher lift)
<p>AoTY 4: Looking at Student Work</p>	<p>Under Development</p>

Appendix

Glossary for Achievement First Acronyms

Acronym	Term
AIR	Accountable Independent Reading
AtP	Attack the Prompt
BPQ	Back Pocket Question
CFS	Criteria for Success
CI	Central Idea
CCOT	Change, Continuity Over Time
CR	Close Reading
CHQ	Central Historical Question
CRB	College Ready Bar or Close Reading Burst
CTG	Control the Game- method in which teachers choose what way the text will be read as a class, i.e. popcorn style
DIRT Quiz	Did I Read Thoroughly
DLR	Daily Lesson Resource (the lesson plan)
DNPG	Do Not Pass Go
FOI	Fundamentals of Instruction
GBTJ	Genre-Based Thinking Jobs
HLL	Heavy Lifting Loop
HIPP	Historical Context, Intended Audience, Purpose, Point of View
HOT	Higher Order Thinking (questions)
IPP	Intellectual Prep Protocol
LASW	Looking at Student Work
MVP	Movement- Voice- Participation (a way to script high-quality behavioral directions for scholars)

P&GD	Pause & Go Deeper (a type of “close reading burst” in a lesson plan that calls attention to specific sections of text)
PBA	Process Based Assessment
PT	Performance Task
RW	Reading Workout
TDQ	Text Dependent Questions

Contacts

Justin Snead, Director of History Grades 3-12	jsnead@brickeducation.org
Dana Carr, Director of SS Grades K-2	dcarr@brickeducation.org
Scheherazad Salamin, Achievement First History Director Grades K-4	ScheherazadSalamin@achievementfirst.org
Tina Caplan, Achievement First History Director Grades 5-8	TinaCaplan@achievementfirst.org
Brenda Santos, Achievement First History Director Grades 9-12 Mallory Becker, lead for World History and AP World History	brendasantos@achievementfirst.org mbecker@achievementfirst.org mbecker@achievementfirst.org

Science Guidebook | K-12



2021 - 2022

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Part I | Science at BRICK Schools

Purpose of this Guidebook

BRICK Education Network strives towards excellence, from instruction to operations. BRICK Education Network has established key instructional routines, mind-sets and procedures used by ALL teachers and school leaders to raise student achievement. This guidebook outlines these items to ensure a high level of execution. All staff members are expected to read, internalize and practice the contents of this guidebook.

BRICK's Mission

BRICK's mission is to relentlessly knock down all barriers to students' academic success. Our innovative model aligns an excellent education with the necessary family supports to make sure each and every child can succeed. It's our vision that each and every child will have an unimpeded path to unlocking their limitless potential.

Instructional Model Overview

The basis of our instructional model and everything we do is rooted in equity. BEN's instructional model is built on the belief that we must first understand the individual needs of our students and then design educational experiences that ensure all students achieve success. It is through an equity lens that we adhere to BEN's four tenets of instruction.



The intentional implementation of these four tenets, with fidelity, will break down all barriers to ensure access, opportunities, and success for all.

Tenet	Driver
<p>Rigorous PK-12 academic curriculum with Integrated Social Emotional Learning & Identity Development <i>Our PK-12 curriculum integrates rigorous academics with Social Emotional Learning to foster independent learners empowered by their respective identities and driven by purpose.</i></p>	<ul style="list-style-type: none"> Vertically Aligned PK-12 Curriculum Culture of Belonging Intentional Relationship Development Explicit Social Emotional Learning Instruction Culturally Sustaining Practices Independent Learning Time Student Voice College and Career Readiness Trajectory
<p>Continuous development & support of all staff <i>BEN develops content, skill and instructional expertise in teachers, support staff and leaders through coaching, real-time feedback, content deep dives, purposeful practice and strategic planning.</i></p>	<ul style="list-style-type: none"> Curriculum Based PD Summer Leader and Teacher Institutes Network & School Led Teacher PD Unit & Lesson Unpacks Observation Feedback Cycle Leader Content Development Residency Programs
<p>Data driven decision making <i>We collect and analyze academic, SEL and program implementation data to pinpoint the specific strengths and growth opportunities and adjust the actions of students,</i></p>	<ul style="list-style-type: none"> Frequent Review and Feedback on Student Work Strategic Assessments: Academic, behavior, and social-emotional data collection &

<p><i>teachers and leaders to improve student outcomes.</i></p>	<p>analysis</p> <ul style="list-style-type: none"> ● Program Implementation data collection ● Perception Data Collection ● Data Meetings & Reflection ● Sankofa Weeks of Reflection
<p>High-impact teaching and leading practices <i>Teachers, support staff and leaders implement BEN's high-impact, student-centered practices that convey compassion, urgency, inclusivity and rigor in all classrooms.</i></p>	<ul style="list-style-type: none"> ● BEN's Best Practices ● Culturally Responsive Teaching ● Accelerated Learning ● Arc of the Year Development

BRICK's Vision for Science

We are committed to preparing our students for success in all STEM-related fields by providing real, engaging, and challenging science programs that build upon one another. We utilize standards and phenomenon-based instruction in all grades to create a continuum that ensures our students graduate ready to tackle college level science and real life STEM-related challenges. They will be poised to be leaders and decision-makers, confident in using their knowledge and voice to bring about change in the world.

Culturally Responsive Practices in Science

Culturally Responsive Teaching (CRT) is defined as “an educator’s ability to recognize students’ cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. **All the while, the educator understands the importance of being in a relationship and having a social emotional connection to the student in order to create a safe space for learning.**” (Hammond 14)¹

We can note the connections between math and science and specifically, Culturally Responsive Math Teaching (CRMT) is “premised on creating a learning environment focused on mathematical sense making in which each and every student feels valued for who they are, for their ways of engaging in mathematical reasoning and for their contributions to the collective success of those within the classroom community... CRMT requires teachers to (re)consider the mathematics learning environment they’ve created and how well it reflects these four elements:

- 1) Supporting deep learning: How to ensure student success with coherent and connected mathematical understandings
- 2) Engaging and valuing identities: How to honor students’ experiences, communication practices and communities
- 3) Sharing authority: How to build inclusive, collaborative norms and routines
- 4) Applying mathematics: How to use mathematics to understand and investigate meaningful situations”²

Similarly, we believe that a similar four elements must be present in science learning environments:

- 1) Supporting deep learning: Ensure student success with coherent and connected scientific understandings
- 2) Engaging and valuing identities: How to honor students’ experiences, communication practices and communities
- 3) Sharing authority: How to build inclusive, collaborative norms and routines
- 4) Applying science: How to use science and engineering to understand and investigate meaningful situations.

See [Appendix 1](#) for examples of the elements in the classroom

¹ Hammond, Z. L. (2015). Culturally responsive teaching and the brain. Corwin Press.

² <https://www.curriculumassociates.com/-/media/mainsite/files/ready-classroom-mathematics/ready-classroom-mathematics-cultural-responsiveness-whitepaper-2019.pdf>

Social-Emotional Learning

The Next Generation Science standards call teachers to attend to all three dimensions of learning science : [for more info, see: <https://www.nextgenscience.org/three-dimensions>]

- **Crosscutting Concepts:** help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design. When these concepts are made explicit for students, they can help students develop a coherent and scientifically-based view of the world around them.
- **Science and Engineering Practices:** describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.
- **Disciplinary Core Ideas (DCIs):** key ideas in science that have broad importance within or across multiple science or engineering disciplines. These core ideas build on each other as students progress through grade levels and are grouped into the following four domains: Physical Science, Life Science, Earth and Space Science, and Engineering.

As we seek to be fully aligned and embrace the Next Generation Science Standards mindset, we must engage students and teachers in the process of thinking about their own thinking (metacognition) about their learning and actions. This is a key area for us to focus on the social-emotional learning in our classrooms by connecting the SEL competencies intentionally with the Science and Engineering Practices. Like the Standards for Mathematical practice, the Science and Engineering Practices are inextricably linked to the SEL Core Competencies, and our work must reflect a both/and approach.

Science and Engineering Practices (excerpts)	Five SEL Core Competencies as Identified by CASEL
<p>Practice 1 Asking Questions and Defining Problems: Students should be able to ask questions of each other about the texts they read, the features of the phenomena they observe, and the conclusions they draw from their models or scientific investigations. For engineering, they should ask questions to define the problem to be solved and to elicit ideas that lead to the constraints and specifications for its solution.</p> <p>Practice 2 Developing and Using Models: In science, models are used to represent a system (or parts of a system) under study, to aid in the development of questions and explanations, to generate data that can be used to make predictions, and to communicate ideas to others. In engineering, models may be used to analyze a system to see where or under what conditions flaws might develop, or to test possible solutions to a problem. Models can also be used to visualize and refine a design, to communicate a design’s features to others, and as prototypes for testing design performance.</p> <p>Practice 3 Planning and Carrying Out Investigations Students should have opportunities to plan and carry out several different kinds of investigations during their K-12 years. At all levels, they should engage in investigations that range from those structured by the teacher—in order to expose an issue or question that they would be unlikely to explore on their own (e.g., measuring specific properties of materials)— to those that emerge from students’ own questions.</p>	<p>Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.</p> <p>Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.</p> <p>Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical</p>

Practice 4 Analyzing and Interpreting Data Once collected, data must be presented in a form that can reveal any patterns and relationships and that allows results to be communicated to others. Because raw data as such have little meaning, a major practice of scientists is to organize and interpret data through tabulating, graphing, or statistical analysis. Such analysis can bring out the meaning of data—and their relevance—so that they may be used as evidence. Engineers, too, make decisions based on evidence that a given design will work; they rarely rely on trial and error.

Practice 5 Using Mathematics and Computational Thinking Although there are differences in how mathematics and computational thinking are applied in science and in engineering, mathematics often brings these two fields together by enabling engineers to apply the mathematical form of scientific theories and by enabling scientists to use powerful information technologies designed by engineers.

Practice 6 Constructing Explanations and Designing Solutions The goal of science is to construct explanations for the causes of phenomena. Students are expected to construct their own explanations, as well as apply standard explanations they learn about from their teachers or reading. The goal of engineering is to solve problems. Designing solutions to problems is a systematic process that involves defining the problem, then generating, testing, and improving solutions.

Practice 7 Engaging in Argument from Evidence The study of science and engineering should produce a sense of the process of argument necessary for advancing and defending a new idea or an explanation of a phenomenon and the norms for conducting such arguments. In that spirit, students should argue for the explanations they construct, defend their interpretations of the associated data, and advocate for the designs they propose.

Practice 8 Obtaining, Evaluating, and Communicating Information Being able to read, interpret, and produce scientific and technical text are fundamental practices of science and engineering, as is the ability to communicate clearly and persuasively. Communicating information, evidence, and ideas can be done in multiple ways: using tables, diagrams, graphs, models, interactive displays, and equations as well as orally, in writing, and through extended discussions.

norms for behavior, and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Connecting All Components

Connecting Science DCIs, Crosscutting Concepts, Science and Engineering Practices, CRT and SEL in the Classroom -- What this looks like in practice:

It can be overwhelming to try to concentrate on each of the aspects described above separately, or as different goals to achieve. However, that is the complete opposite of what we are called to do! In fact, when done well and implemented with fidelity, these different elements, framings and calls to action directly serve one another's purpose.

It is our role, therefore, to work to understand the goals and nuances of each and work to seamlessly integrate them:

- The SEP, when explicitly taught and named, support students' development of SEL competencies and engage in the CRT practice of engaging all students in meaningful learning.
- The SEL competencies, when highlighted as a focus, serve to develop independent learners as called for in CRT as well as scientists and engineers who engage in genuine meaning-making and problem-solving.
- Culturally Responsive Teaching practices call for teachers to engage and value students' identities and ideas, which depends on the SEL competencies of both self-awareness and social awareness and enhances the concept of developing an identity as a scientist who actively engages in the science and engineering practices.

Here are two broad examples of this interconnectedness of content, practices, CRT and SEL in a classroom:

- 1) When we focus on using science in meaningful ways, as the CRT practice of applying science challenges us to do, we have the opportunity to cultivate the SEL competencies of responsible decision making and social awareness and building capacity to develop and use models (SEP 3).
- 2) When we allow for students to be self-motivated by their own curiosity through asking questions about the world around them (SEP 1), we increase their capacity to engage in the SEL competency of Self-Management and achieving the CRT elements of being supported in Deeper Learning and having their identity valued.

As we continue to grow and learn about these areas of focus, we will deepen our understanding and enrich our instructional practices to even more effectively ensure all learners achieve their highest potential. Our program is specifically designed to meet the goals of these frames, and we must highlight these aspects as we prep and teach.

For more concrete and grade-level specific examples, please refer to each grade level section that follows.

Accelerated Learning in Science

In our approach to accelerated learning in science, we remain steadfast in our focus that students engage in grade-level learning and when they (or we) discover they need support to develop foundational content or skills to access this on-grade work, teachers provide this support. This practice of “just in time” scaffolding allows the learning to be relevant and meaningful, as it is directly connected to the learning in front of students. Assessment should be ongoing and related to the content about to be taught or that was just taught to gauge understanding entering a unit and after completing it.³

Learning science, as with any subject, is most effective when teachers and students have established a trusting relationship and are able to engage cooperatively in sense-making, building and developing relationships, scientific practices and content. We must address the fact that this takes time and this should not be rushed, despite the potential tendency for educators to want to “cover” content quickly or focus only on a select group of standards.

Although the work to make the necessary modifications to instructional materials is happening at breakneck speed, it is important to ensure that the resulting materials retain and even increase their focus on good teaching and learning principles—on how students can learn science and engineering effectively. High expectations for all students need to be maintained, supporting high-quality educational experiences that empower students. Whether learning and teaching take place in person or remotely, synchronously or asynchronously, a focus on the vision of science and engineering education remains the same: all students making sense of phenomena or solving real-world problems by learning and applying grade-appropriate disciplinary core ideas (DCIs), science and engineering practices (SEPs), and crosscutting concepts (CCCs).⁴

Acceleration recommendations from “Teaching K-12 Science and Engineering During a Crisis (2020)”⁵:

- The focus of curricula will need to be on conceptually meaningful student work that builds deep and flexible knowledge and skill. In addition, by emphasizing the need for students to integrate such ideas with science and engineering practices and crosscutting concepts, the Framework called out the value of having students build useful knowledge and skills in an authentic way. Instead of having students memorize ideas related to DCIs and then reflect those ideas back on assessments, students engage in such practices as analyzing data or arguing from evidence to develop DCIs and CCCs, and then show that they have developed these thinking tools by making sense of a phenomenon or solving a problem. In this way, students learn deeply enough that they are able to transfer their knowledge and skills to new situations
- Maximize instructional time by connecting different science and engineering domains and ideas. One of the benefits of using real-world phenomena and problems as instructional drivers is their tendency to require both learning from multiple domains and from multiple practices.
- When modifying or evaluating curriculum for early parts of the school year—times when establishing relationships and instructional routines is essential—it could be helpful to focus on phenomena or problems that do not directly build on core ideas from the previous year or grade level so that all students can start with a common, shared experience. Later in the school year, after relationships and instructional routines have already been established, educators can consider choosing phenomena or problems that can help diagnose what students may be missing from previous instruction.

³ See Council of Chief State School Officers, *Restart & Recovery: Assessment Considerations for Fall 2020*. Available: <https://ccsso.org/sites/default/files/2020-07/Assessment%20Considerations%20for%20Fall%202020.pdf>; also see Lake, R., and Olson, L. (2020). *Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic*. Available: https://www.crpe.org/sites/default/files/final_diagnosics_brief_2020.pdf.

⁴ Teaching K-12 Science and Engineering During a Crisis <http://nap.edu/2590>

⁵ Teaching K-12 Science and Engineering During a Crisis <http://nap.edu/2590>

- Driving phenomena or problems need to be carefully selected. Consider choosing as the focus of instruction phenomena or problems that:
 - make clear connections to students' interests and backgrounds,
 - require students to build toward grade-appropriate learning goals
- Meaningful connections can also be made between different academic disciplines, such as integrating science and literacy instruction. It is important to stress that although there are significant points of connection between disciplines, that does not imply that simply using science and engineering contexts to teach literacy, mathematics, and computer science would provide all of the science and engineering learning students need.
- Utilize formative assessment, and focus on the following types of actionable feedback:⁶
 - one-on-one conversations or written feedback with a mechanism for students to reflect and respond that highlights positive aspects of student performance;
 - goal-oriented reflections on possible next steps;
 - opportunities to discuss challenges students are facing and ways to move forward; and
 - constructive identification and suggestions for areas of growth, perhaps focusing on one actionable area at a time.

Planning for Accelerated Learning

During Unit Unpacks, teachers will collaborate with instructional leaders and colleagues to determine prerequisite knowledge or skills required for students to be able to engage with the unit's objectives. Teachers should develop quick, open-ended assessments using resources from previous units, grades or science probes to understand current student understanding and identify the level to which students have this knowledge.

Based on this data, consensus will be reached with respect to how to best provide the necessary supports for students to be able to do this: (1) Inserting supplement into the TASK (ie: adding an into paragraph, a problem that provides practice with a pre-req skill, etc), Inserting an additional TASK into a lesson (ie. adding a primer on graphing, a mini-lesson on how to use Google Sheets, a Do Now with a reading that provides background information) or Inserting a lesson prior (ie. developing a lesson on Punnett Squares before a lesson sequence on genetic variation that depends on knowledge of Punnett Squares).

⁶ See https://drive.google.com/file/d/1t5UjIFtHzR-Efl1eRodfHD_CExEje0e5/view

K-12 Science: Curriculum Continuum

In grades K-2, science instruction is taught through hands-on investigations and group experiences. Students spend at least half of the year working together to address real life phenomena as they build habits of discussion and improve their literacy skills reading science articles.

In grades 3-8, the science content gets more complex as students begin to truly work as engineers faced with real life, scientific challenges. Students receive 2-3 days of direct instruction in an integrated science curriculum and use simulation tools to model scientific phenomena. Students participate in Engineering Internships in grades 6-8 where they create and test their own investigations to find solutions for real-world challenges. Through these experiences, students improve their critical thinking, text analysis, and written communication skills.

In grades 9-12, science content and science practices shift to become the focus of the daily classes, while continuing to build skills of technical reading and writing. Students engage in deeper inquiry: posing questions, designing investigations, collecting and analyzing data and then reflecting on and communicating results.

Grade	Course	Curriculum	Major Units
K	Kindergarten Science	FOSS	Unit 1: Materials and Motion Unit 2: Trees and Weather Unit 3: Animals Two by Two
1	1st grade science	FOSS	Unit 1: Sound and Light Unit 2: Air and Weather Unit 3: Plants and Animals
2	2nd grade science	FOSS	Unit 1: Solids and Liquids Unit 2: Pebbles, Sand, and Silt Unit 3: Insects and Plants
3	3rd grade science	Amplify Science	Unit 1: Balancing Forces Unit 2: Inheritance and Traits Unit 3: Environments and Survival
4	4th grade science	Amplify Science	Unit 1: Vision and Light Unit 2: Energy Conversions Unit 3: Earth's Features Unit 4: Waves, Energy, and Information
5	5th grade science	Amplify Science	Unit 1: Earth and Sky Unit 2: Modeling Matter Unit 3: The Earth System Unit 4: Ecosystem Restoration
6	Integrated I	Amplify Science	Unit 1: Microbiome Unit 2: Metabolism Unit 3: Metabolism Engineering Internship Unit 4: Traits and Reproduction

			Unit 5: Thermal Energy Unit 6: Ocean, Atmosphere, and Climate Unit 7: Weather Patterns Unit 8: Earth’s Changing Climate Unit 9: Earth’s Changing Climate Engineering Internship
7	Integrated II	Amplify Science	Unit 1: Geology on Mars Unit 2: Plate Motion Unit 3: Plate Motion Engineering Internship Unit 4: Rock Transformations Unit 5: Phase Change Unit 6: Phase Change Engineering Internship Unit 7: Chemical Reactions Unit 8: Populations and Resources Unit 9: Matter and Energy in Ecosystems
8	Integrated III	Amplify Science	Unit 1: Harnessing Human Energy Unit 2: Forces and Motion Unit 3: Forces and Motion Internship Unit 4: Magnetic Fields Unit 5: Light Waves Unit 6: Earth, Moon, and Sun Unit 7: Natural Selection Unit 8: Natural Selection Engineering Internship Unit 9: Evolutionary History
9	Biology (Life Science)	STEMScopes	Unit 1: Traits Unit 2: Systems and Homeostasis Unit 3: Life in Ecosystems Unit 4: Changes in Ecosystems Unit 5: Common Ancestry and Evolution Unit 6: Environment and Survival
10	Earth and Space Science	STEMScopes	Unit 1: The Universe Unit 2: Earth’s History Unit 3: The Changing Climate Unit 4: Water, Carbon and Climate Unit 5: Earth’s Resources Unit 6: Mitigating Human Impact
11	Physical Science (Chemistry and Biology)	STEMScopes	Unit 1: The Story of Elements Unit 2: The Balance of Matter and Reactions Unit 3: What Fuels Energy Unit 4: The Physics of Motion Unit 5: Forces at a Distance Unit 6: Energy in Motion Unit 7: The Power of Waves
12	School-based elective such as: <ul style="list-style-type: none"> AP Environmental Science: Explore and investigate the interrelationships of the natural world and 		

	<p>analyze environmental problems, both natural and human-made.</p> <ul style="list-style-type: none">● Physics: Newtonian mechanics; work, energy, and power; mechanical waves and sound, torque and rotational motion● Human Anatomy and Physiology: homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems
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Science classes are phenomena- based, building on past research about brain science and how people learn to shift from “learning about” topics to “figuring out” phenomena or solving a problem. With this focus, students learn ideas and skills because they are missing some knowledge or skill that they need to answer their own questions.⁷

⁷ For more information, see Science and Engineering for Grades 6–12: Investigation and Design at the Center. Available: <https://www.nap.edu/read/25216/chapter/2#5>

Exceptional Learners in Science

““Science for All” is a key goal of science education. Thanks to legislation such as the Individuals with Disabilities Act and the No Child Left Behind Act, students with disabilities have access to the general education curriculum more than ever before. Science teachers now have the opportunity to unlock the scientist in every student by identifying and fostering each child’s strengths while also attending to their challenges.”⁸ For specific and concrete actions and information, please consistently reference: [NSTA Disabilities Resources](#) It is imperative that we maintain responsibility for all students--the Gen Ed teacher is a fully invested partner with Special Educators. In addition, teachers must constantly be aware that her actions with students with special needs serve as a model for how students are interacting. Be mindful of language, tone, body language, that indicates difference in a negative way.

First, it is critically important that all teachers who interact with a student who is classified understand the IEP. An IEP is an individualized educational plan--it is a legal document that outlines a student’s needs and diagnosis. Teachers must recognize that there are different reasons a student would have an IEP, and each student has different needs and each type of disability requires different actions from teachers in order to meet student needs. (See [types of disabilities](#)). For example, a student with dyscalculia will need very different accommodations and modifications than a student with dysgraphia. (See [Accomodations for Kids Who Think and Learn Differently](#) and [NSTA Disabilities Resources](#)). *Especially in science, we must consider how mathematical, reading, processing, executive functioning and all other student differences need to be supported in our classrooms.*

Second, there are some general practices--directly aligned to Culturally Responsive Teaching practices and the focus of developing social and emotional competencies--for working with exceptional learners that can benefit all learners in science!

- 1) Pre-requisite skills: We cannot go back and teach everything that a student could be missing before teaching something new. Rather, we must identify precisely what is needed and provide this instruction. For exceptional learners in particular (but good for all), the following strategies can be beneficial:
 - a) Draw diagrams to represent concepts
 - b) Provide additional practice in different forms
 - c) Teach the vocabulary explicitly in context
 - d) Remove the quantities and replace with images
- 2) Teach Vocabulary:
 - a) Use real words--don’t water the definitions down. Consistently incorporate them.
 - b) Use pictorial representations
 - c) Bold the words (have students underline)
 - d) Play games to reinforce internalization
 - e) Compare and contrast words
 - f) Encourage students to practice using technical words in exchanges among peers.
- 3) Ground content in the familiar: Students benefit from learning in a connected context. When lessons build, approach from multiple access points and are clearly related, students’ brains are able to solidify these relationships and expand upon them
 - a) Frame the learning in a context familiar to students
 - b) Not all math is able to be taught in a “real world” application, but often it can be. Other times, math can be taught in connection to a previous topics (ie. “Yesterday we solved problems where we needed to use the Pythagorean theorem to solve a quadratic. Today, we’ll look at how we determine whether or not these solutions are reasonable answers to our problems.”).
- 4) Scaffold autonomy and support:
 - a) Develop a protocol for the student to tell you when he/she anticipates a need for assistance.

⁸ <https://www.nsta.org/topics/disabilities>

- b) When it appears that a student needs help, ask if you can help. Accept a "No Thank You" graciously.
- 5) Strategies for specific aspects of science class
- a) Teacher Presentation of Content:
 - i) Use a large amount of concrete materials to proceed in small sequential steps and review each frequently
 - ii) Ask questions in a clarifying manner, then have the students with learning disabilities describe his or her understanding of the questions.
 - iii) Provide copies of your notes
 - b) In Lab/Field Experiences
 - i) Provide opportunities to practice skills or methods prior to "actual" data collection
 - ii) Provide clear written and verbal directions
 - iii) Model steps
 - iv) make available cue cards or labels designating the steps of a procedure to expedite the mastering.
 - v) Change how students are recording lab information
 - vi) Have students sit in a location you can closely observe without being overly present.
 - c) Reading
 - i) Provide positive explicit and corrective feedback. Reinforce attempts as well as successes
 - ii) Provide supplemental images, captions, vocabulary, notes to text to keep students' focused on most important content.
 - iii) Provide audio recordings of readings and encourage students to use both senses.
 - d) Research
 - i) review and discuss with the student the steps involved in a research activity
 - e) Assessment/Testing
 - i) Allow more time (or unlimited time) for the examination or assessment.
 - ii) Consider alternative ways of assessing --especially formatively--that capitalize on students' strengths. Consider the use of illustrations as an acceptable form of response to questions in lieu of written responses.
 - f) For math specific problems:
 - i) Consider the big idea and it's connection to conceptual understanding--determine the level to which the actual "math" (calculations) matter and to which level the focus of the standard is more about relationships. (For example--can we describe relationships between variables as inverse/direct/unrelated or do we need to indicate that the relationship is 4.35 g/mL?)
 - ii) Utilize a problem solving strategy so students consistently know where to begin and incorporate "ask yourself" questions--see [UPSC](#).
 - iii) Generalize learning and record problem solving steps: After solving a problem, ask, "How could I generalize this strategy or process to solve other problems?" Elicit response and stamp a specific and fully correct response.
 - iv) Include pictures and tangibles: As students build to work with quantities and numbers, we can replace the values with pictures or manipulatives to build student competency.
 - v) Prioritize content and practice: Have students focus on content that will best set them up for success in what's next and provide multiple at bats to practice with different problem types. This can be done by placing an asterisk next to the problems students should highlight.

Resources:

- <https://www.nsta.org/blog/supporting-students-disabilities-stem>
- <https://www.nsta.org/science-scope/science-scope-january-2020/modifying-labs-students-special-needs>
- [Understood.org](https://www.understood.org)

- <http://stemteachingtools.org/brief/59>

Guiding Research and Texts

- National Academies of Sciences, Engineering, and Medicine 2020. Teaching K-12 Science and Engineering During a Crisis. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25909>.
- A Framework for K–12 Science Education: Practices, Crosscutting Concepts, and Core Ideas <https://www.nap.edu/catalog/13165/a-framework-for-k-12-science-educationpractices-crosscutting-concepts>.
- Science and Engineering for Grades 6–12: Investigation and Design at the Center. Available: <https://www.nap.edu/read/25216/>
- [Literacy-rich science instruction in K-5](#)

Part II | Science Core Curriculum K-2

Student Experience Narrative

This week in science, we've been learning about the life cycle of small organisms and plants. My teacher reads informational texts to us about the organisms and then we get to observe them in class. Today, we will plant seeds and set up our indoor growing stations. I have my science notebook set up to write down my observations and compare them to the other groups. As my teacher reads to us today, I'll ask and answer questions. I must listen closely to my peers so I can evaluate and build onto their answers. I have really enjoyed working and thinking like a scientist this year!

Overview/Vision/Key Components

Exceptional Learners

See [FOSS for All Students](#) section below for additional information about aspects of the program that can be implemented to serve all students.

Lesson Structure and Instructional Model (Full Option Science System--FOSS)

Each FOSS investigation follows a similar design to provide multiple exposures to science concepts. The design includes these pedagogies:

1. Active investigation in collaborative groups: firsthand experiences with phenomena in the natural and designed worlds.
2. Recording in science notebooks to answer a focus question dealing with the scientific phenomenon under investigation
3. Reading informational text in *FOSS Science Resources* books
4. Online activities to acquire data or information or to elaborate and extend the investigation
5. Outdoor experiences to collect data from the local environment or to apply knowledge
6. Assessment to monitor progress and inform student learning

In practice, these components are seamlessly integrated into a curriculum designed to maximize every student's opportunity to learn.

A **learning cycle** employs an instructional model based on a constructivist perspective that calls on students to be actively involved in their own learning. The model systematically describes both teacher and learner behaviors in a coherent approach to science instruction. A popular model describes a sequence of five phases of intellectual involvement known as the 5Es: engage, explore, explain, elaborate, and evaluate. The body of foundational knowledge that informs contemporary learning-cycle thinking has been incorporated seamlessly and invisibly into the FOSS curriculum design.

Engagement with real-world **phenomena** is at the heart of FOSS. In every part of every investigation, the investigative phenomenon is referenced implicitly in the focus question that guides instruction and frames the intellectual work. The focus question is a prominent part of each lesson and is called out for the teacher and student. The investigation *Background for the Teacher* section is organized by focus question—the teacher has the opportunity to read and reflect on the phenomenon in each part in preparing for the lesson. Students record the focus question in their science notebooks, and after exploring the phenomenon thoroughly, explain their thinking in words and drawings.

In science, a phenomenon is a natural occurrence, circumstance, or structure that is perceptible by the senses—an observable reality. Scientific phenomena are not necessarily phenomenal (although they may be)—most of the time they are pretty mundane and well within the everyday experience. What FOSS does to enact an effective engagement with the NGSS is thoughtful selection of scientific phenomena for students to investigate.

Key Components

Active Investigation

Active investigation is a master pedagogy. Embedded within active learning are a number of pedagogical elements and practices that keep active investigation vigorous and productive. The enterprise of active investigation includes:

- context: sharing prior knowledge, questioning, and planning;
- activity: doing and observing;
- data management: recording, organizing, and processing;
- analysis: discussing and writing explanations.

Context: sharing, questioning, and planning. Active investigation requires focus. The context of an inquiry can be established with a focus question about a phenomenon or challenge from you or, in some cases, from students (What can air do?). At other times, students are asked to plan a method for investigation. This might start with a teacher demonstration or presentation. Then you challenge students to plan an investigation to find out how a parachute uses air. In either case, the field available for thought and interaction is limited. This clarification of context and purpose results in a more productive investigation.

Activity: doing and observing. In the practice of science, scientists put things together and take things apart, observe systems and interactions, and conduct experiments. This is the core of science—active, firsthand experience with objects, organisms, materials, and systems in the natural world. In FOSS, students engage in the same processes. Students often conduct investigations in collaborative groups of four, with each student taking a role to contribute to the effort. The active investigations in FOSS are cohesive, and build on each other to lead students to a comprehensive understanding of concepts. Through investigations and readings, students gather meaningful data.

Data management: recording, organizing, and processing. Data accrue from observation, both direct (through the senses) and indirect (mediated by instrumentation). Data is the raw material from which scientific knowledge and meaning are synthesized. During and after work with materials, students record data in their science notebooks. Data recording is the first of several kinds of student writing. Students then organize data so they will be easier to think about. Tables allow efficient comparison. Organizing data in a sequence (time) or series (size) can reveal patterns. Students process some data into graphs, providing visual display of numerical data. They also organize data and process them in the science notebook.

Analysis: discussing and writing explanations. The most important part of an active investigation is extracting its meaning. This constructive process involves logic, discourse, and prior knowledge. Students share their explanations for phenomena, using evidence generated during the investigation to support their ideas. They conclude the active investigation by writing in their science notebooks a summary of their learning as well as questions raised during the activity.

Reading in FOSS Science Resources

The *FOSS Science Resources* books, available in print and interactive eBooks, are primarily devoted to expository articles and biographical sketches. When language—arts skills and methods are embedded in content material that relates to the authentic experience students have had during the FOSS active learning sessions, students are interested, and they get more meaning from the text material.

Recommended strategies to engage students in reading, writing, speaking, and listening using the articles in the *FOSS Science Resources* books are included in the flow of Guiding the Investigation. In addition, a library of resources is described in the Science–Centered Language Development chapter in *Teacher Resources*.

Science-Centered Language Development and Common Core State Standards for ELA

In the Science–Centered Language Development chapter in *Teacher Resources*, we explore the intersection of science and language and the implications for effective science teaching and language development. Language plays two crucial roles in science learning: (1) it facilitates the communication of conceptual and procedural knowledge, questions, and propositions, and (2) it mediates thinking—a process necessary for understanding. For students, language development is intimately involved in their learning about the natural world. Science provides a real and engaging context for developing literacy and language–arts skills identified in contemporary standards for English language arts.

The most effective integration depends on the type of investigation, the experience of students, the language skills and needs of students, and the language objectives that you deem important at the time. The Science–Centered Language Development chapter is a library of resources and strategies for you to use. The chapter describes how literacy strategies are integrated purposefully into the FOSS investigations, gives suggestions for additional literacy strategies that both enhance students’ learning in science and develop or exercise English–language literacy skills, and develops science vocabulary with scaffolding strategies for supporting all learners. We identify effective practices in language–arts instruction that support science learning and examine how learning science content and engaging in science and engineering practices support language development. Specific methods to make connections to the Common Core State Standards for English Language Arts are included in the flow of Guiding the Investigation. These recommended methods are linked to the CCSS ELA through ELA notes. In addition, the FOSS and the Common Core ELA chapter in *Teacher Resources* summarizes all of the connections to each standard at the given grade level.

Engaging in Online Activities through FOSSweb

The simulations and online activities on FOSSweb are designed to support students’ learning at specific times during instruction. Digital resources include streaming videos that can be viewed by the class or small groups. Resources can be used to review the active investigations and to support students who need more time with the concepts.

The Technology chapter provides details about the online activities for students and the tools and resources for teachers to support and enrich instruction. There are many ways for students to engage with digital resources—in class as individuals, in small groups, or as a whole class, and at home with family and friends.

Taking FOSS Outdoors

FOSS throws open the classroom door and proclaims the entire school campus to be the science classroom. The true value of science knowledge is its usefulness in the real world and not just in the classroom. Taking regular excursions into the immediate outdoor environment has many benefits. First of all, it provides opportunities for students to apply things they learned in the classroom to novel situations. When students are able to transfer knowledge of scientific principles to natural systems, they experience a sense of accomplishment.

In addition to transfer and application, students can learn things outdoors that they are not able to learn

indoors. The most important object of inquiry outdoors is the outdoors itself. To today's youth, the outdoors is something to pass through as quickly as possible to get to the next human-managed place. For many, engagement with the outdoors and natural systems must be intentional, at least at first. With repeated visits to familiar outdoor learning environments, students may first develop comfort in the outdoors, and then a desire to embrace and understand natural systems.

The last part of most investigations is an outdoor experience. Venturing out will require courage the first time or two you mount an outdoor expedition. It will confuse students as they struggle to find the right behavior that is a compromise between classroom rigor and diligence and the freedom of recreation. With persistence, you will reap rewards. You will be pleased to see students' comportment develop into proper field-study habits, and you might be amazed by the transformation of students with behavior issues in the classroom who become your insightful observers and leaders in the schoolyard environment.

Teaching outdoors is the same as teaching indoors—except for the space. You need to manage the same four core elements of classroom teaching: time, space, materials, and students. Because of the different space, new management procedures are required. Students can get farther away. Materials have to be transported. The space has to be defined and honored. Time has to be budgeted for getting to, moving around in, and returning from the outdoor study site. All these and more issues and solutions are discussed in the Taking FOSS Outdoors chapter in *Teacher Resources*

Learning from Experience

The FOSS curriculum supports full inclusion and provides many opportunities for differentiated instruction. Additionally, FOSS is aligned to the principles of Universal Design for Learning (UDL). Here are the UDL guiding principles:

- **Principle 1.** Provide multiple means of representation. Give learners various ways to acquire information and demonstrate knowledge.
- **Principle 2.** Provide multiple means of action and expression. Offer students alternatives for communicating what they know.
- **Principle 3.** Provide multiple means of engagement. Help learners get interested, be challenged, and stay motivated.

We are committed to ensuring students with all learning needs are supported using these principles.

FOSS for All Students

The FOSS Program has been designed to maximize the science learning opportunities for all students, including those who have traditionally not had access to or have not benefited from equitable science experiences—students with special needs, ethnically diverse learners, English learners, students living in poverty, girls, and advanced and gifted learners. FOSS is rooted in a 30-year tradition of multisensory science education and informed by recent research on UDL and culturally and linguistically responsive teaching and learning. Procedures found effective with students with special needs and students who are learning English are incorporated into the materials and strategies used with all students during the initial instruction phase.

Throughout the FOSS investigations, students experience multiple ways of interacting with phenomena and expressing their understanding through a variety of modalities. Each student has multiple opportunities to

demonstrate his or her strengths and needs, thoughts, and aspirations.

The challenge is then to provide appropriate follow-up experiences or enhancements appropriate for each student based on deep analysis of student work, informal assessments (i.e. embedded assessments), and formative/benchmark assessments. There are several ways we can ensure our students are able to access the science material, such as:

- more time with the active investigations or online activities
- more experience and/or scaffolds for developing models, building explanations, or engaging in argument from evidence
- making vocabulary and language structures more explicit through new concrete experiences or through reading to students
- identify and understand relationships and connections through graphic organizers
- designing individual projects or small-group investigations
- more opportunities for experiencing science outside the classroom in more natural, outdoor environments or defining problems and designing solutions in their communities

Classroom Environment

The goal of the classroom dedicated to science is to keep the focus on the exploration and learning of science. This means that teachers build the space and the classroom community to reflect the science practices. The space should be organized and all material should be labeled. Glassware should be stored below eye level and any chemicals or potentially dangerous supplies should be stored according to MSDS instructions and locked.

The walls should communicate what is important to building the effective learning environment:

- 1) Display safety reminders (use pictures in lower grades where students may not fluently read)
- 2) Post protocols for discussion and refer to these actively in class. Consider providing students with personal copies of these protocols or frames
- 3) Post images and examples of scientists who reflect the classroom community and diverse representation that connect to the science you are currently teaching and learning. (Examples: [We Are Teachers](#) Free Printable Science Posters To Celebrate Black History Month, [A Mighty Girl](#) Free Posters Celebrating Women Role Models in Science, Technology, and Math). Highlight and articulate how science is used in our daily lives (ie. [Amplify's](#) How do people use STEM in their lives?)

Keep in mind that many times, the simplest science materials are the most engaging and have the most learning potential! In all classes, look for connections and weave science throughout the day, not just in the science block! For example, ensure the environment includes [science trade books](#)!

Please see the [Classroom Checklist](#) for additional information.

Assessment Methods/Data Cycle/Grading Resources

(adapted from fossweb.com)

The FOSS assessment system includes both formative and summative assessments. Formative assessment monitors learning during the process of instruction. It measures progress, provides information about learning, and is predominantly diagnostic. Summative assessment looks at the learning after instruction is completed, and it measures achievement. An outline of assessments and frequency are below:

Grade	Assessment Type & Description <i>* Descriptions adapted from FOSS *</i>	Frequency
K - 2	<p>Benchmark Assessments (i-Checks) Benchmark assessments are short summative assessments given after each investigation. These I-Checks are actually hybrid tools: they provide summative information about students' achievement, and because they occur soon after teaching each investigation, they can be used diagnostically as well. Reviewing specific items on an I-Check with the class provides additional opportunities for students to clarify their thinking. <i>Kindergarten assessments are created by the K-8 Science Director; assessments in grades 1 & 2 are created by FOSS. All assessments are adjusted year to year based on teacher feedback and the needs of unique cohorts of students. Quiz questions vary to include multiple choice, open-ended responses, fill in the blank, and questions that require students to analyze charts, graphs, and sets of data.</i></p>	At least 1 per investigation
K - 2	<p>Embedded Formative Assessments Embedded formative assessments are an integral part of instruction, and occur on a daily basis. You observe action during class in a performance assessment or review notebooks after class. Performance assessments look at students' engagement in science and engineering practices or their recognition of crosscutting concepts. Embedded assessment provides continuous monitoring of students' learning and helps you make decisions about whether to review, extend, or move on to the next idea to be covered. The embedded assessments are based on authentic work produced by students during the course of participating in the FOSS activities. Students do their science, and you look at their notebook entries. Bullet points in the <i>Guiding the Investigation</i> section tell you specifically what students should know and be able to communicate. <i>These assessments are created by FOSS and are graded using data analysis sheets included in the online teacher materials.</i></p>	Varies; at least 2-3 per week

Grading Policies

All Benchmark Assessments should be graded and inputted into the gradebook using the category "Tests/Quizzes". Each week, students will have *at least* one homework assignment. There will also be *at least* one classwork assignment each day within the Student Workbook. As outlined in the [BRICK Instructional Guidebook](#), teachers need a **total** of 10 assignments for each marking period in the gradebook; all Benchmark Assessments are included in this group of assignments.

Notebooks

Every science student will maintain a lab notebook, which supports students in the process of recording their observations and data, planning their investigations, and capturing and communicating their thinking and learning. The science

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notebook also supports students with organization. We will use a workbook that includes a compilation of FOSS created notebook pages to help students in the following areas:

- 1) **Note-taking:** Students will use a network-created, note-taking template adopted from the FOSSweb platform to capture key terms and ideas.
- 2) **Brainstorming:** Students will work independently and in groups to develop predictions and initial thoughts related to the phenomenon presented in the lesson/investigation/unit.
- 3) **Lab Record:** During in class investigations and FOSS Outside investigations, students will record data collected with science tools.
- 4) **Problem solving:** Using group/whole class discussions, simulations, and FOSS Science Resources, students will use their notebooks as a collection of ideas that will aid them in engineering tools to solve a phenomenon or explain a phenomenon.
- 5) **Study tool:** Students will capture all key terms in a glossary and create note cards.

Rubrics

Rubrics for benchmark assessments will be developed and reviewed during unit unpacks whenever applicable.

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

Before class today, I set up the investigation materials for all the groups and placed them on workstations in the back of the room. My grade team and I flagged important parts of the text in our grade team meeting - I am all ready to facilitate the discussion with the students before going into our investigation. After I read the text, I send the students to their group workstations. They have done a great job internalizing the routines! While they work, I actively circulate the classroom, provide in the moment feedback, and use the least invasion prompts to get the students to explain their ideas to one another. At the end of this week, I will administer the i-Check to see how well the students are doing. I am excited to see their growth over the next few weeks!

For a more detailed outline of responsibilities for Lesson Unpacks, Unit Unpacks, and Lesson Planning, please refer to the BRICK Instructional Guidebook. Below are the specific responsibilities related to the K-2 Science Program:

Intellectual Prep

Component	Description	Frequency, Support & Deliverables
Lesson Unpack	<p>This time will be used to review major components, activities, and standards of the week's key lesson identified by the Director and Course Lead. Teachers should:</p> <ul style="list-style-type: none"> ● Read and annotate Teacher Guide/lesson plan <ul style="list-style-type: none"> ○ Teachers are able to download unit PowerPoint from the Shared Drive and add to <i>presentation notes</i> section ● Complete all student work including "Focus Question" exemplars ● Identify the misconceptions/potential errors in the student work ● Prepare data collection sheets 	Weekly; Independent OR w/ School Grade Team; deliverables checked by direct School Administrator
Unit Unpack	<p>This meeting will be used to review the major components, activities and standards of the upcoming unit. Teachers should:</p> <ul style="list-style-type: none"> ● Read and annotate Teacher Guide <ul style="list-style-type: none"> ○ There will be a unit reflection sheet to capture notes, which will serve as "annotations" if using an electronic copy of the Teacher Guide ● Pre-read Student Reader ● Complete an exemplar of the unit's Performance Task (if applicable) and End of Unit Assessment 	1x/month; self-led, pre-recorded unpack; deliverables checked by School Administrator
Lesson Planning & Preparation	<p>Each teacher will need to dedicate time to internalize all lessons and prep lesson materials. This planning and preparation time includes, but is not limited to, the following tasks:</p> <ul style="list-style-type: none"> ● Watching FOSS investigation preparation videos ● Downloading the previewing supplemental material and videos (if applicable) ● Annotating Teacher Guide Pages and complete student work exemplars <ul style="list-style-type: none"> ○ Student work exemplars should be posted outside 	Weekly Planning & Daily Preparation; Independent OR w/ School Grade Team; deliverables checked by direct School Administrator

	<p style="text-align: center;">classroom</p> <ul style="list-style-type: none">● Set up materials for investigations● Develop a plan to gather student data<ul style="list-style-type: none">○ Each week, teachers are expected to report proficiency on major tasks (i.e. responses to Focus Question)	
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Meeting Structure

Teachers will meet with their school grade team to unpack and plan for upcoming lessons. This meeting is self-led and deliverables are checked by the School Administrator. Unit Unpacks will be self-led, pre-recorded meetings; deliverables will be checked by the School Administrator.

Arc of the Year

There is no separate Arc of the Year for K-2 Science. Teachers should utilize key teacher moves to help facilitate Science lessons.

Part III | Science Core Curriculum 3-8

Student Experience Narrative

I've just switched from Math class and as I walk in, the Do Now is already projected on the board. I go to my group, take out my science notebook and get to work. I can see my teacher graded my assignments from yesterday - looks like I did a great job explaining the key concept! I work quickly to complete the Do Now, annotating the question so I don't miss any important parts. I use the image on the page as evidence to support my thinking - I'll be sure to share these cool ideas with the group when it is time to discuss. After the Do Now and discussion, we go right into the lesson and begin by annotating an article. I make margin notes and underline as I read. At the end, I summarize what I wrote as the three big ideas. My group members and I use what we read to answer the questions on the independent practice sheet and explain our observations of the simulation. Tomorrow we will complete a hands-on investigation. These notes will be helpful as we work together to explain what happens.

Overview/Vision/Key Components

Instructional Model: Amplify Science - Do, Talk, Read, Write, Visualize Approach

(Adapted from amplify.com)

Do: Learners engage with scientific phenomena by conducting student-centered investigations. Students collect evidence from a rich variety of evidence sources, including hands-on investigation with real phenomena; observations of primary sources such as video clips, photos, or another scientist’s data; and physical and digital models. Students use this evidence to formulate a convincing scientific argument.

Talk: Students engage in collaborative discussions and scientific argumentation. In general, student-to-student talk is a key component of a productive learning environment, and Amplify Science features student talk as a key modality for instruction. We work to help teachers create learning environments that are both collaborative and inquisitive— where students feel comfortable challenging assumptions, probing for information, and ultimately learning from one another.

Read: Students engage in reading science text as an act of inquiry. They ask questions about what they read, gather evidence, and further investigate ideas, making connections to their own investigations. Amplify Science does not assume that students come to class knowing how to read science text. Beginning in kindergarten and continuing through grade 8, the program includes explicit instruction in reading science text and employs a “gradual release of responsibility” model to prepare students to become independent readers.

Write: Having an authentic purpose for writing both motivates students’ interest in writing and drives their need for convincing evidence. In Amplify Science, students write to share what they have learned and also learn through writing as they apply new evidence to clarify and strengthen their written arguments. Amplify Science supports students as they learn academic science language, helping them write like scientists by producing clear, logical, and evidence-based arguments and explanations.

Visualize: Students study a given phenomenon through carefully illustrated science texts, hands-on activities, videos, modeling tools that allow them to visually represent their thinking, and vivid digital simulations that allow them to manipulate variables. Our custom-designed simulations allow students to see and investigate complex, microscopic, or otherwise unobservable phenomena.

Key Components

Lesson Structure

Overview

Each Amplify Science unit is composed of several key components to help students engineer solutions to real life problems and phenomena. The following figure illustrates the typical pathway students take through a unit:

The approach



figure adapted from amplify.com

Students and teachers use the following materials and components in each unit:

- Digital Instructional Materials
- Science Articles
- Simulations
- Digital Applications
- Hands on Materials
- Assessments and Reporting

Engineering Internship

During the Engineering Internship, students are introduced to a phenomenon or problem and conduct research to better understand the science behind that phenomenon. Students then design their own solution to the problem using the analysis and simulation tools. At the end of the unit, students design proposals to present their unique solutions.

Structure of an Engineering Internship Unit

<i>Early Sessions</i>	Orientation and Early Research
<i>Mid-unit Sessions</i>	Design: Plan, Build, Test, Analyze
<i>Ending Sessions</i>	Design Proposals

Classroom Environment

The goal of the classroom dedicated to science is to keep the focus on the exploration and learning of science. This means that teachers build the space and the classroom community to reflect the science practices. The space should be organized and all material should be labeled. Glassware should be stored below eye level and any chemicals or potentially dangerous supplies should be stored according to MSDS instructions and locked.

The walls should communicate what is important to building the effective learning environment:

- 1) Display safety reminders (use pictures in lower grades where students may not fluently read)
- 2) Post protocols for discussion and refer to these actively in class. Consider providing students with personal copies of these protocols or frames
- 3) Post images and examples of scientists who reflect the classroom community and diverse representation that connect to the science you are currently teaching and learning. (Examples: [We Are Teachers](#) Free Printable Science Posters To Celebrate Black History Month, [A Mighty Girl](#) Free Posters Celebrating Women Role Models in Science, Technology, and Math). Highlight and articulate how science is used in our daily lives (ie. [Amplify's](#) How do people use STEM in their lives?)

Keep in mind that many times, the simplest science materials are the most engaging and have the most learning potential! In all classes, look for connections and weave science throughout the day, not just in the science block! For example, ensure the environment includes [science trade books](#)!

Please see the [Classroom Checklist](#) for additional information.

Assessment Methods/Data Cycle/Grading Resources

Within every unit, students and teachers will have several opportunities to track mastery of standards and performance expectations. The Assessment System includes formal and informal opportunities for students to demonstrate understanding and for teachers to gather information throughout the unit. An outline of assessments and frequency are below:

Grade	Assessment Type & Description <i>* Descriptions adapted from Amplify Science *</i>	Frequency
3 - 5	Unit Quiz Short quizzes are used to formally assess students' progress through the unit. These quizzes also give students an opportunity to practice test taking skills that will be important as students prepare to take the 5th grade State Assessment. <i>These assessments are created by the K-8 Science Director and adjusted year to year based on teacher feedback and the needs of unique cohorts of students. Quiz questions vary to include multiple choice, open-ended responses, fill in the blank, and questions that require students to analyze charts, graphs, and sets of data.</i>	At least 1 per unit
4 - 8	Embedded Formative Assessments On-the-Fly Assessments and Critical Juncture Assessments are embedded formative assessments designed to help the teacher monitor and support students' progress throughout the unit. These assessments represent the most opportune moments for a glimpse into students' developing conceptual understanding and their facility with the practices. Each assessment opportunity indicates the specific concepts and practices to look for or listen for as students engage with the learning experiences, followed by suggestions to the teacher of what to do, based on what was observed. <i>These assessments are created by Amplify Science and are written in "Open-Ended Response" format.</i>	Varies; at least 1 per chapter At least 1 per unit in grades 6-8
	End of Unit Assessment Each unit assessment is designed to show mastery toward each level of the progress build skills, as well as mastery of performance expectations, science and engineering practices, and cross cutting concepts. <i>These assessments are created by Amplify Science; in grades 4-5, the assessments are written in "Open-Ended Response" format. In grades 6-8, there are multiple choice questions and two open ended response questions.</i>	1 Pre & 1 Post per unit

Assessment Environment Expectations

Similar to the Interim Testing environment students experience in Math and ELA, all Science teachers in grades 5-8 should adhere to testing conditions that encourage students to remain focused and do their best work. For reference, Math and ELA testing guidelines are outlined in the BRICK Instructional Guidebook; review guidelines specific to Science teachers below:

Before Testing:

- Arrange desks into rows, all facing the same direction. If your Science classroom has tables, spread students around the room.
- Place Do Not Disturb sign outside door (sign will be provided).
- Testing should start immediately. Write the start time and end time on the board (should be 60-70 minutes).
- Teachers incentivize student attendance.

During Testing:

- Teacher proctors test - moving around the room, giving encouragement to students, and watching to ensure no one is rushing. Teachers may be required to collect data on student habits during testing.
- Teachers may provide students with access to unit texts and articles for reference (1 per student).

After Testing:

- Because students will finish at different times, the teacher needs to have an assignment or activity for students to complete quietly after testing ends (i.e. make-up work, article & question sets, etc.).
- Students should be encouraged to finish within 60-70 minutes.
- When all testing is done, remove the testing sign to indicate the classroom is out of “test mode.”

Please note, there will be no adjustment to the school bell schedule for Science assessments.

Reassessment Rationale & Guidelines in Grades 5-8

In the spirit of Restless Improvement, we encourage students to push themselves to revise and improve their performance on assessments after additional instruction. Acceptance of reassessments are at the teacher’s discretion and should adhere to the following guidelines:

- students complete reassessment on their own time (i.e. as homework) and must resubmit to teacher within one week of receiving their original graded assessment
- to show work for multiple choice questions, students must evaluate all answer choices to identify inaccuracies and/or cite evidence from texts and articles to support correct answer
 - see [Appendix 2: Acceptable Reassessment Responses](#) for an example
- to show work for open ended responses, students must completely rewrite their answer and explicitly cite evidence from articles, texts, investigations, etc.

Grading Policies

All Unit Quizzes, Critical Juncture Assessments, and Unit Assessments will be graded and inputted into Illuminate to help document students’ performance and aid in data analysis. Expectations for data entry will be communicated by School Leaders and will be within a week of administering each assessment.

Each week, students will have *at least* one homework assignment. There will also be *at least* one classwork assignment each day within the Student Workbook. As outlined in the BRICK Instructional Guidebook, teachers need a **total** of 20 assignments for each marking period in the gradebook; all Assessments are included in this group of assignments.

Notebooks

Every science student will maintain a lab notebook, which supports students in the process of recording their thinking, planning and learning and also supports students with organization. We will use the Amplify Science created notebooks, which includes varied formats that are utilized for different purposes:

1. **Note-taking:** Students will write notes and observations as they move through the science lesson. Students will respond to prompts and complete reflection activities in their investigation workbooks.
2. **Brainstorming:** Students will work independently and in groups to develop predictions and initial thoughts related to the phenomenon presented in the lesson/investigation/unit.
3. **Lab Record:** During in class investigations and simulations, students will record data collected with science tools.
4. **Problem solving:** Using group/whole class discussions, simulations, and Amplify Science Resources, students will use their notebooks as a collection of ideas that will aid them in engineering tools to solve a phenomenon or explain a phenomenon.
5. **Study tool:** Students will capture all key terms in a glossary and create note cards.

Rubrics

Each unit in Amplify Science includes answer keys and rubrics for grading assessments with written response questions. These rubrics will be used to score all end of unit assessments. Any quizzes or assessments created by the K-8 Science Director will have accompanying answer keys.

Teacher Planning, Preparation, and Development

Teacher Experience Narrative

Prior to Lesson	<p>Last week, I introduced a new anchor phenomenon with the students and we explored the simulations to better understand our role for the unit. Students completed two article readings, completed annotations, and summarized the big ideas. I gave one formal exit ticket. I've since analyzed the annotations and results of the exit ticket and have created new partner pairs for today's discussions. I have prepared the hands-on experiment and materials are ready for all of my sections of students.</p>
During Lesson	<p>Students are working collaboratively to unpack the key concepts of this lesson. As students discuss, I am taking note of misconceptions and adjusting my questioning when needed. During the Do Now and investigation portions of the lesson, I walk around and actively monitor; giving students in the moment feedback and marking the papers so they students know exactly how to improve. I am excited to see their revisions and how they engage with the hands-on investigation!</p>
After Lesson	<p>Once the lesson is over, I revisit the independent practice sheets and quickly review the work. I make a note of any lingering misconceptions and think of a way to unpack them in the next day's Do Now - I think I may do a show call of a student work sample and then we can unpack it together!</p>

Intellectual Prep

All teachers are responsible for completing pre-work, prepping materials, and reading and annotating unit/lesson plan overviews prior to lesson unpack and unit unpack meetings. For a more detailed outline of responsibilities, please refer to the BRICK Instructional Guidebook.

Meeting Structure

Each week, a Key Lesson will be identified by the Network Director. Teachers are responsible for linking pre-work and filling in a Know/Show chart for the priority standard. At the start of each meeting, the group will unpack the standard together, compare exemplars, provide one another feedback, then create an aligned know/show chart with a clear criteria for success. Following the discussion, teachers may: practice a portion of the lesson with peer feedback, review and compare lesson materials, or identify key teacher moves to try that are aligned with the Arc of the Year.

Arc of the Year

3-8 SCIENCE ARC OF THE YEAR RUBRIC				
Arc	Timeline	Arc of The Year Component	Vision of Excellence & Look-Fors	
			Teacher Inputs	Student Outcomes
1	Weeks 3-7	<p>Launch of Lesson</p> <p>We value scholars' experiences and prior knowledge and deeply invest scholars in new content through facilitation of a purposeful and urgent launch.</p>	<p>1.1 Effective Launch of Lesson (Elicit + Engage):</p> <ul style="list-style-type: none"> Teacher asks questions and probes to draw out prior understandings related to a topic, understands what students already know prior to beginning the lesson -- Ask, "What do you think/know about (topic)?", "What do you remember from (key text/article)?" Teacher captures students' attention, raises questions in student's minds, stimulates thinking, and connects to prior knowledge; generates enthusiasm. -- Utilize various engagement strategies, i.e. show a video, introduce new vocabulary, describe new phenomena related to content. 	<ul style="list-style-type: none"> Scholars summarize and explain key concepts from previous lessons. Scholars make connections between what they know and the new key concepts to develop conceptual understanding. Scholars are able to identify <i>at least</i> one prior experience or previous lesson that directly aligns with new content introduced and are able to explain the connection.
			<p>1.2 Efficient Launch of Lesson:</p> <ul style="list-style-type: none"> Teacher varies elicit and engage strategies to meet the needs of all students (i.e. use of videos, small group/whole group discussions, written warm-up questions, silent reflection, etc.) Teacher completes the "Launch" within the first 15 minutes of the class period. 	<ul style="list-style-type: none"> (100%) Scholars actively participate in launch through written responses, small group discussions, and whole group discussions. Scholars can articulate the focus of the lesson by explaining the new Investigation question.

<p>2</p>	<p>Weeks 8-18</p>	<p><u>Independent Practice</u></p> <p>We encourage strong engagement and investment in practice, such that the quantity and quality of work produced sufficiently moves every scholar toward the target outcome.</p> <p>We ensure scholars receive and apply meaningful and transferable individual feedback by collecting data and diagnosing scholars' errors so that they get what they need to grow.</p>	<p><u>2.1 Pacing & Engagement:</u></p> <ul style="list-style-type: none"> ● Teacher moves urgently through each lesson component and uses a timer or clock to stick to lesson timestamps. ● Teacher allocates sufficient time for scholars to apply and lock in core understandings and skills and from the lesson: <ul style="list-style-type: none"> -- 20+ minutes dedicated to independent/collaborative practice or engagement in/with hands on investigations and online tools -- 15+ minutes dedicated to independent writing/reading tasks <p><u>2.2 Aggressive Monitoring (AgMo):</u></p> <ul style="list-style-type: none"> ● Teacher names the CFS that demonstrates mastery of standard; feedback is aligned to the CFS. ● Teacher moves quickly and efficiently around the learning space; scholars receive feedback (rate ~2+/min) 	<ul style="list-style-type: none"> ● (90%) Students appear to be working/thinking the entire time; they persist when the work challenges them; teacher uses purposeful circulation to encourage persistence. ● (90%+) Scholars complete all activities within allotted time. <ul style="list-style-type: none"> -- (>10%) Scholars that do not complete all activities within allotted time know when and how to make-up activities. ● Scholars know what they are expected to do and are working toward a clear bar for excellence (i.e. are clear about what to complete and how to make thinking visible). ● (100%) Scholars receive written feedback codes on written activities.
<p>3</p>	<p>Weeks 19-29</p>	<p><u>Responding to Student Learning Needs & Data Analysis</u></p> <p>We respond to data in the moment to identify the best strategies to stamp exemplary habits & skills and key concepts.</p> <p>We consistently analyze student work and</p>	<p><u>"Stop the Show" & Charting Strategies (3.1):</u></p> <ul style="list-style-type: none"> ● Teacher "Stops the Show" and utilizes shared screen to highlight exemplar scholar work. ● Teacher uses data to decide which strategy to use to unpack student misunderstandings or push for sophistication: <ul style="list-style-type: none"> -- 85%+ scholars have shown mastery --> teacher pushes for sophistication -- 20%+ scholars show confusion --> teacher unpacks trending error 	<ul style="list-style-type: none"> ● Students can articulate the gap/alignment between the exemplar and their own work. ● Students implement the feedback by revising their work to reflect the key components of the model.

		<p>formative assessments to inform teaching practices and close gaps in learning.</p> <p>We analyze data from major assessments in a timely fashion and develops reteach plans and interventions based on identified trends.</p>	<p><u>Analysis of Student Classwork & Formative Assessments (3.2):</u></p> <ul style="list-style-type: none"> • Teacher identifies the highest leverage questions or activities and analyzes student work to identify trends. • Teacher develops a plan to address gaps in learning in the moment by facilitating discourse with students (whole group conference). <p><u>3.3 Analysis of Major Assessments (Quizzes, Critical Junctures, and Unit Assessments) (General guidelines; not part of the AoTY score.):</u></p> <ul style="list-style-type: none"> • Teacher grades and enters data from quizzes into the data collection tool (i.e. Illuminate) within 3 days; re-teach and intervention takes place within one week of assessment. • Teacher grades and enters data from Critical Juncture Assessments and Unit Assessments into the data collection tool (i.e. Illuminate) within one week; re-teach/intervention takes place with two weeks of assessment. 	<ul style="list-style-type: none"> • (100%) Scholars receive written feedback on all assignments and are able to articulate their individual areas of strength and growth. • (80%+) Scholars make adjustments to their independent practice based on feedback and group discourse.
<p>4</p>	<p>Weeks 30 (Q4) - EOY</p>	<p>Leading Student Discourse</p> <p>We utilize varied strategies to facilitate student-led discourse that fully unpacks key concepts.</p>	<p><u>Guided Discourse: Universal Prompts & Strategic Prompts (4.1)</u></p> <ul style="list-style-type: none"> • Teacher grounds discourse in scholar work that serves to illuminate the concept and/or make the concept concrete and accessible. • Teacher uses broad questions universal prompts to push the thinking back on students: -- i.e. "Tell me more." "What makes you think that?"; "How do you know?"; "Why is that important?" • Teacher uses strategic prompts to target and respond to student errors: -- i.e. Point students to resources; Ask, 	<ul style="list-style-type: none"> • Scholars articulate the conceptual understanding to the level of depth articulated in the Know/Show chart and/or called for by the standard. • Scholars' oral responses contain evidence and sufficient reasoning (why) when appropriate.

			<p>"What do we know about ____?"; invite peers to critique and push another's answers.</p> <ul style="list-style-type: none"> • Teacher encourages the use of content specific vocabulary and extended explanations. 	
<p>Note: Arcs 1 - 3 will continue to be coached throughout Arc 4.</p>				

Part IV | Science Core Curriculum High School

The High School Practices, Guidebook and Curriculum will be further developed upon the addition of high schools to our academic portfolio. The following work is based on the 20-21 school year (unless otherwise noted) **and is under construction for further research and codification.**

Overview/Vision/Key Components

High School Curriculum

BRICK 9-11 science will be adopting the STEMScopes 3D NGSS Curriculum. This flexible curriculum is driven by the 5 E Instructional model and provides students and teachers an interactive, hybrid of online and hands and minds-on inquiry-based learning. Students will focus on one domain (Life Science, Earth and Space Science and Physical Science) each year and will experience the fourth domain, Engineering, over the course of grades 9-11.

The curriculum is organized by Bundles (like Units) and Scope (like chapters) to ensure overarching phenomena are continuous and layered throughout the year. Teachers will use this curriculum as we engage in the 5E model, utilize four major components of a lesson (Framing, Building a Body of Evidence, Explanation and Closing) and strive to meet the expectations of the Fundamentals of Instruction. Each of these is outlined on the following pages.

Science Vision of Excellence

Linked with feedback steps [here](#)

High School Science: Fundamentals of Instruction					
Purpose	It is the purpose of the science block for students to develop explanations using data and evidence to answer scientific questions (for science) and to design solutions using data and evidence to solve problems in our human world (for engineering). Each lesson aligns to one of the five Es of the 5E Learning Cycle (shown below). This cycle describes how tasks/learning outcomes increase in rigor throughout an instructional sequence.				
	Engage	Explore	Explain	Elaborate	Evaluate
	Ss develop curiosity about scientific concepts and practices by developing and identifying questions to investigate. Ss access relevant prior knowledge.	Ss conduct investigations and research to gather evidence. Ss participate in experiences that enable them to make meaning of scientific phenomena.	Ss formally develop explanations for scientific phenomena by building on learning from previous days and integrating new information.	Ss apply and use scientific concepts and vocabulary in new situations in order to deepen understanding of content, concepts, and practices.	Ss demonstrate depth and breadth of understanding of science concepts and practices to themselves and others, including T.

Purpose of the Kick-Off and Framing: Scholars ground themselves in the learning for the day as the teacher builds investment in the day's lesson. Scholars make predictions or pose questions related to the lesson and connect to prior knowledge.

Arc	Indicator	Vision of Excellence	
1	1.1 Executing the Structure and Routines: Kick-Off and Framing	#1) Structure of delivery aligns to the spirit of effective instruction and the lesson plan provided <ol style="list-style-type: none"> Clear adherence to routine--students know where to go and what to do when they enter the room Teacher engages in implicit or explicit Welcoming Routine (SEL) Kick-Off is Brief and Strategic; assesses preconceptions of science ideas for today's lesson or engages relevant cumulative review that helps connect today's lesson to prior learning. Teacher provides minimally scaffolded directions and framing for Kick-Off Students work independently and all students make a strong effort to answer the Kick-Off question(s) Teacher show-calls work and leads student-centered debrief of Kick-Off where appropriate Teacher frames the day by connecting to previous learning and the phenomena of the scope/bundle and outlines the agenda/expectations for students for the day. Scholars are invested in the lesson and know what to expect 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
2	2.1 Quality of Student Work: Kick-Off and Framing	#2) ALL or ALMOST ALL oral and written responses are top-quality (accurate answer, clear logic, strong evidence, steps shown, complete sentences when appropriate, and demonstrate best effort.) <ol style="list-style-type: none"> Student work represents students' best effort Students make their logic/thinking clear in their work and oral responses Students' oral responses contain evidence and sufficient reasoning (why) when appropriate Format: Students speak audibly/respond clearly and in complete sentences when needed 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
1	1.2 Pacing	#3) Align Kick-Off /Framing pacing to plan--3-7 minutes	

Building a Body of Evidence | Observation Tool

Purpose of Building a Body of Evidence: Scholars engage in a key activity, investigation, or experience that allows for the development of evidence to master the objective, explain the phenomena or answer Guiding Questions. This inquiry may involve lab investigation, text analysis, data set analysis, computer simulation or research

Arc	Indicator	Vision of Excellence	
1	1.3 Executing Structure and Routines: BBOE	<p>#4) Structure aligns to the goal of students learning independently</p> <ul style="list-style-type: none"> a. Teacher enables students to connect how they will use the coming inquiry to address the lesson driving question. b. Teacher sets expectations for the inquiry and allows scholars to internalize their methods. c. Teacher sets clear expectations for the work environment d. Teacher maintains productive, positive work environment e. 100% of students are engaged in urgent, productive learning independently or with peers, or efficient and targets coaching meetings f. T provides batch feedback to address anticipated misconceptions preferably through a show call g. T uses questioning to drive the development of the coming explanation. h. Pacing aligns to what is needed to drive rigor in the lesson. 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
2	2.2 Clear Expectations for Focus and Inquiry	<p>#5) Strategically engage students so that they are clear on the expectations for the inquiry and the connection between the inquiry and answering the lesson driving question.</p> <ul style="list-style-type: none"> a. Students follow established routines for inquiry that have been taught and reinforced by the teacher. b. Teacher has used the appropriate method for the lesson to ensure students know what to do. c. Questions are used to help students connect the what, why, and how of the inquiry before starting. d. Minimal upfront teacher talk. Teacher talk is mostly questions. e. Students articulate how they will use the task to answer the driving question (teacher might use a tool talk). 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
2	2.3 Ratio, Minimal Scaffolds and Effective Progress	<p>#6) Students are directly discussing, investigating, reading at least 80% of the time. They do so with the minimal amount of scaffolding needed.</p> <ul style="list-style-type: none"> a. Teacher uses online tools to monitor progress and offer encouragement/support for students who are struggling [either public or private via chat or notes] b. Release students to do as much of the inquiry independently or in pairs/small groups as they are able to without T scaffolds or redirection. c. Minimal upfront teacher talk. Teacher talk is mostly questions. d. Teacher uses procedural laps/online monitoring to reinforce accountability rather than over-talk. e. Teacher show calls S work to engage students to either address an error/misconception or stamp the correct work. f. Questions during conceptual laps/monitoring are used to engage student thinking across the class. g. All students make appropriate progress during class 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
2	2.4 Initial Analysis and Interpretation	<p>#7) Strategically engage Ss using funneled questioning to support students with making meaning of their observations in service of addressing the lesson driving question.</p> <ul style="list-style-type: none"> a. Teacher utilizes broad, open-ended questions to increase student heavy lifting b. Teacher uses engagement strategies to ensure 100% of Ss are actively thinking about questions posed 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
2	2.5 Quality	#8a) ALL or ALMOST ALL written responses are top-quality so that when the BBoE is complete,	<input type="checkbox"/> Ineffective

	<p>of Student Work: Genuine and Sufficient Evidence Part 1</p>	<p>students have documents (notes, data table, etc.) with the genuine and sufficient evidence needed for them to develop their explanation in the next phase of the lesson.</p> <ol style="list-style-type: none"> a. Teacher circulates and provides feedback from pre-planned exemplar work for the BBoE. b. Explicitly naming or referring to the CFS for student work and using the CFS to provide feedback. c. Communicating and inspecting clear and high expectations for student work throughout the BBoE. d. Student work represents students' best effort <ol style="list-style-type: none"> i. Students make their logic/thinking clear in their work and oral responses ii. Students' oral responses contain evidence and sufficient reasoning (why) when appropriate iii. Format: Students speak audibly/respond clearly and in complete sentences when needed, work in notebooks is organized and legible 	<p><input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective</p>
4	<p>4.1 Quality of Student Work: Genuine and Sufficient Evidence Part 2</p>	<p>#8b) ALL or ALMOST ALL written responses are top-quality so that when the BBoE is complete, students have documents (notes, data table, etc.) with the genuine and sufficient evidence needed for them to develop their explanation in the next phase of the lesson.</p> <ol style="list-style-type: none"> a. When writing CEJs students demonstrate that: <ol style="list-style-type: none"> i. Data was collected/researched in an ideal manner with impeccable attention to detail and accuracy. Data is clearly and undoubtedly reliable. ii. Analysis (graph/table) is highly appropriate, extremely clear, free from errors and utilizes correct labels, titles and highly professional formatting iii. They utilize and explain correct metric units iv. They expertly reference the graph and/or table in the body of the text by explicitly stating data and providing context to show how it supports or refutes the claim v. Interpretation is completely valid and extremely grounded in the data 	
1	<p>1.2 Pacing: BBOE</p>	<p>#9) Align BBOE pacing to plan--20-30 minutes</p>	<p><input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective</p>

Explanation/Stamp/Closing | Observation Tool

Purpose of Explanation: Scholars make meaning of data and evidence to construct appropriate explanations of science concepts and/or phenomena in relation to the objective and larger questions/phenomena

Purpose of Stamp: The whole group clearly and definitively restates, records and confirms key take-aways and lessons learned from the day.

Purpose of Closing: Scholars demonstrate ownership of today's learning and may revise their work and describe the transformation of their ideas and skills during the lesson

Arc	Indicator	Vision of Excellence	
1	1.4 Executing Structure and Routines: Expl./Stamp/Closing	<p>#10) Utilize appropriate steps to ensure students deeply internalize content Different aspects of the following steps are utilized in each lesson to bring about deep internalization of the lesson.</p> <ol style="list-style-type: none"> Initial Explanation. The teacher prompts scholars to write an initial response in service of answering the lesson focus question/objective/connection to explaining phenomena. Synthesis of Evidence. The teacher has scholars engage in pre-planned questions in small and/or whole group discussion to develop key points in service of answering the lesson focus question/objective/connection to explaining phenomena. Naming Key Points. The teacher frames or has scholars name the key points developed by scholars through discussion. Refining the Explanation. Based on discussion, scholars revise their previous response or continue writing to develop a stronger response in service of answering the lesson focus question/objective/connection to explaining phenomena. Deepening the Understanding. The teacher (when appropriate) provides text for scholars to read or provides direct instruction to deepen student understanding of the concept being developed. This may include providing the scientific vocabulary used to describe ideas scholars have developed. Final Synthesis. If appropriate, the teacher has scholars engage in pre-planned questions in small and/or whole group discussion to make connections between the previously developed key points from evidence and the new information from text or direct instruction. Reframing Key Points. If appropriate based on new information, the teacher re-frames or has scholars re-name the key points, but modified to include new information and/or vocabulary. Daily assessment. Teacher provides criteria for success for the daily assessment. Scholars independently complete the daily assessment task following the criteria for success for the work product. The daily assessment aligns to the objective and phenomena/guiding questions The teacher circulates/monitors to collect data, but intervenes only when necessary. Strong Habits of discussion are solid and corrected when necessary. The teacher enforces the use of evidence from the Building a Body of Evidence and previous lessons to support claims. 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
3	3.1 Use of Sense Making Strategies and Questions Focused on CrossCutting Concepts	<p>#11) Teacher creates environment where students explain how today's data provides evidence to explain the lesson focus question/objective/phenomena</p> <ol style="list-style-type: none"> 100% of students engage in the use of sense making strategies to interpret the evidence Teachers prompt students to use previously taught structures for data analysis to place the lift of data analysis and interpretation on them. Teacher questions focus on asking students to look for CrossCutting concepts and patterns in the data and to then explain why those patterns exist. Teacher prompts scholars to consolidate and anchor learning, using one or more of the following strategies for metacognition: Scholars appropriately reflect on their learning and/or the process of their learning. Teacher models and/or praises the mindsets of scientists by reminding scholars that their ideas may change, grow, or expand as they gather more evidence 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
3	3.2 Learning is tied to Scientific	<p>#12) Scholars can articulate a lesson appropriate response to the objective and phenomena/guiding questions based on scientific principles and explanations.</p> <ol style="list-style-type: none"> Teacher ensures that key points and arguments have been framed for scholars. 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective

	Principles and Explanations	<ul style="list-style-type: none"> b. Students use their data analysis and interpretation to develop an explanation that ties back to scientific principles. c. Teachers lead students through a sequence of analysis and questions that leads to key points that should be transferable. d. Teachers have students connect the key points to the evidence supporting them. 	<input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
3	3.3 Quality of Student Work: Explanation Part 1	<p>#13a) ALL or ALMOST ALL written responses are top-quality and demonstrate deep conceptual understanding based using evidence to support scientific explanations.</p> <ul style="list-style-type: none"> ● Student work represents students' best effort as evidenced by: <ul style="list-style-type: none"> a. Students make their logic/thinking clear in their work and oral responses b. Students' oral responses contain evidence and sufficient reasoning (why) when appropriate c. Format: Students speak audibly/respond clearly and in complete sentences when needed, work in notebooks is organized and legible d. When writing CEJs students demonstrate they can: <ul style="list-style-type: none"> a. Flawlessly and cohesively use exceptionally coherent and explicit scientific language to justify the evidence by directly explaining why it is important in supporting the claim. b. Flawlessly and cohesively incorporate crosscutting concepts and disciplinary core ideas to explain how the evidence is justified by larger scientific principles and ideas. Advanced connections are made simple, clear and concise with strong demonstration of accurate conceptual understanding. c. Use scientific general language precisely and represent expert-level implementation. d. Use relevant scientific vocabulary is accurately, precisely and clearly defined throughout the argument 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
4	4.2 Quality of Student Work: Explanation Part 2	<p>#13b) ALL or ALMOST ALL written responses are top-quality and demonstrate deep conceptual understanding based using evidence to support scientific explanations.</p> <ul style="list-style-type: none"> ● Student work represents students' best effort when writing CEJs as evidenced by: <ul style="list-style-type: none"> a. Flawlessly and cohesively use exceptionally coherent and explicit scientific language to justify the evidence by directly explaining why it is important in supporting the claim. b. Flawlessly and cohesively incorporate crosscutting concepts and disciplinary core ideas to explain how the evidence is justified by larger scientific principles and ideas. Advanced connections are made simple, clear and concise with strong demonstration of accurate conceptual understanding. c. Use scientific general language precisely and represent expert-level implementation. d. Use relevant scientific vocabulary is accurately, precisely and clearly defined throughout the argument 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective
1	1.2 Pacing:	<p>#14) Align Explanation/Stamp/Closing pacing to plan--20-30 minutes</p> <ul style="list-style-type: none"> -Explanation/Stamp - 20-25 min -Closing/Exit Ticket 5-10 min 	<input type="checkbox"/> Ineffective <input type="checkbox"/> Partially Effective <input type="checkbox"/> Effective <input type="checkbox"/> Highly Effective

Kick-Off and Framing	
Purpose: Scholars ground themselves in the learning for the day as the teacher builds investment in the day's lesson. Scholars make predictions or pose questions related to the lesson and connect to prior knowledge.	
Executing the Structure and Routines	#1) Structure of delivery aligns to the spirit of effective instruction and the lesson plan provided <ul style="list-style-type: none"> ● Clear adherence to routine--students know where to go and what to do when they enter the room ● Teacher engages in implicit or explicit Welcoming Routine (SEL) ● Kick-Off is Brief and Strategic; assesses preconceptions of science ideas for today's lesson or engages relevant cumulative review that helps connect today's lesson to prior learning. ● Teacher provides minimally scaffolded directions and framing for Kick-Off ● Students work independently and all students make a strong effort to answer the Kick-Off question(s) ● Teacher show-calls work and leads student-centered debrief of Kick-Off where appropriate ● Teacher frames the day by connecting to previous learning and the phenomena of the scope/bundle and outlines the agenda/expectations for students for the day. ● Scholars are invested in the lesson and know what to expect ● 3-5 min (7 min max)
Quality of Student Work (discourse and written work)	#2) ALL or ALMOST ALL oral and written responses are top-quality (accurate answer, clear logic, strong evidence, steps shown, complete sentences when appropriate, and demonstrate best effort.) <ul style="list-style-type: none"> ● Student work represents students' best effort ● Students make their logic/thinking clear in their work and oral responses ● Students' oral responses contain evidence and sufficient reasoning (why) when appropriate ● Format: Students speak audibly/respond clearly and in complete sentences when needed
Building a Body of Evidence	
Purpose of Building a Body of Evidence: Scholars engage in a key activity, investigation, or experience that allows for the development of evidence to master the objective, explain the phenomena or answer Guiding Questions. This inquiry may involve lab investigation, text analysis, data set analysis, computer simulation or research	
Executing Structure and Routines	#1) Structure aligns to the goal of students learning independently and teachers holding effective coaching meetings <ul style="list-style-type: none"> ● Teacher enables students to connect how they will use the coming inquiry to addressing the lesson driving question. ● Teacher sets expectations for the inquiry and allows scholars to internalize their methods. ● Teacher sets clear expectations for the work environment ● Teacher maintains productive, positive work environment ● 100% of students are engaged in urgent, productive learning independently or with peers, or efficient and targets coaching meetings ● T provides batch feedback to address anticipated misconceptions preferably through a show call ● T uses questioning to drive the development of the coming explanation. ● Pacing aligns to what is needed to drive rigor in the lesson.
Clear Expectations for Focus and Inquiry	#2) Strategically engage students so that they are clear on the expectations for the inquiry and the connection between the inquiry and answering the lesson driving question. <ul style="list-style-type: none"> ● Students follow established routines for inquiry that have been taught and reinforced by the teacher. ● Teacher has used the appropriate method for the lesson to ensure students know what to do. ● Questions are used to help students connect the what, why, and how of the inquiry before starting. ● Minimal upfront teacher talk. Teacher talk is mostly questions. ● Students articulate how they will use the task to answer the driving question (teacher might use a tool talk).

Ratio, Minimal Scaffolds and Effective Progress	<p>#3) Students are directly discussing, investigation, reading at least 80% of the time. They do so with the minimal amount of scaffolding needed.</p> <ul style="list-style-type: none"> ● Teacher uses online tools to monitor progress and offer encouragement/support for students who are struggling [either public or private via chat or notes] ● Release students to do as much of the inquiry independently or in pairs/small groups as they are able to without T scaffolds or redirection. ● Minimal upfront teacher talk. Teacher talk is mostly questions. ● Teacher uses procedural laps/online monitoring to reinforce accountability rather than over-talk. ● Teacher show calls S work to engage students to either address an error/misconception or stamp the correct work. ● Questioning during conceptual laps/monitoring are used to engage student thinking across the class. ● All students make appropriate progress during class
Initial Analysis and Interpretation	<p>#4) Strategically engage Ss using funneled questioning to support students with making meaning of their observations in service of addressing the lesson driving question.</p> <ul style="list-style-type: none"> ● Teacher utilizes broad, open-ended questions to increase student heavy lifting ● Teacher uses engagement strategies to ensure 100% of Ss are actively thinking about questions posed
Quality of Student Work: Genuine and Sufficient Evidence (discourse and written work)	<p>#5) ALL or ALMOST ALL written responses are top-quality so that when the BBoE is complete, students have documents (notes, data table, etc.) with the genuine and sufficient evidence needed for them to develop their explanation in the next phase of the lesson.</p> <ul style="list-style-type: none"> ● Teacher circulates and provides feedback from pre-planned exemplar work for the BBoE. ● Explicitly naming or referring to the CFS for student work and using the CFS to provide feedback. ● Communicating and inspecting clear and high expectations for student work throughout the BBoE. ● Student work represents students' best effort <ul style="list-style-type: none"> ● Students make their logic/thinking clear in their work and oral responses ● Students' oral responses contain evidence and sufficient reasoning (why) when appropriate ● Format: Students speak audibly/respond clearly and in complete sentences when needed, work in notebooks is organized and legible
Pacing	<p>#5) Align BBOE pacing to plan--20-30 minutes</p>
<p>Explanation/Stamp/Closing</p> <p>Purpose of</p> <ul style="list-style-type: none"> ● Explanation: Scholars make meaning of data and evidence to construct appropriate explanations of science concepts and/or phenomena in relation to the objective and larger questions/phenomena ● Stamp: The whole group clearly and definitively restates, records and confirms key take-aways and lessons learned from the day. ● Closing: Scholars demonstrate ownership of today's learning and may revise their work and describe the transformation of their ideas and skills during the lesson 	
Executing Structure and Routines	<p>#1) Utilize appropriate steps to ensure students deeply internalize content</p> <p>Different aspects of the following steps are utilized in each lesson to bring about deep internalization of the lesson.</p> <ul style="list-style-type: none"> ● Initial Explanation. The teacher prompts scholars to write an initial response in service of answering the lesson focus question/objective/connection to explaining phenomena. ● Synthesis of Evidence. The teacher has scholars engage in pre-planned questions in small and/or whole group discussion to develop key points in service of answering the lesson focus question/objective/connection to explaining phenomena. ● Naming Key Points. The teacher frames or has scholars name the key points developed by scholars through discussion. ● Refining the Explanation. Based on discussion, scholars revise their previous response or continue writing to develop a stronger response in service of answering the lesson focus question/objective/connection to explaining phenomena. ● Deepening the Understanding. The teacher (when appropriate) provides text for scholars to read or provides direct instruction to deepen student understanding of the concept being developed. This may include providing the scientific vocabulary used to describe ideas scholars have developed.

	<ul style="list-style-type: none"> ● Final Synthesis. If appropriate, the teacher has scholars engage in pre-planned questions in small and/or whole group discussion to make connections between the previously developed key points from evidence and the new information from text or direct instruction. ● Reframing Key Points. If appropriate based on new information, the teacher re-frames or has scholars re-name the key points, but modified to include new information and/or vocabulary. ● Daily assessment. Teacher provides criteria for success for the daily assessment. Scholars independently complete the daily assessment task following the criteria for success for the work product. The daily assessment aligns to the objective and phenomena/guiding questions The teacher circulates/monitors to collect data, but intervenes only when necessary. ● Strong Habits of discussion are solid and corrected when necessary. ● The teacher enforces the use of evidence from the Building a Body of Evidence and previous lessons to support claims.
Use of Sense Making Strategies and Questions Focused on CrossCutting Concepts	<p>#2) Teacher creates environment where students explain how today’s data provides evidence to explain the lesson focus question/objective/phenomena</p> <ul style="list-style-type: none"> ● 100% of students engage in the use of sense making strategies to interpret the evidence ● Teachers prompt students to use previously taught structures for data analysis to place the lift of data analysis and interpretation on them. ● Teacher questions focus on asking students to look for CrossCutting concepts and patterns in the data and to then explain why those patterns exist. ● Teacher prompts scholars to consolidate and anchor learning, using one or more of the following strategies for metacognition: ● Scholars appropriately reflect on their learning and/or the process of their learning. ● Teacher models and/or praises the mindsets of scientists by reminding scholars that their ideas may change, grow, or expand as they gather more evidence
Tied to Scientific Principles and Explanations	<p>#3) Scholars can articulate a lesson appropriate response to the objective and phenomena/guiding questions</p> <ul style="list-style-type: none"> ● Teacher ensures that key points and arguments have been framed for scholars. ● Students use their data analysis and interpretation to develop an explanation that ties back to scientific principles. ● Teachers lead students through a sequence of analysis and questions that leads to key points that should be transferable. ● Teachers have students connect the key points to the evidence supporting them.
Quality of Student Work (discourse and written work)	<p>#4) ALL or ALMOST ALL written responses are top-quality so that when the BBoE is complete, students have documents (notes, data table, etc.) with the genuine and sufficient evidence needed for them to develop their explanation in the next phase of the lesson.</p> <ul style="list-style-type: none"> ● Create a pre-planned exemplar work for the BBoE ● Have exemplar work for the BBoE in hand/on screen ● Actively monitor using online tools/circulates and provides feedback from exemplar ● Explicitly name/refer to CFS for student work when providing feedback ● Script clear and high expectations for student work and communicate to students at the start of the BBoE. ● Constantly inspect student work against CFS and exemplar and provide in the moment feedback ● Use a BPQ to scaffold to more precise language: “What do we call the process here of cell division? Try again using the word mitosis.” ● Name/frontload the vocabulary and have S apply to their explanations up front ● Narrate or praise the use of precise language in discourse and written responses ● If student thinking is not evident in student work, reset expectations for showing thinking, name what you’re looking for, and monitor to insist that students are showing their thinking ● Provide precise feedback to students about best effort--hold accountable for: <ul style="list-style-type: none"> ● Students make their logic/thinking clear in their work and oral responses ● Students’ oral responses contain evidence and sufficient reasoning (why) when appropriate ● Format: Students speak audibly/respond clearly and in complete sentences when needed, work in notebooks is organized and legible
Pacing	<p>#5) Align Explanation/Stamp/Closing pacing to plan--20-30 minutes</p> <ul style="list-style-type: none"> ● Post a timer for students to see in class to increase urgency

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	<ul style="list-style-type: none">• Use a timer to hold yourself accountable to pacing
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Unit and Lesson Structure

Instructional Model: 5 E Instructional Strategy

Our HS science program addresses conceptual change within units of study using the BSCS 5 E instructional model. The 5 E cycle of instruction is an instructional approach that is grounded in educational research on how people learn; it promotes heavy lifting on the part of the learner, it allows for the development of metacognition which is necessary for college readiness, and it is a framework designed to promote inquiry. All of these are necessary to foster our core program tenet of rigor.

Each phase of the model and a short phrase to indicate its purpose from a student perspective are⁹:

- Engagement - students' prior knowledge accessed and interest engaged in the phenomenon
- Exploration - students participate in an activity that facilitates conceptual change
- Explanation - students generate an explanation of the phenomenon
- Elaboration - students' understanding of the phenomenon challenged and deepened through new experiences
- Evaluation - students assess their understanding of the phenomenon

The 5 E Lesson Cycle in Action

We start with an Engage lesson, which hooks students interest and activates and assesses prior knowledge. We move into the Explore/Explain mini-cycle which include explore lesson(s), where students participate in acts of science through labs and other inquiry processes and Explain lesson(s) which ground the exploration in facts and give purpose to student inquiry. We then move back and forth between Explore and Explain in order to attack the learning from different perspectives. Towards the conclusion of the unit, in Elaborate lesson(s), students practice more with their newly acquired scientific knowledge and skill sets. Throughout this lesson cycle, students are frequently evaluated, using formative and summative assessment strategies. At the end of a lesson cycle, students will engage in a formal Evaluate lesson where student learning is communicated and assessed in a variety of ways. Please note: multiple days may be spent on any one phase. Refer to unit plans for guidance on when to use each phase within a given unit of study.

Each lesson fits into the 5E Cycle and follows the 5 Parts of Science Lesson Structure:

The basic structure for science lessons is a five part lesson with:

- 1) Kick-Off: Teacher poses a question connected to the previous lesson or the work of the day to activate student thinking
- 2) Framing - Scholars ground themselves in the learning for the day as the teacher builds investment in the day's lesson. Scholars make predictions or pose questions related to the phenomena or guiding question.
- 3) Building a Body of Evidence - Scholars engage in a key activity, investigation, or experience that allows for the development of evidence to make progress in explaining the phenomena or answering with guiding questions. This inquiry may involve lab investigation, text analysis, data set analysis, and/or computer simulation.
- 4) Explanation - Scholars make meaning of data and evidence to construct appropriate explanations of science concepts and/or phenomena.
- 5) Closing - Scholars revise their work and describe the transformation of their ideas and skills during the lesson

⁹ <https://bscs.org/bscs-5e-instructional-model/>

Type 1: Lab Lesson

What are the CFS for a laboratory investigation so that focus and investment is high?

- Keep the framing of testing a hypothesis or prediction in the foreground
- Ensure students know how to safely use, access, and put away/clean up the lab equipment
- Ask questions to support students in their sense-making of observations
- Hold students accountable for high quality observations
- Provide clear and accountable group structures and materials movement structures

Type 2: Data Analysis and Explanation

What are the CFS for a data analysis so that focus and investment is high?

- Students internalize that they are using evidence to know if their hypothesis was supported or not.
- Students use sense making strategies to interpret the evidence and to place the lift of data analysis and interpretation on them.
- Students use their data analysis and interpretation to develop an explanation that ties back to scientific principles.
- Students use multiple resources to synthesize new information, create a model or provide an explanation

Argument Driven Inquiry Cycle

In addition to these basic lesson types, students may engage in lessons that follow the Argument Driven Inquiry Cycle, which follows these 8 steps (days may vary depending on the particular guiding question:

Day 1:

- 1) Identify the task and guiding question (whole group)
- 2) Design a method and collect data

Day 2:

Continue data collection

Day 3:

- 3) Data analysis and development of an initial argument

Day 4:

- 4) Argument session
- 5) Explicit and Reflective Discussion

Day 5:

- 6) Write an investigation report

Day 6:

- 7) Double blind peer review
- 8) Revise investigation report

Classroom Environment

In order to ensure a positive classroom environment to support content related instruction, the following components are essential in any BRICK science classroom.

Unit Bulletin Board

Inside each classroom, one bulletin board should be related clearly to the unit topic. The board should include the title of the unit, relevant anchor charts, reference posters, etc. A focus on vocabulary is critical and will be planned at the Unit Unpack meeting.

Ask Yourself Questions and Sentence Starters/Stems

Open ended questions and sentence starters for discussion should be posted and incorporated into class daily.

Student Work Display

Each classroom includes at least one designated bulletin board or space to display student work. Posted student work should include feedback from the teacher or peers and reflect revisions and should be current within two weeks.

Overall Environment

We communicate the importance of safety and organization with how we maintain the environment. There should be no stacks of papers, disorganized supplies, etc. All materials should be returned to their homes daily. At the conclusion of each period, the teacher should direct students to ensure the floor is free of papers, trash, etc.

Assessment Methods/Data Cycle/Grading Resources

Students learn from feedback and revisions--both in their verbal and written endeavors. To this end, we must ensure that the work we ask students to do is meaningful. We then respond to their work in a way that facilitates growth and learning.

We provide a variety of types and levels of assessment in order to constantly collect and analyze data and we involve students in this process as active, reflective participants in their learning process.

Grading breakdown:	Returned to students	Frequency	Late Work	Revisions
Classwork Assessment (ETs, DN, Group work, small classwork)	Within 2 days	Administered and reviewed daily, graded with feedback 2-3x/wk	Not accepted late unless completed with teacher in person	Teacher discretion for revisions
Formative Assessments (quizzes, designated classwork)	Within 1 week	Graded with feedback 1-2x/wk	Accepted late within 1 week due to absences.	Provide opportunities to revise key assignment
Summative Assessments (tests/full lab reports/project)	Within 1 week	2-3x/quarter	If missed due to absence, completed on designated day	No opportunities to revise tests, Required to revise labs at least once
Homework	Within 1 week	2-3x/wk	HW due the next day if absent on submission day. HW due in two days if absent on day assigned.	Teacher discretion for revisions

Rubrics

- **Scope Specific Rubrics:** See Scope Specific Rubrics for Science and Engineering Practices and for Crosscutting Concepts in the Google Drive for each Scope in STEMScopes
- **CEJ [Rubric](#)** (To score: Add up the total points (out of 25) and use the following conversion charts:

Points	CEJ Rubric Score <i>(ie if student earned 1,1,1,4,4 = 11 points but grade earned is 2, which is one above the lowest score)</i>
21-25	5, or ONE above lowest category, whichever is lowest
16-20	4, or ONE above lowest category, whichever is lowest
11-15	3, or ONE above lowest category, whichever is lowest
6-10	2

1-5	1
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Grade	Grade Equivalent on the CEJ Rubric
9th	5=110% 4=100% 3=85% 2=70% 1=60%
10th	5=105% 4=90% 3=75% 2=70% 1=55%
11th	5=100% 4=85% 3=75% 2=60% 1=55%

Science and Engineering Practices Continuum

https://www.sciencepracticesleadership.com/uploads/1/6/8/7/1687518/instruction_continuum_v8.pdf (Word doc in resources)

Science Practices Continuum – Students’ Performance

This continuum is intended for teachers and administrators to use in guiding and evaluating student performance in the science practices. The levels reflect increasingly sophisticated engagement in the practices and are not grade-level specific; students can engage in the practices in developmentally appropriate ways at any of these levels. Appendix F in the NGSS provides significantly more detail for each practice (that should be integrated as both students and teachers develop greater fluency with each practice). The practices are grouped into the “Investigating” “Sensemaking” and “Critiquing” practices.

		Level 1	Level 2	Level 3	Level 4
Investigating Practices	1. Asking questions	Students do not ask questions.	Students ask questions. Students’ questions are both <i>scientific</i> and <i>non-scientific</i> questions (i.e., not answerable through the gathering of evidence or about the natural world).	Students ask questions. Students’ questions are typically <i>scientific</i> (i.e. answerable through gathering evidence about the natural world). Students <i>do not evaluate</i> the merits and limitations of the questions.	Students ask questions. Students’ questions are typically scientific (i.e. answerable through gathering evidence about the natural world). Students <i>do evaluate</i> the merits and limitations of the questions.
	3. Planning and carrying out investigations	Students do not design or conduct investigations.	Students conduct investigations, but these opportunities are typically <i>teacher-driven</i> . Students do <i>not</i> make decisions about experimental variables or investigational methods (e.g. number of trials).	Students <i>design or conduct</i> investigations to gather data. Students make decisions about experimental variables, controls <i>or</i> investigational methods (e.g. number of trials).	Students <i>design and conduct</i> investigations to gather data. Students <i>make decisions</i> about experimental variables, controls <i>and</i> investigational methods (e.g. number of trials).
	5. Using mathematics and computational thinking	Students do not use mathematical skills (i.e., measuring, estimating) or concepts (i.e., ratios).	Students use mathematical skills or concepts but these are <i>not connected to answering a scientific question</i> .	Students use mathematical skills or concepts to <i>answer a scientific question</i> .	Students <i>make decisions</i> about what mathematical skills or concepts to use. Students use mathematical skills or concepts to answer a scientific question.

Sensemaking Practices	2. Developing and using models	Students do not create or use models.	Students create or use models. The models focus on <i>describing</i> natural phenomena rather than predicting or explaining the natural world. Students <i>do not evaluate</i> the merits and limitations of the model.	Students create or use models focused on <i>predicting or explaining</i> the natural world. Students <i>do not evaluate</i> the merits and limitations of the model.	Students create or use models focused on <i>predicting or explaining</i> the natural world. Students <i>do evaluate</i> the merits and limitations of the model.
	4. Analyzing and interpreting data	Students may record data, but do not analyze data.	Students work with data to organize or group the data in a table or graph. However, students <i>do not recognize patterns or relationships</i> in the natural world.	Students work with data to organize or group the data in a table or graph. Students make sense of data by <i>recognizing patterns or relationships</i> in the natural world.	Students <i>make decisions</i> about how to analyze data (e.g. table or graph) and work with the data to create the representation. Students make sense of data by <i>recognizing patterns or relationships</i> in the natural world.
	6. Constructing explanations	Students do not create scientific explanations.	Students attempt to create scientific explanations but students' explanations are <i>descriptive</i> instead of explaining how or why a phenomenon occurs. Students <i>do not use</i> appropriate evidence to support their explanations.	Students attempt to create scientific explanations but students' explanations are <i>descriptive</i> instead of explaining how or why a phenomenon occurs. Students <i>use appropriate evidence</i> to support their explanations.	Students construct explanations that focus on explaining <i>how or why a phenomenon occurs</i> and use <i>appropriate evidence</i> to support their explanations.
Critiquing Practices	7. Engaging in argument from evidence	Students do not engage in argumentation.	Students engage in argumentation where they support their <i>claims with evidence or reasoning</i> , but the discourse is primarily <i>teacher-driven</i> .	Students to engage in <i>student-driven argumentation</i> . The student discourse includes <i>evidence and reasoning</i> to support their claim. Students also agree and disagree, but rarely engage in critique.	Students engage in <i>student-driven argumentation</i> . The student discourse includes evidence, reasoning that links the evidence to their claim and <i>critique</i> of competing arguments during which students build on and question each other's ideas.
	8. Obtaining, evaluating, and communicating information	Students do not read text for scientific information.	Students read text to <i>obtain</i> scientific information, but <i>do not evaluate</i> this information. Students also <i>do not compare or combine</i> information from multiple texts considering the strengths of the information and sources.	Students <i>read and evaluate</i> text to obtain scientific information. Students <i>do not compare or combine</i> information from multiple texts considering the strengths of the information and sources.	Students <i>read and evaluate</i> text to obtain scientific information. Students <i>compare and combine</i> information from multiple texts considering the strengths of the information and sources.
Classroom Culture Prioritizing Science Practices					
Less -----More					
Connected to the Natural World Focused on Scientific Evidence Student Directed and Collaborative Informed by Critique					

Teacher Planning, Preparation, and Development

Intellectual Prep

The nature of teaching and learning high school science is a creative process rooted in critical thinking and connected ideas. It is important that the course be grounded in standards and built to reflect both the students and the teacher. To this end, the intellectual preparation for science transitions over time during the year to allow for greater teacher input while maintaining the aligned curriculum and high standards.

Unit 1: Teachers use network provided scripted lesson plans and pre-made student materials based on the lessons in STEMScopes. Teachers internalize, enhance, individualize and personalize these lessons as they prepare, building questions, connecting to the SEPs and CCCs intentionally and developing relationships with students.

Unit 2-3: Teachers use network provided scripted/skeletal lesson plans and transition to building their own student materials based on the lessons in STEMScopes. Teachers continue to internalize, enhance, individualize and personalize these lessons as they prepare, building questions, connecting to the SEPs and CCCs intentionally and developing relationships with students AND using their experience in Unit 1 to craft meaningful student-facing materials using the STEMScopes templates.

Unit 4A: Teachers use network provided lesson summaries (found on Course Planning Docs) to build plans and continue as described above.

Unit 4B and beyond: Teachers use network chunked lessons (found on Course Planning Docs) to build plans and continue as described above.

Meeting Structure

Friday Professional Development

- Per the Professional Development Scope and Sequence provided by the Network, teachers and leaders will engage in regular professional development on Friday afternoons. PD may be focused on specific science content, network-based social-emotional learning content, preparation for upcoming large assignments or other development as needed.

Weekly Course Meetings

- **One of the following agenda types:**
 - *Scope Unpack (SU)*-- deep dive into the content, instructional focus and science practices to highlight in the upcoming scope
 - *Looking at Student Work (LASW)*--deep dive into student work samples to hone in on key learning gaps and make action plans to address
 - *Data Analysis (DA)*--question by question and standards analysis of quizzes, tests or major assignments Plan re-teach days and follow-up action plans to address.
 - *Vice Principal-planned agenda*: engage in active participation in the math department initiatives

Weekly or Bi-weekly Individual Meetings with Vice Principal

- **Always include:**
 - *Observation/Feedback (O/F)*: Admin and/or network members will regularly observe in classrooms and be present in order to provide the best support to teachers. These meetings will provide regular

opportunities for connections to the rubrics, and criteria for success from our Arcs of the Year as well as practice and creation of teacher action steps.

- *Feedback on Lesson Internalization and Personalization Preparation (IPP)*: Teachers will submit weekly preparation prior to the meeting with their

- **May include** (or other components depending on need):

- *Lesson Unpack (LU)*: In order to develop deeper content knowledge and/or to prepare for a challenging lesson and/or focus on particular areas of lesson execution, lesson unpacks provide the opportunity to deep dive into individual lessons.
- *LASW and Data Analysis*: The best way that we can differentiate our instruction to fit the needs of students, we must intentionally use assessment data. By planning based on student work and data and working with instructional experts to personalize the lessons and response.

Scope Unpacks

Role	Responsibilities
Instructional Leader	<ul style="list-style-type: none"> -Review prep work submitted by teacher and identify areas of strength and areas of growth in preparation -Read and annotate the Unit Plan and pre-reading for places to highlight instructional practices -Prepare key points and back pocket questions to engage in SEL and math practice grounding -Meet with Director to prepare -Attend unpack meetings led by DCL to provide support and feedback
Department Course Leader	<ul style="list-style-type: none"> -Review prep work submitted by teacher and prepare questions to ensure deep content knowledge and internalization -Read and annotate Unit Overview and Assigned Pre-Readings -Complete Unit Assessment (see Illuminate) and Exit Tickets for the units -Follow the steps outlined the Unit Unpack planning template to a high level of excellence -Meet with Director to prepare
Teacher	<ul style="list-style-type: none"> -Read and annotate Unit Overview and Assigned Pre-Readings -Complete Scope Assessment (see Illuminate) and Exit Tickets for the units -Follow the steps and complete the Unit Planning Cover Sheet to a high level of excellence -Submit pre-work by deadline
Director	<ul style="list-style-type: none"> -Prepare all unit plans and unit planning cover sheets -Review/provide feedback on DCL and IL preparation for unpack meetings -Attend unpack meetings sometimes to provide support and feedback

Looking at Student Work (Classwork, SWYKs and ETs)

Role	Responsibilities
Instructional Leader	<ul style="list-style-type: none"> -Review student work and look over for trends in student performance -Review the prework submitted and ensure the highest leverage error, gap and action plan have been identified -Follow the steps outlined the LASW planning template to a high level of excellence -Ensure 100% of students have taken and submitted assessments
Department Course	<ul style="list-style-type: none"> -Review student work and look for over trends in student performance -Review the prework submitted and ensure the highest leverage error, gap and action plan have been

Leader	<ul style="list-style-type: none"> identified -Follow the steps outlined the LASW planning template to a high level of excellence -Meet with Director to prepare
Teacher	<ul style="list-style-type: none"> -Review student work and look for overall trends in student performance -Identify the error, name the gap and plan the plan to close it -Prepare student work -Ensure 100% of students have taken and submitted assessments
Director	<ul style="list-style-type: none"> -Prepare all assessments -Support IL and DCL with preparing for LASW meetings -Review data and prepare back pocket questions

Data Analysis (Scope Exams/Major Assignments)

Role	Responsibilities
Instructional Leader	<ul style="list-style-type: none"> -Ensure 100% of students have taken and submitted assessments -Review data for trends across department, especially with respect to (1) MC vs. OER, (2) pacing, (3) work shown, (4) Explanations and justifications, (5) domains and clusters, (6) between teachers and classes -Based on the areas identified, consider (1) which areas can be addressed in upcoming content, (2) which areas should be honed in on for re-teach days, (3) which areas need to be retaught whole group vs in smaller groups or in intervention periods -Lead teachers in creating re-teach plans for in class and intervention classes
Department Course Leader	<ul style="list-style-type: none"> -Review data for questions where (1) high scoring students got right but mid/low scoring students missed, (2) standards where questions have very different mastery, (3) all/nearly all students missed or all/nearly all students answered correctly -Based on the areas identified, consider (1) which areas can be addressed in upcoming content, (2) which areas should be honed in on for re-teach days, (3) which areas need to be retaught whole group vs in smaller groups or in intervention periods -Lead teachers in creating re-teach plans for in class and intervention classes
Teacher	<ul style="list-style-type: none"> -Ensure 100% of students have taken and submitted assessments -Review data for both sets of questions (IL and DCL) -Prepare plan to address unfinished learning and how you will reassess
Director	<ul style="list-style-type: none"> -Prepare all assessments -Review data for trends across department and within individual courses with respect to: (1) MC vs. OER, (2) pacing, (3) work shown, (4) Explanations and justifications, (5) domains and clusters, (6) between teachers and classes -Review data for questions where (1) high scoring students got right but mid/low scoring students missed, (2) standards where questions have very different mastery, (3) all/nearly all students missed or all/nearly all students answered correctly -Support IL and DCL with preparing for Analysis meetings -Attend Analysis meetings to provide support and feedback

Observation/Feedback

Role	Responsibilities
Instructional Leader	See Instructional Guidebook with added addendum: In the Science dept, formal weekly course-based lesson unpacks are not in the general schedule. This means that in the obs/feedback part of meetings, it is crucial that practice be directly aligned to upcoming lessons and intentionally planned to improve this specific future instruction from both an execution AND a content lens.
Department Course Leader	
Teacher	
Director	

Lesson Unpack

Note: In the Science dept, formal weekly course-based lesson unpacks are not in the general schedule, however, they are a crucial part of a teacher’s professional development and are sometimes required for particularly challenging lessons or content. These are scheduled at the IL or DCL’s discretion.

Role	Responsibilities
Instructional Leader	<ul style="list-style-type: none"> -Review prep work submitted by teacher and identify areas of strength and areas of growth in preparation -Read and annotate the Lesson Plan for places to highlight instructional practices. Do the work from the major parts of the lesson (ie. BBOE, Explanation, Closing) -Identify the particular area of needed practice for the teacher and plan the practice -Follow Lesson Unpack Planning Guide -Collaborate with the department course lead as needed to hone in on specific content
Department Course Leader	-Support Instructional leader as needed for content
Teacher	<ul style="list-style-type: none"> -Read and annotate Lesson plan, do all the student work in the lesson -Use unit planning cover sheet to follow the steps and complete the Lesson Planning Cover Sheet to a high level of excellence -Submit pre-work by deadline
Director	-Support Instructional leader as needed for content

Arc of the Year 2021

Time	Description	Key Metrics (ELC Goals)
Weeks 1-6	<p>Arc 1a: Setting the Foundation for Learning Partnerships¹⁰ and Independent Learning</p> <p>SWBAT: PROCEDURAL: (1) Follow all procedures. (2) Utilize all technology. (3) Start to finish class with high level of effort on work SCIENCE AND ENGINEERING PRACTICES: (1) SEP1: Asking Questions and Defining Problems and (2) Content Specific SEL:</p> <p>TWBAT: PREPARATION and INTERNALIZATION: (1) Be consistently prepared for class with exemplars and fully annotated plans. (2) Be consistently prepared for Unit Unpack and practice lesson sessions. (3) Articulate opportunities to Ask Questions and Define Problems (SEP1). INSTRUCTION: (1) Engage in simple classroom routines to focus on the science instruction. (2) Execute the structure of class. (3) Provide students with feedback on their work. DATA ANALYSIS TO DRIVE ACHIEVEMENT: (1) Analyze Exit Tickets daily and add tweaks to lesson plans the next day to address unfinished learning. (2) Utilize transparent rubrics to assess content mastery, implementation of practices and growth. SEL:(1) Implement consistent opening rituals that incorporate self-awareness and genuine affirmation. (2) Know names, learning profiles and indiv. information about all students in order to start to build trust and rapport.</p> <p>LWBAT:</p>	
Weeks 7-10	<p>Arc 1b: Supporting All students in Achieving Effective Information Processing¹¹</p> <p>SWBAT: INTELLECTUAL INTERNALIZATION: (1) Make thinking and conceptual understanding visible through detailed explanations, demonstration of process, calculations, models, etc. SCIENCE AND ENGINEERING PRACTICES: (1) SEP8: Obtaining, Evaluating and Communicating Information and (2) Content specific SEL:</p> <p>TWBAT: PREPARATION and INTERNALIZATION: (1) Articulate potential misconceptions and responses. (2) Define Criteria for Success consistently and specifically. (3) Articulate opportunities to teach SEP8. INSTRUCTION: (1) Provide students with immediate written feedback on their work. (2) Hold students accountable for implementing feedback on their work. (3) Engage in explicit instruction of SEP8. DATA ANALYSIS TO DRIVE ACHIEVEMENT: (1) Assess all students on prerequisites and use this information to pre-teach skills. (2) Utilize transparent rubrics to assess content mastery, implementation of practices and growth. SEL: (1) Ensure all students are heard aloud OR seen through written work in each class period. (2) Identify key students who need increased attention through relationship building.¹²</p> <p>LWBAT:</p>	
Weeks	<p>Arc 2: Achieving Effective Information Processing Through Student Voice¹³</p>	

¹⁰ Culturally Responsive Teaching and the Brain (75) define a learning partnership as a teacher-student relationship anchored in affirmation, mutual respect and validation that breeds an unshakable belief that marginalized students not only can but will improve their school achievement. Learning partnerships are composed of three parts: rapport, alliance and cognitive insight.

¹¹ Culturally Responsive Teaching and the Brain (15) defines information processing as “the brain’s process of turning inert facts and content into usable knowledge. Includes three stages: input, elaboration and application. Active information processing stimulates brain growth.

¹² See CRT and the Brain pg. 77-86

¹³ Culturally Responsive Teaching and the Brain (149) notes “One of the most important tools for a culturally responsive teacher is instructional conversation. The ability to form, express and exchange ideas is best taught through dialogue, questioning and the sharing of ideas.” See text for more info.

11-17	<p>SWBAT: INTELLECTUAL INTERNALIZATION: (1) Engage in habits of discussion to deepen learning SCIENCE AND ENGINEERING PRACTICES: (1) SEP7: Engaging in Argument from Evidence and (2) Content specific SEL:</p> <p>TWBAT: PREPARATION and INTERNALIZATION: (1) Articulate opportunities to students up for successful, productive discourse (SEP7). (2) Plan for the investment and engagement of all students (differentiate based on student strengths) in the discourse. INSTRUCTION: (1) Utilize planned open-ended questions to engage students in productive conversations between themselves. (2) Set expectations, provide support and maintain a high level of investment and productive engagement in class that leads to mastery of content and skill. DATA ANALYSIS TO DRIVE ACHIEVEMENT: (1) Use Exit Ticket data to plan LASW lessons to target re-teaches for procedural and conceptual errors.</p> <p>LWBAT:</p>	
Weeks 18-24	<p>Arc 3a: Quality Batch Feedback¹⁴ SWBAT: INTELLECTUAL INTERNALIZATION: (1) Lead critical class discussions grounded in student work. SCIENCE AND ENGINEERING PRACTICES: (1) SEP7: Engaging in Argument from Evidence and (2) Content specific SEL:</p> <p>TWBAT: PREPARATION and INTERNALIZATION: (1) Articulate potential misconceptions and responses. (2) Articulate opportunities for precision of argumentation from evidence (SEP7). INSTRUCTION: (1) Use show call to model precision of scientific communication AS WELL AS accurate and efficient calculations and interpretation of data as evidence. (2) Provide consistent and targeted batch feedback DATA ANALYSIS TO DRIVE ACHIEVEMENT: (1) Plan LASW lessons that target good to great open ended answers. SEL/CRT: (1) Empower students to accept and implement feedback as part of developing competency in self-awareness and relationship skills.</p> <p>LWBAT:</p>	
Weeks 25-31	<p>Arc 3b: Indiv. Feedback and Small Group Instruction¹⁵ SWBAT: INTELLECTUAL INTERNALIZATION: (1) Engage in productive struggle to deepen learning with peers. SCIENCE AND ENGINEERING PRACTICES: (1) Constructing Explanations and Designing Solutions and (2) Content specific SEL/CRT: (1) Empower students to accept and implement feedback as part of developing competency in self-awareness and relationship skills.</p> <p>TWBAT: PREPARATION and INTERNALIZATION: (1) Plan for student-student indep. discourse in small group instruction (2) Articulate and model opportunities for critiquing the reasoning of others, (3) Articulate potential misconceptions and responses. INSTRUCTION: (1) Engage students in paired work with productive struggle. (2) Provide consistent and targeted feedback to indiv and small groups. DATA ANALYSIS TO DRIVE ACHIEVEMENT: (1) Plan LASW lessons that target good to great open ended answers.</p> <p>LWBAT:</p>	
Weeks	<p>Arc 4: Reteach, Spiral and proficiency for all</p>	

¹⁴ Culturally Responsive Teaching and the Brain (103) calls for feedback to be instructive and corrective, with the following characteristic: (1) It is instructive rather than evaluative, (2) It is specific and in the right dose, (3) It is timely, (4) It is delivered in a low stress, supportive environment. In addition (104), the recommended approach is “wise feedback”, which reassures students they will not be stereotyped or doubted as less capable while being honest about the gap between current performance and the standard. Three specific elements are included in wise feedback: (1) Explicit holding of high standards, (2) Personal assurance that student is capable, (3) Specific actionable steps to work on.

¹⁵ See CRT and the Brain p 105 for “Asset Based Feedback Protocol”

30-40		
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Appendix 1: Culturally Relevant Practices

As we consider specifically what Culturally Relevant Practices look like in our science classrooms, here are examples of each element:

Similarly, we believe that a similar four elements must be present in science learning environments:

- 1) Supporting deep learning: Ensure student success with coherent and connected scientific understandings
- 2) Engaging and valuing identities: How to honor students’ experiences, communication practices and communities
 - a) Consider who students are and what assets and talents they bring to the classroom setting. Invite students’ backgrounds and experiences in.¹⁶
 - b) Collect information about students’ experiences and use this to incorporate interests outside of school into science lessons
 - c) Employ learning strategies that utilize the techniques of oral traditions, such as making activities social, gamifying work or “storifying” work.¹⁷
- 3) Sharing authority: How to build inclusive, collaborative norms and routines
 - a) Promote collaborative learning, and focus on developing scientific language as students explain concepts that connect to them in personal ways
 - b) Create opportunities for students to share thinking and responded to one another’s comments and questions as their scientific thinking develops
 - c) Use flexible groupings for scientific collaboration to increase opportunities for students to learn from each other and build community,¹⁸ and this also models the collaborative nature of scientific work.
 - d) Deal directly with controversial subjects and give them context.
 - e) Reframe units or include context around research that reflects a more diverse representation of scientists than the traditional white males (ie. Swap the focus on Gregor Mendao for Priya Moorjani, a geneticist who has used genomic data to understand the origins of the Indian caste system)¹⁹
 - f) Study a wide range of individuals and ethnic groups, keeping in mind that no one person represents a group...”incorporate data, photos, examples, and information from different cultures into each lesson so multicultural science education is institutionalized in your program and practices, as opposed to being taught in isolation (e.g., during Women’s History Month only).”²⁰
- 4) Applying science: How to use science and engineering to understand and investigate meaningful situations:
 - a) Engage students in collecting data on issues that are important to them and their communities. Analyze the data from various perspectives and suggest how science can be used to solve problems in their community.

¹⁶ <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/research/teaching-culturally-and-ethnically-diverse-learners.pdf>

¹⁷ <https://www.cultofpedagogy.com/culturally-responsive-teaching-strategies/>

¹⁸ <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/research/teaching-culturally-and-ethnically-diverse-learners.pdf>

¹⁹ <https://thenode.biologists.com/kicking-notch-becoming-culturally-relevant-science-educator/education/>

²⁰ <https://thenode.biologists.com/kicking-notch-becoming-culturally-relevant-science-educator/education/>

Appendix 2: Acceptable Reassessment Responses

Sample Multiple Choice Question



7. A father sheep has curly wool while a mother sheep has straight wool. Which of these statements explains why one of their baby lambs has curly wool?

- a The baby lamb inherited its copies of the gene for wool shape from its father and not from its mother. Just like its father's genes, those genes instruct for proteins that connect in ways that make its wool curly. *→ offspring gets a copy from both parents*
- b The baby lamb inherited its copies of the gene for wool shape from its father and not from its mother. Those genes connect together to make its wool curly. *→*
- c The baby lamb inherited one copy of the gene for wool shape from its father and one copy from its mother. That gene combination instructs for proteins that make its wool curly.
- d The baby lamb inherited one copy of the gene for wool shape from its father and one copy from its mother. Those genes connect together to make its curly wool. *genes do not connect together*

GIVING EFFECTIVE FEEDBACK:

See it. Name it. Do it.

Prepare During observation	Prepare
	<ul style="list-style-type: none"> • Have your tools in hand: <ul style="list-style-type: none"> ○ Get Better Faster Scope & Sequence, teacher lesson plan, video tool, observation tracker • Select the highest leverage, measurable, bite-sized action step • Plan your feedback while observing: <ul style="list-style-type: none"> ○ Fill out planning template ○ Prepare a model for the teacher (e.g., video, exemplar resource, or your own live model)
See It 2-8 mins	See it: Success, Model, & Gap
	<p>See the success:</p> <ul style="list-style-type: none"> • “We set a goal last week of _____ and I noticed how you [met goal] by [state concrete positive actions teacher took].” • “What made that successful? What was the impact of [that positive action]?” <p>See the model:</p> <ul style="list-style-type: none"> • Narrow the focus: “Today, I want to dive into [specific element of lesson, action step area].” • Prompt the teacher to name the exemplar: <ul style="list-style-type: none"> ○ “What are the keys/criteria for success to _____ [action step/skill]? What is the purpose?” ○ “What did you ideally want to see/hear when _____?” ○ “What was your objective/goal for _____ [activity/lesson]? What did the students have to do to meet this goal/objective?” ○ Connect to PD: “Think back to the PD on _____; what were the keys required for _____?” ○ Read a one-pager or prompting guide: “What are the essential elements of _____?” • (If unable to name the exemplar) Show a model—choose one: <ul style="list-style-type: none"> ○ Show video of effective teaching: “What actions did the teacher take to do _____?” ○ Model: “What do you notice about how I _____?” “What is the impact and purpose?” ○ Debrief real-time feedback: “When I gave real-time feedback, what did I say? What did I do? What was the impact of the real-time feedback?” <p>See the gap:</p> <ul style="list-style-type: none"> • “What is the gap between [the model/exemplar] and class today? What keys were missing?” • “What was the challenge in implementing [technique/content] effectively during the lesson?” • (If unable to name the gap) Present the evidence: <ul style="list-style-type: none"> ○ Present time-stamped video from observation: “What are the students doing? What are you doing?” “What is the gap between what we see in this part of the video and the [exemplar]?” ○ Present classroom evidence: “Two students in the front row had their heads down during independent practice. How does this impact student learning?” “What is the gap between [the exemplar] and class today?” ○ Present student work: “What is the gap between the [exemplar] and [student work] today?”
Name it 2 mins	Action Step: What & How
	<p>Name the action step:</p> <ul style="list-style-type: none"> • “Based on what we discussed today, what do you think your action step should be?” • “What are the key steps to take to close the gap?” <p>Punch it:</p> <ul style="list-style-type: none"> • “So your action step today is _____”--state clearly and concisely: <ul style="list-style-type: none"> ○ <u>what</u> the teacher will work on (e.g., what-to-do directions) ○ <u>how</u> the teacher will execute (e.g., “1.Stand still, 2.Give a what-to-do direction, and 3.Scan”) • Have teacher restate the action step; then write it down

Plan, Practice, & Follow Up

Plan before practice:

- Plan the implementation into upcoming lesson plans
 - “Where would be a good place to implement this in your upcoming lessons?”
 - “Take _____ minutes and write your script of what you will do and say as you implement your action step. I will also write a script so we can spar.”
- Spar with the exemplar:
 - “Let’s compare our plans. What can we pull from each to make the strongest one?”
- Perfect the plan before practice:
 - “Those three steps look great. Let’s add _____ to your [script/lesson plan].”
 - “Now that you’ve made your initial plan, what will do you if [state student behavior/response that will be challenging]?”

Practice the gap:

- Round 1: “Let’s Practice” or “Let’s take it live.”
 - [When applicable] Stand up/move around classroom to simulate the feeling of class
 - Pause the role play at the point of error to give immediate feedback
 - Repeat until the practice is successful.
- Additional Rounds: master it while adding complexity:
 - “Let’s try that again, but this time I will be [student x who is slightly more challenging].”
- (Once mastered) Lock it in:
 - “How did what we practice meet the action step we named?”
 - “Would you add anything to the action step based on the practice? Let’s add it now.”

Follow up:

- Plan for real-time feedback:
 - Agree on a predetermined cue for next observation: “When I come in, I will observe for _____. If I see you struggling I will [give you a cue].”
- Set dates—both teacher and leader write them down:
 - Completed Materials: when teacher will complete revised lesson plan/materials.
 - Observation: when you’ll observe the teacher
 - “When would be best time to observe your implementation of this?”
 - “When I review your plans, I’ll look for _____.”
 - (Newer teacher): “I’ll come in tomorrow and look for this technique.”
 - (When valuable) Teacher observes master teacher: when they’ll observe master teacher in classroom or via video implementing the action step
 - (When valuable) Self-video: when you’ll tape teacher to debrief in future meeting

Do It
Rest of meeting

2A. PLANNING MEETING ONE-PAGER 20-21

Prepare	Plan for the Essential Lesson
	<p>Plan for the essential lesson of the week/unit:</p> <ul style="list-style-type: none"> ● Start with the highest rigor/most productive struggle: <ul style="list-style-type: none"> ○ Humanities: What is the most difficult passage or text/task that will create productive struggle to unlock understanding? ○ STEM: What is the most rigorous questions/task from the lesson that will create productive struggle? ● ID the exemplar student response, including key vocabulary: <ul style="list-style-type: none"> ○ Humanities: What is the ideal answer you want them to give during the class discussion? ○ STEM: If they get this right and you ask them why, what do you want them to say? <p>Anticipate teacher gaps and plan your model:</p> <ul style="list-style-type: none"> ● Review teacher’s know/show chart to target any knowledge gaps ● Identify teacher’s execution gap and draft an action step ● Script your exemplar and model for the area of most productive struggle within the lesson. Choose your model: <ul style="list-style-type: none"> ○ Option 1: model the lesson planning (include think aloud of planning each part of the lesson) ○ Option 2: model the Discourse part of the lesson ○ Option 3: model the I Do/Think Aloud & check for understanding after the I Do ● Plan your activated knowledge and stretch it questions
See It (15 mins)	Develop Content Expertise
	<p>See the Exemplar:</p> <ul style="list-style-type: none"> ● Revise the Know-Show chart: “Let’s spar with our know/show chart. Take 1 minute to note any similarities and differences. What, if anything, can we adjust to make it more precise?” ● Determine the productive struggle: <ul style="list-style-type: none"> ○ “What is the most sophisticated thinking students need to do in this lesson? Where does that take place?” ○ “Let’s select the most rigorous task that produces productive struggle.” ● Chart the ideal student response (utilize your Know-Show chart for key language): <ul style="list-style-type: none"> ○ Humanities: “What is the ideal answer you want them to give during the class discussion?” ○ STEM: “If they get it right and you ask them why, what do you want them to say?” <p>See the Model Teaching (if needed)</p> <ul style="list-style-type: none"> ● Frame: “I’ll model and ask you to be a student. During my model, I’ll say <i>Pause</i> at key moments to get meta with what I’m thinking as a teacher.” “As I model, consider: <i>What am I thinking?</i> and <i>What do I say and do?</i>” ● Model – go meta and model the thinking, not just the actions: <ul style="list-style-type: none"> ○ “<i>Pause.</i> Hmm...I’m getting a ‘partially there’ answer. They’re still missing ___ so I’m going to call on my student who is almost there. <i>Action.</i>” ○ “<i>Pause.</i> I’m thinking did I get my exemplar response? (yes/no) He’s missing _____ in the exemplar so I’m going to (re-voice, agree/disagree, build). <i>Action.</i>” ● Debrief: <ul style="list-style-type: none"> ○ “What did you see me say and do in the model?” ○ “What is the difference between the model and how you currently conduct class? What keys were missing?” ○ “What is the difference between what you saw me do and how you _____ in class? What is the impact?” <p>See the Student Gap:</p> <ul style="list-style-type: none"> ● Activate Knowledge: ID <u>most critical</u> prerequisite knowledge they will need for this lesson <ul style="list-style-type: none"> ○ “What words would you want to have posted that you want to make sure they use?” ○ (If lesson is think aloud: Plan the notetaking page, key parts to punch in the think aloud, and the CFU) ● Plan imperfect student responses: “Let’s anticipate the imperfect answers from students: <ul style="list-style-type: none"> ○ Almost there: “What’s the difference between the ‘almost there’ response and the exemplar?” ○ Partially there ○ Further off: “What will a student who is further off? What would they say if you asked them why?” ○ Connect students from class to each anticipated error: “What are the name(s) of students in your class that will make each one of these errors we can use in practice today?”

Name the Teacher Action Step

Name It
(3 mins)

Stamp the Action Step (1 min)

- “Based on what we discussed today, what do you think your action step should be: where do you want to focus when teaching this lesson?”

Punch it:

- Name the precise teacher action step aligned to the model, including a “What” and a “How”
 - What: “Intervene strategically during discourse.”
 - How: “1. Lead with universal prompts. 2. Allow 2-3 students to share before intervening.”
- Prompt the teacher to write down the action step and/or state it back to you

Practice Execution to Close the Gap

Do It
(20 min)

Plan – finalize revisions to key portions of the lesson (8 min)

- Cut/Adjust the lesson: “Based on the model/our work so far, what components of the lesson do we need to revise and plan for?”
 - Identify what can be cut/edited to spend the most time in the area of most productive struggle
- Finalize the discourse cycle:
 - Activate knowledge: Plan when and how you will refer to word wall / activation of knowledge
 - Launch the cycle: Everybody Writes, Turn & Talk, Cold Call
 - Strategically Call on Students: call as needed on students who are almost there, partially there or off
 - Plan the habits of discussion
- Plan Stretch It questions to move the “almost there” response to the ideal student response
 - Problematize: “I’m going to play devil’s advocate with you [state close alternative argument]. How could you prove me wrong?”
 - Sophisticate: “What if I asked you to solve $2x + 5y = 4$. Does our rule still apply?”

Spar & Perfect the Plan:

- Spar: “Let’s compare. What do you notice? What can we pull from each to make the strongest plan?”
- Anticipate the teacher gap: “What will be the hardest part for you? Why?” Based on this, what do you want to add to your plan to implement more effectively?”

Practice (10 min)

- Set up the space:
 - Post/chart the activated knowledge, exemplar response, imperfect responses and stretch it questions
 - Remind them of their action step: “What do you want to remember to do?”
- Take it live—give real-time feedback:
 - Use universal practice prompts if teacher struggles in discourse:
 - “Pause. Go back to your exemplar or know-show. What is missing from the student’s response?”
 - “Go back to your script. What prompt can you use?”
 - “Which student can you call on?”
 - “Where is their language lacking precision? Go back to your word wall.”
- Feedback/Redo: Facilitate a swift feedback and re-do sequence

Follow up (2 min)

- Reflect: “What are your takeaways about teaching this lesson and this content area?”
- Lock it in:
 - “How did what we practice meet the action step we named?”
 - “Would you add anything to the action step based on the practice? Let’s add it now.”
 - “What do you want to add/revise to your script based on your practice?”
- Plan for real-time feedback:
 - Agree on a predetermined cue for next observation: “When I come in, I will observe for _____. If I see you struggling I will [give you a cue].”
- Set dates—both teacher and leader write them down:
 - Completed Materials: when teacher will complete revised lesson plan/materials.
 - Observation: when you’ll observe the teacher
 - “When would be best time to observe your implementation of this?”
 - “When I review your plans, I’ll look for _____.”
 - (When valuable) Self-video: when you’ll tape teacher to debrief in future meeting

WEEKLY DATA MEETINGS

Leading Teacher Teams to Analyze Student Daily Work

Prepare Before the meeting	Prepare
	<ul style="list-style-type: none"> • Materials ready: ID student exemplar, teachers turn in student work, pull and categorize hi/med/lo student work (just a few of each), pull upcoming lesson plan(s) and pertinent prompting guides • Prime the pump: script the reteach plan and the gap in student understanding; unpack the standard • Preview protocol with teachers: assign roles, novice teachers speak first, veteran teachers add on and clarify, leader provides additional clarity at end, chart, preview the need for concision from more verbose team members, use of a timer, creation of note taking template
See It 12 mins	See Past Success, See the Exemplar, and See and Analyze the Gap
	<p>See Past Success (1 min):</p> <ul style="list-style-type: none"> • “Last week we planned to reteach _____ and we went from ___ % proficient to ___%. Nice job!” • “What actions did you take to reach this goal?” <p>See the Exemplar (8 min):</p> <ul style="list-style-type: none"> • Narrow the focus: “Today, I want to dive into [specific standard] and the following assessment item.” • Interpret the standard(s) <ul style="list-style-type: none"> ○ “Take 1 min: in your own words, what should a student know or be able to do to show mastery?” ○ Chart it ○ Go last: add anything that is missing • Unpack the teacher’s written exemplar: <ul style="list-style-type: none"> ○ “Take 1-2 min to review the exemplar: What were the keys to an ideal answer?” ○ “How does this [part of the exemplar] align with the standard?” ○ “Is there anything you would add to our chart of the unpacked standard?” • Analyze the student exemplar: <ul style="list-style-type: none"> ○ “Take 1 min: How does your student exemplar compare to the teacher exemplar? Is there a gap?” ○ “Do students have different paths/evidence to demonstrate mastery of the standard?” ○ “Does the student exemplar offer something that your exemplar does not?” <p>See the Gap (5 min):</p> <ul style="list-style-type: none"> • Move to the sample of un-mastered student work (look only at representative sample): <ul style="list-style-type: none"> ○ “Take 2 minutes: What are the key gaps between the rest of our student work and the exemplar?” ○ “Look back at our chart: using the language of the standard and exemplar, what are the key misconceptions for our students?”
Name It 2 mins	State the Error and Conceptual Misunderstanding
	<p>Punch it—Stamp the Error and Conceptual Understanding:</p> <ul style="list-style-type: none"> • “So our key area to reteach is: <ul style="list-style-type: none"> ○ Describe the conceptual understanding ○ (if needed) describe the procedural gap (e.g., memorize multiplication tables) and/or missing habits (e.g. annotating text, showing work) • Write down and/or chart the highest leverage action students will take to close the gap

Plan the Reteach, Practice, and Follow Up	
<p>Do It 20-45 min</p>	<p>Plan the Reteach (8-10 mins):</p> <ul style="list-style-type: none"> ● Select the re-teach structure: <ul style="list-style-type: none"> ○ “Should we use modeling or guided discourse?” “Why?” <ul style="list-style-type: none"> ▪ Discourse is recommended when at least 30 percent of students have the right answer. ● Select the task & identify exemplar response: <ul style="list-style-type: none"> ○ Select materials: task, text, student work to show-call, what to chart ○ “What is the ideal answer we want to see that will show we’ve closed the gap?” ○ (If needed—follow-up question): “What is the ‘why’ that students should be able to articulate?” ● Plan the re-teach: <ul style="list-style-type: none"> ○ “Take _____ min and write your script. I will do the same so we can spar.” <ul style="list-style-type: none"> ▪ If a model: write the think aloud and questions ▪ If guided discourse: select student work for show-call, write prompts ○ “Let’s compare our reteach plans. What do you notice? What can we pull from each to make the strongest plan?” (Revise the plan) ● Plan the independent practice: <ul style="list-style-type: none"> ○ “What will you monitor to see if they are doing this correctly? What laps will you name?” <p>Practice the Gap (remaining time):</p> <ul style="list-style-type: none"> ● “Let’s practice.” <ul style="list-style-type: none"> ○ If a model: practice modeling the thinking, precision of language, & change in tone/cadence ○ If guided discourse: practice Show-Call, prompting students, and stamping the understanding ○ If monitoring: practice the laps, annotations, prompts when students are stuck, or stop the show ● (If a struggle) “I’m going to model the teaching for you first. [Teach.] What do you notice?” ● Repeat until the practice is successful. CFU: “What made this more effective?” ● Lock it in: “How did our practice meet or enhance what we planned for the reteach?” <p>Follow Up (last 2 min):</p> <ul style="list-style-type: none"> ● Set the follow-up plan: when to teach, when to re-assess, when to revisit this data <ul style="list-style-type: none"> ○ Observe implementation within 24 hours; teacher sends re-assessment data to leader ● Spiral: <ul style="list-style-type: none"> ○ Identify multiple moments when teacher can continue to assess and track mastery: Do Now questions, homework, modified independent practice ● Move to the lowest scoring work: <ul style="list-style-type: none"> ○ “What students do we need to pull for tutoring? What do we need to remediate?” ○ “How can we adjust our monitoring plan to meet the needs of these students?”

RE-TEACHING STRUCTURES

Guide Student Conversation	
<p>Option 1: Guided Discourse (some students struggle; trending error)</p>	<ul style="list-style-type: none"> ● Know the end game--what strategy/skill/thinking you want students to understand via the discourse ● Start from student work (Show-Call) <ul style="list-style-type: none"> ○ Post/display/chart an exemplar student response AND/OR an incorrect student response ● Call on students—ID the student thinking: <ul style="list-style-type: none"> ○ Exemplar: what did this student do? <ul style="list-style-type: none"> ▪ Push for clearer answers when they haven’t precisely IDed the successful strategy ○ Incorrect response: do you agree/disagree with this answer? What is the error? ● Stamp the understanding: <ul style="list-style-type: none"> ○ What are the key things to remember when solving problems like these? ○ Name the strategy/conceptual understanding; have students put it in their own words
Show the Students How	
<p>Option 2: Modeling (Most students are struggling)</p>	<ul style="list-style-type: none"> ● Model precisely the thinking when moving through a specific task: <ul style="list-style-type: none"> ○ Narrow the focus to precisely the thinking students are struggling with: that frees their mind to focus only on that component ○ Model replicable thinking steps that students can follow ○ Model how to activate one’s content knowledge/skills that have been learned in previous lessons ● Vary in tone and cadence to sound different from a “teacher” voice. ● Give students a clear listening/note-taking task that fosters active listening of the model ● Debrief: What did I do in my model? <ul style="list-style-type: none"> ○ What are the key things to remember when you are doing the same in your own work?

Sabrina Meah, Managing Director of Content: Ms. Meah oversees the development of BRICK's academic content and supports the Academic Leadership Team to meet the network's priority goal(s). Raised by immigrants and freedom fighters in their home countries, Sabrina embraced the value that education is our most powerful weapon to fight for the common good. This core value underlies the 20+ years she has served the students and families of the Newark community. She began her career as a Teach for America corps member, teaching for three years as a 5th and 6th grade teacher and then for ten years as an 8th grade math teacher. During her tenure as a math teacher, Ms. Meah's students achieved some of the highest math test scores, outperforming nearly all local high-performing traditional and charter schools. After spending 13 years in the classroom, Sabrina took the leap and transitioned to school leadership, serving as the Supervisor of Curriculum and Instruction at Greater Newark Charter School. More recently, she assumed the role of Chief Innovation Officer of Instruction at Peshine Avenue School (a BRICK school) for 7 years, where students were recognized by the district and state for record Student Growth Percentiles in ELA and Math. Ms. Meah holds a Bachelor's degree in Political Science from Barnard College, Columbia University, and a Master's degree in School Leadership from the Harvard Graduate School of Education.

Dana Carr-Ford, Elementary Literacy Director (Grades K-5)/Science 3-8: Ms. Carr-Ford oversees the Literacy program in grades K-5 and the science curriculum in grades 3-8. Dana is a Newark native and was very active in her community growing up. She participated in programs with the local Boys' and Girls' Club and SEEDS organization. After graduating from a small boarding school in Western Massachusetts, Dana went on to graduate from The University of Richmond with a Bachelor of Arts degree in Biology. After college, Dana joined Teach For America as a 2012 Metro Atlanta corps member where she taught 4th grade math and science. Dana then transitioned to New York to teach 1st grade and kindergarten for the next four years. She completed her Master of Arts degree in Curriculum and Teaching at Columbia University Teachers College in 2015 and a Master of Arts degree in Language and Literacy at Harvard University Graduate School of Education in 2021.

Erin Davis, Academic Director of Literacy (Grades 6-8): Erin leads in the development and implementation of the middle school ELA program. Before joining the network team, Erin worked with BRICK for 8 years in the capacity of Teacher Coach of Literacy at Peshine Avenue School in Newark, where she received the award of Educational Support Staff Member of the Year in 2014. She graduated from The College of New Jersey and worked as a 4th and 5th grade teacher and Math Coach for Roselle Public Schools before landing in Newark. A quote that drives Erin's work comes from the phenomenal Maya Angelou- "Do the best you can until you know better. Then when you know better, do better." To this end, Erin is continually committed to learning more to better serve the amazing scholars of our network.

Yolanda Floyd, Senior Director of Special Education: Dr. Floyd oversees programming for the network's exceptional learners. Hailing from Louisville, Kentucky, Loni served more than 14 years in various capacities in the Jefferson County Public School system; including as a special education teacher, district resource teacher, assistant principal, and principal. Loni is deeply committed to her work with students and families. She is a passionate advocate for students with special needs

and believes that all students do learn. Loni brings to the network the love, passion, and tenacity to advocate for "each and every" child. Dr. Floyd graduated with a Bachelor of Science in Sociology and a Master of Arts in Justice from the University of Louisville. She then went on to earn her Master of Arts in Teaching and Doctor of Education in Leadership from Spalding University.

Jessica Harrell, Senior Director of High School: Jessica focuses on the development of High School programming for BRICK. Her formal work in education began as a teacher in a variety of urban settings and subjects with students ranging from kindergarten through high school, with most of her teaching career focused on science and math at the high school level. After completing the Accelerate Institute's Ryan Fellowship, Jessica was the founding principal of Great Oaks Legacy Charter High School in Newark. In transitioning to the BRICK Education Network, Jess feels at home with the mission and values-aligned people fighting for social justice through education in Newark. Jessica holds a Bachelor's of Science in Chemistry from Fairfield University, a Master's of Science in Secondary Education from Northwestern, and a Masters of Arts in Education Leadership from Montclair State.

Kelly Koopman, Academic Director of K-8 Math: As the math director, Kelly supports and coaches school administration and teachers in the K-8 Math Model. Kelly's love for education and helping others learn began in the fourth grade when she would volunteer to help the Kindergarten students at school during her recess. She turned this love of helping others learn into a career in education, first as a tutor and then as a teacher. She has taught various grades (K-6) and subjects for 12 years before transitioning to the math director role. Kelly holds a BS in Liberal Studies with an Emphasis in Mathematics and a M.A. in Curriculum and Instruction with an Emphasis in Math from California State University of Long Beach. Kelly is dedicated to the work at BRICK and its mission to knock down all barriers to students' success with comprehensive support for students, families, and the community. Kelly is passionate about math and helping others understand the "why" behind the math and not just learning tricks or memorizing steps to solve. Conceptual understanding with critical thinking and grappling with math problems is essential for students to learn to help them be successful in the future and overcome obstacles in everyday life. Kelly continues to strive to help people overcome their fear of math, find their identity in math, and learn to love math like her.

Tashia Martin, Senior Director of Student Supports: Ms. Martin leads the creation and implementation of BRICK's Ubuntu cultural program to ensure all BRICK schools have warm, belonging-based school environments. As a result, she leads the network's efforts to implement culturally sustaining practices, its social-emotional development curriculum, trauma-informed practices, and positive identity development. Ms. Martin is a licensed social worker. She is also licensed as a restorative practices trainer from the International Institute of Restorative Practices. She is a proud member of Delta Sigma Theta Sorority, Inc. where she chairs the EMBODI Youth Program. She has also served on the Alumni Board and Racial Justice Steering Committee for Morristown-Beard School, the Student Discipline Policy Steering committee for Newark Board of Education, and the Advisory Council for Imagine, a Center for Coping with Loss. Ms. Martin holds

a bachelor's degree in psychology from Temple University and a master's degree in Social Work from Rutgers University.

Kurvan D. Rankin, Director of Restorative Practices: Mr. Rankin serves in the Student Supports Department of the BRICK Education Network as the Director of Restorative Practices. He is a proud graduate of Rutgers University - New Brunswick where he received a B.A. in Africana Studies. He holds certifications in Agile Methodology (SCRUM Alliance); Restorative Practices (International Institute of Restorative Practices); and Diversity, Equity, and Inclusion in the Workplace (University of South Florida Muma College of Business). He began his professional journey in education as an after-school tutor with an agency serving several schools within Essex County. He progressed professionally over the years becoming a Dean of Students and Culture at Marion P. Thomas Charter School where he served grades K-12 across several campuses for six years. He has successfully created, developed, & implemented Multi-Tiered Systems of Support including intervention-based frameworks such as Positive Behavioral Interventions and Supports, Progressive Discipline, and Restorative Practices.

Justin Snead, Director of Program Evaluation and Director of Social Studies: Justin Snead curates the social studies content for students in grades 3--8, unearthing rich primary and secondary sources and helping teachers analyze our students' historical arguments. He also manages BEN's federal grant programs, and supports the Academic Leadership Team in the development of student success metrics and analyzing student outcomes. In 2005, Justin joined the Teach for America Newark corps and served as an ELA teacher, data coach, and teacher coach for ten years at Weequahic High School in Newark's South Ward. Since 2015 he has served as ELA curriculum director and history director for BRICK schools. Justin graduated with a Bachelor's degree from the University of Iowa, and a Master's degree in Teacher Development from Seton Hall University.



Biography: Jeremy Esposito

Jeremy is currently the Regional Director of Instruction/Superintendent for the BRICK Education Network (BEN). BEN is a charter management organization dedicated to investing in children and their caregivers to relentlessly knock down barriers to student academic success. BEN is focused on developing schools that address the historical inequities and trauma that rob too many black and brown students of an equitable education. Jeremy is excited to lead BEN's efforts to recruit talented School Leaders to found BRICK campuses in Upstate New York.

Jeremy has devoted his professional career to ensuring that all students have the support necessary to break down the barriers that could prevent them from leading choice-filled lives. Jeremy's passion for educational equity emerges from his personal experience as a first-generation college student. Since his family was unfamiliar with the college entrance process, they enrolled Jeremy in the Upward Bound program at Western Connecticut State University. Upward Bound is a national program that helps support first generation college students with the mentoring and college advising necessary to successfully gain entry into college. In addition to helping Jeremy navigate the college admissions process, Upward Bound also helped him identify scholarship opportunities, including the Eagle Foundation Scholarship program, that made it possible for Jeremy to attend a private university.

After graduating from college, Jeremy joined Teach for America, a national service program dedicated to preparing outstanding college graduates to teach in disenfranchised communities across the country. As a corps member, Jeremy taught high school English and coached baseball and wrestling. Jeremy then had the opportunity to teach 7th grade reading and helped his students achieve a 75% passing rate on the New Jersey state test-40 percentage points higher than the local district.

After teaching, Jeremy became a School Leader for the Knowledge is Power Program (KIPP) and had the opportunity to found KIPP Inspire Academy in St. Louis, Missouri. During its founding year, KIPP Inspire had some of the most dramatic achievement gains of any school in KIPP. In that year, student scores on the Northwest Evaluation Association Assessment improved 19 percentile points in reading, 25 in language usage, and 26 in math. These gains were the highest or second highest in the KIPP network in all content areas. KIPP Inspire's results led the school to be recognized by the Children's Educational

Alliance of Eastern Missouri as a public middle school that was closing the opportunity gap for its students. Jeremy was also recognized by the St. Louis Business Journal as one of the magazine's "40 under 40" members.

During his time as a KIPP staff member, Jeremy was able to help lead the region's expansion from one grade level serving 72 students to a system of six schools serving nearly 3,000 students. During that time, he also had the opportunity to participate in numerous professional development programs. He is a graduate of the Relay Graduate School of Education's National Principals Academy Fellowship as well as its Principal Supervisor Academy Fellowship. In addition, he is a proud alumnus of Relay's Leverage Leadership Institute where he earned national certification in leading student culture, observation feedback, weekly data meetings and adult professional development. He is also an alumnus of the Teach for America School Systems Leadership Fellowship.

Jeremy holds a B.S. in Journalism and English from Northwestern University as well as a Master's Degree in Education from National Louis University. He is currently enrolled as a doctoral student in Columbia University's Urban Education Leaders Program.

Jeremy is also the proud father of three incredible children and loving partner to an amazing wife. Jeremy believes that equal access to high-quality education is a civil right--and looks forward to helping more Upstate New York families have an opportunity to send their children to joyful, academically excellent schools.

School Leadership Progression and Readiness Criteria

What are Readiness Criteria?

Readiness Criteria prioritize the experiences, skills and competencies that a leader will need to take on the next level of leadership. Purposefully not comprehensive, the Readiness Criteria attempts to focus Talent Assessment and Talent Review conversations on what matters most upon entry into the role. (As an example, while it is critically important for all leaders to demonstrate a Student Focus, our assumption is that virtually all candidates will have demonstrated this or we would not be considering them for leadership.)

Intended Use:

- Guide discussions to **determine whether a team member has demonstrated excellence required to advance in leadership**
- **Backwards plan development opportunities** that prepare leaders for both current and future roles
- Not intended to automatically disqualify a team member from consideration if all criteria are not met, rather pinpoint where greater discussion may be needed
- Not intended to be comprehensive list of attributes to consider, therefore, someone may meet all of the criteria and still not be considered ready due to other factors

Directions for School and Regional Leaders to Use Readiness Criteria:

1. Determine the team member you will be diagnosing. Identify the column that is the relevant readiness criteria for this team member.
2. Check the boxes next to each criterion that you believe your team member has demonstrated.
3. Discuss as a group (School Leaders, School Leader Managers) what evidence you have that the team member has met the checked criteria.
4. Discuss as a group (School Leaders, School Leader Managers) what evidence may be missing for the criteria that was not checked and what opportunities should be made available to this team member to ensure that they have the ability to check the box.

Next Steps:

- Create a 70/20/10 development plan to shore up any gaps in readiness using the Individual Development Plan Template.

Team Members' Name:	Current Role:	Potential Next Role:
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THE 7 LEADING FOR LEARNING ACTIONS OF HIGHLY EFFECTIVE SCHOOL LEADERS	Teacher to <u>become GLL, ILTL, or Course Lead</u> <i>(criteria that a teacher should demonstrate to move into a teacher leader role)</i>	Teacher Leader to <u>become novice AP</u> <i>(criteria that a teacher leader should demonstrate to move into an Assistant Principal role)</i>	Novice AP to <u>become Experienced AP</u> <i>(criteria that a novice AP should demonstrate to be characterized as 1-year-away from school leadership)</i>	To <u>become Principal/School Leader</u> <i>(criteria that an experienced AP should demonstrate to move into the School Leader role)</i>
Aspiration and Self-Awareness	<input type="checkbox"/> Expresses interest in leading a team	<input type="checkbox"/> Expresses interest in being in a School Leadership role	<input type="checkbox"/> Expresses interest in being a Principal	<input type="checkbox"/> Displays passion for being a Principal and commitment to the school community
1) Set vision and goals	<input type="checkbox"/> Sets ambitious student achievement goals for his/her own classroom	<input type="checkbox"/> Leads a grade/department team to reach its vision and goals	<input type="checkbox"/> Demonstrates success in leading a school-wide initiative to reach vision and goals, in partnership with the School Leader	<input type="checkbox"/> Demonstrates success in leading a group of stakeholders around a school-wide initiative that demonstrates impact on student achievement requiring him/her to establish a school-wide vision , create a strategy , and measure outcomes
2) Relentlessly plan and prioritize	<input type="checkbox"/> Creates strong lesson plans for his/her classroom ; consistently meets deadlines	<input type="checkbox"/> Plans and prioritizes a grade/department team's work	<input type="checkbox"/> Project plans and manages a school-wide initiative (including who does what and what the action steps will be), even in the face of ambiguity <input type="checkbox"/> Acts decisively to overcome barriers and make difficult choices with the long-term and short-term impact in mind	<input type="checkbox"/> Project plans and manages multiple priorities <input type="checkbox"/> Plans school-wide change management despite resistance <input type="checkbox"/> Demonstrates fortitude in handling a major set-back and ability to regroup and still accomplish goals
3) Develop other Leaders (Teach and Insist)	<i>(will not be focus in this role)</i>	<i>(will not be focus in this role)</i>	<input type="checkbox"/> Coaches other leaders on discrete leadership tasks like leading a team meeting or managing others	<input type="checkbox"/> With School Leader support, develops leadership capacity in others and grows an emerging leader
4) Lead school culture	<input type="checkbox"/> Manages students in own classroom <input type="checkbox"/> Builds relationships with his/her students and their families;	<input type="checkbox"/> Manages entire grade of students (e.g. lunch, field lessons) <input type="checkbox"/> Builds relationships with families and successfully navigates parent concerns	<input type="checkbox"/> Manages multiple grades of students even with students who present challenging behaviors <input type="checkbox"/> Builds relationships with students and families across the school; ensures an inclusive school	<input type="checkbox"/> Manages and engages entire school's students (e.g. assemblies) <input type="checkbox"/> Creates and sustains an environment in which people from diverse backgrounds and perspectives can succeed

	<p>models warm and demanding</p> <ul style="list-style-type: none"> □ Garners respect of other grade team members 	<p>and difficult conversations; demonstrates knowledge of and respect for the cultures of the community served</p> <ul style="list-style-type: none"> □ Garners respect of school-wide staff 	<p>environment that respects the culture of students served</p> <ul style="list-style-type: none"> □ Develops relationships across the school, even through conflict 	<ul style="list-style-type: none"> □ Develops relationships across school stakeholders (staff, regional office, community, etc.) and parleys relationships into a positive learning culture
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	Teacher to <u>become</u> GLC/Dep't Chair	Teacher Leader to <u>become</u> novice AP	Novice AP to <u>become</u> Experienced AP	To <u>become</u> School Leader
5) Attract, hire and retain the best talent	<i>(will not be focus in this role)</i>	<ul style="list-style-type: none"> □ Retains the highest performers on his/her grade/department team 	<ul style="list-style-type: none"> □ Retains the highest performers across multiple grades/departments he/she manages □ Interviews and hires high-quality teachers with School Leader support 	<ul style="list-style-type: none"> □ Leads the hiring process, including recruiting, interviewing and hiring a team of high-quality teachers; selects for team composition and dynamics as well as individual teachers' strengths
6) Build expertise in instructional design (methods, time, curriculum) and standards	<ul style="list-style-type: none"> □ Builds expertise in own classroom's content standards and how they are assessed 	<ul style="list-style-type: none"> □ Builds proficiency across own department's/grade's content standards and how they are assessed 	<ul style="list-style-type: none"> □ Builds expertise across the entire grade/department's standards and how student mastery will be assessed; develops an understanding of instructional design (methods, time) 	<ul style="list-style-type: none"> □ Builds understanding of how entire school's standards map to curriculum and assessment of student mastery; demonstrates expertise in instructional methods (e.g. Guided Reading, CGI, Conceptual Understanding, etc.)
7) Develop teachers to provide rigorous and high-quality instruction through the enabling systems	<ul style="list-style-type: none"> □ Demonstrates student achievement results in own classroom (ideally in tested subject) □ Analyzes own classroom achievement data daily and plans effective remediation 	<ul style="list-style-type: none"> □ Drives student achievement results through others (direct reports have improved student achievement results)¹ □ Analyzes teachers' student achievement data across his/her grade/department weekly and identifies needed team/individual teacher adjustments to instruction 	<ul style="list-style-type: none"> □ Demonstrates results from all teachers he/she manages; demonstrates ability to grow a low-performing or new-to-teaching teacher □ Holds teachers accountable for their results □ Analyzes teachers' student achievement data across entire school (all content/grades) and identifies needed adjustments to instruction □ Develops teachers in DDI practices (teacher's ability to analyze standards 	<ul style="list-style-type: none"> □ Demonstrates results from teachers and leaders that he/she manages; grows an excellent teacher towards further instructional mastery □ Analyzes school-wide student achievement and teacher performance data and determines high-impact actions to improve school's instruction □ Develops other leader's ability to analyze student achievement data and determine action steps □ Develops systems to ensure teachers and leaders have access to data to make timely adjustments to instruction, and

			mastery data, identify student errors, and determine intervention plan)	that teacher data analysis and intervention plans are high-quality
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What evidence do you have that your team member has met their relevant readiness criteria?

What evidence do you have that your team member has NOT met a readiness criterion? Has this team member been given the opportunity to demonstrate the criterion? How might you provide additional support to ensure that the team member can meet the criterion?



Domain 1: Planning and Preparation		Get Better Faster Practices	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1a Rigor Demonstrating Knowledge of Content and Pedagogy	01. (1a) Develops/Follows Effective Lesson Plans 101: Build the foundation of an effective lesson rooted in what students need to learn <ul style="list-style-type: none"> Write precise learning objectives (if not provided) that are: <ul style="list-style-type: none"> Data-driven (rooted in what students need to learn based on end-goal assessments & analysis of assessment results) Curriculum plan-driven Able to be accomplished in one lesson Delivers the lesson as scripted/planned Designs and/or administers exit ticket aligned to the objective 	Teacher plans and delivers lesson that fulfills 0/3 lesson items listed.	Teacher plans and delivers lesson that fulfills 1/3 lesson items listed.	Teacher plans and delivers lesson that fulfills 2/3 lesson items listed.	Teacher plans and delivers lesson that fulfills 3/3 lesson items listed.	
1b Rigor Demonstrating Knowledge of Students	12. (3e) Strategic Prompts: Ask strategic questions to targeted students in response to student error <ul style="list-style-type: none"> Prompt students to access previously learned knowledge: <ul style="list-style-type: none"> Point students to resources (notes, posted concepts and content) "What do we know about __ [content learned in previous classes]?" Use a prompting guide (e.g., Great Habits, Great Readers Guided Reading Prompting Guide) to design questions Call on students based on their learning needs (data-driven) <ul style="list-style-type: none"> Call on lower and middle-achieving students to unpack question If they struggle, try a higher achieving student If they are easily unpacking, try a lower achieving student Create a sequence of students to call on based on the rigor of each prompt (e.g., first ask middle student, then low, then high, etc.) Students prompting students: push students to use habits of discussion to critique or push one another's answers <ul style="list-style-type: none"> Probe deeper: "[Peer], have you considered this point....?" 	Teacher demonstrates knowledge of students by fulfilling 0/3 of items listed.	Teacher demonstrates knowledge of students by fulfilling 1/3 of items listed.	Teacher demonstrates knowledge of students by fulfilling 2/3 of items listed.	Teacher demonstrates knowledge of students by fulfilling 3/3 of items listed.	
1c Rigor Setting Instructional Outcomes	3. (1c/1d) Internalize Existing Lesson Plans by writing the Exemplar: Set the bar for excellence Make existing plans your own by: <ul style="list-style-type: none"> Script out the ideal written responses you want students to produce during independent practice Align independent practice to the rigor of the upcoming interim assessment Internalize & rehearse key parts of the lesson, including the "I Do" and all key instructions Build time stamps into the lesson plan and follow them 	Teacher never scripts exemplar.	Teacher exemplar contains anticipated responses but does NOT script ALL of the following: <ul style="list-style-type: none"> Time stamps Aggressive Monitoring laps: <ul style="list-style-type: none"> Procedural and content Checks for Understanding Annotation of readings and/or questions 	Teacher always scripts out ideal responses and ALL of the following: <ul style="list-style-type: none"> Time stamps Aggressive Monitoring laps: <ul style="list-style-type: none"> Procedural and content Checks for Understanding Annotation of readings and/or questions 	Teacher always scripts out ideal responses and ALL of the following: <ul style="list-style-type: none"> Time stamps Aggressive Monitoring laps: <ul style="list-style-type: none"> Procedural and content Checks for Understanding Annotation of readings and/or questions Push ahead questions 	
1d Rigor Demonstrating Knowledge of Resources	Lesson activities and questions in lesson plans and in observations match the curricular program and align to the objective for the day.	Some (less than 75%) activities and questions in lesson plans and in observations match the curricular program and align to the objective for the day. The objective and DOL level of rigor (Bloom's) match expectations of standards. CFU and DOL question match level of rigor of PARCC or standardized assessment (or scaffold to that level over the course of multiple lessons).	Most activities and questions (75%+) in lesson plans and in observations match the curricular program and align to the objective for the day. The objective and DOL level of rigor (Bloom's) match expectations of standards. CFU and DOL question match level of rigor of PARCC or standardized assessment (or scaffold to that level over the course of multiple lessons).	All (100%) activities and questions in lesson plans and in observations match the curricular program and align to the objective for the day. The objective and DOL level of rigor (Bloom's) match expectations of standards. CFU and DOL question match level of rigor of PARCC or standardized assessment (or scaffold to that level over the course of multiple lessons).	Highly effective is reserved for the end of year evaluation when teacher has demonstrated effectiveness of best practice on all snapshots and formal observations.	



Domain 1: Planning and Preparation	Get Better Faster Practices	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>1e.1 Culture Designing Coherent Instruction</p>	<p>8. (1e) Pacing: Create the illusion of speed so that students feel constantly engaged</p> <ul style="list-style-type: none"> • Use a hand-held timer to stick to the times stamps in the lesson & give students an audio cue that it's time to move on • Increase rate of questioning: no more than 2 seconds between when a student responds and a teacher picks back up instruction • Use countdowns to work the clock ("do that in 5..4..3. 2..1") • Use Call and Response for key words 	<p>Teacher implements 1/4 of the following strategies necessary for creating an illusion of speed:</p> <ul style="list-style-type: none"> - Uses a timer to pace the lesson - Provides clear cues and time stamps throughout lesson - Works the clock using a countdown - Uses call and response to punch key words and/or varies pace of speech 	<p>Teacher implements 2/4 of the following strategies necessary for creating an illusion of speed:</p> <ul style="list-style-type: none"> - Uses a timer to pace the lesson - Provides clear cues and time stamps throughout lesson - Works the clock using a countdown - Uses call and response to punch key words and/or varies pace of speech 	<p>Teacher implements 3/4 of the following strategies necessary for creating an illusion of speed:</p> <ul style="list-style-type: none"> - Uses a timer to pace the lesson - Provides clear cues and time stamps throughout lesson - Works the clock using a countdown - Uses call and response to punch key words and/or varies pace of speech 	<p>Teacher effectively implements 4/4 of the following strategies necessary for creating an illusion of speed:</p> <ul style="list-style-type: none"> - Uses a timer to pace the lesson - Provides clear cues and time stamps throughout lesson - Works the clock using a countdown - Uses call and response to punch key words and/or varies pace of speech
<p>1e.2 Rigor Designing Coherent Instruction</p>	<p>4. (1e) Independent Practice: Set up daily routines that build opportunities for students to practice independently</p> <ul style="list-style-type: none"> • Write first, talk second: give students writing tasks to complete prior to class discussion, so that every student answers independently before hearing his or her peers' contributions • Implement a daily entry prompt (Do Now) to either introduce the day's objective or review material from the previous day • Implement and review a longer independent practice and/or a daily Exit Ticket (brief final mini-assessment aligned to your objective) to see how many students mastered the concept <p>13. (1e) Go Conceptual: Get students to do the conceptual thinking</p> <ul style="list-style-type: none"> • Ask students to verbalize a conceptual understanding of content, not just the answer to a specific question: <ul style="list-style-type: none"> o "That's the procedure. Now tell me why that works." o "Can you generalize the idea to apply to all problems like this one?" o "Use the following terms [terms learned in previous classes] in restating your answer." • Upgrade vocabulary: ask students to use technical/academic language when answering questions: <ul style="list-style-type: none"> o "That's the right idea generally. Now state it again using proper mathematical/historical/scientific language." o "Correct. Now state it again using your Academic Word Wall as a resource." • Stretch it: ask particular students to answer a more difficult extension to a given question <ul style="list-style-type: none"> o "What would the answer be if I changed it to [change the problem to something more complex]?" o "Is there an alternative way to solve this problem/do this task?" o "What do you think is the strongest counter-argument to yours and how would you refute it?" 	<p>Teacher implements 1/4 of the following key components needed for independent practice:</p> <ul style="list-style-type: none"> -Provides a Do Now that introduces new or reviews previous material -Provides a written task prior to discussion -Reviews a longer part of IP or an Exit ticket with whole class -Teacher gets students to do the conceptual thinking 	<p>-Teacher implements 2/4 of the following key components needed for independent practice:</p> <ul style="list-style-type: none"> -Provides a Do Now that introduces new or reviews previous material -Provides a written task prior to discussion -Reviews a longer part of IP or an Exit ticket with whole class -Teacher gets students to do the conceptual thinking 	<p>Teacher implements 3/4 of the following key components needed for independent practice:</p> <ul style="list-style-type: none"> -Provides a Do Now that introduces new or reviews previous material -Provides a written task prior to discussion -Reviews a longer part of IP or an Exit ticket with whole class -Teacher gets students to do the conceptual thinking 	<p><i>Teacher implements 4/4 of the following key components needed for independent practice:</i></p> <ul style="list-style-type: none"> <i>-Provides a Do Now that introduces new or reviews previous material</i> <i>-Provides a written task prior to discussion</i> <i>-Reviews a longer part of IP or an Exit ticket with whole class</i> <i>-Teacher get students to do the conceptual thinking</i>



Domain 1: Planning and Preparation	Get Better Faster Practices	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1f Rigor Designing Student Assessments	Data is entered in centralized system as required.	Data is not entered in centralized system as required.	Some data is entered and/or data is entered late.	All data is entered into required sites by stated due dates.	<i>Highly effective is reserved for the end of year evaluation when teacher has demonstrated consistent effectiveness. This requires all data to be inputted on time, fully, consistently.</i>

Domain 2: The Classroom Environment		INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
Get Better Faster Practices					
2a.1 Culture Creating an Environment of Respect and Rapport	<p>2. (2a) Strong Voice: Stand and speak with purpose</p> <ul style="list-style-type: none"> • Square Up, Stand Still: when giving instructions, stop moving and strike a formal pose • Formal Register: when giving instructions, use formal register, including tone and word choice • Delivers clear what to do directions using economy of language 	<p>Teacher does not demonstrate an effective use of strong voice by doing the following:</p> <ul style="list-style-type: none"> - Squares up, stands still in hot spots - Gives clear what to do direction using economy of language - Uses a formal register when providing whole class directions 	<p>Teacher somewhat uses strong voice by implementing 1/3 of the following:</p> <ul style="list-style-type: none"> - Square ups, stands still in hot spots - Gives clear what to do directions using economy of language - Uses a formal register when providing whole class directions 	<p>Teacher uses strong voice by implementing 2/3 of the following:</p> <ul style="list-style-type: none"> - Squares up, stands still in hot spots - Gives clear what to do directions using economy of language - Uses a formal register when providing whole class directions 	<p>Teacher effectively demonstrates an effective use of strong voice by doing 3/3 of the following:</p> <ul style="list-style-type: none"> - Squares up, stands still in hot spots - Gives clear what to do directions using economy of language - Uses a formal register when providing whole class directions
2a.2 Culture Creating an Environment of Respect and Rapport	<p>10. (2a) Narrate the Positive</p> <ul style="list-style-type: none"> • Narrate what students do well, not what they do wrong <ul style="list-style-type: none"> o "I like how Javon has gotten straight to work on his writing assignment." o "The second row is ready to go: their pencils are in the well and their eyes are on me." • While narrating the positive and/or while scanning during a re-direct, look at the student(s) who are off-task • Use language that reinforces students getting smarter: <ul style="list-style-type: none"> o Praise answers that are above and beyond or strong effort 	<p>Teacher does not reinforce expectations by using the following strategies:</p> <ul style="list-style-type: none"> - Positive behavioral narration - Positive academic narration - Connecting narrations to iDream values 	<p>Teacher reinforces expectations by using 1/3 of the following strategies:</p> <ul style="list-style-type: none"> - Positive behavioral narration - Positive academic narration - Connecting narrations to iDream values 	<p>Teacher reinforces expectations by using 2/3 of the following strategies:</p> <ul style="list-style-type: none"> - Positive behavioral narration - Positive academic narration - Connecting narrations to iDream values 	<p>Teacher reinforces expectations by using 3/3 of the following strategies:</p> <ul style="list-style-type: none"> - Positive behavioral narration - Positive academic narration - Connecting narrations to iDream values
2b Culture Establishing a Culture for Learning	<p>7. (2b) Build the Momentum</p> <ul style="list-style-type: none"> • Give the students a simple challenge to complete a task: <ul style="list-style-type: none"> o Example: "Now I know you're only 4th graders, but I have a 5th grade problem that I bet you could master!" • Speak faster, walk faster, vary your voice, & smile (Sparkle) 	<p>Teacher does not implement the following strategies to build momentum:</p> <ul style="list-style-type: none"> - Creates a challenge for students - Strategically varies pace of speech and walking - Teacher strategically selects the highest leverage moment in lesson 	<p>Teacher implements 1/3 the following strategies to build momentum:</p> <ul style="list-style-type: none"> - Creates a challenge for students - Strategically varies pace of speech and walking - Teacher strategically selects the highest leverage moment in lesson 	<p>Teacher implements 2/3 the following strategies to build momentum:</p> <ul style="list-style-type: none"> - Creates a challenge for students - Strategically varies pace of speech and walking - Teacher strategically selects the highest leverage moment in lesson 	<p>Teacher implements 3/3 the following strategies to build momentum:</p> <ul style="list-style-type: none"> - Creates a challenge for students - Strategically varies pace of speech and walking - Teacher strategically selects the highest leverage moment in lesson
2c Culture Managing Classroom Procedures	<p>1. (2c) Routines & Procedures 101: Design and Roll out</p> <ul style="list-style-type: none"> • Plan & practice critical routines and procedures moment-by-moment : <ul style="list-style-type: none"> o Explain what each routine means and what it will look like o Write out what teacher and students do at each step, and what will happen with students who don't follow the routine • Plan & practice the roll out: how to introduce routine for the first time: <ul style="list-style-type: none"> o Plan the "I Do": how you will model the routine o Plan what you will do when students don't get it right <p>4. (2c) Routines & Procedures 201: Revise and perfect them</p> <ul style="list-style-type: none"> • Revise any routine that needs more attention to detail or is inefficient, with particular emphasis on what students and teachers are doing at each moment • Do It Again: have students do the routine again if not done correctly the first time • Cut it Short: know when to stop the Do It Again 	<p>Classroom routines and procedures demonstrate 0/3 of the following:</p> <ul style="list-style-type: none"> - Implemented consistently as outlined in classroom culture plan - Student-run - Efficiency of time 	<p>Classroom routines and procedures demonstrate 1/3 of the following:</p> <ul style="list-style-type: none"> - Implemented consistently as outlined in classroom culture plan - Student-run - Efficiency of time 	<p>Classroom routines and procedures demonstrate 2/3 of the following:</p> <ul style="list-style-type: none"> - Implemented consistently as outlined in classroom culture plan - Student-run - Efficiency of time 	<p>Classroom routines and procedures demonstrate 3/3 of the following:</p> <ul style="list-style-type: none"> - Implemented consistently as outlined in classroom culture plan - Student-run - Efficiency of time



Domain 2: The Classroom Environment		INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>2d Culture Managing Student Behavior</p> <p>Get Better Faster Practices</p> <p>5. (2d) Teacher Radar: Know when students are off task</p> <ul style="list-style-type: none"> Deliberately scan the room for on-task behavior: <ul style="list-style-type: none"> Choose 3-4 "hot spots" (places where you have students who often get off task) to scan constantly "Be Seen Looking": crane your neck to appear to be seeing all corners of the room Circulate the room with purpose (break the plane): <ul style="list-style-type: none"> Move among the desks and around the perimeter Stand at the corners: identify 3 spots on the perimeter of the room to which you can circulate to stand and monitor student work Move away from the student who's speaking to monitor the whole room <p>6. (2d) Whole-Class Reset</p> <ul style="list-style-type: none"> Implement a planned whole class reset to re-establish student behavioral expectations when a class routine has slowly weakened over previous classes Implement an "in-the-moment reset" when a class veers off task during the class period <ul style="list-style-type: none"> Example: Stop teaching. Square up. Give a clear What to Do: "Pencils down. Eyes on me. Hands folded in 3-2-1. Thank you: that's what Harvard looks like." Pick up tone & energy again. <p>11. (2d) Individual Student Corrections</p> <ul style="list-style-type: none"> Anticipate student off-task behavior and rehearse the next two things you will do when that behavior occurs. Redirect students using the least invasive intervention necessary: <ul style="list-style-type: none"> Proximity Eye contact Use a non-verbal Say student's name quickly Small consequence 	<p>Teacher implements 1/4 of the following techniques for teacher radar:</p> <ul style="list-style-type: none"> Moves to hot spots and square up stand still Scans and "Be Seen Looking" Corrects individual students for off-task behavior Implements whole class reset to correct multiple off-task behaviors 	<p>Teacher implements 2/4 of the following techniques for teacher radar:</p> <ul style="list-style-type: none"> Moves to hot spots and square up stand still Scans and "Be Seen Looking" Corrects individual students for off-task behavior Implements whole class reset to correct multiple off-task behaviors 	<p>Teacher implements 3/4 of the following techniques for teacher radar:</p> <ul style="list-style-type: none"> Moves to hot spots and square up stand still Scans and "Be Seen Looking" Corrects individual students for off-task behavior Implements whole class reset to correct multiple off-task behaviors 	<p>Teacher implements 4/4 of the following techniques for teacher radar:</p> <ul style="list-style-type: none"> Moves to hot spots and square up stand still Scans and "Be Seen Looking" Corrects individual students for off-task behavior Implements whole class reset to correct multiple off-task behaviors 	
<p>2e Culture Organizing Physical Space</p> <p>Management: classroom environment is organized, clutter-free and clean with up to date student work.</p>	<p>Classroom environment demonstrates 1/4 of the following:</p> <ul style="list-style-type: none"> organized clutter-free clean posted materials & student work are up to date. 	<p>Classroom environment demonstrates 2/4 of the following:</p> <ul style="list-style-type: none"> organized clutter-free clean posted materials & student work are up to date. 	<p>Classroom environment demonstrates 3/4 of the following:</p> <ul style="list-style-type: none"> organized clutter-free clean posted materials & student work are up to date. 	<p>Classroom environment demonstrates 4/4 of the following:</p> <ul style="list-style-type: none"> organized clutter-free clean posted materials & student work are up to date. 	

Domain 3: Instruction	Get Better Faster Practices	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3a Rigor Communicating with Students	3. (2d) What to Do: <ul style="list-style-type: none"> Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directions). Check for understanding on complex instructions. 	Teacher implements 0/3 of the following when providing what-to-do directions: <ul style="list-style-type: none"> Economy of language with clearly chunked phrases Directions given in a logical order Check for understanding around directions 	Teacher implements 1/3 of the following when providing what-to-do directions: <ul style="list-style-type: none"> Economy of language with clearly chunked phrases Directions given in a logical order Check for understanding around directions 	Teacher implements 2/3 of the following when providing what-to-do directions: <ul style="list-style-type: none"> Economy of language with clearly chunked phrases Directions given in a logical order Check for understanding around directions 	<i>Teacher effectively provides what-to-do direction by implementing 3/3 following:</i> <ul style="list-style-type: none"> Economy of language with clearly chunked phrases Directions given in a logical order Check for understanding around directions
3b.1 Rigor Using Questioning with Discussion Techniques	10. (3c) Universal Prompts: Push the thinking back on the students through universal prompts that could be used at any point: <ul style="list-style-type: none"> Provide wait time after posing challenging questions Pre-call: let a student who needs more time know you're calling him/her next Roll back the answer: repeat the wrong answer back to the student (give student time to think and you time to build a plan!) Ask universal prompts to push the student to elaborate: <ul style="list-style-type: none"> "Tell me more." "What makes you think that?" "How do you know?" "Why is that important?" Close the loop: after correcting their error, go back to students with wrong answers to have them revise their answers 	Does not effectively facilitate discussion by using any of the following techniques: <ul style="list-style-type: none"> Provide wait time using pre-call and/or roll back Push discussion using universal prompt Close loop with students demonstrating the misconception 	Facilitates discussion by using only 1/3 of the following techniques: <ul style="list-style-type: none"> Provide wait time using pre-call and/or roll back Push discussion using universal prompt Close loop with students demonstrating the misconception 	Facilitates discussion by using only 2/3 of the following techniques: <ul style="list-style-type: none"> Provide wait time using pre-call and/or roll back Push discussion using universal prompt Close loop with students demonstrating the misconception 	<i>Effectively facilitates discussion by using 3/3 of the following techniques:</i> <ul style="list-style-type: none"> Provide wait time using pre-call and/or roll back Push discussion using universal prompt Close loop with students demonstrating the misconception
3b.2 Rigor Using Questioning with Discussion Techniques	11. (3c) Habits of Discussion: Teach and model for students the habits that strengthen class conversation: <ul style="list-style-type: none"> Keep neutral/manage your tell: don't reveal the right/wrong answer through your reaction to the student response. <ul style="list-style-type: none"> Agree/Build off of: "I agree with ____ and I'd like to add..." Disagree respectfully: "While I agree with [this part of your argument], I disagree with _____. I would argue..." 	Does not effectively facilitate Habits of Discussion by using any of the following techniques: <ul style="list-style-type: none"> Managing the tell by NOT revealing right/wrong answers Modeling/prompting summarizing key points of peer's response Modeling and/or prompting using evidence to support you 	Facilitates Habits of Discussion by using 1/3 of the following techniques: <ul style="list-style-type: none"> Managing the tell by NOT revealing right/wrong answers Modeling/prompting summarizing key points of peer's response Modeling and/or prompting using evidence to support you 	Facilitates Habits of Discussion by using 2/3 of the following techniques: <ul style="list-style-type: none"> Managing the tell by NOT revealing right/wrong answers Modeling/prompting summarizing key points of peer's response Modeling and/or prompting using evidence to support you 	Facilitates Habits of Discussion by using 3/3 of the following techniques: <ul style="list-style-type: none"> Managing the tell by NOT revealing right/wrong answers Modeling/prompting summarizing key points of peer's response Modeling and/or prompting using evidence to support you



Domain 3: Instruction	Get Better Faster Practices	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
3c.1. Rigor Engaging Students in Learning	<p>7. (1f) Check for Whole-Group Understanding: Gather evidence on whole group learning:</p> <ul style="list-style-type: none"> • Poll the room to determine how students are answering a certain question. <ul style="list-style-type: none"> o “How many chose letter A? B? C? D?” o [Students answer the question on whiteboard: “Hold up your whiteboards on the count of three...” • Target the error: focus class discussion on the questions where students most struggle to answer correctly 	<p>Teacher does not check for whole-group understanding by:</p> <ul style="list-style-type: none"> - Polling the entire room to find the trend - Providing a model or facilitating discourse to respond to the error - Providing a content AND skill stamp at the end of the review 	<p>Teacher somewhat checks for whole-group understanding by doing 1/3 of the following:</p> <ul style="list-style-type: none"> - Polling the entire room to find the trend - Providing a model or facilitating discourse to respond to the error - Providing a content AND skill stamp at the end of the review 	<p>Teacher checks for whole-group understanding by doing 2/3 of the following:</p> <ul style="list-style-type: none"> - Polling the entire room to find the trend - Providing a model or facilitating discourse to respond to the error - Providing a content AND skill stamp at the end of the review 	<p>Teacher effectively checks for whole-group understanding by doing 3/3 of the following:</p> <ul style="list-style-type: none"> - Polling the entire room to find the trend - Providing a model or facilitating discourse to respond to the error - Providing a content AND skill stamp at the end of the review
3c.2. Rigor Engaging Students in Learning	<p>6. Habits of Evidence</p> <ul style="list-style-type: none"> • Teach students to annotate with purpose: summarize, analyze, find the best evidence, etc. • Teach and prompt students to cite key evidence in their responses 	<p>Students do not demonstrate engagement through their written and/or verbal use of evidence by doing 0/3 of the following:</p> <ul style="list-style-type: none"> - Purposefully underline/identify key evidence that links to the overall purpose - Use best evidence in their verbal and/or written responses - Provide an analysis using best evidence that clearly connects to the overall purpose with or without prompting from the teacher 	<p>Students somewhat demonstrate engagement through their written and/or verbal use of evidence by doing 1/3 of the following:</p> <ul style="list-style-type: none"> - Purposefully underline/identify key evidence that links to the overall purpose - Use best evidence in their verbal and/or written responses - Provide an analysis using best evidence that clearly connects to the overall purpose with or without prompting from the teacher 	<p>Students demonstrate engagement through their written and/or verbal use of evidence by doing 2/3 of the following:</p> <ul style="list-style-type: none"> - Purposefully underline/identify key evidence that links to the overall purpose - Use best evidence in their verbal and/or written responses - Provide an analysis using best evidence that clearly connects to the overall purpose with or without prompting from the teacher 	<p><i>Students demonstrate demonstrate engagement through their written and/or verbal use of evidence by doing 3/3 of the following:</i></p> <ul style="list-style-type: none"> - <i>Purposefully underline/identify key evidence that links to the overall purpose</i> - <i>Use best evidence in their verbal and/or written responses</i> - <i>Provides an analysis using best evidence that clearly connects to the overall purpose with or without prompting from the teacher</i>
3c.3. Culture Engaging Students in Learning	<p>9. (1f) Engage All Students: Make sure all students participate:</p> <ul style="list-style-type: none"> • Make sure to call on all students • Cold call students • Implement brief (15-30 second) Turn & Talks • Intentionally alternate among multiple methods in class discussion: cold calling, choral response, all hands & turn and talks 	<p>Teacher does not ensure that all students participate by:</p> <ul style="list-style-type: none"> - Using cold calling - Strategically inserting turn and talks - Alternating between choral response and asking for all hands 	<p>Teacher somewhat ensures that all students participate by implementing 1/3 of the following:</p> <ul style="list-style-type: none"> - Using cold calling - Strategically inserting turn and talks - Alternating between choral response and asking for all hands 	<p>Teacher ensures that all students participate by implementing 2/3 of the following:</p> <ul style="list-style-type: none"> - Using cold calling - Strategically inserting turn and talks - Alternating between choral response and asking for all hands 	<p>Teacher effectively ensures that all students participate by implementing 3/3 of the following:</p> <ul style="list-style-type: none"> - Using cold calling - Strategically inserting turn and talks - Alternating between choral response and asking for all hands



Domain 3: Instruction	Get Better Faster Practices	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>3d Rigor Using Assessment in Instruction</p>	<p>5. (3d) Monitor Aggressively: Check students' independent work to determine whether they're learning what you're teaching</p> <ul style="list-style-type: none"> • Create & implement a monitoring pathway: <ul style="list-style-type: none"> ◦ Create a seating chart to monitor students most effectively ◦ Monitor the fastest writers first, then the students who need more support • Monitor the quality of student work: <ul style="list-style-type: none"> ◦ Check answers against your exemplar ◦ Track correct and incorrect answers to class questions • Pen in hand: Mark up student work as you circulate <ul style="list-style-type: none"> ◦ Use a coding system to affirm correct answers ◦ Cue students to revise answers using minimal verbal intervention (Name the error, ask them to fix it, tell them you'll follow up) 	<p>Uses real-time data to adjust instruction by implementing 1/4 of the following:</p> <ul style="list-style-type: none"> -Creating and following AM pathway -Names the focus of the lap -Clearly codes student work -Follows up by monitoring students' revision 	<p>Uses real-time data to adjust instruction by implementing 2/4 of the following:</p> <ul style="list-style-type: none"> -Creating and following AM pathway -Names the focus of the lap -Clearly codes student work -Follows up by monitoring students' revision 	<p>Uses real-time data to adjust instruction by implementing 3/4 of the following:</p> <ul style="list-style-type: none"> -Creating and following AM pathway -Names the focus of the lap -Clearly codes student work -Follows up by monitoring students' revision 	<p>Uses real-time data to adjust instruction by implementing 4/4 of the following:</p> <ul style="list-style-type: none"> -Creating and following AM pathway -Names the focus of the lap -Clearly codes student work -Follows up by monitoring students' revision



Domain 3: Instruction	Get Better Faster Practices	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<p>3e Rigor Demonstrating Flexibility and Responsiveness</p>	<p>8. (3e) Re-teaching 101—Model: Model for the students how to think/solve/write</p> <ul style="list-style-type: none"> • Give students a clear listening/note-taking task that fosters active listening of the model, and then debrief the model: <ul style="list-style-type: none"> o “What did I do in my model?” o “What are the key things to remember when you are doing the same in your own work?” • Model the thinking, not just a procedure <ul style="list-style-type: none"> o Narrow the focus to the thinking students are struggling with o Model replicable thinking steps that students can follow o Model how to activate one’s own content knowledge and skills that have been learned in previous lessons o Vary the think-aloud in tone and cadence from the normal “teacher” voice to highlight the thinking skills. • We Do and You Do: give students opportunities to practice with your guidance <p>9. (3e) Re-teaching 201—Guided Discourse: Let students unpack their own errors & build a solution</p> <ul style="list-style-type: none"> • Show-Call: post student work (either an exemplar or incorrect response) & ask students to identify why that answer is correct/incorrect • Stamp the understanding: <ul style="list-style-type: none"> o “What are the keys to remember when solving problems like these?” or “Can someone give me a rule?” (Students use their own words) • Give them At-bats: give students opportunities to practice with your guidance 	<p>Teacher uses 1/4 or less of the following approaches to responding to data:</p> <ul style="list-style-type: none"> -Provides a model using real-time data to adjust instruction. -Real-time responses, such as the showcall are effective -Teacher or student stamps the key takeaway -Teacher provides students with opportunity to revise or apply the stamped takeaway 	<p>Teacher uses 2/4 of the following approaches to responding to data:</p> <ul style="list-style-type: none"> -Provides a model using real-time data to adjust instruction. -Real-time responses, such as the showcall are effective -Teacher or student stamps the key takeaway -Teacher provides students with opportunity to revise or apply the stamped takeaway 	<p>Teacher uses 3/4 of the following approaches to responding to data</p> <ul style="list-style-type: none"> -Provides a model using real-time data to adjust instruction. -Real-time responses, such as the showcall, are effective -Teacher or student stamps the key takeaway -Teacher provides students with opportunity to revise or apply the stamped takeaway 	<p>Teacher effectively uses 4/4 of the following approaches to respond to data:</p> <ul style="list-style-type: none"> -Provides a model using real-time data to adjust instruction. -Real-time responses, such as the showcall are effective -Teacher or student stamps the key takeaway -Teacher provides students with opportunity to revise or apply the stamped takeaway



Domain 4: Professional Responsibilities	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4a Reflecting on Teaching	Teacher actively participates in Observation Feedback meetings by demonstrating 2 or fewer of the following: - Come to O/F meetings prepared with prework - Practice the action step(s) - Implement action step(s) - Reflect on personal development	Teacher actively participates in Observation Feedback meetings by demonstrating 3/4 of the following: - Come to O/F meetings prepared with prework - Practice the action step(s) - Implement action step(s) - Reflect on personal development	Teacher actively participates in Observation Feedback meetings by demonstrating 4/4 of the following: - Come to O/F meetings prepared with prework - Practice the action step(s) - Implement action step(s) - Reflect on personal development	<i>Highly effective is reserved for the end of the year when the teacher demonstrates consistent effectiveness.</i>
4b Maintaining Accurate Records	Teacher rarely ensures all professional deadlines are met, including but not limited to: grading, data cycles, student records, I&RS interventions, etc.	Teacher sometimes ensures all professional deadlines are met, including but not limited to: grading, data cycles, student records, I&RS interventions, etc.	Teacher consistently ensures all professional deadlines are met, including but not limited to: grading, data cycles, student records, I&RS interventions, etc.	<i>Highly effective is reserved for the end of the year when the teacher demonstrates consistent effectiveness.</i>
4c Communicating with Families	0 - 4 (or below 50% of students) meaningful individualized parent calls/meetings for the month evidenced in Kickboard.	5 - 14 (or 50-79% of students) meaningful individualized parent calls/meetings for the month evidenced in Kickboard.	15 - 24 (or 80-94% of students) meaningful individualized parent calls/meetings for the month evidenced in Kickboard.	25+ (or 95%+ of students) meaningful individualized parent calls/meetings for the month evidenced in Kickboard.
4d Participating in a Professional Community	Teacher rarely attends or arrives late to, participates and completes all pre-work for all meetings.	Teacher sometimes attends or arrives late, participates and completes all pre-work for all meetings.	Teacher consistently attends and arrives on time, participates and completes all pre-work for all meetings.	Teacher meets all effective criteria and he/she led session(s) and supported colleagues' development.



Domain 4: Professional Responsibilities	INEFFECTIVE	PARTIALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
4e Growing and Developing Professionally	<p>In one lesson: 62% or less of students demonstrate mastery of objective.</p> <p>Overtime (mid-year and annual): 62% or less of students met their SGO (growth and/or mastery goals).</p>	<p>In one lesson: 63-74% or less of students demonstrate mastery of objective.</p> <p>Overtime (mid-year and annual): 63-74% or less of students met their SGO (growth and/or mastery goals). 63-74% of students demonstrate mastery of objective.</p>	<p>In one lesson: 75-84% or less of students demonstrate mastery of objective.</p> <p>Overtime (mid-year and annual): 75-84% or less of students met their SGO (growth and/or mastery goals).</p>	<p>In one lesson: 85%+ or less of students demonstrate mastery of objective.</p> <p>Overtime (mid-year and annual): 85%+ or less of students met their SGO (growth and/or mastery goals).</p>
4f Showing Professionalism	7+ sick days	5-6 sick days	3-4 sick days	2 or less sick days

The BRICK School Leader evaluation tool is a performance management tool that drives excellent school leader performance.

COMPETENCY 1 | BUILD RELATIONSHIPS

COMPETENCY 2 | LEAD SELF & OTHERS

COMPETENCY 3 | DRIVE RESULTS

The rubrics use a four-level rating scale with the following labels:

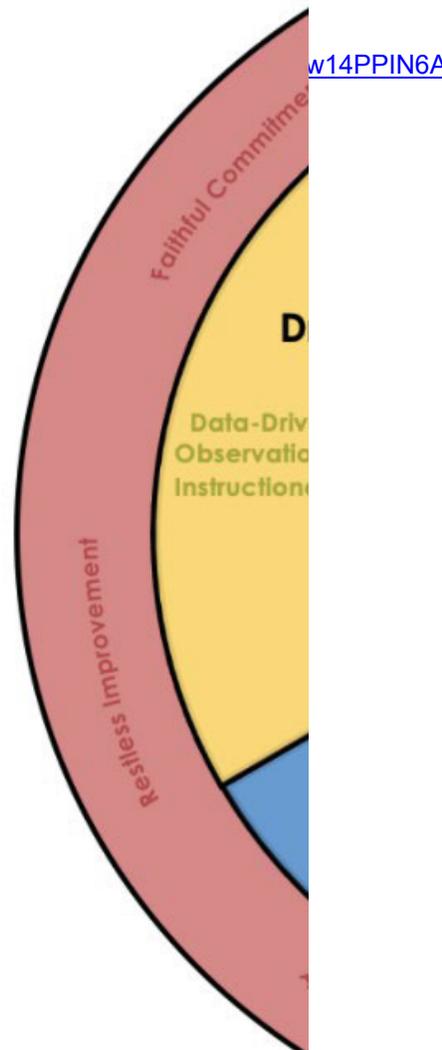
- 4-Highly Effective
- 3-Effective
- 2-Partially Effective
- 1-Ineffective

To score, read across the four levels of performance for each standard, find the level that best describes the school leader.

Determine the overall rating by selecting the category: highly effective, effective, partially effective, ineffective that best describes the school leader.

KEY

Instruction	White	https://docs.google.com/document/d/1OrbAxGhE...
Culture	Gray	
Operations	Blue	https://docs.google.com/document/d/1w14PPIN6A...
Network Leader	Green	



3 competencies, 8 behaviors, 45 indicators

Indicator	Instruction	Culture	Operations
Competency 1: Build Relationships			
thrive	Inst.	Culture	Ops.
Indicator 1.1: Name the Gap			N/A
Indicator 1.2: Plan and Roll Out			N/A
Indicator 1.3: Monitor and Follow- Through			N/A
Indicator 1.4: Forum Dismissal, Hallways)			N/A
Indicator 1.6: In Class or School Wide Behavior			N/A
Indicator 1.7: Student Joy, School Pride			N/A
Indicator 1.8: Student Investment, Facilitation			N/A
Indicator 1.9: Leader Strong Voice			N/A
Staff Culture – Build and support the right team	Inst.	Culture	Ops.
Indicator 2.1: Leader Presence			
Indicator 2.2: Relationships with Staff			
Indicator 2.3: Building a Positive Staff Culture			Survey
Indicator 2.4: Leader Communication			
Indicator 2.5: Staff Rituals			
Competency 2: Lead Self and Others			
impact across the school	Inst.	Culture	Ops.
Indicator 3.1: Core Beliefs of BEN Leaders			
Indicator 3.2: Effectiveness of Feedback			N/A
Indicator 3.3: Time and Task Management			
Indicator 3.4: Coaching and Management			N/A
Indicator 3.5:			N/A
Indicator 3.6:			N/A
Professional Development – Strengthen culture and instruction with hands-on training that sticks.	Inst.	Culture	Ops.
Indicator 4.1: Planning, See It, Name It, Do It Framework			
Indicator 4.2: Planning, Do It			
Indicator 4.3 Facilitation			
Indicator 4.4: Pacing and Time Management			
Indicator 4.5: Follow Up			
Leadership – Embody leadership traits and is reflective of strengths/growth areas	Inst.	Culture	Ops.
Indicator 5.1 Leadership Traits			
Indicator 5.2: Progress Towards Personal Goals			
Indicator 5.3: Talent Management			
Competency 3: Drive Results			
Observation & Feedback – Coach teachers to improve the learning	Inst.	Culture	Ops.
Indicator 6.1: See It			Compliance
Indicator 6.2 Name It			Facilities
Indicator 6.3 Do it			St & F Services
Indicator 6.4 Frequency of Observations			Enrollment
Indicator 6.5: Effectiveness of Feedback			Finance
Indicator 6.6 Real Time Coaching			HR
6.7- Technology	N/A	N/A	

Instructional Culture – Prevent problems and guarantee strong lessons

	Inst.	Culture	Ops.
Indicator 7.1 Lesson Fidelity		SW Culture	N/A
Indicator 7.2 Lesson Prep			N/A
Indicator 7.3 Assessing Student Data			N/A
Indicator 7.4 Response to Data Culture			N/A
Indicator 7.5 Student Writing		SEL	N/A
Indicator 7.6 Student Discussion		St Leadership	N/A

Data-Driven Culture – Define the roadmap for rigor and adapt teaching to meet the students' needs

	Inst.	Culture	Ops.
Indicator 8.1 Results		Tier 1	N/A
Indicator 8.2 Data Driven Culture		Tier 2	N/A
Indicator 8.3 See It		Tier 3	N/A
Indicator 8.4 Name It			N/A
Indicator 8.5 Do It			N/A

Leader
[Redacted]
Network

N/A

N/A
N/A

Network

Board
[Redacted]
Network

N/A
Network

Network

[Redacted]
Network

N/A

Network

Network

COMPETENCY 1 BUILD RELATIONSHIPS	
	4-HIGHLY EFFECTIVE
Indicator 1.1: Name	Before the start of the school year, leader has facilitated and
Indicator 1.1: Name	Before the start of the school year, leader has a complete and
Operations N/A	
Indicator 1.1: Name	Before the start of the school year, network leader has
	4-HIGHLY EFFECTIVE
Indicator 1.2:	Leader always designs highly effective plans for the roll out by
Indicator 1.2: Plan	Leader always designs highly effective plans for the roll out by
Operations N/A	
Indicator 1.2: Plan	Leader always designs highly effective plans for the roll out by
	4-HIGHLY EFFECTIVE
Indicator 1.3:	Leader is always present and seen in designated key areas
Indicator 1.3:	Leader is always present and seen in key areas (lunch,
Operations N/A	
Indicator 1.3:	Network Leader manages principals to be always present and
	4-HIGHLY EFFECTIVE
Indicator 1.4: Forum	90% of teachers monitor and model high level of engagement
Indicator 1.4: Forum	90% of teachers monitor and model high level of
Operations N/A	
Indicator 1.4: Participation at Forum and/or Events	<p>Leader is always motivational and inspiring</p> <p>Leader consistently encourages student participation through relevant questions and/or student presentation.</p> <p>Leader always models behavioral and academic taxonomy techniques (e.g. cold call, CFU, positive framing)</p> <p>100% of teachers/staff participate</p>
	4-HIGHLY EFFECTIVE
Indicator 1.5: Whole School Transitions (Breakfast, Lunch, Dismissal, Hallways)	<p>95% - 100% of teachers ensure students transition to destinations within the given amount of time.</p> <p>Teachers facilitate transition using economy of language</p> <p>Students begin task immediately after transition</p>

<p>Indicator 1.5: Whole School Transitions (Breakfast, Lunch, Dismissal, Hallways)</p>	<p>100% of students make transition to destinations within the given amount of time.</p> <p>Teachers facilitate transition using economy of language.</p> <p>Teachers facilitate transition from the hallway to the classroom by standing in the threshold</p> <p>Breakfast/lunch systems guarantee that students leave the eating area clean.</p>
<p>Operations N/A</p>	
<p>Network N/A</p>	
4-HIGHLY EFFECTIVE	
<p>Indicator 1.6: In-Class Behavior</p>	<p>The general tone of classrooms is efficient, respectful and positive.</p> <p>90-100% of teachers narrate positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students.</p> <p>Directions are specific, concrete, sequential, observable steps; steps are small enough that every student easily complies</p> <p>90-100% of teachers use non-verbal authority, economy of language, and quiet power to gain compliance.</p> <p>Adults never engage student excuses/distractions during correction of student misbehavior</p>

<p>Indicator 1.6: Schoolwide Environment</p>	<p>The general tone of the school is efficient, respectful and positive.</p> <p>Incentive programs and opportunities are always posted for students to see.</p> <p>School has a functioning multidisciplinary student support team and sub-committees that meet bi-weekly, with fidelity.</p> <p>Students and staff always greet one another in a warm and professional manner.</p> <p>iDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations.</p>
<p>Operations N/A</p>	
<p>Indicator 1.6: Network Wide Environment</p>	<p>The general tone of 100% of school campus' is efficient, respectful and positive as measured by:</p> <ul style="list-style-type: none"> -Incentive programs and opportunities are always posted for students to see. -School has a functioning multidisciplinary student support team and sub-committees that meet bi-weekly, with fidelity. -Students and staff always greet one another in a warm and professional manner. -iDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations.
<p>4-HIGHLY EFFECTIVE</p>	
<p>Indicator 1.7: Student Joy & Engagement</p>	<p>Students are visibly joyful and excited to be in school</p> <p>90-100% of students are engaged in classroom activities.</p> <p>Based on developmental stage, students internalize and model behavioral expectations without teacher supervision.</p> <p>90-100% of students exhibit SLANT or professional posture</p>

<p>Indicator 1.7: School Pride & Spirit</p>	<p>School-wide celebrations are offered on a recurring basis.</p> <p>90-100% of students are engaged in school-wide culture activities.</p> <p>Students internalize and model iDREAM core values and SEL competencies without adult supervision.</p> <p>90-100% of students surveyed are proud to attend their school.</p>
<p>Operations N/A</p>	
<p>Network N/A</p>	
<p>4-HIGHLY EFFECTIVE</p>	
<p>Indicator 1.8: Student Investment</p>	<p>90-100% of students follow school rules and classroom expectations 100% of the time without the need for reminders.</p> <p>Students track the teacher 100% of the time and peers 75%+ of the time.</p> <p>Students are 90-100% compliant with the uniform policy with no reminders.</p> <p>Student discipline system is widely used by teachers and is effective at addressing small misbehaviors.</p> <p>Student response to correction is immediate and does not require repetition.</p>

<p>Indicator 1.8: Student Facilitation</p>	<p>100% of students are explicitly taught the BRICK's iDREAM core values</p> <p>100% of students receive Tier I SEL instruction</p> <p>The uniform policy is always enforced</p> <p>Student discipline system is always restorative and teachers adhere to the progressive discipline framework</p> <p>Students are always engaged in the restorative process and able to self-facilitate the desired outcomes</p>
<p>Operations N/A</p>	
	<p>4-HIGHLY EFFECTIVE</p>
<p>Indicator 1.9: Leader Strong Voice</p>	<p>Leader is able to achieve student compliance 90-100% of the time</p> <p>Leader tone is consistently urgent, respectful, professional, and warm</p> <p>Leader facilitates whole school moments using economy of language.</p> <p>During school leader facilitation of whole school moments, 90-100% students are compliant</p> <p>Leader always models behavioral and academic taxonomy techniques (e.g. cold call, CFU, positive framing)</p> <p>Leader is able to deftly work a range of techniques, including TlaC and administering additional consequences, to reset students who display particularly challenging behaviors and is almost always successful in achieving student compliance</p>

<p>Indicator 1.9: Culture Leader Strong Voice</p>	<p>Leader is always motivational and inspiring</p> <p>Leader is able to capture the attention of their audience 100% of the time</p> <p>Leader communication is consistently respectful, professional, warm and uses affective statements</p> <p>Leader facilitates whole school moments using economy of language.</p> <p>During Culture Leader facilitation of whole school moments, 100% students are actively listening and engaged</p> <p>Leader always models SEL competencies and BRICK iDREAM core values</p> <p>Leader is able to deftly work a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.</p>
<p>Operations N/A</p>	
<p>Indicator 1.9: Leader Strong Voice</p>	<p>Leader is always motivational and inspiring</p> <p>Leader is able to capture the attention of their audience 100% of the time</p> <p>Leader communication is consistently respectful, professional, warm and uses affective statements</p> <p>Leader always models SEL competencies and BRICK iDREAM core values</p> <p>Leader is able to deftly work a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.</p>

3 - EFFECTIVE
Before the start of the school year, leader has a complete
Before the start of the school year, leader has a complete
Before the start of the school year, network leader has a
3 - EFFECTIVE
Leader consistently design effective plans for the roll out by
Leader consistently designs highly effective plans for the roll
Leader consistently design effective plans for the roll out by
3 - EFFECTIVE
Leader is consistently present and seen in designated key
Leader is consistently present and seen in key areas (lunch,
Network Leader manages principals to be consistently
3 - EFFECTIVE
70% of teachers monitor and model high level of engagement
70% of teachers monitor and model high level of
Leader is consistently motivational and positive
Leader often encourages student participation through relevant questions and/or student presentation.
Leader consistently models taxonomy techniques (cold call, CFU, positive framing)
90% of teachers/staff participate
3 - EFFECTIVE
85-94% of teachers ensure students make transition to destinations within the given amount of time.
Teacher facilitate transition by narrating
After the transition teachers narrate the next direction.

90% of students make transition to destinations within the given amount of time.

Teachers facilitate transition using economy of language.

Teachers facilitate transition from the hallway to the classroom by standing in the threshold

Breakfast/lunch systems guarantee that students leave most of eating area clean.

3 - EFFECTIVE

The general tone of classrooms is efficient, respectful and positive.

75-89% of teachers narrate positive student behaviors (rather than calling out the negative) and use praise, challenge and aspiration to motivate the students.

Directions are specific, concrete, sequential, observable steps; sometimes more specific steps need to be offered if a few students do not comply on first attempt

75-90% of teachers use non-verbal authority, economy of language, and quiet power to gain compliance.

Adults rarely engage student excuses/distractions during correction of student misbehavior

The general tone of the school is efficient, respectful and positive.

Incentive programs and opportunities are posted for students to see.

School has a functioning multidisciplinary student support team and sub-committees that meet at least bi-weekly, with fidelity.

Students and staff greet one another in a warm and professional manner.

iDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations.

The general tone of 90% of school campus' is efficient, respectful and positive as measured by:

-Incentive programs and opportunities are always posted for students to see.

-School has a functioning multidisciplinary student support team and sub-committees that meet bi-weekly, with fidelity.

-Students and staff always greet one another in a warm and professional manner.

-iDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations.

3 - EFFECTIVE

Most students are visibly joyful and excited to be in school

80-89% of students are engaged in classroom activities.

Based on developmental stage, students internalize and model behavioral expectations with minimal teacher supervision.

80-89% of students exhibit SLANT or professional posture

School-wide celebrations are offered on a recurring basis.

80-89% of students are engaged in school-wide culture activities.

Students internalize and model iDREAM core values and SEL competencies without adult supervision.

80-89% of students surveyed are proud to attend their school.

3 - EFFECTIVE

80-89% of students follow school rules and classroom expectations 95% of the time. Some reminders are necessary.

Students track the teacher 85% of the time and peers 50%+ of the time.

Students are 80-89% compliant with the uniform policy. Some reminders are necessary.

Student discipline system is used by most teachers and is effective at addressing small misbehaviors.

Student response to correction is quick but requires some repetition.

90% of students are explicitly taught the BRICK's iDREAM core values

90% of students receive Tier I SEL instruction

The uniform policy is consistently enforced

Student discipline system is restorative and teachers adhere to the progressive discipline framework

Students are engaged in the restorative process and able to self-facilitate the desired outcomes

3 - EFFECTIVE

Leader is able to achieve student compliance 80-89% of the time

Leader tone is usually urgent, respectful, professional, and warm

Leader facilitates whole school moments using economy of language.

During school leader facilitation of whole school moments, 80-89% students are compliant

Leader usually models behavioral and academic taxonomy techniques (e.g. cold call, CFU, positive framing)

Leader is able to work a range of techniques, including TlaC and administering additional consequences, to reset students who display particularly challenging behaviors and is usually successful in achieving student compliance

Leader is consistently motivational and inspiring

Leader is able to achieve 100% compliance 90% of the time

Leader tone is usually urgent, respectful, professional, warm and uses affective statements

Leader facilitates whole school moments using economy of language.

During Culture Leader facilitation of whole school moments, 90% students are actively listening and engaged

Leader models SEL competencies and BRICK iDREAM core values

Leader is able to consistently work a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.

Leader is consistently motivational and inspiring

Leader is able to achieve 100% compliance 90% of the time

Leader tone is usually urgent, respectful, professional, warm and uses affective statements

Leader models SEL competencies and BRICK iDREAM core values

Leader is able to consistently work a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.

2 – PARTIALLY EFFECTIVE

Before the start of the school year, leader has a basic plan for

Before the start of the school year, leader has a basic plan for

Before the start of the school year, network leader has a

2 – PARTIALLY EFFECTIVE

Leader inconsistently designs a effective plans for the roll out

Leader inconsistently designs highly effective plans for the

Leader inconsistently designs a effective plans for the roll out

2 – PARTIALLY EFFECTIVE

Leader is inconsistently present and seen in designated key

Leader is inconsistently present and seen in key areas (lunch,

Network Leader manages principals to be inconsistently

2 – PARTIALLY EFFECTIVE

50% of teachers monitor and model high level of engagement

50% of teachers monitor and model high level of engagement

Leader is inconsistently motivational and positive

Leader inconsistently encourage student participation with questions or student presentation.

Leader occasionally models taxonomy techniques (cold call, CFU, positive framing)

80% of teachers/staff participate

2 – PARTIALLY EFFECTIVE

75--84% of teachers ensure students make transitions to their destination within the given amount of time.

Teacher has to repeat directions

After the transition, students are off task.

80% of students make transitions to destination within the given amount of time.

Teachers have to repeat directions.

Some teachers facilitate transition from the hallway to the classroom by standing in the threshold

Some students clean up in eating area, but cafeteria is left somewhat messy.

2 – PARTIALLY EFFECTIVE

The general tone of the classroom is inconsistent in efficiency, respectfulness, and positivity.

60-75% of teachers do not use positive framing OR narrate negative student behaviors as often as positive, OR teachers do not use positive framing inconsistently using praise, challenge or aspiration to motivate students.

Directions are sometimes not specific, concrete, sequential and/or observable.

60-75% of teachers use non-verbal authority, economy of language, and quiet power to gain compliance.

Adults sometimes engage student excuses/distractions during correction of student misbehavior

The general tone of the school is inconsistent in efficiency, respectfulness, and positivity.

Incentive programs and opportunities are sometimes posted for students to see.

School has a multidisciplinary student support team and sub-committees that sometimes meet bi-weekly

Students and staff sometimes greet one another in a warm and professional manner.

iDREAM Values, Social emotional learning and character traits anchor charts are sometimes posted and visible from various locations.

The general tone of 80% of school campus' is efficient, respectful and positive as measured by:

-Incentive programs and opportunities are always posted for students to see.

-School has a functioning multidisciplinary student support team and sub-committees that meet bi-weekly, with fidelity.

-Students and staff always greet one another in a warm and professional manner.

-iDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations.

2 – PARTIALLY EFFECTIVE

Some students are visibly joyful, there are notable instances of student arguments and/or lack of joy

70-79% of students are engaged in classroom activities.

Based on developmental stage, students have not internalized behavioral expectations and are resistant to those expectations.

70-79% of students exhibit SLANT or professional posture

School-wide celebrations occur but are not consistent.

70-79% of students are engaged in school-wide culture activities.

Students inconsistently internalize and model iDREAM core values and SEL competencies without adult supervision.

70-79% of students surveyed are proud to attend their school.

2 – PARTIALLY EFFECTIVE

70-79% of students follow school rules and classroom expectations 90% of the time. Reminders are often necessary.

Students track the teacher 75% of the time and peers less than 50% of the time.

Students are 70-79% compliant with the uniform policy. Reminders are frequently necessary.

Student discipline system is only used sporadically. It is not effective at addressing small misbehaviors.

Student response to correction is not immediate and requires explanation or engagement. Repetition is necessary.

80% of students are explicitly taught the BRICK's iDREAM core values

80% of students receive Tier I SEL instruction

The uniform policy is inconsistently enforced

Student discipline system is sometimes restorative and teachers sometimes adhere to the progressive discipline framework

Students are sometimes engaged in the restorative process and sometimes able to self-facilitate the desired outcomes

2 – PARTIALLY EFFECTIVE

Leader is able to achieve student compliance 70-79% of the time

Leader tone is sometimes urgent, respectful, professional, and warm

Leader facilitates whole school moments using economy of language.

During school leader facilitation of whole school moments, 70-79% students are compliant

Leader sometimes models behavioral and academic taxonomy techniques (e.g. cold call, CFU, positive framing)

Leader is able to work a range of techniques, including TlaC and administering additional consequences, to reset students who display particularly challenging behaviors and is sometimes successful in achieving student compliance

Leader is inconsistently motivational and inspiring

Leader is able to achieve 90% compliance 90% of the time

Leader tone is sometimes urgent, respectful, professional, warm and uses affective statements

Leader facilitates whole school moments using economy of language.

During Culture Leader facilitation of whole school moments, 85% students are silent and engaged.

Leader sometimes models SEL competencies and BRICK iDREAM core values

Leader sometimes works a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.

Leader is inconsistently motivational and inspiring

Leader is able to achieve 90% compliance 90% of the time

Leader tone is sometimes urgent, respectful, professional, warm and uses affective statements

Leader sometimes models SEL competencies and BRICK iDREAM core values

Leader sometimes works a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.

1 - INEFFECTIVE
Before the start of the school year, leader does not have a plan for
Before the start of the school year, leader does not have a plan for
Before the start of the school year, network leader does not have a
1 - INEFFECTIVE
Leader does not design effective plans for the roll out by scripting a
Leader does not design highly effective plans for the roll out by
Leader does not design effective plans for the roll out by scripting a
1 - INEFFECTIVE
Leader is not present and seen in designated key areas (arrival,
Leader is not present and seen in key areas (lunch, troubled
Network Leader manages principals to not be present and seen in
1 - INEFFECTIVE
Less than 50% of teachers monitor and model high level of
Less than 50% of teachers monitor and model high level of
Leader is negative
Leader does not model taxonomy techniques (cold call, CFU, positive framing)
Less than 80% of teachers/staff participate
1 - INEFFECTIVE
Less than 75% of students make transitions to destinations within the given amount of time.
Teacher has to repeat directions
After the transition, students are off task.

Less than 80% of students make transitions to destinations within the given amount of time.

Teachers have to repeat directions.

Teachers rarely facilitate transition from the hallway to the classroom by standing in the threshold

Cafeteria is left messy.

1 - INEFFECTIVE

The general tone of the classroom is inefficient and/or negative.

Less than 60% of teachers do not use positive framing and do not work to motivate students.

Directions are vague and difficult to follow/understand.

Fewer than 60% of teachers use non- verbal authority, economy of language, and quiet power to gain compliance.

Adults often engage student excuses/distractions during correction of student misbehavior

The general tone of school is inefficient and/or negative.

Incentive programs and opportunities are rarely posted for students to see.

School has a multidisciplinary student support team and sub-committees that rarely meet bi-weekly

Students and staff rarely greet one another in a warm and professional manner.

iDREAM Values, Social emotional learning and character traits anchor charts are rarely posted and visible from various locations.

The general tone of less than 80% of school campus' is efficient, respectful and positive as measured by:

-Incentive programs and opportunities are always posted for students to see.

-School has a functioning multidisciplinary student support team and sub-committees that meet bi-weekly, with fidelity.

-Students and staff always greet one another in a warm and professional manner.

-iDREAM Values, Social emotional learning and character traits anchor charts are posted and visible from various locations.

1 - INEFFECTIVE

Most students are visibly not invested and seem disinterested in school

Less than 70% of students are engaged in classroom activities.

Based on developmental stage, students have not internalized behavioral expectations and are more resistant to those expectations than younger students

Less than 70% of students exhibit SLANT or professional posture

School-wide celebrations rarely occur

Less than 70% of students are engaged in school-wide culture activities.

Students inconsistently internalize and model iDREAM core values and SEL competencies without adult supervision.

Less than 70% of students surveyed are proud to attend their school.

1 - INEFFECTIVE

Fewer than 70% of students follow school rules and classroom expectations 90% of the time. Reminders are frequently necessary.

Students track the teacher less than 75% of the time and do not track peers.

Students are less than 70% compliant with the uniform policy. Reminders are frequently necessary and are ineffective.

Student discipline system is not used and/or is completely ineffective at addressing small misbehaviors.

Students do not correct their behavior or are disrespectful. Teacher action has little impact on student behavior.

Fewer than 70% of students are explicitly taught the BRICK's iDREAM core values

Fewer than 70% of students receive Tier I SEL instruction

The uniform policy is rarely enforced

Student discipline system is rarely restorative and teachers rarely adhere to the progressive discipline framework

Students are rarely engaged in the restorative process and rarely able to self-facilitate the desired outcomes

1 - INEFFECTIVE

Leader is not able to achieve at least 70% student compliance OR leader achieves compliance less than 90% of the time

Leader tone is infrequently urgent, respectful, professional, and warm

Leader facilitates whole school moments using economy of language.

During school leader facilitation of whole school moments, less than 75% students are compliant

Leader infrequently models behavioral and academic taxonomy techniques (e.g. cold call, CFU, positive framing)

Leader is infrequently able to work a range of techniques, including TlaC and administering additional consequences, to reset students who display particularly challenging behaviors/ these techniques are usually unsuccessful

Leader is not motivational and inspiring

Leader is not able to achieve at least 90% compliance OR leader achieves compliance less than 90% of the time

Leader tone is infrequently urgent, respectful, professional, warm and uses affective statements

Leader facilitates whole school moments using economy of language.

During Culture Leader facilitation of whole school moments, fewer than 85% students are silent and engaged.

Leader rarely models SEL competencies and BRICK iDREAM core values

Leader infrequently works a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.

Leader is not motivational and inspiring

Leader is not able to achieve at least 90% compliance OR leader achieves compliance less than 90% of the time

Leader tone is infrequently urgent, respectful, professional, warm and uses affective statements

Leader rarely models SEL competencies and BRICK iDREAM core values

Leader infrequently works a range of techniques, including economy of language, restorative practices, and SEL competencies to de-escalate challenging behaviors and is almost always successful in achieving student emotional safety and wellness.

COMPETENCY 1 BUILD RELATIONSHIPS	
	4-HIGHLY EFFECTIVE
Indicator 2.1: Leader	Leader is pervasively present throughout the school and
Indicator 2.1 : Leader	Leader is pervasively present throughout the school and
Indicator 2.1 :	Operations Leader is pervasively present 85%+ of the
Indicator 2.1: Leader	Leader is pervasively present throughout the network
	4-HIGHLY EFFECTIVE
Indicator 2.2:	Always approaches the teachers they lead with a
Indicator 2.2:	Always approaches culture team members with a
Indicator 2.2:	Always approaches the teachers they lead with a
Indicator 2.2:	Always approaches the staff they lead with a positive
	4-HIGHLY EFFECTIVE
Indicator 2.3: Building a	Leader always holds meeting times sacred with no
Indicator 2.3: Building a	Leader always holds meeting times sacred with no
Indicator 2.3: Staff	95% staff answer positively to the following
Indicator 2.3: Building a	Leader always holds meeting times sacred with no
	4-HIGHLY EFFECTIVE
Indicator 2.4: Leader	Weekly staff communications are always inspiring,
Indicator 2.4: Leader Communication	Weekly culture team emails are always inspiring, informative, and mission driven
	Leader is always proactive about communicating important staff decisions.
	Leader always chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues
Indicator 2.4: Leader Communication	Weekly staff emails are always inspiring, informative, and mission driven.
Indicator 2.4: Leader Communication	Leader is always proactive about communicating important staff decisions.
	Leader always chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues.

Indicator 2.4: Leader Communication	<p>Weekly stakeholder communications are always inspiring, informative, and mission driven. This includes board communication, staff communication and community communication.</p> <p>Leader is always proactive about communicating important decisions.</p> <p>Leader always chooses the appropriate form of communication (one on one, email, staff meeting) with staff, does not shy away from direct conversations, and follows up on resolution.</p> <p>Almost always writes clearly, concisely and persuasively. Almost always correct grammar, vocabulary and a tone that is always appropriate to the message and audience.</p>
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4-HIGHLY EFFECTIVE

Indicator 2.5: Staff Rituals	<p>Leader has systematized school cultural events (sunshine breakfast, birthday buddies, J-factor) and empowered staff in implementation</p> <p>Leader always participates in staff rituals</p> <p>Leader always celebrates teachers' contributions to student achievement and growth after each data round (IA's, STEP, etc.)</p>
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Indicator 2.5: Staff Rituals	<p>Leader has a systematized school cultural events (sunshine breakfast, birthday buddies, joy factor) and empowered staff in implementation</p> <p>Leader always participates in staff rituals</p> <p>Leader always celebrates teachers' contributions to upholding a positive school culture (Culture Walkthrough, Kickboard, Culture Surveys)</p>
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<p>Indicator 2.5: Staff Rituals</p>	<p>Leader has systematized school cultural events (sunshine breakfast, birthday buddies, J-factor) and empowered staff in implementation</p> <p>Leader always participates in staff rituals</p> <p>Honors and communicates sustainability ½ days</p> <p>Leader always celebrates teachers’ contributions to student achievement and growth after each data round (IA’s, STEP, etc) (5.0 on survey)</p>
<p>Indicator 2.5: Board Management</p>	<p>Leader has systematized district and network events for stakeholder management. This includes school leadership, board management, community partnerships, and other needed rituals to keep the village strong.</p> <p>Leader always participates in district and network rituals.</p> <p>Leader always celebrates staff, board, and stakeholder contributions to upholding a positive village culture.</p>

3 - EFFECTIVE
Leader is present throughout the school and only in
Leader is present throughout the school and only in
Operations Leader is present 75-84% throughout the
Leader is present throughout the network and only in
3 - EFFECTIVE
Usually approaches the teachers they lead with a
Frequently approaches culture team members with a
Usually approaches the teachers they lead with a
Usually approaches the staff they lead with a positive
3 - EFFECTIVE
Leader holds meeting times sacred with few
Leader holds meeting times sacred with few
90% staff answer positively to the following
Leader holds meeting times sacred with few
3 - EFFECTIVE
Weekly staff communications are usually inspiring,
Weekly culture team emails are consistently inspiring, informative, and mission driven
Leader is consistently proactive about communicating important staff decisions.
Leader consistently chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues
Weekly staff emails are usually inspiring, informative, and mission driven.
Leader is usually proactive about communicating important staff decisions.
Leader consistently chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues.

Weekly stakeholder communications are usually inspiring, informative, and mission driven. This includes board communication, staff communication and community communication.

Leader is usually proactive about communicating important decisions.

Leader consistently chooses the appropriate form of communication (one on one, email, staff meeting) with staff, does not shy away from direct conversations, and follows up on resolution.

Consistently writes clearly, concisely and persuasively. Consistently correct grammar, vocabulary and a tone that is always appropriate to the message and audience.

3 - EFFECTIVE

Leader has school cultural events (sunshine breakfast, birthday buddies, J- factor) and empowered staff in implementation

Leader usually participates in staff rituals

Leader usually celebrates student achievement and growth after each data round (IA's, STEP, etc.)

Leader has a systematized school cultural events (sunshine breakfast, birthday buddies, joy factor) and empowered staff in implementation

Leader consistently participates in staff rituals

Leader consistently celebrates teachers' contributions to upholding a positive school culture (Culture Walkthrough, Kickboard, Culture Surveys)

Leader has school cultural events (sunshine breakfast, birthday buddies, J- factor) and empowered staff in implementation

Leader usually participates in staff rituals

Leader usually celebrates student achievement and growth after each data round (IA's, STEP, etc.)

Leader has systematized district and network events for stakeholder management. This includes school leadership, board management, community partnerships, and other needed rituals to keep the village strong.

Leader consistently participates in district and network rituals.

Leader consistently celebrates staff, board, and stakeholder contributions to upholding a positive village culture

2 – PARTIALLY EFFECTIVE
Leader is occasionally throughout the school but gets
Leaders is occasionally throughout the school but gets
Operations Leaders is occasionally throughout the
Leader is occasionally throughout the network but gets
2 – PARTIALLY EFFECTIVE
Sometimes approaches the teachers they lead with a
Sometimes approaches culture team members with a
Sometimes approaches the teachers they lead with a
Sometimes approaches the staff they lead with a
2 – PARTIALLY EFFECTIVE
Leader sometimes holds meeting times sacred with
Leader sometimes holds meeting times sacred with few
80% staff answer positively to the following
Leader sometimes holds meeting times sacred with
2 – PARTIALLY EFFECTIVE
Weekly staff communications are sometimes inspiring,
Weekly culture team emails are sometimes inspiring, informative, and mission driven
Leader is sometimes proactive about communicating important staff decisions.
Leader sometimes chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues
Weekly staff emails are sometimes inspiring, informative, and mission driven.
Leader is occasionally proactive about communicating important staff decisions.
Leader inconsistently chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions and issues

Weekly stakeholder communications are sometimes inspiring, informative, and mission driven. This includes board communication, staff communication and community communication.

Leader is occasionally proactive about communicating important decisions.

Leader inconsistently chooses the appropriate form of communication (one on one, email, staff meeting).

Leader inconsistently employs multiple methods of communication with staff, occasionally shies away from direct conversations, and inconsistently follows up on resolution.

Sometimes writes clearly, concisely and persuasively. Sometimes correct grammar, vocabulary and a tone that is always appropriate to the message and audience.

2 – PARTIALLY EFFECTIVE

Leader has minimum amount of school cultural events(sunshine breakfast, birthday buddies, J-factor)

Leader occasionally participates in staff rituals

Leader occasionally celebrates student achievement and growth after each data round (IA's, STEP, etc.)

Leader has a somewhat systematized school cultural events (sunshine breakfast, birthday buddies, joy factor) and empowered staff in implementation

Leader sometimes participates in staff rituals

Leader sometimes celebrates teachers' contributions to upholding a positive school culture (Culture Walkthrough, Kickboard, Culture Surveys)

Leader has minimum amount of school cultural events(sunshine breakfast, birthday buddies, J-factor)

Leader occasionally participates in staff rituals

Leader occasionally celebrates student achievement and growth after each data round (IA's, STEP, etc.)

Leader has a somewhat systematized district and network events for stakeholder management. This includes school leadership, board management, community partnerships, and other needed rituals to keep the village strong.

Leader sometimes participates in district and network rituals.

Leader sometimes celebrates staff, board, and stakeholder contributions to upholding a positive village culture

1 - INEFFECTIVE
Leader is fairly absent from the school, spending most of
Leader is fairly absent from the school, spending most of
Operations Leader is fairly absent from the school,
Leader is fairly absent from the network, spending most
1 - INEFFECTIVE
Irregularly approaches the teachers they lead with a
Rarely approaches culture team members with a
Irregularly approaches the teachers they lead with a
Irregularly approaches the staff they lead with a positive
1 - INEFFECTIVE
Leader sometimes holds meeting times sacred with
Leader rarely holds meeting times sacred with few
Less than 70% staff answer positively to the
Leader sometimes holds meeting times sacred with
1 - INEFFECTIVE
Weekly staff communications are rarely inspiring,
Weekly culture team emails are rarely inspiring, informative, and mission driven
Leader is rarely proactive about communicating important staff decisions.
Leader rarely chooses the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues
Weekly staff emails are rarely inspiring, informative, and mission driven.
Leader is reactive about communicating important staff decisions.
Leader does not choose the appropriate form of communication (one on one, email, staff meeting) to share important school wide events, decisions, and issues.

Weekly stakeholder communications are rarely inspiring, informative, and mission driven. This includes board communication, staff communication and community communication.

Leader is reactive about communicating important decisions.

Leader does not choose the appropriate form of communication (one on one, email, staff meeting).

Leader does not employ multiple methods of communication with staff, shies away from direct conversations, and rarely follows up on resolution.

Rarely writes clearly, concisely and persuasively. Rarely correct grammar, vocabulary and a tone that is always appropriate to the message and audience.

1 - INEFFECTIVE

Leader lacks school cultural events(sunshine breakfast, birthday buddies, J-factor) and does not have an owner of the events

Leader rarely participates in staff rituals

Leader irregularly celebrates student achievement and growth after each data round (IA's, STEP, etc.)

Leader does not have a systematized school cultural events (sunshine breakfast, birthday buddies, joy factor) and empowered staff in implementation

Leader rarely participates in staff rituals

Leader rarely celebrates teachers' contributions to upholding a positive school culture (Culture Walkthrough, Kickboard, Culture Surveys)

Leader lacks school cultural events(sunshine breakfast, birthday buddies, J-factor) and does not have an owner of the events

Leader rarely participates in staff rituals

Leader irregularly celebrates student achievement and growth after each data round (IA's, STEP, etc.)

Leader does not have systematized district and network events for stakeholder management. This includes school leadership, board management, community partnerships, and other needed rituals to keep the village strong.

Leader rarely participates in district and network rituals.

Leader irregularly celebrates staff, board, and stakeholder contributions to upholding a positive village culture.

COMPETENCY 2 LEAD SELF AND OTHERS	
	4-HIGHLY EFFECTIVE
Indicator 3.1: Modeling	The school leader embodies all of the core beliefs of
Indicator 3.1: Growing	The school leader embodies all of the core beliefs of
Indicator 3.1: Growing to	All Operation leaders embody all of the core beliefs
Indicator 3.1: Core Beliefs	The network leader embodies all of the core beliefs
	4-HIGHLY EFFECTIVE
Indicator 3.2: Effectiveness	Nearly all teachers meet Whetstone action steps,
Indicator 3.2: Effectiveness	Leader meets the following goals:
Indicator 3.2: NOT SCORED	
Indicator 3.2: Effectiveness	Nearly all Principals meet Whetstone action steps,
	4-HIGHLY EFFECTIVE
Indicator 3.3: Time & Task	Instructional leader meets all the following goals:
Indicator 3.3: Time & Task	Leader meets the following goals:
Indicator 3.3:	Always ensures that a weekly 1-hour meeting or two
Indicator 3.3: Time & Task	Meets all required deadlines
	4-HIGHLY EFFECTIVE
Indicator 3.4: IL Coaching	Principal
Indicator 3.4: Coaching	Leader meets with each culture team member 2-3
Indicator 3.4: NOT SCORED	
Indicator 3.4: Coaching and Management	<p>Network leader meets with each Principal/SOM 2-3 times per month using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric</p> <p>Network leader audits Whetstone action steps bi-weekly and provides high quality feedback on action steps</p> <p>Network leader conducts co-observations with Principals/SOMs every week</p> <p>Network leader assesses Principals/SOMs on evaluation rubric at mid-year and annual</p> <p>Network leader always prepares and conducts efficient PD sessions (PLI, VPII, etc.)</p>
	4-HIGHLY EFFECTIVE

<p>Indicator 3.5: VPC Coaching and Management</p>	<p>Principal</p> <p>Always has a formal weekly check-in with VPC using a structured agenda that focuses on developing VPC around PD goals based in the evaluation rubric</p> <p>Principal audits Whetstone action steps bi-weekly and provides high</p> <p>Principal audits incident reporting bi-weekly to ensure 100% completion rate</p> <p>Consistently ensures that VPC is accomplishing all daily aspects of role including closing the loop with staff communication around student behavior and sharing Kickboard data, and gives actionable feedback when any task is not met</p> <p>Seamlessly works with VPC throughout the day, as needed, to manage crisis situations and make real-time decisions around tough behavioral situations</p> <p>Consistently observes the VPC Office at least three times per week to ensure that expectations for office structures are met</p>
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<p>Indicator 3.5: DOS Management</p>	<p>Always has a formal weekly check-in with the DOS, using a structured agenda that focuses on developing DOS around PD goals</p> <p>Consistently ensures that DOS is accomplishing all daily aspects of role, including closing the loop with staff communication around student SEL and sharing SIS and Kickboard data, and gives immediate, actionable feedback when any task is not met</p> <p>Seamlessly works with DOS throughout the day, as needed, to manage crisis situations and make real-time decisions around tough SEL situations</p> <p>Consistently observes the DOS procedural practices to ensure that expectations for culture systems structures are met at high quality</p> <p>Consistently reviews discipline data to ensure use of progressive discipline framework and that suspensions are used as a last resort</p> <p>Completes at least one school walkthrough each week with DOS to ensure shared vision for student culture and to create action plan to remedy negative culture trends</p>
<p>Indicator 3.5: NOT SCORED</p>	
<p>Indicator 3.5: District Management</p>	<p>Always holds formal weekly check-ins with district non-instructional leadership, using a structured agenda that focuses on development around PD goals</p> <p>Consistently/always reviews district wide academic, SEL, and operational data to ensure optimal performance</p>
	<p>4-HIGHLY EFFECTIVE</p>

<p>Indicator 3.6: Communication with VPO/SOM</p>	<p>Always ensures that a weekly 1-hour meeting or two weekly 30-minute meetings are held between principal and VPO/SOM</p> <p>Always updates agenda items at least 24 hours before meeting with topics to cover</p> <p>Always facilitates a “3-week Look Ahead” to name the Ops support needed for major school events</p> <p>Always clearly messages a Co-Leader mindset to school staff, ensuring that staff see principal and VPO/SOM as equals</p> <p>Proactively works to build a positive co-leader relationship, including establishing and following communication norms and supporting VPO/SOM’s growth and success</p> <p>Always brings concerns around VPO/SOM communication to manager(s) in a timely fashion and engages enthusiastically in action planning around improving relationship</p> <p>Instructional Leader</p>
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<p>Indicator 3.6: School Social Worker Management</p> <p>School Counselor Management</p>	<p>Always has a formal weekly check-in with the School Social Worker / School Counselor, using a structured agenda that focuses on developing SW/SC around PD goals</p> <p>Always ensures that Tier II Groups use quantitative and qualitative data and develops student SEL competency and that Tier III interventions are individualized to meet specific needs of each student..</p> <p>Always ensures that Anti-bullying Specialist (ABS) conducts HIB interviews and documentation in accordance with Anti-bullying Rights Act (ABR)</p> <p>Always ensures that ABS conducts 2 School Safety Committee Meetings per year</p> <p>Always supports SW/SC to secure resources needed to respond to student SEL needs</p> <p>Always ensures that monthly statistical reports are computed and submitted to Sr. Director of Student Supports on time.</p>
<p>Indicator 3.6: NOT SCORED</p>	
<p>Indicator 3.6: NOT SCORED</p>	

3 - EFFECTIVE

The school leader embodies nearly all of the core

The school leader embodies nearly all of the core

Nearly all of the Operation leaders implements the

The network leader embodies nearly all of the core

3 - EFFECTIVE

Most teachers meet Whetstone action steps, making

Leader meets the following goals:

Most Principals meet Whetstone action steps,

3 - EFFECTIVE

Instructional leader meets the following goals:

Leader meets the following goals:

Ensure that a 1-hour meeting or two 30- minute

Meets 90% required deadlines

3 - EFFECTIVE

Principal meets with each IL 1-2 times per month

Leader meets with each culture team member 2-3

Network leader meets with each Principal/SOM 1-2 times per month using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric

Network leader audits Whetstone action steps bi-weekly and provides high quality feedback on action steps

Network leader conducts co-observations with Principals/SOMs bi-weekly

Network leader assesses Principals/SOMs on evaluation rubric at mid-year and annual

Network leader usually prepares and conducts efficient PD sessions (PLI, VPLI, etc.)

3 - EFFECTIVE

Principal

Holds a formal check-in with the VPC three times per month, using a structured agenda that focuses on developing VPC around PD goals based in the VPC rubric

Principal audits Whetstone action steps monthly and provides high quality feedback on action steps

Principal audits incident reporting monthly to ensure 100% completion rate

Ensures that VPC is accomplishing all daily aspects of role, including closing the loop with staff communication around student behavior and sharing Kickboard data, and gives actionable feedback when any task is not met

Works effectively with VPC throughout the day, as needed, to manage crisis situations and make real-time decisions around tough behavioral situations

Observes the VPC Office 1-2 times per week to ensure that expectations for office structures are met

Holds a formal check-in with the DOS three times per month, using a structured agenda that focuses on developing DOS around PD goals based in the DOS rubric

Ensures that DOS is accomplishing all daily aspects of role, including closing the loop with staff communication around student behavior and sharing Kickboard data, and gives actionable feedback when any task is not met

Works effectively with DOS throughout the day, as needed, to manage crisis situations and make real-time decisions around tough behavioral situations

Observes the DOS Office 1-2 times per week to ensure that expectations for office structures are met

Reviews discipline data to ensure use of progressive discipline framework and that suspensions are used as a last resort

Completes at least one school walkthrough every other week with DOS to ensure shared vision for student culture and to create action plan to remedy

Usually holds formal weekly check-ins with district non-instructional leadership, using a structured agenda that focuses on development around PD goals

Usually reviews district wide academic, SEL, and operational data to ensure optimal performance

3 - EFFECTIVE

Ensure that a 1-hour meeting or two 30- minute meetings are held between principal and VPO/SOM in 3 weeks of every month

Generally updates agenda items at least 24 hours before meeting with topics to cover

Facilitates a “3-week Look Ahead” to name the Ops support needed for major school events

Consistently messages a Co-Leader mindset to school staff, working to ensure that staff see principal and VPO/SOM as equals

Proactively works to build a positive co-leader relationship, including establishing and following communication norms and supporting VPO/SOM’s growth and success

Generally brings concerns around VPO/SOM communication to manager(s) in a timely fashion and engages enthusiastically in action planning around improving

relationship

Consistently has a formal weekly check-in with the School Social Worker / School Counselor, using a structured agenda that focuses on developing SW/SC around PD goals

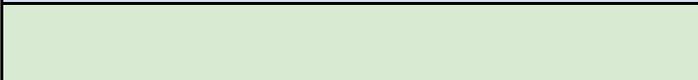
Consistently ensures that Tier II Groups use quantitative and qualitative data and develops student SEL competency and that Tier III interventions are individualized to meet specific needs of each student..

Consistently ensures that Anti-bullying Specialist (ABS) conducts HIB interviews and documentation in accordance with Anti-bullying Rights Act (ABR)

Consistently ensures that ABS conducts 2 School Safety Committee Meetings per year

Consistently supports SW/SC to secure resources needed to respond to student SEL needs

Consistently ensures that monthly statistical reports are computed and submitted to Sr. Director of Student Supports on time.



2 – PARTIALLY EFFECTIVE

The school leader inconsistently implements the
The school leader inconsistently embodies the core
Operation leaders inconsistently implement the core
The school leader inconsistently implements the

2 – PARTIALLY EFFECTIVE

Some teachers meet Whetstone action steps; some
Leader meets the following goals:
Some Principals meet Whetstone action steps; some

2 – PARTIALLY EFFECTIVE

Instructional leader meets the following goals:
Leader meets some of the following goals:
Holds a 1-hour meeting or two 30- minute meetings
Meets 75% of required deadlines

2 – PARTIALLY EFFECTIVE

Principal meets with each IL less frequently than
Leader sometimes meets with each culture team
Network leader meets with each Principal/SOM at least once per month using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric
Network leader audits Whetstone action steps at least monthly and provides high quality feedback on action steps
Network leader conducts co-observations with Principals/SOMs at least monthly
Network leader assesses Principals/SOMs on evaluation rubric at mid-year and annual
Network leader sometimes prepares and conducts efficient PD sessions (PLI, VPLI, etc.)

2 – PARTIALLY EFFECTIVE

Principal

Holds a formal check-in with the VPC twice a month, generally using a structured agenda that focuses on developing VPC around PD goals based in the VPC rubric

Principal audits Whetstone action steps monthly but doesn't always provide high quality feedback on action steps

Principal audits incident reporting monthly and may not consistently meet 100% completion rate

Sporadically ensures that VPC is accomplishing all daily aspects of role, including closing the loop with staff communication around student behavior and sharing Kickboard data, but does not consistently give feedback around unmet tasks

Inefficiencies are frequent in working with VPC on managing crisis situations and making real-time decisions around tough behavioral situations during the school day

Irregularly observes the VPC Office to ensure that

Holds a formal check-in with the DOS twice a month, generally using a structured agenda that focuses on developing DOS around PD goals based in the DOS rubric

Sporadically ensures that DOS is accomplishing all daily aspects of role, including closing the loop with staff communication around student behavior and sharing Kickboard data, but does not consistently give feedback around unmet tasks

Inefficiencies are frequent in working with DOS on managing crisis situations and making real-time decisions around tough behavioral situations during the school day

Irregularly observes the DOS Office to ensure that expectations for office structures are met

Irregularly reviews discipline data to ensure use of progressive discipline framework and that suspensions are used as a last resort

Irregularly completes school walkthroughs with DOS to ensure shared vision for student culture and to create action plan to remedy negative culture trends

Sometimes holds formal weekly check-ins with district non-instructional leadership, using a structured agenda that focuses on development around PD goals

Sometimes reviews district wide academic, SEL, and operational data to ensure optimal performance

2 – PARTIALLY EFFECTIVE

Holds a 1-hour meeting or two 30- minute meetings with VPO/SOM every other week

Occasionally updates agenda items at least 24 hours before meeting with topics to cover

Occasionally facilitates a “look ahead” to outline Ops support needed for major school events

Inconsistently messages a Co-Leader mindset to school staff

Inconsistently works to build a positive co-leader relationship

Sometimes brings concerns around VPO/SOM communication to manager(s) in a timely fashion and engages in action planning around improving relationship

Instructional Leader

Sometimes communicates operational impact on instruction and sometimes relies on the expertise of the VPO/SOM.

Sometimes has a formal weekly check-in with the School Social Worker / School Counselor, using a structured agenda that focuses on developing SW/SC around PD goals

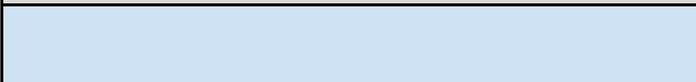
Sometimes ensures that Tier II Groups use quantitative and qualitative data and develops student SEL competency and that Tier III interventions are individualized to meet specific needs of each student..

Sometimes ensures that Anti-bullying Specialist (ABS) conducts HIB interviews and documentation in accordance with Anti-bullying Rights Act (ABR)

Sometimes ensures that ABS conducts 2 School Safety Committee Meetings per year

Sometimes supports SW/SC to secure resources needed to respond to student SEL needs

Sometimes ensures that monthly statistical reports are computed and submitted to Sr. Director of Student Supports on time.



1 - INEFFECTIVE
The school leader does not embody the core beliefs:
The school leader does not embody the core beliefs:
Operation leaders do not embody the core beliefs:
The network leader does not embody the core
1 - INEFFECTIVE
Few teachers meet Whetstone action steps; some
Leader meets the following goals:
Few Principals meet Whetstone action steps; some
1 - INEFFECTIVE
Instructional leader does not meet the goals listed in
Leader rarely meets the following goals:
Rarely meets with MDSO
Meets 74% or below of required deadlines
1 - INEFFECTIVE
Principal does not have regular IL check-ins
Leader rarely meets with each culture team member
Network leader rarely meets with each Principal/SOM using a structured agenda that focuses on developing leader around PD goals based in the evaluation rubric
Network leader infrequently audits Whetstone action steps and provides high quality feedback on action steps
Network leader infrequently conducts co- observations with Principals/SOMs
Network leader infrequently assesses Principals/SOMs on evaluation rubric
Network leader rarely prepares and conducts efficient PD sessions (PLI, VPLI, etc.)
1 - INEFFECTIVE

Principal

Rarely holds formal check-in with the VPC twice a month to develop VPC around PD goals

Principal does not audit Whetstone regularly for quality of action steps

Principal does not audit incident reporting monthly and does not meet 100% completion rate

Frequently fails to ensure VPC is accomplishing all daily aspects of role or give feedback around unmet tasks

Struggles to manage crisis situations and make real-time decisions around tough behavioral situations with VPC during the school day, resulting in crisis situations escalating and/or principal time being dominated by student behavior

Rarely observes the VPC Office, resulting in VPC Office expectations frequently going unmet

Rarely reviews OSS letters and observes meetings VPC has with families, resulting in ineffective

Rarely holds formal check-in with the DOS twice a month to develop DOS around PD goals

Frequently fails to ensure DOS is accomplishing all daily aspects of role or give feedback around unmet tasks

Struggles to manage crisis situations and make real-time decisions around tough behavioral situations with DOS during the school day, resulting in crisis situations escalating and/or principal time being dominated by student behavior

Rarely observes the DOS Office, resulting in DOS Office expectations frequently going unmet

Rarely reviews discipline data to ensure use of progressive discipline framework and that suspensions are used as a last resort

Rarely completes school walkthroughs with DOS

Rarely holds formal weekly check-ins with district non-instructional leadership, using a structured agenda that focuses on development around PD goals

Rarely reviews district wide academic, SEL, and operational data to ensure optimal performance

1 - INEFFECTIVE

Rarely meets with VPO/SOM

Rarely updates agenda before meeting with topics to cover

Rarely facilitates a “look ahead” to outline Ops support needed for major school events, resulting in miscommunication and poorly executed events

Rarely messages a Co-Leader mindset to school staff, resulting in staff who do not treat co-leaders as equal

Fails to proactively build a positive co-leader relationship and doesn't effectively respond to tension in relationship

Rarely brings concerns around VPO/SOM communication to manager(s) and/or is resistant to action planning to improve relationship

Instructional Leader

Rarely communicates operational impact on instruction and rarely relies on the expertise of the VPO/SOM

Rarely has a formal weekly check-in with the School Social Worker / School Counselor, using a structured agenda that focuses on developing SW/SC around PD goals

Rarely ensures that Tier II Groups use quantitative and qualitative data and develops student SEL competency and that Tier III interventions are individualized to meet specific needs of each student..

Rarely ensures that Anti-bullying Specialist (ABS) conducts HIB interviews and documentation in accordance with Anti-bullying Rights Act (ABR)

Rarely ensures that ABS conducts 2 School Safety Committee Meetings per year

Rarely supports SW/SC to secure resources needed to respond to student SEL needs

Rarely ensures that monthly statistical reports are computed and submitted to Sr. Director of Student Supports on time.



COMPETENCY 2 LEAD SELF AND OTHERS	
	4-HIGHLY EFFECTIVE
Indicator 4.1:	Objective/outcome of the workshop is directly tied to
Indicator 4.1:	Objective/outcome of the workshop is directly tied to
Indicator 4.1:	Objective/outcome of the workshop is directly tied to
Indicator 4.1:	Objective/outcome of the workshop is directly tied to
	4-HIGHLY EFFECTIVE
Indicator 4.2:	Practice is clearly aligned to what teachers most need
Indicator 4.2:	Practice is clearly aligned to what culture teams most
Indicator 4.2:	Practice is clearly aligned to what operations most
Indicator 4.2:	Practice is clearly aligned to what staff most need to
	4-HIGHLY EFFECTIVE
Indicator 4.3:	Small/large group facilitation skillfully leads
Indicator 4.3:	Small/large group facilitation skillfully leads
Indicator 4.3:	Small/large group facilitation skillfully leads
Indicator 4.3:	Small/large group facilitation skillfully leads
	4-HIGHLY EFFECTIVE
Indicator 4.4: Pacing	Leader not only follows the planned agenda but also
Indicator 4.4: Pacing	Leader not only follows the planned agenda but also
Indicator 4.4: Pacing and Time Management	Leader not only follows the planned agenda but also makes good on-the-fly adjustments to the agenda based on the pulse of needs of the group
	PD maintains the perfect illusion of speed due to tightly managed transitions, sharing and clear instructions for each activity
	PD starts and ends on time and teachers arrive promptly
Indicator 4.4: Pacing and Time Management	Leader not only follows the planned agenda but also makes good on-the-fly adjustments to the agenda based on the pulse of needs of the group
	PD maintains the perfect illusion of speed due to tightly managed transitions, sharing and clear instructions for each activity
	PD starts and ends on time and participants arrive promptly
	4-HIGHLY EFFECTIVE

Indicator 4.5: Follow-Up	Leader has clearly planned how to hold staff accountable for outcomes Accountability mechanisms are transparent and tightly in place that should ensure 90% compliance
Indicator 4.5: Follow-Up	Leader has clearly planned how to hold staff accountable for outcomes Accountability mechanisms are transparent and tightly in place that should ensure 90% compliance
Indicator 4.5: Follow-Up	Leader has clearly planned how to hold staff accountable for outcomes Accountability mechanisms are transparent and tightly in place that should ensure 90% compliance
Indicator 4.5: Follow-Up	Leader has clearly planned how to hold staff accountable for outcomes Accountability mechanisms are transparent and tightly in place that should ensure 90% compliance

3 - EFFECTIVE

Objective/outcome of the workshop is directly tied to
Objective/outcome of the workshop is directly tied to
Objective/outcome of the workshop is directly tied to
Objective/outcome of the workshop is directly tied to

3 - EFFECTIVE

Practice is aligned to what teachers most need to
Practice is aligned to what culture teams most need to
Practice is aligned to what operations most need to
Practice is aligned to what staff most need to

3 - EFFECTIVE

Small/large group facilitation leads participants to the
Small/large group facilitation leads participants to the
Small/large group facilitation leads participants to the
Small/large group facilitation leads participants to the

3 - EFFECTIVE

Leader follows the planned agenda and makes a good
Leader follows the planned agenda and makes a good
Leader follows the planned agenda and makes a good
attempt at adjusting the agenda when necessary even
if it doesn't work perfectly

PD maintains a decent illusion of speed due to well
managed transitions, sharing and fairly clear
instructions for each activity

PD ends within 5 min of planned end & teachers arrive
fairly promptly

Leader follows the planned agenda and makes a good
attempt at adjusting the agenda when necessary even
if it doesn't work perfectly

PD maintains a decent illusion of speed due to well
managed transitions, sharing and fairly clear
instructions for each activity

PD ends within 5 min of planned end & participants
arrive fairly promptly

3 - EFFECTIVE

Leader has planned how to hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 80% compliance

Leader has planned how to hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 80% compliance

Leader has planned how to hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 80% compliance

Leader has planned how to hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 80% compliance

2 – PARTIALLY EFFECTIVE
Objective/outcome of the workshop is not always
Objective/outcome of the workshop is not always
Objective/outcome of the workshop is not always
Objective/outcome of the workshop is not always
2 – PARTIALLY EFFECTIVE
Practice covers only part of what participants need to
Practice covers only part of to what culture teams
Practice covers only part of what participants need to
Practice covers only part of what participants need to
2 – PARTIALLY EFFECTIVE
Small/large group facilitation often veers off track, and
Small/large group facilitation often veers off track, and
Small/large group facilitation often veers off track, and
Small/large group facilitation often veers off track, and
2 – PARTIALLY EFFECTIVE
Leader follows the planned agenda but either struggles
Leader follows the planned agenda but either struggles
Leader follows the planned agenda but either struggles to stick to the times or doesn't know how to address unanticipated challenges
PD components, sharing and/or transitions drag at times
PD starts and/or ends more than 10 minutes late; some teachers arrive late without justification
Leader follows the planned agenda but either struggles to stick to the times or doesn't know how to address unanticipated challenges
PD components, sharing and/or transitions drag at times
PD starts and/or ends more than 10 minutes late; some participants arrive late without justification
2 – PARTIALLY EFFECTIVE

Leader lacks clear indications as to how hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 70% compliance

Leader lacks clear indications as to how hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 70% compliance

Leader lacks clear indications as to how hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 70% compliance

Leader lacks clear indications as to how hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 70% compliance

1 - INEFFECTIVE
Objective/outcome is unclear
1 - INEFFECTIVE
Practice is nonexistent and/or unaligned to the PD
Practice is nonexistent and/or unaligned to the PD
Practice is nonexistent and/or unaligned to the PD
Practice is nonexistent and/or unaligned to the PD
1 - INEFFECTIVE
Small/large group activities are mostly off task, and
Small/large group activities are mostly off task, and
Small/large group activities are mostly off task, and
Small/large group activities are mostly off task, and
1 - INEFFECTIVE
Pacing and timing are way off: leader struggles to hold
Pacing and timing are way off: leader struggles to hold
Pacing and timing are way off: leader struggles to hold on to any of the original agenda items
PD starts significantly late (where leader could have controlled the start time) or ends much later than expected
Pacing and timing are way off: leader struggles to hold on to any of the original agenda items
PD starts significantly late (where leader could have controlled the start time) or ends much later than expected
1 - INEFFECTIVE

Leader lacks any planning to hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 60% compliance

Leader lacks any planning to hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 60% compliance

Leader lacks any planning to hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 60% compliance

Leader lacks any planning to hold staff accountable for outcomes

Accountability mechanisms are transparent and tightly in place that should ensure 60% compliance

COMPETENCY 2 LEAD SELF AND OTHERS	
	4-HIGHLY EFFECTIVE
Indicator 5.1:	Results form direct supervisor observation find the
Indicator 5.1:	Results from direct supervisor observation find the
Indicator 5.1:	Results from SOM Peer Survey, staff
Indicator 5.1:	Results form direct supervisor observation find the
	4-HIGHLY EFFECTIVE
Indicator 5.2:	Continuously reflects on the strengths and
Indicator 5.2:	Continuously reflects on the strengths and
Indicator 5.2:	Has met or is on track to completing personal goals
Indicator 5.2:	Continuously reflects on the strengths and
	4-HIGHLY EFFECTIVE
Indicator 5.3 Talent	Retains at least 90% effective and highly effective
Indicator 5.3 Talent	Retains at least 90% effective and highly effective
Indicator 5.3 Talent	Weekly 1-hour meeting or two weekly 30-minute
Indicator 5.3 Talent	Retains at least 90% effective and highly effective

3 - EFFECTIVE
Results from direct supervisor observation find the
Results from direct supervisor observation find the
Results from SOM Peer Survey, staff
Results from direct supervisor observation find the
3 - EFFECTIVE
Reflects on the strengths and weaknesses of his/her
Reflects on the strengths and weaknesses of his/her
Is on track to completing personal goal by formal
Reflects on the strengths and weaknesses of his/her
3 - EFFECTIVE
Retains at least 85% effective and highly effective
Retains at least 85% effective and highly effective
1-hour meeting or two 30- minute meetings are held
Retains at least 85% effective and highly effective

2 – PARTIALLY EFFECTIVE
Results from direct supervisor observation find the
Results from direct supervisor observation find the
Results from SOM Peer Survey, staff
Results from direct supervisor observation find the
2 – PARTIALLY EFFECTIVE
Occasionally reflects on the strengths and
Occasionally reflects on the strengths and
Is not on track to completing personal goal by formal
Occasionally reflects on the strengths and
2 – PARTIALLY EFFECTIVE
Retains at least 80% effective and highly effective
Retains at least 80% effective and highly effective
1-hour meeting or two 30- minute meetings with
Retains at least 80% effective and highly effective

1 - INEFFECTIVE
Results from direct supervisor observation find the
Results from direct supervisor observation find the
Results from SOM Peer Survey, staff
Results from direct supervisor observation find the
1 - INEFFECTIVE
Does not reflect on the strengths and weaknesses of
Does not reflect on the strengths and weaknesses of
Is not on track to completing personal goal by formal
Does not reflect on the strengths and weaknesses of
1 - INEFFECTIVE
Retains at least 75% effective and highly effective
Retains at least 75% effective and highly effective
Rarely meets with direct reports
Retains at least 75% effective and highly effective

COMPETENCY 3 DRIVE RESULTS	
	4-HIGHLY EFFECTIVE
Indicator 6.1:	See Past Success:
Indicator 6.1:	See Past Success:
Indicator 6.1:	SOM achieves 99 % Return of School Forms (lunch forms ,
Indicator 6.1:	See Past Success:
	4-HIGHLY EFFECTIVE
Indicator 6.2:	Name the Action Step:
Indicator 6.2:	Name the Action Step:
Indicator 6.2: Facilities	SOM ensures that 90% of the time the schools physical
Indicator 6.2:	Name the Action Step:
	4-HIGHLY EFFECTIVE
Indicator 6.3:	Plan before Practice:
Indicator 6.3:	Plan before Practice:
Indicator 6.3:	Oversees the school's meal programs and is responsible for the
Indicator 6.3:	Plan before Practice:
	4-HIGHLY EFFECTIVE
Indicator 6.4:	Ensures that all teachers are observed by an IL 3-4 times per
Indicator 6.4:	Ensures that all culture team members are observed 3-4 times
Indicator 6.4 Enrollment	SOM Collaborates with the network team to manage enrollment to ensure that the school consistently remains at target; Ensures that month over month and year over year trends are taken into account to ensure enrollment meets 90% target levels.
Indicator 6.4: Freq. of Observations	Ensures that all principals are observed 3-4 times per month Maintains own observations in Whetstone consistently on a weekly basis throughout the entire year
	4-HIGHLY EFFECTIVE
Indicator 6.5: Effectiveness of Feedback	90% of teachers effectively implement weekly action steps Leader always adapts frequency of observations/meetings based on teacher needs

<p>Indicator 6.5: Effectiveness of Feedback</p>	<p>90% of culture team members effectively implement weekly action steps</p> <p>Culture team members meet at least 2 of 3 personal PD goals</p> <p>Leader always adapts frequency of observations/meetings based on culture team members needs</p>
<p>Indicator 6.5 Finance</p>	<p>Ensures proper cash management at the school level including timely and accurate deposits, record keeping and receipts 90 % success rate</p> <p>Collaborates with the school director and network finance team to ensure proper asset management; Creates and ensures adherence to the school’s budget. with 90% success rate</p> <p>Ensure that all financial reports are submitted accurately and on time; Provide necessary information and clear accurate reports to auditors and authorizers as requested. Consistently communicating with both the Principal and Network finance team about the financial health of the school and adherence to the budget with a 90% success rate of adhering to said policies</p>
<p>Indicator 6.5: Effectiveness of Feedback</p>	<p>90% of principals effectively implement weekly action steps</p> <p>Leader always adapts frequency of observations/meetings based on principal needs</p>
<p style="text-align: center;">4-HIGHLY EFFECTIVE</p>	

<p>Indicator 6.6: In-the-Moment Feedback/ Real-time Coaching</p>	<p>Leader always chooses appropriate moments for a classroom intervention</p> <p>90% of interventions are modeled in way that supports the flow of the class</p> <p>Leader always effectively uses nonverbal signals to cue them to the error</p> <p>Leader always gives teacher clear “What to Do”</p> <p>Leader always follows up with teacher to ensure implementation</p>
<p>Indicator 6.6: In-the-Moment Feedback/ Real-time Coaching</p>	<p>Leader always chooses appropriate moments for a Tier II or Tier III intervention</p> <p>90% of interventions are modeled in a way that supports the individualized needs of the student</p> <p>Leader always effectively uses Whetstone to provide actionable items</p> <p>Leader always gives culture team members clear “What to Do”</p> <p>Leader always follows up with culture team member to ensure implementation</p>

<p>Indicator 6.6 Human Resources</p>	<p>SOM is well informed of, and properly implements, all school and network policies and procedures relating to human resources and providing staff with accurate information and assistance regarding personnel matters and benefits resulting in 90% success rate and high satisfaction</p> <p>In collaboration with the network director of human resources, ensure that 90% staff hold and renew credentials required by law, complete necessary fingerprinting, and pass background checks as well as complete any other necessary requirements required for their position on time.</p> <p>Keeps the school director and network director of human resources up to date with personnel and benefits matters 90% of the time</p>
<p>Indicator 6.6: In-the- Moment Feedback/ Real-time Coaching</p>	<p>Leader always chooses appropriate moments for a intervention</p> <p>90% of interventions are modeled in way that supports the flow</p> <p>Leader always effectively uses nonverbal signals to cue them to the error</p> <p>Leader always gives staff member clear “What to Do”</p> <p>Leader always follows up with staff member to ensure implementation</p>
4-HIGHLY EFFECTIVE	
<p>Indicator 6.7 Technology</p>	<p>In close collaboration with the network IT team to ensure that the school’s information systems are operative and meet the requirements of BEN educational program; Ensures that staff have technical support for IT issues with a success rate 90% of the time</p>

3 - EFFECTIVE
See Past Success:
See Past Success:
SOM achieves 70 % return of school forms (lunch forms, health
See Past Success:
3 - EFFECTIVE
Name the Action Step:
Name the Action Step:
SOM ensures that 70% of the time the schools physical
Name the Action Step:
3 - EFFECTIVE
Plan before Practice:
Plan before Practice:
Oversees the school's meal programs and is responsible for the
Plan before Practice:
3 - EFFECTIVE
Ensures that teachers are observed by IL 2 times per month
Ensures that culture team members are observed by IL 2 times
SOM Collaborates with the network team to manage enrollment to ensure that the school consistently remains at target; Ensures that month over month and year over year trends are taken into account to ensure enrollment meets 70% target levels.
Ensures that principals are observed 2 times per month
Maintains 80% of observations in Whetstone updated on a bi-weekly basis
3 - EFFECTIVE
75% of teachers effectively implement weekly action steps
Leader consistently adapts frequency of observations/meetings based on teacher needs

75% of culture team members effectively implement weekly action steps

Culture team members meet 1 of 3 personal PD goals

Leader consistently adapts frequency of observations/meetings based on Culture team members needs

Ensures proper cash management at the school level including timely and accurate deposits, record keeping and receipts 70 % success rate

Collaborates with the school director and network finance team to ensure proper asset management; Creates and ensures adherence to the school's budget. with 70% success rate

Ensure that all financial reports are submitted accurately and on time; Provide necessary information and clear accurate reports to auditors and authorizers as requested. Consistently communicating with both the Principal and Network finance team about the financial health of the school and adherence to the budget with a 70% success rate of adhering to said policies

75% of principals effectively implement weekly action steps

Leader consistently adapts frequency of observations/meetings based on principal needs

3 - EFFECTIVE

Leader consistently chooses appropriate moments for a classroom intervention

70% of interventions are modeled in a strategic moment that supports the flow of the class

Leader consistently use nonverbal signals to cue them to the error

Leader consistently gives teacher clear “What to Do”

Leader consistently follows up with teacher to ensure implementation

Leader consistently chooses appropriate moments for a Tier II or Tier III intervention

70% of interventions are modeled in a way that supports the individualized needs of the student

Leader effectively uses Whetstone to provide actionable items

Leader gives culture team members clear “What to Do”

Leader follows up with culture team member to ensure implementation

SOM is well informed of, and properly implements, all school and network policies and procedures relating to human resources and providing staff with accurate information and assistance regarding personnel matters and benefits resulting in 70% success rate and average satisfaction

In collaboration with the network director of human resources, ensure that 70% staff hold and renew credentials required by law, complete necessary fingerprinting, and pass background checks as well as complete any other necessary requirements required for their position on time.

Keeps the school director and network director of human resources up to date with personnel and benefits matters 70% of the time

Leader consistently chooses appropriate moments for a intervention

70% of interventions are modeled in a strategic moment that supports the flow

Leader consistently use nonverbal signals to cue them to the error

Leader consistently gives staff member clear "What to Do"

Leader consistently follows up with staff member to ensure implementation

3 - EFFECTIVE

In close collaboration with the network IT team to ensure that the school's information systems are operative and meet the requirements of BEN educational program; Ensures that staff have technical support for IT issues with a success rate 70% of the time

2 – PARTIALLY EFFECTIVE
See Past Success:
See Past Success:
SOM achieves 50 % return of school forms (lunch forms, health
See Past Success:
2 – PARTIALLY EFFECTIVE
Name the Action Step:
Name the Action Step:
SOM ensures that 50% of the time the school’s physical
Name the Action Step:
2 – PARTIALLY EFFECTIVE
Plan before Practice:
Plan before Practice:
Oversees the school’s meal programs and is responsible for the
Plan before Practice:
2 – PARTIALLY EFFECTIVE
Teachers are observed once per month
Culture team members are observed once per month
SOM Collaborates with the network team to manage enrollment to ensure that the school consistently remains at target; Ensures that month over month and year over year trends are taken into account to ensure enrollment meets 50% target levels.
principals are observed once per month
Maintains 60% of observations in Whetstone
2 – PARTIALLY EFFECTIVE
50% of teachers effectively implement weekly action steps
Leader inconsistently adapts frequency of observations/meetings based on teacher needs

50% of culture team members effectively implement weekly action steps

Culture team members do not consistently meet PD goals

Leader inconsistently adapts frequency of observations/meetings based on culture team members needs

Ensures proper cash management at the school level including timely and accurate deposits, record keeping and receipts 50 % success rate

Collaborates with the school director and network finance team to ensure proper asset management; Creates and ensures adherence to the school's budget. with 50% success rate

Ensure that all financial reports are submitted accurately and on time; Provide necessary information and clear accurate reports to auditors and authorizers as requested. Consistently communicating with both the Principal and Network finance team about the financial health of the school and adherence to the budget with a 50% success rate of adhering to said policies

50% of principals effectively implement weekly action steps

Leader inconsistently adapts frequency of observations/meetings based on principal needs

2 – PARTIALLY EFFECTIVE

Leader inconsistently chooses appropriate moments for a classroom intervention

50% of interventions are modeled in a strategic moment that supports the flow of the class

Leader inconsistently use nonverbal signals to cue them to the error

Leader inconsistently gives teacher clear “What to Do”

Leader inconsistently follows up with teacher to ensure implementation

Leader sometimes chooses appropriate moments for a Tier II or Tier III intervention

50% of interventions are modeled in a way that supports the individualized needs of the student

Leader sometimes effectively uses Whetstone to provide actionable items

Leader sometimes gives culture team members clear “What to Do”

Leader sometimes follows up with culture team member to ensure implementation

SOM is well informed of, and properly implements, all school and network policies and procedures relating to human resources and providing staff with accurate information and assistance regarding personnel matters and benefits resulting in 50% success rate and average satisfaction

In collaboration with the network director of human resources, ensure that 50% staff hold and renew credentials required by law, complete necessary fingerprinting, and pass background checks as well as complete any other necessary requirements required for their position on time.

Keeps the school director and network director of human resources up to date with personnel and benefits matters 50% of the time

Leader inconsistently chooses appropriate moments for a intervention

50% of interventions are modeled in a strategic moment that supports the flow

Leader inconsistently use nonverbal signals to cue them to the error

Leader inconsistently gives staff member clear "What to Do"

Leader inconsistently follows up with staff member to ensure implementation

2 – PARTIALLY EFFECTIVE

In close collaboration with the network IT team to ensure that the school's information systems are operative and meet the requirements of BEN educational program; Ensures that staff have technical support for IT issues with a success rate 50% of the time

1 - INEFFECTIVE
See Past Success:
See Past Success:
SOM has not achieved a minimum 50 % return of school forms
See Past Success:
1 - INEFFECTIVE
Name the Action Step:
Name the Action Step:
SOM has not ensured that at least 50% of the time the school's
Name the Action Step:
1 - INEFFECTIVE
Plan before Practice:
Plan before Practice:
Has not Overseen the school's meal programs and is not being
Plan before Practice:
1 - INEFFECTIVE
Does not maintain regular observations of teachers
Does not maintain regular observations of culture team
SOM has not collaborated with the network team to manage enrollment to ensure that the school consistently remains at target; SOM did not ensure that month over month and year over year trends are taken into account to ensure enrollment met at least 50 % target levels.
Does not maintain regular observations of principals
Maintains 50% of observations in Whetstone
1 - INEFFECTIVE
Less than 50% of teachers effectively implement weekly action steps
Leader does not adapt frequency of observations/meetings based on teacher needs

Less than 50% of culture team members effectively implement weekly action steps

Culture team members do not meet personal PD goals

Leader does not adapt frequency of observations/meetings based on culture team member needs

Ensures proper cash management at the school level including timely and accurate deposits, record keeping and receipts less than 50 % minimum success rate

Collaborates with the school director and network finance team to ensure proper asset management; Creates and ensures adherence to the school's budget. with less than 50% success rate

Ensure that all financial reports are submitted accurately and on time; Provide necessary information and clear accurate reports to auditors and authorizers as requested. Consistently communicating with both the Principal and Network finance team about the financial health of the school and adherence to the budget with less than a 50% success rate of adhering to said policies

Less than 50% of principals effectively implement weekly action steps

Leader does not adapt frequency of observations/meetings based on principal needs

1 - INEFFECTIVE

Leader does not choose appropriate moments for a classroom intervention

Less than 50% of interventions are modeled in a strategic moment that supports the flow of the class

Leader does not use nonverbal signals to cue them to the error

Leader does not give teacher clear “What to Do”

Leader does not follow up with teacher to ensure implementation

Leader rarely chooses appropriate moments for a Tier II or Tier III intervention

Less than 50% of interventions are modeled in a way that supports the individualized needs of the student

Leader rarely effectively uses Whetstone to provide actionable items

Leader rarely gives culture team members clear “What to Do”

Leader rarely follows up with culture team member to ensure implementation

SOM is well informed of, and properly implements, all school and network policies and procedures relating to human resources and providing staff with accurate information and assistance regarding personnel matters and benefits resulting less than 50% success rate and below satisfaction

In collaboration with the network director of human resources, ensure that less than 50% staff hold and renew credentials required by law, complete necessary fingerprinting, and pass background checks as well as complete any other necessary requirements required for their position on time

Keeps the school director and network director of human resources up to date with personnel and benefits matters less than 50% of the time .

Leader does not choose appropriate moments for a intervention

Less than 50% of interventions are modeled in a strategic moment that supports the flow

Leader does not use nonverbal signals to cue them to the error

Leader does not give staff member clear “What to Do”

Leader does not follow up with staff member to ensure implementation

1 - INEFFECTIVE

In close collaboration with the network IT team to ensure that the school’s information systems are operative and meet the requirements of BEN educational program; Ensures that staff have technical support for IT issues with a success rate less than 50% of the time

COMPETENCY 3 DRIVE RESULTS	
	4-HIGHLY EFFECTIVE
Indicator 7.1:	Leader always ensures that all teachers have posted up-to-
Indicator 7.1:	Leader always ensures that school-wide culture activities
Not Scored	
Indicator 7.1	Sets annual goals and priorities. Performance on goals
	4-HIGHLY EFFECTIVE
Indicator 7.2:	Leader always sets expectations and holds teachers
Indicator 7.2:	Leader always sets expectations and hold culture team
Not Scored	
Indicator 7..2	Has a positive working relationship with the board.
	4-HIGHLY EFFECTIVE
Indicator 7.3:	Leader creates a school wide culture where at least 90%
Indicator 7.3:	
Not Scored	
Indicator 7.3	Always aligns and adjusts resources accordingly to meet
	4-HIGHLY EFFECTIVE
Indicator 7.4:	Leader creates a school wide culture where at least 90%
Indicator 7.4:	Leader creates a school wide culture where at least 90%
Not Scored	
Indicator 7.4 Union Stakeholder	Effectively works with district bargaining units and actively seeks to improve bargaining outcomes that best serve students and the district . This includes regular, bi-weekly, meetings with district union leadership. All CBAs, sidebars, or agreements are passed ahead of the deadline.
	4-HIGHLY EFFECTIVE

<p>Indicator 7.5: Student Writing</p>	<p>Leader creates a school wide culture where students in at least 90% of classrooms are showing the following in their writing:</p> <p>Logically organized notes that make their thinking clear to them and the observer.</p> <p>Strong academic habits: pen in hand, purposefully annotating, planning before writing, using evidence.</p> <p>Working within 3 seconds of the directions and for the duration of time</p> <p>Usage of precise academic vocabulary to explain their thinking</p> <p>Demonstration of both content-recall and conceptual understanding</p>
<p>Indicator 7.5: Explicit Social- Emotional Learning</p>	<p>Leader creates a school wide culture where at least 90% of students demonstrate the following:</p> <p>Understanding of concepts taught during explicit SEL lessons</p> <p>Ability to communicate their thoughts and/or feelings about an explicit SEL topic</p> <p>Ability to identify at least one caring adult at school</p> <p>Usage of precise SEL vocabulary to explain their thinking</p> <p>Demonstration of both content recall and conceptual understanding of social emotional learning competencies.</p>
<p>Not Scored</p>	
<p>Not Scored</p>	
	<p>4-HIGHLY EFFECTIVE</p>

<p>Indicator 7.6: Student Discussion</p>	<p>Leader creates a school wide culture where students in at least 90% of classrooms are showing the following in their discourse:</p> <p>When turn and talk is used, all students engage in purposeful, on topic, and rigorous discussion.</p> <p>At least 90% of the talk ratio is student voice</p> <p>Class discussion represents student voice from high, medium, and low students.</p> <p>Strong habits of discussion by using evidence to justify their thinking and “learning to build” statements.</p> <p>Usage of precise academic vocabulary & complete sentences.</p>
<p>Indicator 7.6: Student Leadership</p>	<p>Leader creates a school wide culture where students in at least 90% of classrooms are showing the following in their discourse:</p> <p>Student voice is leveraged 90% of the time during culture events.</p> <p>At least 90% of the talk ratio is student voice.</p> <p>School wide events reflect student feedback.</p> <p>SEL advisory committee is student-majority led and meets regularly to inform school culture and SEL curriculum decisions</p> <p>100% of students have an opportunity to have their voices heard in school-wide culture decisions.</p>
<p>Not Scored</p>	
<p>Not Scored</p>	

3 - EFFECTIVE
Leader consistently ensures that of teachers have posted
Leader consistently ensures that school-wide culture
Sets annual goals and priorities. Performance on goals
3 - EFFECTIVE
Leader consistently sets expectations and holds teachers
Leader always sets expectations and hold culture team
Has a positive working relationship with the board.
3 - EFFECTIVE
Leader creates a school wide culture where at least 70%
Regularly aligns and adjusts resources accordingly to meet
3 - EFFECTIVE
Leader creates a school wide culture where at least 70%
Leader creates a school wide culture where at least 70%
Effectively works with district bargaining units and actively seeks to improve bargaining outcomes that best serve students and the district . This includes regular, monthly, meetings with district union leadership. All CBAs, sidebars, or agreements are passed ahead of the deadline.
3 - EFFECTIVE

Leader creates a school wide culture where students in at least 70% of classrooms are showing the following in their writing:

Logically organized notes that make their thinking clear to them and the observer.

Strong academic habits: pen in hand, purposefully annotating, planning before writing, using evidence.

Working within 3 seconds of the directions and for the duration of time

Usage of precise academic vocabulary to explain their thinking

Demonstration of both content-recall and conceptual understanding

Leader creates a school wide culture where at least 70% of students demonstrate the following:

Understanding of concepts taught during explicit SEL lessons

Ability to communicate their thoughts and/or feelings about an explicit SEL topic

Ability to identify at least one caring adult at school

Usage of precise SEL vocabulary to explain their thinking

Demonstration of both content recall and conceptual understanding of social emotional learning competencies.

3 - EFFECTIVE

Leader creates a school wide culture where students in at least 70% of classrooms are showing the following in their discourse:

When turn and talk is used, all students engage in purposeful, on topic, and rigorous discussion.

At least 90% of the talk ratio is student voice

Class discussion represents student voice from high, medium, and low students.

Strong habits of discussion by using evidence to justify their thinking and “learning to build” statements.

Usage of precise academic vocabulary & complete sentences.

Leader creates a school wide culture where students in at least 70% of classrooms are showing the following in their discourse:

Student voice is leveraged 90% of the time during culture events.

At least 90% of the talk ratio is student voice.

School wide events reflect student feedback.

SEL advisory committee is student-majority led and meets regularly to inform school culture and SEL curriculum decisions

100% of students have an opportunity to have their voices heard in school-wide culture decisions.



2 – PARTIALLY EFFECTIVE
Leader inconsistently ensures that teachers have posted
Leader inconsistently ensures that school-wide culture
Sets annual goals and priorities. Performance on goals
2 – PARTIALLY EFFECTIVE
Leader inconsistently sets expectations and holds
Leader always sets expectations and hold culture team
Has a positive working relationship with the board.
2 – PARTIALLY EFFECTIVE
Leader creates a school wide culture where at least 50%
Sometimes aligns and adjusts resources accordingly to
2 – PARTIALLY EFFECTIVE
Leader creates a school wide culture where at least 50%
Leader creates a school wide culture where at least 50%
Effectively works with district bargaining units and actively seeks to improve bargaining outcomes that best serve students and the district . This includes regular meetings with district union leadership. Some CBAs, sidebars, or agreements are passed after the deadline.
2 – PARTIALLY EFFECTIVE

Leader creates a school wide culture where students in at least 50% of classrooms are showing the following in their writing:

Logically organized notes that make their thinking clear to them and the observer.

Strong academic habits: pen in hand, purposefully annotating, planning before writing, using evidence.

Working within 3 seconds of the directions and for the duration of time

Usage of precise academic vocabulary to explain their thinking

Demonstration of both content-recall and conceptual understanding

Leader creates a school wide culture where at least 50% of students demonstrate the following:

Understanding of concepts taught during explicit SEL lessons

Ability to communicate their thoughts and/or feelings about an explicit SEL topic

Ability to identify at least one caring adult at school

Usage of precise SEL vocabulary to explain their thinking

Demonstration of both content recall and conceptual understanding of social emotional learning competencies.

2 – PARTIALLY EFFECTIVE

Leader creates a school wide culture where students in at least 50% of classrooms are showing the following in their discourse:

When turn and talk is used, all students engage in purposeful, on topic, and rigorous discussion.

At least 90% of the talk ratio is student voice

Class discussion represents student voice from high, medium, and low students.

Strong habits of discussion by using evidence to justify their thinking and “learning to build” statements.

Usage of precise academic vocabulary & complete sentences.

Leader creates a school wide culture where students in at least 50% of classrooms are showing the following in their discourse:

Student voice is leveraged 90% of the time during culture events.

At least 90% of the talk ratio is student voice.

School wide events reflect student feedback.

SEL advisory committee is student-majority led and meets regularly to inform school culture and SEL curriculum decisions

100% of students have an opportunity to have their voices heard in school-wide culture decisions.



1 - INEFFECTIVE
Leader rarely ensures that teachers have posted up-to-
Leader rarely ensures that school-wide culture activities
Sets annual goals and priorities. Performance on goals
1 - INEFFECTIVE
Leader rarely sets expectations and holds teachers
Leader always sets expectations and hold culture team
Does not have a positive working relationship with the
1 - INEFFECTIVE
Leader has a school wide culture where less than 50% of
Rarely aligns and adjusts resources accordingly to meet
1 - INEFFECTIVE
Leader has a school wide culture where less than 50% of
Leader creates a school wide culture where less than 50%
Ineffectively works with district bargaining units, infrequently meets with district union leadership. All CBAs, sidebars, or agreements are passed well after the deadline.
1 - INEFFECTIVE

Leader has a school wide culture where students in less than 50% of classrooms are showing the following in their writing:

Logically organized notes that make their thinking clear to them and the observer.

Strong academic habits: pen in hand, purposefully annotating, planning before writing, using evidence.

Working within 3 seconds of the directions and for the duration of time

Usage of precise academic vocabulary to explain their thinking

Demonstration of both content-recall and conceptual understanding

Leader creates a school wide culture where less than 50% of students demonstrate the following:

Understanding of concepts taught during explicit SEL lessons

Ability to communicate their thoughts and/or feelings about an explicit SEL topic

Ability to identify at least one caring adult at school

Usage of precise SEL vocabulary to explain their thinking

Demonstration of both content recall and conceptual understanding of social emotional learning competencies.

1 - INEFFECTIVE

Leader has a school wide culture where students in less than 50% of classrooms are showing the following in their discourse:

When turn and talk is used, all students engage in purposeful, on topic, and rigorous discussion.

At least 90% of the talk ratio is student voice

Class discussion represents student voice from high, medium, and low students.

Strong habits of discussion by using evidence to justify their thinking and “learning to build” statements.

Usage of precise academic vocabulary & complete sentences.

Leader creates a school wide culture where students in less than 50% of classrooms are showing the following in their discourse:

Student voice is leveraged 90% of the time during culture events.

At least 90% of the talk ratio is student voice.

School wide events reflect student feedback.

SEL advisory committee is student-majority led and meets regularly to inform school culture and SEL curriculum decisions

100% of students have an opportunity to have their voices heard in school-wide culture decisions.



COMPETENCY 3 DRIVE RESULTS	
	4-HIGHLY EFFECTIVE
Indicator 8.1:	IA and other network data predict that school will meet
Indicator 8.1:	90% of student completed climate surveys meet the
Not Scored	
Indicator 8.1:	District meet or surpass the network performance goal
	4-HIGHLY EFFECTIVE
Indicator 8.2:	All instructional leaders have participated in DDI PD on
Indicator 8.2:	Leader always follows up on PD for culture teams with
Not Scored	
Indicator 8.2:	Network and school PD calendar are aligned with data-
	4-HIGHLY EFFECTIVE
Indicator 8.3:	See Past Success:
Indicator 8.3:	I&RS/504 Student Intervention Plans (SIP) are always
Not Scored	
Indicator 8.3:	See Past Success:
	4-HIGHLY EFFECTIVE
Indicator 8.4:	Name the Error and Conceptual
Indicator 8.4:	Name the Error and Conceptual
Not Scored	
Indicator 8.4:	Name the Error: The network leader always prompts participants to clearly and concisely name the precise error, naming the root of the error
	4-HIGHLY EFFECTIVE

Indicator 8.5: Do It	<p>Plan the Reteach: The leader always leads the group/teacher in scripting an exemplar for the next applicable problem/question/prompt.</p> <p>The leader always leads the group/teacher to identify a reteach structure that will address the error identified in the See It. Teacher actions embedded in the plan lead to a conceptual understanding</p> <p>Practice: The leader always uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error</p> <p>Practice always leverages existing resources and leads to a strong fine tuning of the plan for reteach</p> <p>Follow-up: The leader always locks in a highly effective follow-up plan</p>
---------------------------------	--

<p>Indicator 8.5: Do It</p>	<p>Plan the Reteach: Leader always leads the Student Support Team in identifying examples for intervention implementation.</p> <p>Leader always leads the Student Support Team to identify a school-wide structures that will address the culture gaps identified in the See It. SST actions embedded in the plan lead to a conceptual understanding</p> <p>Practice: Leader always uses efficient prompts and feedback to keep participants on track and focused on addressing the school-wide culture gaps</p> <p>Practice always leverages existing resources and leads to a strong fine tuning of the plan for intervention</p> <p>Follow-up: The leader always locks in a highly effective follow-up plan</p>
<p>Not Scored</p>	
<p>Indicator 8.5: Do It</p>	<p>Plan the Reteach: The network leader always leads the group/participants in scripting an exemplar for the next applicable problem/question/prompt.</p> <p>Practice: The network leader always uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error</p> <p>Follow-up: The network leader always locks in a highly effective follow-up plan</p>

3 - EFFECTIVE
IA and other network data predict that school will meet 80% of student completed climate surveys meet the
District meets the network performance goal
3 - EFFECTIVE
All instructional leaders have participated in DDI PD on Leader consistently follows up on PD for culture teams
Network and School's PD calendars are aligned with
3 - EFFECTIVE
See Past Success:
I&RS/504 Student Intervention Plans (SIP) are
See Past Success:
3 - EFFECTIVE
Name the Error and Conceptual
Name the Error and Conceptual
Name the Error: The network leader consistently prompts participants to clearly and concisely name the precise error, naming the root of the error
3 - EFFECTIVE

Plan the Reteach:

The leader consistently leads the group/teacher in scripting an exemplar for the next applicable problem/question/prompt.

The leader consistently leads the group/teacher to identify a reteach structure that will address the error identified in the See It. Teacher actions embedded in the plan lead to a conceptual understanding

Practice:

The leader consistently uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error

Practice consistently leverages existing resources and leads to a strong fine tuning of the plan for reteach

Follow-up:

The leader consistently locks in a highly effective follow-up plan

Plan the Reteach:

Leader consistently leads the Student Support Team in identifying examples for intervention implementation.

Leader consistently leads the Student Support Team to identify a school-wide structures that will address the culture gaps identified in the See It. SST actions embedded in the plan lead to a conceptual understanding

Practice:

Leader consistently uses efficient prompts and feedback to keep participants on track and focused on addressing the school-wide culture gaps

Practice consistently leverages existing resources and leads to a strong fine tuning of the plan for intervention

Follow-up:

The leader consistently locks in a highly effective follow-up plan

Plan the Reteach:

The network leader consistently leads the group/participants in scripting an exemplar for the next applicable problem/question/prompt.

Practice:

The network leader consistently uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error

Follow-up:

The network leader consistently locks in a highly effective follow-up plan

2 – PARTIALLY EFFECTIVE
IA and other network data predict that school will be
70% of student completed climate surveys meet the
District is slightly below the network performance goal
2 – PARTIALLY EFFECTIVE
Most instructional leaders have participated in DDI PD
Leader sometimes follows up on PD for culture teams
Network and school's PD calendars include some but
2 – PARTIALLY EFFECTIVE
See Past Success:
I&RS/504 Student Intervention Plans (SIP) are
See Past Success:
2 – PARTIALLY EFFECTIVE
Name the Error and Conceptual
Name the Error and Conceptual
Name the Error: The network leader inconsistently prompts participants to clearly and concisely name the precise error, naming the root of the error
2 – PARTIALLY EFFECTIVE

Plan the Reteach:

The leader inconsistently leads the group/teacher in scripting an exemplar for the next applicable problem/question/prompt.

The leader inconsistently leads the group/teacher to identify a reteach structure that will address the error identified in the See It. Teacher actions embedded in the plan lead to a conceptual understanding

Practice:

The leader inconsistently uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error

Practice inconsistently leverages existing resources and leads to a strong fine tuning of the plan for reteach

Follow-up:

The leader inconsistently locks in a highly effective follow-up plan

Plan the Reteach:

Leader inconsistently leads the Student Support Team in identifying examples for intervention implementation.

Leader inconsistently leads the Student Support Team to identify a school-wide structures that will address the culture gaps identified in the See It. SST actions embedded in the plan lead to a conceptual understanding

Practice:

Leader inconsistently uses efficient prompts and feedback to keep participants on track and focused on addressing the school-wide culture gaps

Practice inconsistently leverages existing resources and leads to a strong fine tuning of the plan for intervention

Follow-up:

The leader inconsistently locks in a highly effective follow-up plan

Plan the Reteach:

The network leader inconsistently leads the group/participants in scripting an exemplar for the next applicable problem/question/prompt.

Practice:

The network leader inconsistently uses efficient prompts and feedback to keep participants on track and focused on addressing the conceptual error

Follow-up:

The network leader inconsistently locks in a highly effective follow-up plan

1 - INEFFECTIVE
IA and other network data predict that school will be
Less than 70% of student completed climate surveys
District is significantly below the network performance
1 - INEFFECTIVE
Some/few instructional leaders have participated in
Leader rarely follows up on PD for culture teams with
Network and School's PD calendar includes few or
1 - INEFFECTIVE
See Past Success:
I&RS/504 Student Intervention Plans (SIP) are rarely
See Past Success:
1 - INEFFECTIVE
Name the Error and Conceptual
Name the Error and Conceptual
Name the Error: The network leader does not prompt
participants to clearly and concisely name the precise
error, naming the root of the error
1 - INEFFECTIVE

Plan the Reteach:

The leader does not lead the group/ teacher in scripting an exemplar for the next applicable problem/question/prompt.

The leader does not lead the group/ teacher to identify a reteach structure that will address the error identified in the See It. Teacher actions embedded in the plan do not lead to a conceptual understanding

Practice:

The leader does not use efficient prompts or feedback to keep participants on track and focused on addressing the conceptual error

Practice does not leverage existing resources and leads to a strong fine tuning of the plan for reteach

Follow-up:

The leader does not lock in a highly effective follow-up plan

Plan the Reteach:

Leader rarely leads the Student Support Team in identifying examples for intervention implementation.

Leader rarely leads the Student Support Team to identify a school-wide structures that will address the culture gaps identified in the See It. SST actions embedded in the plan lead to a conceptual understanding

Practice:

Leader rarely uses efficient prompts and feedback to keep participants on track and focused on addressing the school-wide culture gaps

Practice rarely leverages existing resources and leads to a strong fine tuning of the plan for intervention

Follow-up:

The leader rarely locks in a highly effective follow-up plan

Plan the Reteach:

The network leader does not lead the group/ teacher in scripting an exemplar for the next applicable problem/question/prompt.

Practice:

The network leader does not use efficient prompts or feedback to keep participants on track and focused on addressing the conceptual error

Follow-up:

The network leader does not lock in a highly effective follow-up plan

School Culture Guidebook

2021
-
2022

Building academic and behavioral excellence to
ensure college success for ALL students!



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*Please note: The High School Practices, Guidebook and Curriculum will be further developed upon the addition of high schools to our academic portfolio. The following work is based on the 20-21 school year (unless otherwise noted) **and is under construction for further research and codification.***

BRICK School Culture of High Expectations - Ubuntu, the Village Approach

The [National School Climate Center](#) defines a school’s culture as “...the quality and character of school life as it relates to norms and values, interpersonal relations and social interactions, and organizational processes and structures.” Research has shown that a positive school culture -- where students feel safe, students feel supported, students feel challenged, and students are socially capable -- leads to decreased disciplinary problems, increased teacher retention and job satisfaction, improved attendance and higher student achievement. Building a positive school culture is also a critical factor in accelerating student learning.

Ubuntu

BRICK’s Ubuntu School Culture & Social-Emotional Learning (SEL) program is designed to support students along their journey of self-actualization. BRICK seeks to facilitate holistic excellence for the students we serve. This means cultivating them academically, social-emotionally and supporting them to develop a positive individual and collective identity. To do so, Ubuntu - our Village

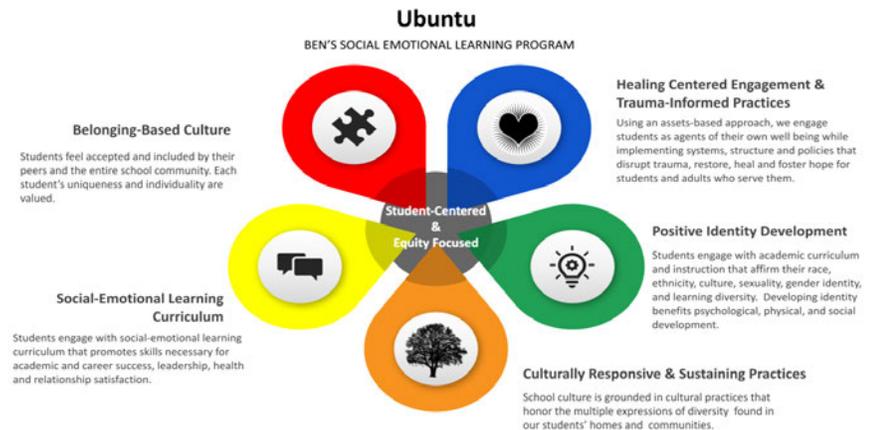
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Approach - creates warm, safe and supportive school communities that foster interdependence and reflect our students’ innate gifts, heritage and cultural practices.

Ubuntu is an African humanistic philosophy that prioritizes interdependence amongst community members. It amplifies the virtues of social well-being and solidarity which are conducive for social justice.

Plainly stated, Ubuntu means, “I am who I am, because of who we all are.” Ubuntu denotes all positive qualities attributed to humanity and recognizes value in every member of the community. As a greeting, Ubuntu means “I see you,” affirming the holistic value of the individual as well as the contributions of their family and ancestors. It recognizes that no one person can be successful without the other.



BRICK’s School Culture of High Expectations supports students to feel heard, seen, and respected. Our approach acknowledges students’ talents and cultivates student agency. The components of our Ubuntu Culture and Social-Emotional Learning Program are: **Belonging-Based School Culture; Healing Centered Engagement & Trauma-Informed Practices, Culturally Responsive & Sustaining Practices, Positive Identity Development, and Social-Emotional Learning Curriculum.**

1. **Belonging-Based School Culture** - Each student has an adult with whom she/he/they feel connected. Adults at BRICK exhibit social awareness and model healthy relationship skills. They engage students in emotional temperature checks, offer mentorship and invite student voices in decisions that impact their academic and social-emotional well-being. BRICK students develop the skills necessary to support themselves and fellow classmates.
2. **Healing Centered Engagement & Trauma-Informed Practices** - BRICK recognizes that students may experience hardships outside of the classroom that impact their ability to learn. We also recognize that trauma impacts community members as a collective, and that we are more than our traumas. As such, our staff and teachers are trained to recognize how trauma affects the brain; how trauma may manifest itself behaviorally; and how to create systems, structures and practices that reduce re-traumatization, foster hope and engage stakeholders in their own healing.
3. **Positive Identity Development** - Identity is the qualities, beliefs, personality, looks and/or expressions that make a person or group. It is multifaceted and can change over time. BRICK’s school culture nurtures students’ positive identity development because when students have a positive self-concept they become empowered to feel competent, try new things, and strive for success. *“What the educator does in teaching is make it possible for the students to become themselves,” (Paulo Friere, 1990).*
4. **Culturally Responsive & Sustaining Practices** - Learning happens most effectively when a supportive school environment is grounded in strong culturally responsive and sustaining practices and teacher-student relationships. BRICK honors our students' culture and engages in teaching and leadership practices that seek to perpetuate, foster and sustain our students’ values, customs, symbols and linguistic assets.

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5. **Social-Emotional Learning Curriculum** - Research shows that individuals with higher social and emotional competence experience greater academic and career success, leadership, mental and physical health and relationship satisfaction. As such, BRICK teachers engage students in a social-emotional learning curriculum daily to promote exploration of self and others, develop the skills to manage emotions and navigate life's challenges in productive ways.

By investing in these areas, BRICK's Ubuntu Program establishes intellectual, physical, and emotional safety, encouraging students to take healthy risks, innovate, explore their identities, and use their respective talents to become change agents. Our school culture also affirms students' individual and collective identities and contribution as primary stakeholders in the school community.

In order to create the conditions for learning, school leaders, teachers, students and families *must* work together to:

1. Build a **positive school culture**, with relationships at its core.
2. **Reward positive behavior** and issue **developmentally and situationally appropriate, equitable and restorative consequences for undesirable behaviors** in a manner that builds student accountability and enables students to learn from events.
3. Develop students' **social and emotional learning skills** so that each student leaves a BRICK school with confidence, social skills and curiosity to succeed in life.

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Ubuntu School Culture Framework

After examining best practices of high performing schools, BRICK has developed *a School Culture Framework*, an integrated system for creating an optimal learning environment that proactively identifies the academic and developmental needs of every student and matches each need with tailored interventions and supports.

BRICK School Culture of Excellence						
BRICK HABITS (BRICK Behavior Supports System)			Social Emotional Learning (SEL)			BRICK Plans via MTSS
Beliefs, Mindset, and Practices	Expectations & Agreements, Rewards, & Consequences	Policies, Routines, and Procedures	Adult Social Emotional Competence	Explicit SEL Instruction	Student Voice, Leadership and Identity Development	Academic, Social-emotional, Attendance & Resource Referrals

Ubuntu School Culture Priorities for SY 2021-2022

Goal	By June 2022, at least 80% of students will demonstrate Tier I social-emotional learning progression evidenced by student mindsets, behavior, and academic performance indicators.	
Drivers	Task	Metric
Student Support Teams (SST)	<p><i>School has a Multi-tiered System of Support in place to proactively provide school-wide Tier I programming, to use data to identify students in need of Tier 2 and Tier 3 interventions, and provide ongoing progress monitoring and adjustments as needed.</i></p> <p>All/nearly all students meet their targets and demonstrate mastery of identified skills.</p> <ul style="list-style-type: none"> School leader identifies multidisciplinary team members to serve on SST. I&RS/504 Coordinator trains school staff on the Request for Assistance (RFA) process. All staff trained on the Multi-Tiered System of Supports. Bi-weekly whole team SST meetings, and bi-weekly SST subcommittee meetings to review data trends specific to restorative discipline, attendance, social emotional learning, school culture and I&RS. Whole Team and Subcommittee meetings, including I&RS meetings are scheduled on the school's master calendar. Tier II Groups and Tier III supports are grounded in BRICK's iDREAM values, SEL competencies, and student identity development. Establish eligibility criteria for students to participate in Tier 2 interventions. Train all staff on the eligibility criteria and process to access Tier 2 services. Tier II and III interventions and supports reinforce Tier I academics, SEL instruction and iDREAM values. 	<p>Student Suspension data</p> <p>% of Students requiring Tier III interventions</p> <p>% of Students that are responsive to Tier I SEL programming</p> <p>% of Students that affirm having positive relationships with peers and staff at school</p>

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<p>Social - Emotional Learning</p>	<p><i>Students will gain skills in five (5) SEL competencies: self-awareness, self-management, social awareness, responsible decision making and positive relationships.</i></p> <ul style="list-style-type: none"> ● Positive Action Curriculum is taught daily, M-R. ● Grade Level Leads will lead SEL Unit Unpacks, monthly. ● Teachers receive ongoing observation and additional SEL coaching, as needed. ● Admin will facilitate weekly Community Meetings to recognize achievements and progress. ● Admin will coordinate monthly convocation to introduce Ubuntu initiatives. ● All classrooms have a Calming/Chill-out Corner to support students with self-regulation. <ul style="list-style-type: none"> ○ Introduce Calming/Chill-out Corners as opportunities, not as consequential. ○ Establish and teach Students silent signals to activate use of the resource. ○ Allow Students to “try it out” in advance of need. ○ Administrators, Teachers, Clinicians and Students collaborate to create Calming/Chill-out Corners. ○ Stock Calming/Chill-out Corners with visual aides and sensory objects to guide emotional regulation and reflection. ○ Furnish Calming/Chill-out Corners with soft, soothing items such as bean bags. ○ Teachers acknowledge student proactive use of Calming/Chill-out Corners. ● Signage affirming positive SEL and student identity posted in classrooms and throughout prominent areas. 	<p>Quarterly teacher and student SEL Survey</p> <p>Quarterly Culture Walkthroughs</p>
<p>Progressive Discipline Framework</p>	<p><i>A Progressive discipline plan and systems are in place and followed at least 90% of the time to proactively teach students prosocial skills, and create opportunities for restoration, and behavior modification that both hold them accountable and support them to develop new skills.</i></p> <ul style="list-style-type: none"> ● 100% of staff are trained in progressive discipline framework, restorative practices and discipline policy. ● Teachers trained in verbal de-escalation. ● 100% of all responses are followed up (filled) within the week (no carry over of consequences) which will be monitored via Kickboard. ● 90% of conduct referrals are responded to restoratively. ● 5-9 days of Induction for students in grades 5-8 to understand the classroom and school-wide expectations during the first two weeks of school; students in grades K-4 have induction as part of their classroom culture plan during weeks 1 and 2. ● Student Suspensions are reserved for behaviors that present a danger to self or others. ● Restorative Discipline Team is in place and meets bi-weekly to review trends in PowerSchool and Kickboard and provide support to students and staff. ● ABS is trained in Anti-Bullying Bill of Rights 	<p>Student suspension data</p> <p>Conduct referrals</p> <p>% of Students that affirm that their school giving second chances</p>

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	<ul style="list-style-type: none"> • ABS trains school staff and students in Anti-Bullying Bill of Rights 	
<p>Positive Behavior Reward & Recognition System</p>	<p><i>All teachers use Kickboard to acknowledge student behavior - both positive and negative - consistently and communicate student points during designated times. The number of points students earn determines if a student is categorized as a DREAMER, a Visionary, or an Innovator in any given week . Points are distributed weekly to incentivize and reinforce student positive behaviors. There are bi-weekly school-wide events celebrating students' iDREAM, academic and SEL achievement.</i></p> <ul style="list-style-type: none"> • PD during Summer Institute around the iDREAM Values. • Clear behavior expectations are outlined for each value across classrooms. • System in place to determine which students will be invited to iDREAM Dollars Celebration based on values. • Weekly review of teacher implementation of Kickboard to ensure that students are all being scored by VP of Culture. • Coaching Cycle will focus on proper implementation by all Admin. • Students use reports to track their Kickboard progress and determine if they have met the threshold to be invited to celebrations. • Teachers use Kickboard data to determine monthly iDREAM. • Weekly Community Meetings celebrate success and recognize outstanding behavior and academics. • Brag Boards exist throughout the school building and classroom to display student work and accomplishments. 	<p>75% or higher kickboard positivity rate</p> <p>Brag Boards</p>
<p>Attendance</p>	<p><i>School celebrates perfect attendance weekly, addresses poor attendance weekly, and acknowledges attendance improvements biweekly. School prioritizes proactive, targeted supports for Students considered severely or chronically absent.</i></p> <ul style="list-style-type: none"> • Attendance SST Subcommittee is in place and meets bi-weekly to review trends in student attendance, and makes recommendations for interventions. • Utilize data from the previous academic year to ensure early intervention and support. • Students experiencing severe or chronic absenteeism during the previous academic year will be assigned to an attendance mentor for early intervention and ongoing outreach. • Staff updates attendance tracker weekly. • Ensure teachers are contacting student's family with 1-4 absences and documenting outreach • Outreach to families for attendance improvement conferences with 5+ absences • Celebrate Homerooms with perfect and most improved student attendance, at least monthly. 	<p>% of students that are severely absent, monthly, quarterly</p> <p>% of students that are chronically absent, monthly, quarterly</p> <p>% of students with perfect attendance, monthly, quarterly</p>

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Staff Expectations

To foster a positive school culture, all staff is expected to:

1. Establish classwide welcome rituals.
2. Establish a relationship with all Students.
3. Take responsibility to internalize and model the iDREAM values.
4. Communicate positively with Students and fellow staff members.
5. Use Affective Statements.
6. Provide opportunities for Students to suggest and implement their ideas within their classroom and school community.
7. Engage in collaborative Grade Level Team meetings to discuss best practices for supporting Student SEL.
8. Implement classroom culture plans with fidelity.
9. Teach, reinforce, and follow all systems, policies, procedures, and routines in the school culture plan.
10. Hold themselves and all Students accountable for meeting/exceeding high behavioral expectations as per the iDREAM values.
11. Engage in quarterly rapport audits of teacher-student relationships to ensure that every student has an opportunity for positive adult interactions.

Student Expectations

To foster a positive school culture, all Students will exemplify the iDREAM values:

- **Identity** - I am because of who we are.
- **Diligence** - Persist toward individual and team goals.
- **Respect** - Honor personal and school-wide boundaries.
- **Empathy** - Care about others.
- **A+ Self-Control** - Stay focused.
- **Model Student** - Be intentional.

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BRICK iDREAM Values

Summary of Key Actions	<ul style="list-style-type: none"> ● <i>Teachers internalize the iDREAM values as defined below.</i> ● <i>Teachers implement a classroom culture plan grounded in a culture of belonging and define class agreements, rewards, consequences, routines, procedures and teacher actions that will invest the class in following the plan.</i> ● <i>Teachers explicitly teach, model, and reinforce the iDREAM values and behavioral expectations.</i> ● <i>Teachers connect behaviors to values.</i> ● <i>iDREAM values are recited daily in each homeroom.</i>
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Our *iDREAM* values develop accountability and affirm beliefs and priorities around social capital, work ethic, and life purpose. These values help to influence behavior, shape goals, and offer a sense of direction toward well-rounded success. Our restorative approach to the teaching of *iDREAM* values reinforces positive behaviors and provides students an opportunity to learn from experiences through natural, logical and developmentally appropriate consequences. The purpose of our *iDREAM* values is to support students to develop self-efficacy and empower them to be leaders for themselves and for others.

iDREAM anchors are posted throughout the school - in classrooms and all common spaces - in order to ground members of the school community in these BRICK values. All posters should be visible and large enough for school members to see in each respective space.

Identity: "I am who I am, because of who we all are."				
Advocate for myself in productive ways. · Express myself creatively · See the good in myself · Believe we are stronger together.				
<u>Diligence</u> <i>"I persist toward my individual and team goals."</i>	<u>Respect</u> <i>"I honor personal and school-wide boundaries."</i>	<u>Empathy</u> <i>"I am my brothers' and my sisters' keeper."</i>	<u>A+ Self Control</u> <i>"I stay focused and maintain my cool."</i>	<u>Model Student</u> <i>"I am here on purpose with purpose"</i>

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<p>I...</p> <ul style="list-style-type: none"> ● Know my goals and my progress ● Make an effort, not an excuse ● Work through personal and academic frustrations ● Get started right away ● Work with peers and solve problems ● Believe I can do it 	<p>I...</p> <ul style="list-style-type: none"> ● Follow class agreements & school policies ● Actively listen when others speak ● Demonstrate accountability ● Keep school environment clean ● Use good manners and kind words 	<p>I...</p> <ul style="list-style-type: none"> ● Assist struggling peers ● Encourage classmates ● Show compassion to others ● Shout-out peers for doing well ● Seek to understand other points of view and ideas ● Do good deeds 	<p>I...</p> <ul style="list-style-type: none"> ● Avoid distractions ● Remain on task ● Verbalize academic and/or social-emotional needs ● Use self-talk to de-escalate 	<p>I...</p> <ul style="list-style-type: none"> ● Come to class prepared ● Build on class discussions ● Make connections ● Reflect on & reconsider ideas ● Take risks (No Opt Out)
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Social-Emotional Learning (SEL)

<p>Summary of Key Actions</p>	<ul style="list-style-type: none"> ● <i>Staff explore how adult social emotional competence impacts student SEL development.</i> ● <i>All staff receive training in the SEL competencies.</i> ● <i>Teachers conduct daily emotional temperature checks with students and make connections for support as needed</i> ● <i>Teachers seek support with nurturing their own social emotional well-being</i> ● <i>Teachers use the Positive Action curriculum M-R.</i> ● <i>Vice Principal of Culture supplements the Positive Action curriculum with lessons tailored to meet the individualized needs of students.</i>
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What is Social and Emotional Learning?

Thriving in today's society means not only having the capacity to read, write, and count; it also means having the ability to recognize and manage emotions as well as problem solve. According to Collaborative for Academic, Social, and Emotional Learning (CASEL), Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging,

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and meaningful. Social and emotional skills are critical to being a productive student, citizen, and leader in tomorrow's workforce. Through direct instruction, teachers can strengthen students' ability to learn, have empathy, manage emotions, and solve problems.

SEL Instructional Modality

At BRICK, SEL is taught explicitly and implicitly through daily SEL curriculum instruction either online or in person. Trusting relationships are at the core of SEL instruction at BRICK schools. Research indicates that students who have a relationship with at least one trusted adult have better school attendance, better academic and behavioral outcomes and are more connected to the school community. Our teachers leverage relationships and affirmation of students' respective cultures to motivate students to internalize social-emotional learning competencies. Teachers utilize a bank of tools to build rapport and connection with students on a daily basis. Such tools include team-building activities as well as a system for incentivizing and rewarding desired academic and behavioral outcomes. In addition, restorative circles are used as the primary teaching modality for opening and closing lessons as well as implementing SEL instruction. The use of circles invokes a community-based mindset and encourages openness, inclusivity, wholeness and connection.

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SEL Guidance

Guidance	
Training	<ul style="list-style-type: none"> ● Teachers receive training in the SEL competencies ● Teachers receive training in the SEL curriculum ● Teachers receive training in morning meeting / advisory Criteria for Success ● Teachers receive training in relationship development, maintenance, termination and repair
Teacher/Advisor Role	<p>Below are some of the roles Student Advisors assume during SEL sessions and throughout the year:</p> <ul style="list-style-type: none"> ● <u>Mentor</u>- leverage student’s strengths and highlight growth areas to support and encourage them to be and do their best to respond to life’s challenges. ● <u>Team-builder</u>- create and implement strategies and practices that foster group cohesiveness and promote collective problem-solving and progress. ● <u>Conflict Mediator</u>- support students to understand and appreciate the perspectives of others. ● <u>Educator</u>- model behaviors you want students to emulate, guide students through reflective processes and facilitate learning. ● <u>Motivator</u>- recognize and acknowledge students’ efforts, while assisting them through the change process and helping them see the potential of the future. ● <u>Advocate</u>- elevate students’ expressed needs and concerns to ensure that their voices are heard and that appropriate resources are acquired to support their success.
Teacher/Advisor Best Practices	<p>Successful Student Advisors create classroom environments in which students feel safe, heard, respected, and welcomed. They employ the following strategies to create environments conducive to social emotional learning:</p> <ul style="list-style-type: none"> ● Greet <u>each</u> student with positive and upbeat energy upon entering the classroom. ● Model, teach and implement a communication protocol designed to promote listening and engagement. ● Use team-building activities to create an inclusive environment. ● Implement consistent routines and procedures. ● Be prepared. Have all materials ready and annotate lesson plans before the designated advisory session. ● Utilize the restorative circle format to facilitate SEL discussions. ● Support students in applying their SEL skills and “resilience tools” to specific situations and experiences as they arise. ● Personalize the learning experience through the use of personal stories about real-life situations and experiences. ● Use humor as an engagement strategy and de-escalation tool. ● Relax. Have fun. And, allow students to relax and enjoy themselves as well.

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	<ul style="list-style-type: none"> ● PACE Method for creating healthy school-based attachments: <ul style="list-style-type: none"> ○ Playfulness - create an environment of light heartedness, openness and humor. ○ Acceptance - see the student’s needs beneath the behavior. ○ Curiosity - seek to understand what is driving a student’s behavior. ○ Empathy - show compassion and connect with how the student is feeling.
<p>SEL Implementation in Morning Meeting & Advisory (K-12)</p>	<ul style="list-style-type: none"> ● Grade Level Teams will meet at least once per month to unpack units and for peer-to-peer feedback on instructional strategies. ● SEL Morning Meetings daily sequence of activities: <ul style="list-style-type: none"> ○ Students and Teacher form a circle - circle participants can form a circle by standing, sitting on the floor, or positioning desks in a circle. ○ Greeting / Welcoming Routine ○ Sharing - In sequential order, circle participants respond to a feelings prompt. Teacher listens for any student in need of additional emotional support. <ul style="list-style-type: none"> ■ For virtual instruction, the teacher uses PearDeck mood meter to capture student’s feelings and offers support and encouragement to students that communicate feelings of dis-ease. ○ SEL Lesson - Engage students in SEL Lesson, making connections to life and BRICK iDREAM values. ○ Closing - Students share how they will transfer the SEL skill into other areas of life
<p>SEL Advisory Committee (6-12)</p>	<ul style="list-style-type: none"> ● At BRICK, we honor student voices and recognize the importance of having students participate in decision making. As a result, the SEL Advisory Committee will be composed of one Student Advisor from the Culture Team, one to two (1 - 2) Student Leads, and one student representative from each grade level. ● Students participate on the SEL Advisory Committee to ensure that the voice of the student body is heard and included in planning and decision making. Below are the responsibilities of each member of the SEL Advisory Committee: <ul style="list-style-type: none"> ○ Student Success Coordinator / Student Advisor - Supports to drive student-centered activities based on the voice of Student Representatives. Ensures student voice is present during Convocations and Community Meetings; works collaboratively to enhance the instructional delivery of SEL lessons, create monthly challenges related to the SEL themes, plan monthly celebrations and student events and incentivize students. ○ Student Lead - collaborates with Student Success Coordinator/ Advisor and student representatives to enhance the instructional delivery of SEL lessons, create monthly challenges, plan monthly celebrations and student events and incentivize students. ○ Student representative - collaborates with Student Advisors and Student Lead to enhance the instructional delivery of SEL lessons, create monthly challenges, plan monthly celebrations and student events and incentivize students in their grade.

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Coaching	<ul style="list-style-type: none"> • A SEL Advisory Committee will be established at the start of each school year. This committee will meet as a subcommittee of the larger SST. • Teachers will informally be observed by an administrator at least twice per month during morning meeting /advisory. • Teachers in need of additional support will receive in-class coaching • Coaching <i>may</i> include observations, modeling, goal setting, data review and <i>informal</i> feedback to improve implementation fidelity.
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SEL Morning Meetings K-8

Morning meetings create an opportunity for teachers to set the tone for the day. They also provide a unique opportunity for teachers to build rapport with students, and identify early any students in need of social-emotional support. In order for morning meetings to be effective, it is imperative that teachers establish a safe space for sharing. The activities of the morning meeting are intentional.

At BRICK, K-8 schools, Morning Meeting is a component of our school-wide Tier 1 system. It is used to directly provide SEL instruction to students. BRICK Schools utilize a research-based SEL curriculum to teach SEL content and skills and reinforce the iDREAM values. All morning meetings occur in a circle which have traditionally been used in indigenous communities to establish consensus, solve problems and engage in other rituals. They help to neutralize power, position participants to make better eye-contact, and ensure that everyone has an opportunity to speak.

Morning Meeting in K-8

Ownership, Accountability and Preparedness	
<p>Owner: Teacher</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Lesson starts promptly at 8:00 am; lesson ends at 8:30 am • If video is part of lesson, it is already pulled up on teacher’s computer • Occurs 4 days per week 	<p>Materials:</p> <ul style="list-style-type: none"> • Positive Action Curriculum & Kit • SEL Scope & Sequence

SEL Advisory in 9-12

The high school years present lots of change for students. This is a period when young people are beginning to become more independent of adults, striving to develop their own identities and prioritizing relationships with peers. Students begin to wonder about what position and impact they will have on the world, in what ways they are able to mold their future. The developmental question during this stage of a student’s life is, “Who Am I?”

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High School Advisory creates an opportunity for students to develop the answers to that question. It also aims to lower students’ barriers to academic, social and emotional success while providing students with the tools to transform into their best adolescent self. The advisory structure builds community, provides students with a safe environment, and forms the basis of a primary person model wherein all students have a trusted adult invested in their success.

At BRICK high schools, Student Advisory is a component of our school-wide Tier 1 system. It is used to directly provide SEL instruction to students. All students are scheduled into a Student Advisory class that is facilitated by a Student Advisor. Student Advisory classes will meet twice per week for 40 minutes per session.

A research-based SEL curriculum is used by all Student Advisors to teach SEL content and skills. During Student Advisory classes, students engage in learning tasks that promote identity development, problem solving and creative exploration. They also participate in school-wide challenges that build trust and camaraderie amongst all stakeholders within the school community. As a result, Student Advisory is a safe place where students feel fully comfortable to be and express themselves as they learn to respond to their emotions, their peers and the world around them.

Advisory in 9-12

Ownership, Accountability and Preparedness	
<p>Owner: Teacher Criteria for Success:</p> <ul style="list-style-type: none"> ● Lesson starts promptly at 8:10 am; lesson ends at 8:35 am ● If video is part of lesson, it is already pulled up on teacher’s computer ● Occurs 4 days per week 	<p>Materials:</p> <ul style="list-style-type: none"> ● School Connect Curriculum ● SEL Scope & Sequence

Multi-tiered Systems of Supports (MTSS), Student Support Teams (SST), and Intervention & Referral Services (I&RS)

Key Actions	<ul style="list-style-type: none"> ● <i>Identify school-wide trends in learning, behavior, attendance and health difficulties of students;</i> ● <i>Collect and monitor school-wide data around attendance, discipline instruction, etc.;</i> ● <i>Develop school-wide strategies based on the collected data and desired outcomes for the identified learning, behavior, attendance and/or health challenges experienced by students;</i> ● <i>Assist in the development of strategic plans to manage school emergency and crisis situations;</i> ● <i>Create school-wide opportunities to actively involve parents;</i> ● <i>Solicit student voice and create opportunities for student leadership;</i> ● <i>Provide support, guidance and professional development to school staff to address school-wide trends in academics, behavior, attendance and health difficulties;</i> ● <i>Develop and maintain a catalogue of school resources and services to aide in the implementation of school-wide as well as individualized interventions;</i> ● <i>Create opportunities to proactively connect the school community with community-based, social and</i>
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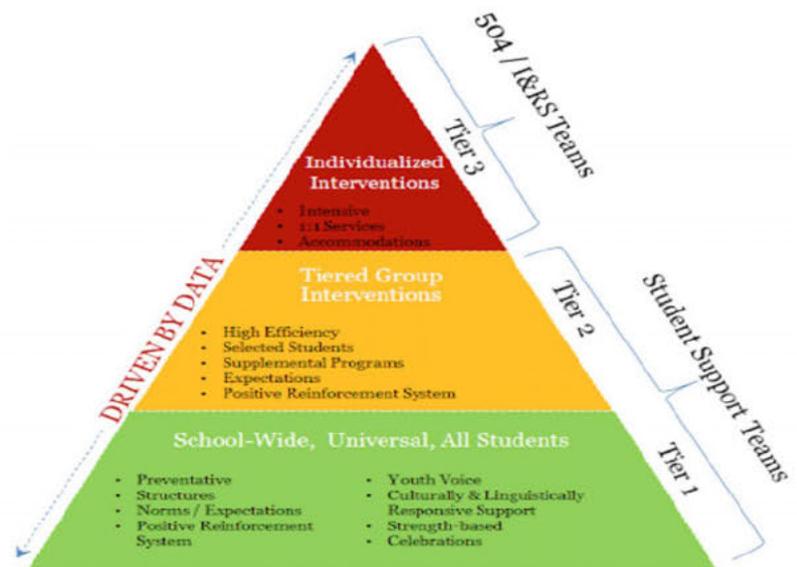
	<p>health provider agencies;</p> <ul style="list-style-type: none"> • Monitor the progress of the I&RS team; • Ensure school-wide recognition systems are in place and adhered to; • Ensure that the school environment reflects the school's core values and beliefs.
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OVERVIEW

BRICK strives to meet the needs of its students. Each BRICK school employs a Student Support Team (SST) Framework to engage in a Multi-tiered System of Supports (MTSS). Student Support Teams are a proactive, multidisciplinary, problem solving structure that analyzes trends in school-wide data (e.g. attendance, homelessness, behavior, academic, health) to understand the ways in which students experience school. The SST is the school's vehicle for the development and management of prevention and intervention activities. SSTs engage in cross-disciplinary collaboration to proactively identify, respond to, and mitigate challenges of:

- Tier I - The entire student body
- Tier II - Targeted groups of students, and/or
- Tier III - Individual students

The following graph illustrates a guiding model of the SST's focus at each tier. It necessitates interventions focused on both academic and behavioral instructional practices. The model shown here refers to the alignment of the Multi-Tier System of Supports (MTSS) which is grounded in differentiated instruction to meet the academic and social-emotional needs of students in schools. The size of the instructional group **decreases** as interventions become more individualized and specific. Conversely, the intensity and frequency of intervention and progress monitoring **increases** the more individualized services become.



Please refer to the full MTSS/ SST/ I&RS/ 504 Guidebook for more information on the purpose, functions and process for triggering student support.

Restorative Practices, Effective Circles & Progressive Discipline

BRICK schools use Restorative Practices (RP) to promote inclusiveness, positive school culture, relationships and self-responsibility among students and staff. Restorative practice is an evidence-based alternative to punitive and exclusionary school discipline and requires a shift in both mindset and practice. Traditional discipline responses focus on doing something **TO** the offender and **FOR** the harmed person(s), while RP places emphasis on working **WITH** all affected parties to repair the harm. These practices can be observed throughout each tier of our Multidisciplinary System of Supports (MTSS) to support engagement in positive, prosocial behaviors such as relationship development and conflict resolution. When used proactively, restorative practices can aid in reducing behavioral infractions and discipline referrals. At the foundation of Restorative Practices are relationships. In fact, 80% of

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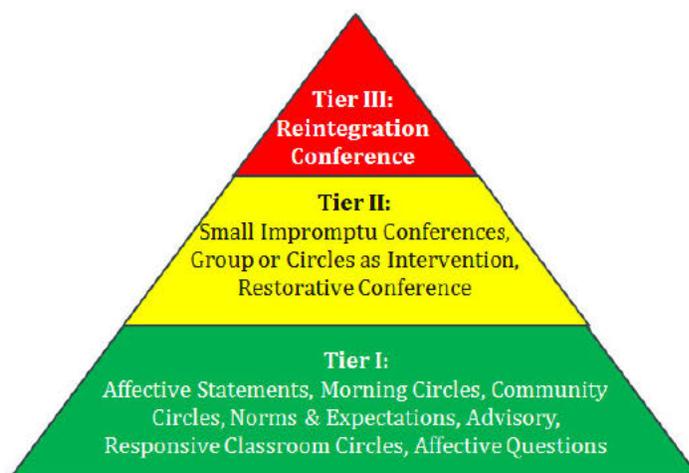
restorative practices is relationship development. There are various techniques for doing this work. One such strategy is the proactive use of *Restorative Circles*.

Restorative circles support teachers to create a classroom environment that builds connections, establishes safety and trust, and is inclusive of student and teacher voice. The circle itself is symbolic of wholeness and eternity, fostering shared power and mutual understanding between participants.

There are two (2) types of circles: **proactive** and **responsive**. Teachers generally facilitate Tier I circles through lesson introductions and closing activities, proactive morning meetings, and advisory. Tier II circles in the classroom create a space for teachers to respond impromptly to unexpected barriers to instruction, as well as provide small group support to students requiring additional scaffolding.

Restorative Practices can be observed at Tier I, Tier II and Tier III as illustrated in the diagram above. As part of our school culture, Restorative Circles can be seen in:

- Monthly convocation - (Tier I)
- Town halls / Community Meetings - (Tier I)
- Restorative conferences - (Tier II)
- Reintegration Conference (Returning a student from class removal or suspension) - (Tier III)
 - Teacher participation is required if the reason for removal/suspension was due to a violation of the code of student conduct in the classroom, or was a violation of the teacher-student relationship. An exception must be made when having the student and teacher together would be physically or emotionally unsafe for either party.



The [Circle Planning Guide](#) will help teachers create their own Restorative Circles in the classroom. Circle use in the classroom is great for establishing expectations, facilitating instruction and problem solving as a community. [When Good Circles Go Bad](#) provides recommendations to troubleshoot common circle facilitation challenges.

Circle Category	Uses (nonexhaustive)	Criteria for Success
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Proactive	<ul style="list-style-type: none"> ● 80% of the time ● To intentionally build trust and social capital ● Establish class norms and expectations ● Community Building ● Introducing Course Content ● Check-in / Check-out ● Goal Setting ● Exit tickets (when planned as part of your lesson) 	<ul style="list-style-type: none"> ● Clear topic and objectives ● Establish ground rules beforehand (e.g. use of talking piece, signalling when ready to speak, etc.). ● Use & respect the talking piece ● Begin with a “safe” prompt ● Maintain the group’s focus ● Embrace silence ● Listen actively ● Listen from the heart ● Speak from the heart ● Regard resistance as fear ● Say “just enough” ● Everyone is physically in the circle
Responsive	<ul style="list-style-type: none"> ● 20% of the time ● To reflect on an event - e.g. Report cards, Conclusion of NJSLA, class disruption, student disengagement ● To intentionally address conflict ● To manage tension ● To repair harm between those impacted by conflict or tension ● To provide a safe space to discuss issues ● To respond to interpersonal issues ● To create a cooperative environment ● Exit ticket (check for understanding) 	

Circle Type	Procedural Description	Benefits	Consideration
Sequential	<ul style="list-style-type: none"> ● Raise questions or discussion points and answer in turn ● Proceed around the circle ● Communication moves in one direction at a time 	<ul style="list-style-type: none"> ● Great way to introduce circles to a new group ● Promotes student voice ● Promotes active listening and engagement 	<ul style="list-style-type: none"> ● Time constraints for groups of 20+ ● A student may want to pass, however: <ul style="list-style-type: none"> ○ Return to them at the end; ○ Encourage students to solicit ideas from a peer
Non - sequential	<ul style="list-style-type: none"> ● Circle is freely structured ● Conversation proceeds from one person to another in no fixed order ● Talking piece is used to manage discussion 	<ul style="list-style-type: none"> ● Allows discussions to evolve organically ● Energizes the room ● Gives students “choice” to participate in conversation 	<ul style="list-style-type: none"> ● Not everyone is guaranteed to speak ● Requires more structure over the handling of the talking piece ● Amount of structure depends on group maturity/dynamics
Fishbowl	<ul style="list-style-type: none"> ● Consists of Inner Circle (active participants) and Outer Circle (observers) 	<ul style="list-style-type: none"> ● Allows for brainstorming without judgement ● Effective way to use circles 	<ul style="list-style-type: none"> ● Works better with mature groups. ● Requires a timer and time

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	<ul style="list-style-type: none"> ● Only participants in the inner circle are permitted to speak ● Empty seat in inner circle allows outer circle participants to give feedback ● Time Structure <ul style="list-style-type: none"> ○ 3 minutes of uninterrupted time to describe problem ○ 10 minutes to give uninterrupted feedback ○ 2 minutes to reflect and identify 1-2 solutions to try 	<p>with a large number of participants</p> <ul style="list-style-type: none"> ● Greater opportunity for Restorative Problem Solving ● Used for giving and receiving feedback on a particular topic 	<p>keeper</p> <ul style="list-style-type: none"> ● May limit participation ● May need to encourage outer circle participants to join the inner circle discussion
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BRICK Education Network Behavior Management System

To create and maintain effective learning environments for all students to achieve social, emotional and academic excellence, school staff must employ a proactive approach to reduce disciplinary infractions and adhere to school-wide systems for behavior management. BRICK Habits focus on:

1. **Proactive and restorative classroom management** strategies;
2. **Norms, expectations, rewards and consequences** that are logical, equitable, restorative and developmentally appropriate for all Students;
3. **Policies, routines and procedures** that are consistently followed and promote a safe and supportive learning environment.

BRICK utilizes a comprehensive positive behavior intervention and support system that looks at the interconnectedness of how behavior is monitored and responded to - both in and out of the classroom - and constructively addressed for Students who engage in violations of the code of conduct.

Staff responsibilities include:

- Modeling positive behaviors
- Being aware of students' triggers and aiming to offer correction without shame
- Consistently acknowledging and rewarding appropriate behavior
- Monitoring and constructively addressing problematic behavior
- Building trusting relationships with and among all Students
- Adhering to policies and routines at all times

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Proactive and Restorative Classroom Management

Summary of Key Actions	<ul style="list-style-type: none"> ● <i>Teachers accept that discipline begins with relationships.</i> ● <i>Teachers accept that discipline is everyone's responsibility - if you see a Student violating a school expectation, it is your job to intervene.</i> ● <i>Teachers are at their assigned post on time and ready to greet students daily.</i> ● <i>Teachers implement a classroom culture plan that creates a culture of belonging, defines the expectations/norms, rewards, consequences, routines, procedures and teacher actions that will invest the class in following the plan.</i> ● <i>Teachers explicitly teach, model, and reinforce the iDREAM values and behavioral expectations.</i> ● <i>Teachers input all student conduct in Kickboard.</i> ● <i>Teachers input positive iDREAM behavior in Kickboard.</i> ● <i>Teachers input notes for all home communication in Kickboard.</i>
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Effective classroom management is essential to providing Students with a productive learning environment. These strategies must not only provide Students with clear expectations but must be integrated with explicit instruction on self-awareness, social-awareness, relationship skills, decision making skills, and self-management. Relationships are fundamental in BRICK’s approach to discipline. When grounded in Restorative Justice, implementation of the Progressive Discipline Framework emphasizes rejecting *the deed* (the behavior) but not *the doer* (the member of the school community) and uses incremental consequences to address inappropriate behavior in the least intrusive way possible.

Teachers are expected to develop a Classroom Culture Plan inclusive of strategies that prioritize relationship development, proactively teach self-management and include classroom strategies for restorative discipline responses. Culture Plans will be reviewed by your Grade Level Administrator and be put on file for reference. Students must understand, be able to articulate and exemplify all expectations, rewards, and consequences.

Building Meaningful Relationships

Building rapport across demographic lines (e.g. race, gender, socio-economic, ability) with students has the power to transform the overall culture of the school, and the classroom. Most students want to relate, not only to the content, but to the instructor and other adults in their lives. A few tips to building meaningful relationships are:

- **P.A.C.E.** Method for creating healthy school-based attachments
 - Playfulness - create an environment of light heartedness, openness and humor
 - Acceptance - see the student’s needs beneath the behavior
 - Curiosity - seek to understand what is driving a student’s behavior
 - Empathy - show compassion and connect with how the student is feeling
- **Positive Calls Home** - Call parents with a positive message about their child. Resist the urge to discuss challenges. Students and parents who rarely get positive feedback eventually become allies.

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- **Quarterly 10 x 2 Challenge** - Each quarter, for a period of ten (10) consecutive days teachers are challenged to engage at least one (1) student in a two (2) minute conversation unrelated to school.
- **Affective Statements** - Be vulnerable and use “I” statements to express your feelings in response to specific positive or negative behaviors.
- **Let students get to know you** - Introduce yourself. Engage in appropriate sharing about who you are - your interests, family, etc. - not your degree or schooling.
- **Ask questions** - Show a genuine interest in students' lives by asking questions and then checking in throughout the year.
 - **Be funny** - Light heartedness and positivity are infectious. Humor goes a long way; makes a good first impression.
 - **Let them teach you** - Students love it when you are open enough to allow them to teach you something. It’s an act of sincere listening, and students love to be heard.
 - **Talk to them outside of school** - Make an effort to attend school events after the school day has ended. Show up to their game, performing arts event, etc. Sit with the students in the stands. It will earn you a great deal of credibility.
 - **Be Consistent!**

Classroom Culture Plans must address: [Template](#)

1. Classroom expectations
2. Rewards/incentives
3. Consequences that are logical, equitable, developmentally appropriate, and restorative
4. Plan to address all Level I Misconduct
5. Procedures to ensure an efficiently run classroom
6. Interactive modeling of classroom procedures on a consistent basis
7. Opportunities for young people to self-correct and self-regulate

Grade Level Teams are encouraged to develop their Classroom Culture Plans collaboratively to ensure consistent expectations, rewards, consequences, routines, and procedures.

Consistency is key

1. Teachers are the first line of defense against classroom disruptions (misbehavior). The teacher has the responsibility of implementing a classroom management system.
2. All teachers should have classroom procedures, expectations and agreements that all students understand and are invested in.
3. The behavior management system should address all Level I Misconduct.
4. We are ALL responsible for what happens in our school, both positive and negative. To that end, we must work together to ensure that the building is orderly, safe and productive so both Students and staff feel safe and welcome. Here are some guidelines to follow:
 - a. If you see an infraction of Student conduct, intervene. If a student litters, ask them to pick it up. If a student uses inappropriate language, direct their attention to it and follow up with his/her teacher. If students are talking loudly

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in the hallway, remind them of the impact on other students and ask them to lower their voices. On the same token, please keep your voices to a minimum while in the hallway.

- b. We must work together to ensure that the building runs smoothly. If one person fails to uphold the expectations established by the school community, school community members and relationships may be negatively impacted.
5. The school community includes EVERYONE! From clerk to custodian to cafeteria attendant, we share responsibility for what happens.

Norms, Expectations, Rewards and Consequences

<p>Summary of Key Actions</p>	<ul style="list-style-type: none"> ● <i>Shift mindset from punitive responses to restorative responses to disciplinary infractions.</i> ● <i>Define and model school-wide and classroom norms and expectations.</i> ● <i>Create opportunities for students to practice positive behaviors.</i> ● <i>Acknowledge when students demonstrate iDREAM values.</i> ● <i>Employ Progressive Discipline Framework when responding to student behaviors.</i> ● <i>Use best practices from other approaches, e.g., Responsive Classroom, Developmental Design, Restorative Practices, Trauma Informed Care for classroom management.</i> ● <i>Teachers must use “3 Before Me” strategies before using a Conduct Referral.</i>
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iDREAM Paycheck System

Teachers utilize a consistent merit and demerit system to manage student behavior. The iDREAM paycheck system incentivizes student behavior.

When	What	Who	How
Daily	When a student does something positive or negative, teacher verbally acknowledges by naming the value reflected in the behavior, and then record the behavior on the iDREAM Tracker. At the end of each class period, teacher inputs point value to Kickboard.	Teacher	<ul style="list-style-type: none"> During the last five minutes of class period, the teacher enters students' scores into Kickboard and verbally communicates achievements. <ul style="list-style-type: none"> 4-5 Values Exhibited (Innovator Level): Exhibited both academic (Diligence, Model Student) & interpersonal values (Respect, Empathy, Self-Control) and set an example for others 2-3 Values Exhibited (Visionary Level): Exhibited either academic values or interpersonal values, but not both consistently. 0-1 Values Exhibited (DREAMer Level): Had an idea of the values, but struggled to exhibit them. Specific notes on behavior must be entered when 0-1 values are exhibited.
Weekly	Print student paycheck from Kickboard at the end of the Culture Week (Wednesday)	Dean of Culture/Admin	<ul style="list-style-type: none"> iDREAM Paychecks are printed and distributed to students every Friday during community meeting or convocation. DREAMer Level students are engaged in SEL activities to support their internalization of the iDREAM values, during either iDREAM Dollar Store or Fun Friday. Visionary Level students are invited to Fun Friday or iDREAM Dollar Store and are encouraged to strive for Innovator Level. Innovator Level students earn space on the Innovator Wall of Fame and are invited to Fun Friday or iDREAM Dollar Store
Weekly Fun Fridays	Each week, students will earn the Fun Friday event if they meet or exceed the monthly goal.	Dean of Culture/Admin	<ul style="list-style-type: none"> Fun Fridays and the iDREAM Dollar Store will alternate from week to week

Some Key Points:

- The iDREAM week is Thursday to Wednesday. Checks are printed Thursday at 4pm, passed out to teachers at Friday's Community Meeting.
- iDREAM Value Points must be awarded during the end (last 5 minutes) of each designed class period, acknowledging their behaviors and growth.
- Students who receive a 0 or 1 value points must have a short note about their behavior.
- Math and Enrichment teachers are also required to award points at the end of their class.
- ALL TEACHERS MUST participate – this is NON-NEGOTIABLE to ensure that all students have a fair opportunity to participate in celebratory activities.

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Grades 4-8

iDREAM Dollars Weekly Paycheck System

# of Days in the Week	100%	80%	67 - 79%	50 - 66%	0 - 49%
5	120	96+	80-95	60-79	0-59
4	96	77+	64-76	48-75	0-47
3	72	58+	48-57	36-47	0-46

Grades K-3

iDREAM Dollars Weekly Paycheck System

# of Days in the Week	100%	80%	67 - 79%	50 - 66%	0 - 49%
5	95	76+	64-75	48-63	0-47
4	76	61+	51-60	38-50	0-37
3	57	46+	38-45	28-37	0-36

Rewards/Incentives

It is important to recognize and acknowledge children when they do the right thing. Though it is expected that Students always do the right thing, Students will receive incentives for following through on expectations. Just as adults like to reward themselves for hard work and success, so do Students.

Rewards/Incentives			
Frequency	Rewards/Incentives	Who	System, Tool, Resource
Daily	<ul style="list-style-type: none"> Verbal recognition Positive Note/Call Home iDREAM Scores 	<ul style="list-style-type: none"> Teacher 	<ul style="list-style-type: none"> Kickboard Classroom Behavior Charts

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	<ul style="list-style-type: none"> Classroom Rewards 		
Weekly	<ul style="list-style-type: none"> Positive Note/Call Home Wall Of Fame/Weekly Shout-Outs TBD by Teacher Teams 	<ul style="list-style-type: none"> Teacher Administration 	<ul style="list-style-type: none"> Kickboard Classroom Behavior Charts Community Meeting
Monthly	<ul style="list-style-type: none"> Attendance 	<ul style="list-style-type: none"> SST Attendance Subcommittee Administration 	<ul style="list-style-type: none"> Kickboard PowerSchool Brag Boards
Quarterly	<ul style="list-style-type: none"> Honor Roll STEP Celebration 	<ul style="list-style-type: none"> Student Support Team Administration 	<ul style="list-style-type: none"> Kickboard Honor Roll Board Brag Boards

Positive Behavior Reward & Recognition System

BRICK schools utilize a Positive Behavior Reward & Recognition System called iDREAM Dollars. Students earn iDREAM Dollars based on their ability to uphold the academic and behavioral values.

iDREAM Dollar Store | Biweekly

On a bi-weekly basis, alternating with Fun Fridays, students use their iDREAM dollars to shop for prizes and/or school supplies. Students receive tickets based on their iDREAM level (i.e. DREAMer, Visionary, or Innovator) for the week and get to shop accordingly.

Fun Fridays (Biweekly) | Weekly

On a bi-weekly basis, alternating with iDREAM Dollar Store, students who earn Visionary or Innovator status are invited to a fun event where they celebrate with other Visionaries and Innovators. Events may include a movie, dance, craft, etc.

Perfect Attendance

On the first Friday of every month, students with perfect attendance in the previous month are invited to a special lunch filled with treats and beverages for students to enjoy. The day before the event, students receive notification if they are invited. Students will also be celebrated at the First Friday Award Ceremony with a certificate.

Parent Perfect Attendance

Each month, parents who ensured their Student attended school 100% of the days are invited to a special breakfast with other parents.

Consequences

The most effective way to decrease the occurrence of problem behavior is to teach the desired replacement behaviors and acknowledge improvements in behaviors. A *Progressive Discipline Framework* allows teachers and administrators to address unwanted behaviors while creating opportunities for students to develop new social skills. Consequences must be implemented from the least intrusive (e.g. error correction with expectations reminder) to the most intrusive (e.g. class removal) and allow students a chance to correct and repair the harm or error.

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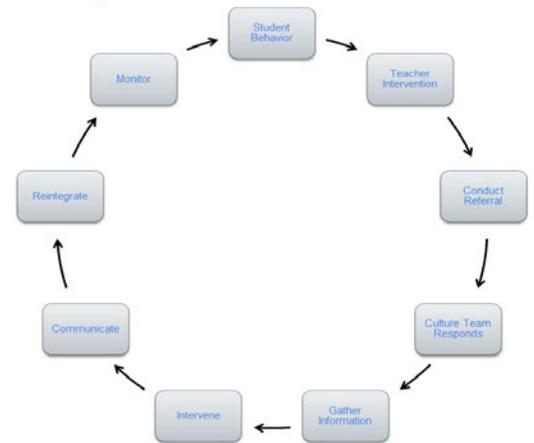
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Conduct Referrals

Conduct referrals are the last resort for classroom teachers when a student is not responding to consequences to Level II or Level III behaviors. Students who continually engage in Level II conduct, disrupting the learning of others or commit a Level III may be immediately referred to the dean if the intended consequence is not working.

Conduct Referral Process:

1. Unmodified student misbehavior occurs
2. Teacher uses “3 Before Me” Teacher-led consequence
3. Conduct referral - 2-3 sentences in Kickboard
4. Culture member responds to the room
5. Information gathering and assessment
6. Culture member provides on the spot intervention when possible
7. Intervene with restoration, instruction, reflection
8. Communication plan to update the family, teacher, and other administrators. Resolve open case in kickboard.
9. Reintegration: Return the student to the classroom when appropriate.
 - a. When a student is returned to class, they are ready to return to class.



Continual Level I infractions that are unmodified with teacher intervention are escalated to Level II category and may be referred to Dean/Admin. Some examples include:

- Repeatedly refusing to follow directions
- Continual verbal outbursts and profanity
- Disrupting class (talking to others, distracting students, not staying in your seat etc.)

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In the event that a conduct referral is required for additional support, follow these steps:

How to Make a Conduct Referral:

1. Teacher will use “3 Before Me” and issue a Teacher-Led consequence for continued Level 1 infraction and level 2 and 3 infractions.
2. Teacher will record infraction in Kickboard
 - a. Who was involved?
 - b. What happened?
 - c. What “3 Before Me” strategies were tried?
 - d. What consequence was issued?
3. Teacher will follow steps below to contact admins for student removal/support

Process or contacting admin for student removal/support		
Student is:	...engaging in behaviors that disrupt the learning environment but is not physically unsafe and TAB in didn't work...	...physically unsafe and has lost emotional control. Student poses a risk to themselves and others...
Teacher will:	...submit dean referral in Kickboard to be received by Dean of Culture/Administrator	...use WhatsApp to text Associate Dean of Culture/Administrator to receive an urgent response.
Text will read:	Reset, Student initials, location (ex. Reset, IG, 104)	Crisis, Student Initials, location (ex. Crisis, IG, 104)

Create a Whatsapp group for convenience and faster response times

1. teacher will create a Whatsapp group with lead, TnT, Vice Principal and School Leader
2. teacher will name group in accordance with the following; **SS Class name**, ex. SS Villanova (SS= student support)
3. When support is needed, teachers can search for the group in Whatsapp instead of scrolling or manually entering group members.

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Teachers are expected to use “3 Before Me” behavior improvement strategies before referring a student to admin.

“3 BEFORE ME” Behavior Improvement Strategies	
Verbal Warning & Affective Statements	<ul style="list-style-type: none"> ● Verbal prompts <ul style="list-style-type: none"> ○ State specific iDREAM value student is not upholding and tell the student what he/she would need to do to exemplify the appropriate behavior ○ “I feel ___ when you ___. Please do _____ instead.”
Redirections	<ul style="list-style-type: none"> ● Verbal Redirection <ul style="list-style-type: none"> ○ Reinforce directions or request by naming what students are doing well (praising students who are behaving appropriately) <ul style="list-style-type: none"> ■ Name specific students and exemplary iDREAM behavior ○ Remind student(s) of directions or request to prevent off-task misbehaviors <ul style="list-style-type: none"> ■ Prompt students to recall the instructions ○ Redirecting students by saying what to do (iDREAM Behavior), rather than what not to do ● Physical Redirection <ul style="list-style-type: none"> ○ Proximity ○ Change of seat or student group ○ Remove student from activity ○ Tab-In (in the classroom in designated area) ○ Tab-Out to Buddy Classroom ● Reset <ul style="list-style-type: none"> ○ Say “Reset” ○ Student will choose a way to calm down and refocus. ○ Student is welcomed back ○ Positive verbal recognition is made
Issue a Teacher Consequence	<ul style="list-style-type: none"> ● Teacher-Student Conference ● Teacher Led Detention (Lunch) ● Teacher Led Detention (After School) ● Loss of Other Teacher-Identified Privileges ● Phone Call Home ● Other

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Kickboard

BRICK has adopted Kickboard, an online data management system used to track behavior information. All data for each student, class and school is collected through Kickboard. Teachers are expected to adhere to established timelines for data submissions. Kickboard can be accessed via the internet or app through a mobile device.

Using the iDREAM Classroom Management System in preK-12

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Teacher spends time during the First 6 Weeks Culture of Belonging, and strategic times throughout the year to teach students the iDREAM values • Teacher uses iDREAM values to reinforce positive behaviors and to correct misbehavior/off task behavior throughout the class • Teacher links the behavior to a value using clear, concise language, “Kabir diligently started right away.” or “Sam, off-task please show self-control.” • Teacher narrates 2-3 students doing the right thing within proximity of the off task student and then corrects the off task student if they did not fix the narrated behavior and records a check on iDREAM Chart; after two checks color is changed due to level change 	<p>Materials:</p> <ul style="list-style-type: none"> • Kickboard App • iDREAM Values score • iDREAM Values Posters • iDREAM Behaviors Poster

iDREAM Classroom Management System		
<p>Rationale:</p> <ul style="list-style-type: none"> • Teaching students the expected behaviors increases appropriate behaviors • Acknowledgement of positive behaviors prompts students to demonstrate said behaviors • Consistent behavior management systems used in all grades builds ownership • Behaviors linked to iDREAM Values make expectations clear • Students meet expectations when they are made clear 	<p>100% Vision:</p> <ul style="list-style-type: none"> • Teacher uses iDREAM language consistently throughout the class • Teacher uses Kickboard in real time to capture student behavior, both positive and negative • Teacher uses iDREAM Behavior Poster as guide for narrating behaviors • Teacher quickly corrects off task behavior after narrating • Teacher identifies behavior that impacts the class and quickly corrects with value • Uses values and specific behavior examples for whole group feedback 	<p>Non-examples:</p> <ul style="list-style-type: none"> • Narrating subjectively (e.g. “show respect” vs “I need you to show respect by using good manners and kind words”) • Assigning checks (i.e. using any other tracking system besides Kickboard) • Narrating negative behaviors without telling student what the positive behavior should be

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Recording iDREAM Scores in Kickboard preK-8

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Teacher displays Kickboard using projector ● Teacher frames the iDREAM score reporting time ● Teacher quickly tells students their iDREAM level and records in KB within 5 minutes allotted ● Teacher does not respond to student disagreement in the moment but follows up afterward ● Teacher records value points during the outlined time in the schedule 	<p>Materials:</p> <ul style="list-style-type: none"> ● Kickboard ● Laptop open/projected with Kickboard open

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Teachers will use the following management strategies when a student exhibits a misbehavior. These strategies are designed to minimize interference during execution of instruction. The following sequence should be followed when managing misbehavior in your classroom.

Note: Once students have internalized the routines and procedures, teachers will use one strategy from steps 1-3 prior to escalating in response.

1. Narrate the Positive while making eye contact with the misbehaving student
 - Narrate 3 students who are doing the RIGHT thing within proximity of the off task student
 - Correct the student who is off task if they did not fix the NARRATED behavior
2. Move in closer proximity to the misbehaving student
3. Use a nonverbal gesture to correct the student’s behavior
4. Give the student a verbal warning
5. Record warning in Kickboard

Calm Down Strategy

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Teacher can identify and anticipate when to use strategy as a method for de-escalation ● Teacher uses a calm voice to direct student through the process ● Teacher models the process and/or completes the steps with student ● Students can identify when to use the Calm Down Strategy and by following all of the steps, students will be able to reduce their emotional outburst 	<p>Materials:</p> <ul style="list-style-type: none"> ● Calm Down Strategy: <ul style="list-style-type: none"> ○ Stop - use your signal ○ Name your feelings ○ Calm Down: ○ 5-4-3-2-1 Grounding <ul style="list-style-type: none"> ■ Teacher, be aware of the colors in your class and their locations. ■ Get student’s attention, “I need your help with something” ■ Find 5 things in the room that are (color) ■ Find 4 things in the room that are (color) ■ Find 3 things in the room that are (color) ■ Find 2 things in the room that are (color)

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	<ul style="list-style-type: none"> ■ Find 1 thing in the room that is (color)
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Balloon / Belly / Deep Breathing

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Teacher can identify and anticipate when to use strategy as a method for de escalation. ● Teacher uses a calm voice while modeling Belly Breathing ● Teacher walks student through the Belly Breathing process by modeling the behavior ● Students can identify when to use Belly Breathing and are able to use Belly Breathing on their own when needed (ex: the playground, lunch room, group work, etc). 	<p>Materials:</p> <ul style="list-style-type: none"> ● Two Minutes Mindfulness: Balloon Breaths / Belly Breaths - (Grades PK-4) ● Three Minute Mindful Breathing - (Grades 5-12) ● One Minute Deep Breathing Guided Meditation - (Grades 5-12)

Problem Solving STEPs

Ownership, Accountability and Preparedness
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Owner: School

Criteria for Success:

- Teacher and students can identify and anticipate when to use strategy as a method for de-escalation.
- Students are able to use the Problem Solving STEPs when needed independently
- Students encourage their peers to use Problem Solving STEPs when there is a disagreement/conflict

Materials:

- Problem Solving STEPs:
 - Say the Problem (without blame)
 - Think of Solutions (safe and respectful)
 - Explore Consequences (what would happen if...)
 - Pick the best solution (make your plan)

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Take a Break | In the Class

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> 100% of teachers have identified “TAB in/out” desk in their classroom with reflection sheets and pencils available 100% of teachers have explicitly taught what “TAB in” looks like and when it is used during the first 6 weeks of school 100% of TABs take less than 4 minutes and get students back into learning in <5 minutes 	<p>Materials:</p> <ul style="list-style-type: none"> None Desk Timer Pencils Reflection sheets TAB Poster

TAB Take a Break In the Class		
<p>Rationale:</p> <ul style="list-style-type: none"> Sometimes we need a minute away in order to help us refocus. We would rather give a student 3 minutes to calm down and then get back to learning than waste an entire block In order to have a restorative conversation with students, we need to provide a space for them to clear their headspace 	<p>100% Vision:</p> <ul style="list-style-type: none"> Teacher quietly tells the student “*student’s name* take 2 minutes to reset/refocus/calm down” (Teacher can also ask the student if they need a break if the student just seems unfocused) Student walks to the TAB desk without disrupting anyone else Student or teacher sets the timer for 2 minutes Student sits calmly either using a “calm-down” strategy or writes out what was happening “Get Back in the Game”/ “I know you can do this” Conversation between the teacher and student happens after the timer has gone off and before the student comes back (can be as short as “What do you need to do when you get back to your seat?” or up to a 1 	<p>Non-examples:</p> <ul style="list-style-type: none"> Punitive tone Takes more than 6 minutes for student to get back to learning Takes the teacher away from the class for more than the 1 minute conversation at the end Used as a “I can’t deal with ____ right now” Used as the first reaction for reminders (go through reminder process → Non-verbal/verbal reminders) “You’re always...” or “You never...” language (make it about the moment rather than the person)

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	<p>minute conversation if the situation was more serious.)</p>	
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Take a Break | Out of the Class

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> Teacher has identified buddy teacher at the grade above (or below for 5th grade) 100% of teachers have identified “TAB Out” desk in their classroom with reflection sheets and pencils available When tracking IDream points in Kickboard, note: “TAB Out because...” 	<p>Materials:</p> <ul style="list-style-type: none"> None Timer Reflection sheets or blank paper TAB Out Poster

TAB Take a Break out of the Class		
<p>Rationale:</p> <p>A highly effective, well-researched corrective action is to have a chronically disruptive Student sent to spend time sitting alone in the back of another teacher’s classroom -- <i>TAB OUT in Buddy Classroom</i>. This intervention has benefits:</p> <ol style="list-style-type: none"> Teacher can count on a colleague being there and helping with the Student Students do not like going to a strange classroom – especially in a different grade level (ideally two grade level difference) Students rarely disrupt in another teacher’s classroom 	<p>100% Vision:</p> <ul style="list-style-type: none"> Teacher gives clear what to do directions about TAB Out Student leaves classroom silently to go to buddy teacher (teacher visually watches student enter other classroom) Student immediately sits down and completes reflection without direction from teacher or uses calm-down strategy Student completes reflection and gives to buddy teacher to review Buddy teacher determines if student is ready to return Upon return, teacher reviews reflection and gives clear what to do directions to get the student back into the lesson 	<p>Non-examples:</p> <ul style="list-style-type: none"> Teacher says, “GET OUT!” Teacher sends student to classroom for more than 10-15 minutes Used as the first response and not an intervention Kid comes back and is immediately sent back to TAB out room without looking at reflection sheet

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Teacher Detention:

A teacher may assign his/her own detention to Students. The teacher is expected to coordinate the detention and hold it in his/her classroom. A parent must have 24-hour notice of before or after school detention and the detention must be approved by an admin. The teacher should inform the office of Students who are staying for detention.

Detention Best Practices

- Students should complete logical tasks as per their misconduct. For example, if a Student uses inappropriate language directed at another person, he/she will write an entry outlining why their behavior was inappropriate, how it impacted him/herself and others, and how he/she will fix behavior in the future.
- Students will also complete a reflection sheet on their reason for detention that will be attached to his/her Detention Request and kept in a personal file.
- The detention procedure should include the following:
 - A focus on the student reflecting on the underlying feeling that triggered the behavior, the intended goal and alternative ways to achieve the goal in productive ways.
 - Positive attitude from supervising staff member – the message should be that the student has the power to change his/her behavior the same or next day and get on the right track.
 - Students may not socialize with each other or the supervising staff member. The room must remain silent, aside from the supervising staff member asking questions or supporting with the restorative assignment.
 - Students that socialize/talk will not have their detention counted and will need to serve the time the next day.

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School Wide Systems & Routines

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[Morning Announcements]

[Lift Every Voice & Sing | Black National Anthem]

[Student Arrival MbM]

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[Community Meeting | Town Hall MbM]

[Monthly Convocation Meeting MbM]

[Fun Friday MbM]

[iDREAM Dollar Store MbM]

[Emergency Drill MbM]

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[First Five MbM]

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[Last Five MbM]

[Lockers MbM]

Student Handbook

Ownership, Accountability and Preparedness

<p>Owner: School Created and Board Approved Vision: <i>Parents and families alike have a clear understanding of the partnership between school and student. Parents and staff are able to clearly reflect on policies and procedures as necessary without need for escalation or further clarity.</i></p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Outlined and Enforceable: <ul style="list-style-type: none"> ○ Uniform policy ○ Field trip policy ○ Arrival/Dismissal policy ○ Suspension/Detention Protocols ○ Homework policy ○ Culture system ○ Student health protocols ● Directly connected to Culture Guidebook
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Morning Announcements

Ownership, Accountability and Preparedness

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Owner: School Created

Vision: *Students and staff receive consistent updates about upcoming events important to the school community. Morning announcements set a school-wide tone for the day, reinforcing iDREAM values, affirming student identities and accomplishments, and grounding the community in Ubuntu.*

Criteria for Success:

- In the following order, all morning announcements consist of:
 - Sing 1st Stanza of [Lift Every Voice and Sing](#)
 - School community stands while singing
 - Call & Response of the iDream Affirmations
 - School community stands during C&R
 - Shouts Out
 - SEL Theme of the day/week
 - Important Announcement(s)
- Morning Announcements last no longer than 5 min.

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Lift Every Voice & Sing | Black National Anthem

Ownership, Accountability and Preparedness	
<p>Owner: School Created</p> <p>Vision: <i>Lift Every Voice and Sing - also known as The Black National Anthem - is a poem by James Weldon Johnson later set to music by his brother, John Rosamond Johnson. Lift Every Voice and Sing is a history lesson, a rallying cry, a pledge of unity as we fight for equality and justice to break down walls and build up kids. It is BRICK's vision that all students and staff know</i></p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> • Lyrics are posted for students and staff to see • Song is sung in class at the beginning of Morning Meeting or as a school during morning announcements • Song is sung during major school-wide events (e.g. Community Meeting / Convocation, graduation) • Students and staff can recite Lift Every Voice & Sing

School Pledge

Ownership, Accountability and Preparedness	
<p>Owner: School Created</p> <p>Vision: <i>A school pledge rallies members of the school community around a set of commitments as individuals and as a collective. It establishes meaningful rituals within the school and helps to foster school pride and inspire students and staff towards a goal.</i></p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> • Connected to the school mission and vision • Staff believes in the pledge • Pledge is recited consistently as a community • Students and staff can recite the pledge

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Family Communication

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Vision: <i>It is critical that families receive regular communication from the school in varied formats (flyer, email, text, calls). Schools should develop regular and varied communication tools to ensure families are up to date on events and information. A single communication tool must be used between parents/teachers to ensure consistency and avoid confusion - BEN uses Kickboard for this.</i></p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Weekly school updates communicated via flyer, email, website, etc. ● Monthly extended updates/celebrations via email and website ● Teachers contact families as outlined in the evaluation rubric and record using Kickboard ● Kickboard is used to communicate via text to individual parents and group messages ● Parent/teacher contact is varied - text, phone, email ● Clear emergency communication protocols in place ● <i>School has well developed Communication Table complete (below)</i>

Communication Tool	Description	Frequency	Owner(s)	Deadlines
Kickboard App	<i>Teachers use KB to communicate directly with families. Teachers take pictures, send texts and can call families from the app. Teachers can also group messages with multiple parents. Teachers should log parent contact in Kickboard.</i>	Daily Weekly	Teachers	Fridays, EoD

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Arrival of Students

Ownership, Accountability and Preparedness	
<p>Owner: School Created MBM</p> <p>Vision: <i>Arrival time is an opportunity to set the tone with students for the day in a safe and efficient environment. Students get the opportunity to talk so that they are able to be calm and focused during silent breakfast time. Teachers have the opportunity to establish the tone and behavioral expectations for the rest of the day.</i></p> <p><i>If a campus hosts breakfast in the classroom from 7:30 - 8:00 am, a detailed “breakfast & morning work” routine should be established</i></p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Staff is staged and ready by 7:25 am ● Breakfast is ready for doors opening ● Doors open at 7:30 am (PK-8); 8:00 (HS?) ● Student greeted by School Leader(s) at entrance(s) ● All students receive a warm, welcoming, and professional greeting by 2-3 people on way to arrival location ● Student arrival area(s) are quiet, calm and supervised; Silent breakfast begins at 7:50 am ● Doors close promptly at 8:00 am ● Teachers arrive by 8:00 am (or before) for pick-up ● Arrival location(s) clear by 8:05 am ● Teachers execute any breakfast assignments <p><i>*Note: times may be adjusted to individual campuses</i></p>

[Student Arrival MbM]

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Dismissal of Students

Ownership, Accountability and Preparedness	
<p>Owner: School Created MBM</p> <p>Vision: <i>An efficient and timely dismissal will ensure a safe end to the school day as well as ensure all students get where they need to be for departure. In order to maximize the instructional day prior to dismissal, schools should establish clear procedures to ensure all students are dismissed ontime.</i></p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Clear pack-up procedures are outlined for grade bands (K-3, 4-5, 6-8, HS lockers, etc.) ● Dismissal procedures do not begin before 3:40 pm or 3:38 pm (HS) ● All students are at dismissal points by 3:50 pm/3:38 pm (HS) ● Doors open at 3:50 pm sharp/3:38 pm (HS) ● Student greeted by School Leader at entrance(s) ● Late pick-up policy is in place ● Bus pick-up procedures outlined (if applicable) ● After School program/care procedures outlined ● Clear roles and responsibilities for support staff; including “Late duty” admin roles/responsibilities ● Clear guidance if non-homeroom teacher dismisses class based on schedule ● Clear systems to ensure unit and lesson unpack ● System supports teachers leaving dismissal posts by 4:00 pm ● <i>Indoor dismissal plan (rain, cold weather, safety)</i>

[Student Dismissal MbM]

Guidance for Early Pickup

- No student will be dismissed before 3:00 pm unless there is an emergency.
- In case of an emergency, parent will notify the office.
- The office will notify the teacher to send the student prepared to go home. The family member will sign the student out.
- The student will sign the Tardy book when leaving the class.
- Record the early dismissal in Kickboard and counted the same as a tardy.

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- Early dismissal may result in students earning a PM work session to make-up missed work.
- After 3 occurrences, the parent will be required to attend a Mandatory Parent Conference.

Guidance on Late Pickup

- Beginning at 4:15 pm, if a student is not picked up, the administrator on duty may notify Newark Police.
- Late pick-ups should be logged for tracking (school determined)

Lunch/Recess

Ownership, Accountability and Preparedness	
<p>Owner: School Created MBM</p> <p>Vision: <i>Lunch and recess are a critical part of the school day. Schools should work to operationalize this time to ensure that students arrive at lunch on time, transition between lunch and recess and are ready for pick-up by teachers by the established lunch times. Students must be provided a safe and supervised lunch and recess experience.</i></p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> • Lunch/Recess start and end on time • Cafeteria staff are ready for the start of each lunch • Routines are established to ensure smooth transition between lunch and recess • Teachers pick-up and drop off classes on time • Clear procedures are established to call attention both on the playground and in the cafeteria • Students take ownership of clean-up of cafe • All consumable meals recorded for reimbursement • All served meals are compliant • <i>Indoor recess policy</i>

[Lunch & Recess MbM]

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Community Meetings (weekly)

Ownership, Accountability and Preparedness

<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> Occurs weekly during stated time (cohorts: Pk, K-2, 3-4, 5-6, 7-8, 9, 10, 11, 12) <ul style="list-style-type: none"> o Town Hall in grades 9-12 Starts and ends on time (clear use of the MbM) Reviews grade-level progress towards monthly goals Uses circles to promote community building Reinforces iDream values Reinforces monthly SEL theme Visual slideshow to move the meeting along Teachers are actively engaged alongside students Must Include: Greeting, value highlight, Level 3 DREAMer recognition, closing Could Include: most improved iDREAM, song, attendance recognition, identity development Different parts of the meeting are led by different leaders & teachers 	<p>Materials:</p> <ul style="list-style-type: none"> • Projector • iDREAM data • “Lift Every Voice and Sing”
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<p>Rationale:</p> <ul style="list-style-type: none"> Weekly gatherings to celebrate & build community and inclusiveness Students enjoy being recognized for their hard work Keeps school on track towards goals Empowers students to take control of data 	<p>100% Vision:</p> <ul style="list-style-type: none"> The meeting is focused on celebrating Students are engaged in the activities A consistent structure allows everyone to know what to expect 	<p>Non-examples:</p> <ul style="list-style-type: none"> Reprimanding classes or grade levels Focusing on negative data Talking at students
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[Community Meeting MbM]

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Convocations (monthly)

Ownership, Accountability and Preparedness		
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Occurs monthly during stated time (cohorts:P K-4, 5-8, 9/10, 11/12) • Starts and ends on time (clear use of the MbM) • Visual slideshow to move the meeting along • Teachers are actively engaged alongside students • Communicates monthly goals for attendance, academics and behavior, • Introduces the SEL theme for the month. • Promote school-wide culture initiatives and announce school-wide challenges • Celebrate student and staff growth as well as accomplishments. • Must Include: Greeting, extended value/identify highlight, attendance, closing • Could Include: grade level accomplishments/competitions, song battles, • Different parts of the meeting are led by different leaders & teachers • Students leading parts of the meeting 	<p>Materials:</p> <ul style="list-style-type: none"> • Projector • iDREAM data • “Lift Every Voice & Sing” 	
<p>Rationale:</p> <ul style="list-style-type: none"> • Monthly gatherings bring the school community together • Promotes school culture through the cultivation of both community and school pride • Seeing younger and older students together builds a stronger sense of community and family • Recognition of grade levels or grade bands builds belonging 	<p>100% Vision:</p> <ul style="list-style-type: none"> • The meeting is focused on introducing initiatives • Meeting includes “State of the School” • Students are engaged in the activities • A consistent structure allows everyone to know what to expect • Schoolwide competitions 	<p>Non-examples:</p> <ul style="list-style-type: none"> • Reprimanding classes or grade levels • Focusing on negative data • Talking at students • Exactly like a community meeting
<p>[Weekly Community Meeting / Town Hall Meeting MbM]</p>		

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Fun Friday

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Occurs weekly/bi-weekly during stated time • Events are outlined on and aligned to Scope and Sequence (see link below) • Starts and ends on time (clear use of the MbM) • Involves all available staff members as outlined in master schedule <ul style="list-style-type: none"> ○ Culture Team and VPA Team “own” Fun Fridays ○ Regular volunteer event for parents • “Advertised” a minimum of 1 week ahead and shared a Community Meeting • All events are planned by the quarter and materials secured 2-3 weeks before • Includes only level 2 and 3 iDREAM • Students not invited are supervised and reflecting on changes required 	<p>Materials:</p> <ul style="list-style-type: none"> • varies

<p>Rationale:</p> <ul style="list-style-type: none"> • Students need to be rewarded for their hard work • Students love to play and have fun with their classmates and staff • Friday rituals build community and belonging 	<p>100% Vision:</p> <ul style="list-style-type: none"> • Students work hard to meet goals to attend the event • The event is fun and engaging for students with lots of smiles • Students count on and expect the event week to week 	<p>Non-examples:</p> <ul style="list-style-type: none"> • Planned last minute • Students are not aware of the event week to week • Canceled for whatever reason
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[Fun Friday MbM]

[\[Fun Friday/iDREAM Scope & Sequence\]](#)

Fun Friday Guidance:

- All schools will complete a scope and sequence document to plan by quarter

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- All staff members have “Fun Friday” time allocated in their schedule and should be utilized during this time; remember, this is about the ENTIRE community
- Leverage the VPA team to plan and prep for Fun Friday - outline time in their schedule on Thursdays to prep
- Alternate who “Owns” Fun Friday to avoid burnout
- 5-8 students may appreciate weekly Fun Fridays (not Dollar Store); consider alternating weeks of “Fun Friday” and on the other weeks do open gym/playground, etc.

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iDREAM Dollar Store (K-4)

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Occurs weekly/bi-weekly during stated time • Schedule is posted and easily followed; teachers arrive/depart on time • Starts and ends on time (clear use of the MbM) • Involves all available staff members as outlined in master schedule • “Advertised” a minimum of 1 week ahead and shared a Community Meeting • “Store” is stocked with fun and interesting items; could be tiered based on iDREAM Level • Includes only Visionary and Innovator iDREAM • Students not invited are supervised and participate in an SEL activity 	<p>Materials:</p> <ul style="list-style-type: none"> • varies

<p>Rationale:</p> <ul style="list-style-type: none"> • Students need to be rewarded for their hard work • Students love to play and have fun with their classmates and staff • Friday rituals build community and belonging 	<p>100% Vision:</p> <ul style="list-style-type: none"> • Students work hard to meet goals to attend the event • The items are fun and students are invested in selecting them • Students count on and expect the event week to week 	<p>Non-examples:</p> <ul style="list-style-type: none"> • Canceled for whatever reason • Insufficient items for store
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[iDREAM Dollar Store MbM]

iDREAM Dollar Store Guidance:

- Consider only K-4 student participation
- Store could be stationary (in a set location) or mobile cart that can be taken room to room (with music and lights and more fun!)
- On iDREAM Dollar Store days, teachers could collaborate to have their own celebrations in their classrooms while waiting to attend the iDREAM store (coordinate to have level 0/1 students complete reflection)

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School Wide Expectations

School-wide norms and expectations provide students guidance on the prosocial behaviors they should exhibit. Proactively teaching norms and expectations helps to establish consistency and predictability. The use of positive statements defines specific and observable actions for students, create a safe and strength-based culture that hold all stakeholders accountable. Instructional anchors in classrooms and throughout common areas are displayed to help explicitly define expectations by location and increase students’ positive behaviors. BRICK staff is expected to set clear and concise expectations for students at all times.

[UPDATE] Schools should revise the table below and develop their own posters to outline expectations.

Examples of location specific expectations include:

Location	Actionable Behaviors
Auditorium	<ul style="list-style-type: none"> ● Use a quiet / whisper / inside voice ● Food and drinks put away ● Cooperate with adult directions ● Take garbage with you
Hallway / Stairwells	<ul style="list-style-type: none"> ● Go directly to your destination ● Leave space between people ● Walk at all times ● Have appropriate pass
Bathroom	<ul style="list-style-type: none"> ● Keep your hands, feet, and objects to yourself ● Flush the toilet ● Dry and wash your hands ● Report unsafe situations or injuries to an adult
Recess Area / Playground	<ul style="list-style-type: none"> ● Let everyone play ● Stay in designated area ● Line up when asked ● Return equipment
Cafeteria	<ul style="list-style-type: none"> ● Keep food on your tray ● Wait your turn in line ● Clean up your area, table and floor ● Use inside voice ● Touch and eat your food, only ● Say please and thank you

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Classroom	<ul style="list-style-type: none"> • Have class materials ready • Backpacks under desk / hanging on back of chair • Begin work immediately • Track the speaker
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K-12 Passes

Ownership, Accountability and Preparedness	
<p>Owner: School Created</p> <p>Vision: <i>Students should spend minimal time outside the classroom and must be accounted for at all times. Clear procedures for hall passes ensure student responsibility to/from the bathroom, office and/or nurse. All schools have a record of who is out of the room and when in the event that an incident occurs.</i></p>	<p>Criteria for Success:</p> <ul style="list-style-type: none"> • 4 Hall passes in each classroom (boys restroom, girls restroom, nurse, hall) near the door • Sign-in and sign-out logs near door <ul style="list-style-type: none"> ○ K-4 Kid friendly ○ 5-12 name, time, destination, time back • 1 student out of the room at a time • All students in the hallway have a pass

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Nurse Procedures

1. All Students requesting to go to the nurse must have a signed Nurse pass.
2. Teachers should try to limit the amount of times a Student requests a nurse visit.
3. If a Student is ill and may have trouble walking down to the nurse, another Student may escort him/her or the teacher may call to the office to ask for an escort.
4. All Students in grades K-5 must sign in/out when leaving/returning from the bathroom.

Ownership, Accountability and Preparedness	
<p><i>Owners: School Based/Teachers</i></p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Under no circumstance should a Student travel to the nurse unchaperoned. ● We promise families that if they send their Student to school under the weather, we will send them to the nurse if they are not well enough. Teachers must be attentive to Students in the event that they are sick or under the weather. Teachers must look for flushed complexions, erratic breathing for asthma, rashes on skin, constant crying, or potential fevers or aches. ● If there is an emergency like a broken bone, seizure, profuse bleeding, teacher should run out into the hallway and yell HELP and get any and everyone to assist that is available. Immediately call a member of the LT. ● <i>All Students requesting to go to the nurse must have a signed Nurse pass.</i> ● <i>Teachers should try to limit the amount of times a Student requests a nurse visit.</i> ● <i>If a Student is ill and may have trouble walking down to the nurse, another Student may escort him/her or the teacher may call to the office to ask for an escort.</i> 	<p>Materials:</p> <ul style="list-style-type: none"> ● Phone number

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Transition Between Classes

Ownership, Accountability and Preparedness		
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> Starts on time as outlined in the schedule All teachers involved in the transition stand at the threshold to see both inside the classroom and the hallway Students are greeted at the door Teacher ushers students into the room as planned Transition ends on or before the scheduled end time as outlined in the schedule (typically 4-5 minutes) <i>Timers used to ensure the transition is done in 5 minutes</i> <i>Hallway guidance is posted near the door and visible to students (teacher references if students are not following expectation)</i> 	<p>Materials:</p> <ul style="list-style-type: none"> Timer Hallway guidance poster 	
<p>Rationale:</p> <p>The purpose of a seamless and urgent transition in to:</p> <ul style="list-style-type: none"> Maximize ALL learning time Reduce the amount of time for horseplay and challenging behaviors Create day to day consistency in the classroom when there is a transition 	<p>100% Vision:</p> <ul style="list-style-type: none"> All transitions happening within 5 minutes or less. Teachers are on time to transition class to and from math. 	<p>Non-example:</p> <ul style="list-style-type: none"> Teachers arriving late to transition Students having down time in between transitions
<p>[Hallway Transitions Drill MbM]</p>		

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First 5

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Students are engaged within 1 minute of period start time • Clear directions are stated by the teacher, either verbally or written • The lesson begins within the first 5 minutes of the period start time • Teacher positively narrates for 100% compliance 	<p>Materials:</p> <ul style="list-style-type: none"> • Timer

[First Five MbM]

Last 5

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Class ends by stated time • iDREAM scores are recorded in Kickboard • Homework is clearly stated and/or written down (teacher based) • Students pack-up quietly/silently and clean up area • Transition begins on time 	<p>Materials:</p> <ul style="list-style-type: none"> • Timer

[Last Five MbM]

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School/Classroom Call to Attention in PK-8

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • The call to attention must give Students enough time to stop their activity and switch their attention to their teacher. • Whatever Students do with their hands should be comfortable. • Students should show visual compliance immediately, after you have 100% of Students tracking and still, they should instruct Students to sit in ready position and listen carefully. • Outlined in Classroom Culture plans 	<p>Materials:</p> <p>none</p>

Rationale: Use in whole class settings or when Students are working independently. May sometimes be used at school assemblies or anytime when staff needs the attention of everybody.

[examples] Whole Group Calls to Attention:

Tiger Clap:

- Teacher preempts student that work is stopping soon: “We’re about to pause.”
- Teacher claps the Tiger Clap (duh-duh-duh-duh-duh)
- Students finish rhythm (duh-duh) and sit attentively.
- Potential pitfalls:
 - Offbeat rhythm to the clap sounds like non-compliance.
 - Speed variations by classroom could cause confusion.
 - Students bang their hands down on the desk too hard and cause disruption
 - Although may look “tight” when Students do this, discourage the banging of desk as this can disrupt other classrooms/offices nearby.
 - Note: Teachers should reframe from doing the peace clap when the room is already silent. This call to attention is only used when Students are talking/doing a task and you need to get their attention

“Find my voice in 3, 2, 1”

- Use when taking a test or doing IP problem by problem and you need Students’ attention back after they have completed the question.
- Teacher previews that work is stopping: “We’re about to pause.”
- Teacher says: “Find my voice in 3, 2, 1. (pause).” (formal register, controlled volume, while scanning for eyes, pencils down, hands folded)
- Students: Put pencil in waiting place and track the speaker in ready position.
- By week 8: Students should not need the signal to sit in ready position. It would just sound like “Find my voice in 3,2,1.”

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“Bring it back”

- Use during turn and talks on the rug or at desks
- Preview that work is stopping: “Last words (silent count of 5 in head)”
- Teacher says: “Bring it back”
- Student says: “Bring it back, bring it back, bring it back, bring it back, and STAR”.
- Teacher says: “and ready position” with Students to put an emphasis on the direction.
- Student does: Turn back to the teacher and sit in ready position
- By week 8: Students should not need the signal to sit in ready position.
- Potential pitfalls:
 - Too high energy that Students are hyped up and teachers cannot “bring them back.”
 - Do it again does require rotating and re-doing the call to attention, clear directions are necessary for both.

“If you can hear my voice clap...”

- Use in large group settings like the cafeteria, when teaching whole groups of 30 and voices are on, during chat time, or when teacher needs immediate group attention due to mistake.
- Teacher says in a quiet voice: “If you can hear my voice, clap once. If you can hear my voice, clap once. Clap twice. Clap twice.”
- Students: Clap once or twice and sit in ready position.
- Teacher: Gives direction for ready position or other direction that is appropriate for setting.
- By week 6: Students should not need the signal to sit in ready position.
- Potential pitfalls:
 - Volume in the classroom is too loud to make this call to attention effective.

Voice of teacher increases because of volume in the classroom, rather than keeping it in their normal formal register.

Noise Level in K-8

Ownership, Accountability and Preparedness	
<p>Owner: Network</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Prior to an activity, teacher clearly states the appropriate noise level and points to chart at to visually identify level (may have student do this) ● The noise level identified matches the activity students are completing ● 100% of students’ sounds are at the appropriate level 	<p>Materials:</p> <p>“Noise Level” Poster (from network)</p>

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Noise Levels

- 0 - Silent Voice (Student makes no sound. All voices are off)
- 1 - Whisper Voice (Student speaks so that only 1 person can hear him/her)
- 2 - Partner Voice (Students speak so that only his/her elbow partners can hear. This is your “indoor” voice.)
- 3 - Presenter Voice (Student projects so that the whole class can hear. This is your “Loud and Proud” voice.)
- 4 - Celebration Voice (Appropriate for the Playground / Sporting event / Award Ceremony)

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HALLS K-4 and 5-8 | How We Walk In the Hall

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Personal space between Students, but no large gaps in the line • Stay to the right side of the hallway when walking • No body parts/pencils touching or sliding against the walls • While leading the line, the teacher should NEVER have back facing the line. • When in class lines, teachers are giving silent non-verbal signals to ensure 100% • Students may wave to others in the hallway or share quiet greetings (i.e. using whisper voice only you and the student can hear, say, "Hello Jaylen, have a good day!") 	<p>Materials:</p> <ul style="list-style-type: none"> • "HALLS" Poster mounted at exit door

HALLS: hands at sides, all eyes forward, lips zipped, legs moving safely, stick together		
<p>Rationale:</p> <ul style="list-style-type: none"> • Safety- kids do not fall, get lost from the group, bump into each other • Respects the learning in other classrooms while in the hallway • Get to the destination quickly to capitalize on learning time 	<p>100% Vision:</p> <ul style="list-style-type: none"> • Waving to others in the hall or whisper greeting • Other teachers/staff supporting waves and quiet greetings • Stopping at key points in hallway transition (all stop signs). • Lines are straight – one behind the other • Personal space between Students, but no gaps in the line • Teachers using nonverbal to correct students 	<p>Non-examples:</p> <ul style="list-style-type: none"> • Gaps in the line. • Making excessive noises (yelling, stomping, etc.) • Teachers verbally correcting for minor misbehaviors. • Wrong side of the hallway • Knocking on doors as passing by • Not stopping at clear markings in hallways, stopping to do other things • Getting out of the line to do something (run and hug someone)

Grades Pk-4

- **Hands at sides.** By having this observable behavior, we can ensure that all Students are safe in the hallways and protecting our walls, etc.

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- **All eyes forward.** Students are focused in the direction they are going to track their teacher for further instructions.
- **Low Speed.** Students are walking through halls. This ensures safety is a priority.
- **Listening Ears.** Students are alert to their teacher's instructions.
- **Sounds Off.** Students walk silently through hallways to not disturb learning in other classrooms.

Grades 5-8

- **Honor Boundaries** - Students respect one another's space, keeping hands to themselves and maintain a clean school environment.
- **Awareness of Others** - Students are mindful of learning that is still occurring in other classrooms.
- **Low Speed** - Students are walking through halls. This ensures safety is a priority.
- **Lead by Example** - Students are responsible for following expectations independently, and encourage their peers to do the same.
- **Sounds are Low** - Students use a low speaking voice as to not disturb other classrooms during transitions.

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Hand Signals For Student Needs

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • A vertical hand should be reinforced for all Students utilizing hand signals. • All hand signals should be used silently. • Students must use the visuals below. • If a hand is raised and the teacher tells a Student to put it down, there must be a follow-up to see why the Student’s hand was raised. 	<p>Materials:</p> <ul style="list-style-type: none"> • Visual Anchor Poster

Rationale: Hand signals are used to communicate needs to the teacher. We differentiate with various hand signals so that we know the urgency in which to attend to Student needs

Signal	Meaning for Students	Visual
Raised Hand: straight arm, five fingers	Used if you have a question or want to answer a question.	
Bathroom: four fingers, sign language B	Used if you need to use the restroom	
Tissue: 2 fingers	Use if nose is running and you need a tissue	
Pencil: Pointer finger up	Use if your pencil is broken or you don’t have a pencil	

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Emergency: arms make an X	Use if you have an emergency, such as someone has hurt you, or you have had an accident or need to use the restroom badly.	
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Student Lockers

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Students are assigned lockers and combinations (if applicable) are stored in central location (PowerSchool, etc.) • Locker time is built into schedule (before/after school, during transitions, etc.) as directed by the school • Locker expectations are outlined throughout locker areas • Students efficiently unlock lockers, gather materials and get to class • Lockers do not lead to classes starting after scheduled start time 	<p>Materials:</p> <ul style="list-style-type: none"> • Locks
[Lockers MbM]	

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Emergency Procedures

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Fire drills are silent, safe, and quick. ● No line should be led by a student. The teacher must be the one leading a line while constantly scanning for Students staying with the group. ● We use the lining up procedure that has been internalized by students for every transition. ● Any students that might pose a challenge during the drill due to being frightened or inability to stand in line independently must walk in the hand of a teacher or another school staff member. 	<p>Materials:</p> <ul style="list-style-type: none"> ● Class roster ● Fire Alarm packet from door with map of where to walk.

Procedure

- Teachers prep their homeroom before a fire drill setting the following expectations:
 - If you hear the fire alarm we need to be silent, safe, and quick.
 - There is nothing you need to be afraid of; you are safe as long as you follow directions.
 - There is no talking during a fire drill that is dangerous and will move you straight to the trunk if you choose to talk during the drill.
 - We will walk quickly outside of our school in HALLS and stand patiently until it is safe to return to our classroom.
- Teachers must grab clipboard before exiting classrooms
- Teacher's line up Students using the regular line-up procedure outlined in the Floor plan
- When outside, teachers immediately roll call of their students. The roster sheet is inside of the clipboard.
- If all Students are present, hold up the green side of the clipboard.
- If all Students are not present, hold up the red side of the clipboard, immediately tell the admin member with you or call admin.

[Emergency Drill MbM]

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BRICK Habits

Ready Position

Ownership, Accountability and Preparedness		
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> Sitting up tall/comfortable back posture (straight, position that can be sustained) When resetting, hands are folded on table or in lap (not on shoes or in between legs) Head turned to look at person speaking (see tracking) Feet flat or crossed at ankles fully under individual Student desk 	<p>Materials:</p> <ul style="list-style-type: none"> None 	
Ready Position: sit up, listen, ask and answer questions, track the speaker		
<p>Rationale:</p> <p>The way you show you are listening to someone as a Student and in life is by actively engaging, tracking the speaker, responding to others</p> <p>We want to maximize Student learning and ensure complete focus, so students can master the material</p> <p>Ready Position minimizes distractions and prevents bigger infractions from happening</p>	<p>100% Vision:</p> <ul style="list-style-type: none"> Sitting up tall/Comfortable back posture (straight, position that can be sustained) Hands folded in lap (not on shoes or in between legs) or on table/desk Hands away from clothing, if sitting at desk Head turned to look at person speaking (see tracking) In chair, tucked in Feet flat or crossed at ankles fully under individual Student desk 	<p>Non-examples:</p> <p>“Overdoing” it- e.g. straining head Slouching, wiggly, but hands folded Hands not locked or locked but playing with clothing or fingers Back overly erect and/or strained Incorrect body position, but inattentive (not showing attentive listening or looking directly at the person) Hands on-face</p>

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Tracking

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Head turns toward the speaker and Student’s eyes are looking at the speaker. ● Hands remain folded flat on desk with elbows on desk or flat on your ankles. If Students are sitting in pods and must turn to track the speaker, and their upper bodies should turn ● Bottoms stay flat in chairs or on rug. ● Students track quickly from one speaker to the next ● In the first weeks of school, teachers always cue for tracking. 	<p>Materials:</p> <ul style="list-style-type: none"> ● None

Tracking

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<p>Rationale:</p> <p>We aim to create a learning community where everyone feels valued and respected for their contributions. We also want this community to reflect a love of learning and ideas. For these reasons, it is essential that all members of our community make eye contact with each other when someone is speaking. This conveys respect and interest in each other’s thoughts and opinions. It also will enable our students to build off of each other’s ideas and contribute to a learning environment that feels powerful.</p>	<p>100% Vision:</p> <ul style="list-style-type: none"> Head turns toward the speaker. Bottoms stay flat in chairs or on rug. Students track quickly from one speaker to the next. In the first weeks of school, teachers always cue for tracking. 	<p>Non-examples:</p> <ul style="list-style-type: none"> Looking down or elsewhere when someone is speaking Turning head toward the speaker but looking away/at something else. Teachers saying “Track the ceiling. Now track the speaker.” The ceiling isn’t tracking worthy. Students turning their whole bodies out of their seats or turning their heads in an exaggerated manner that is distracting Students keep tracking in the direction of the speaker even when the speaker is finished, and the next speaker has started, especially tracking the teacher the whole time, but not tracking peers
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Procedure for Tracking Protocol (*first 6 weeks of school*):

1. Before giving a direction to track, all Students should be in ready position.
2. Teacher gives direction for **“hands down, ready position”** if hands are raised.
3. Teacher says while pointing, **“Track the board/Sydney/this book.”**
4. Teacher puts up non-verbal stop sign if it is a Student talking and states with a smile, **“Wait, (Student) let’s make sure we have all eyes.”**
5. Teacher quickly scans the room no more than 2-4 seconds for compliance:
 - **Weeks 1-2:** Teacher reinforces tracking with positive narration paired with non-verbals, (smiling) **“The entire blue row is tracking Saniyah, Niko’s eyes shot right over to Jerel.”**
 - **Weeks 3-4:** Teacher reinforces tracking with shorter reinforcement peppered with non-verbals, **“So quick, tracking _____” “Thank you, _____” “Yes, _____”**
 - **Weeks 5-6:** Teacher reinforces tracking with non-verbals. (Head nods, winks, thumbs up, smiles).
6. Teacher says to speaking Student, **“We’re ready, (Student).”**
7. Teacher monitors for sustained tracking while speaking, teaching, or listening.
8. Every time the point of focus changes (e.g. Students shift from tracking a book to tracking a peer), a clear cue should be given.

Turn and Talks

Ownership, Accountability and Preparedness	
<p>Grade- Level Criteria for Success:</p> <p><u>School Wide</u></p> <ul style="list-style-type: none"> ● Teacher provides a clear, discussion worthy question ● Teacher gives clear WTD ● During turn and talks, partners listen and respond to what their partner says using our Habits of Discussion (I agree, I disagree, I don’t understand...) ● Student conversation during turn-and-talks is only related to the topic began by teacher. ● Students talk with only their assigned buddy or group ● If talking about specific work, the work is visible for both partners ● Teachers actively monitor Students for both routines and academic content. <p><u>Grade Specific</u></p>	<p>Materials:</p> <ul style="list-style-type: none"> ● Visual Anchor naming expectations or providing visual do’s and don’ts ● Habits of Discussion poster

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Rationale: Turn and talks (and partner/group work in general) can be a very powerful instructional tool if executed well. It can provide teachers with in-the-moment feedback on what Students understand and where they might need some further support/where their thinking needs to be pushed. Partner work also helps Students build interpersonal and communication skills and helps them learn from one another.

Example Procedure:

Weeks 1-6:

- “We’re going to do a turn and talk to talk about X (prompt).”
- “Turn” (Students turn to face partner and sit in ready position).
- Teacher prompts one partner to go first and restates prompt: “Window side, tell your partner X (prompt)...Talk.”
 - Note: Students may need a sentence starter depending on the prompt. For example, say, “The character was feeling...’ and then say what the character felt and why.”
- After half of the time has passed (likely 20-30 seconds): “Switch. Door side.”
- Once the other partner has had a chance to share, teacher uses “Bring it back” call to attention.
- Teacher teaches student what group to join if their partner is absent.

After week 6:

- Once Students are independent with turn and talks, you can eliminate the designation regarding which partner should speak first. Instead, Students can engage in a more organic discussion. This scaffold will remain in place through the first 6 weeks and as long as needed (potentially the whole year in some classes).
- For more complex questions, you can even assign each partner part of the question and have them share whole class what their partner said to hold them accountable and build listening skills.
- Note: This routine may be further de-scaffolded as students become more familiar.
- Turn and Talk partners remain the same no matter the direction students are facing on the rug.
- If a Student’s partner is missing, the Student should problem solve and join another pair to form a group of 3 or find another Student with a missing partner.

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Vertical Hand

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Arm raised above your head to be acknowledge • Still, calm arm and hand • Hand raises at the appropriate time (not when another Student is in the middle of speaking, teacher is asking a question, when teacher cue is given) 	<p>Materials:</p> <ul style="list-style-type: none"> • None

Vertical Hands		
<p>Rationale:</p> <ul style="list-style-type: none"> • Shows pride in your answer and enthusiasm for your response to participate- shows “just right enthusiasm” • A tall, still hand shows respect for the discussion, other Students that might be sharing, etc. • Trains young students for the habits of discussion- thinking of an idea, waiting for your turn, sharing in a respectful way • For teachers easily conveys who wants to share 	<p>100% Vision:</p> <ul style="list-style-type: none"> • Arm straight up above your head • Still, calm arm and hand • Hand raises at the appropriate time 	<p>Non-examples:</p> <ul style="list-style-type: none"> • Waving hands • Half-way up hand • Hand in neighbor’s space • Calling out while raising hand • Hand is raised at an inappropriate moment (i.e. when another Student is in the middle of speaking or when the teacher is asking a question)

Note: There will be some instances when we expect all Students to raise their hands in response and other instances where this is not the expectation. This expectation for vertical hands refers to *how* hands should be raised, not *when*.

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Complete Sentences

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> Flipping the question correctly as the sentence starter-pull out the key words to use in the response. Subject-verb agreement and grammar are correct. Teacher prompts if the Student does not respond if a complete sentence and has student repeat their thought using a full sentence 	<p>Materials:</p> <ul style="list-style-type: none"> None

Complete Sentences		
<p>Rationale:</p> <ul style="list-style-type: none"> Prepares Students for future conversation as adults In order to write well, Students need to be able to convey ideas verbally in complete sentences Conveys confidence and full sharing of ideas Closes word gap by requiring full expression 	<p>100% Vision:</p> <ul style="list-style-type: none"> Flipping the question correctly as the sentence starter-pull out the key words to use in the response. Subject-verb agreement and grammar is correct. Teacher prompts if the Student does not respond if a complete sentence and provides prompt if needed (move to non-verbal eventually). 	<p>Non-example:</p> <ul style="list-style-type: none"> 1-word answers Short phrases in response Grammar is incorrect, especially verb agreement. Restating answers to a question incorrectly by using the question stem in the response.

Complete Sentences:

Students speak in complete sentences.

- Students should always provide their response in a complete sentence. This builds important habits that Students will need throughout their lives in both academic and work/personal settings.

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- If needed, teachers will provide a “sentence starter” or provide scaffolding so that the Student can frame the sentence correctly.
- Students should not be permitted to frame the statement incorrectly. For example, “Who is the main character in the book?” Student responds: “Who the main character in the book is Chrysanthemum.” This is a typical error that children make when learning how to respond in complete sentences. The teacher should either proactively provide the sentence starter or correct the Student immediately after so this habit does not form.

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Hand Signals for CFU & Engagement

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none">• Students consistently use hand signals to show their thinking in response to their teacher(s) and other students• Without prompting, students use hand signals• Teacher uses hand signals to assess understanding and select student to share their thinking• Teacher uses simple prompts, if needed, to get students to show thinking	<p>Materials:</p> <ul style="list-style-type: none">• Visual Anchor Poster (BRICK)

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Every moment in the classroom is a moment for learning and development. It is important for our Students to be actively listening to teachers and their peers and to evaluate others' responses. This requires higher levels of cognitive engagement and allows all of our Students to have an opportunity to show their learning. Universal hand signals are a great way to gauge the active listening of Students and also an opportunity for evaluative thinking.

	<p>I agree</p>
	<p>I'm thinking something else</p>
	<p>I have something to add</p>
	<p>I'm confused</p>

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Core Classroom Routines, Procedures & Systems

Pencil Systems

Ownership, Accountability and Preparedness	
<p>Owner: Grade Teams</p> <p>Non-negotiables:</p> <ul style="list-style-type: none"> Students should not be getting up during the day due to pencils. Sharpening pencils never occurs during instruction nor silent/quiet independent practice. Students should have one pencil in their desk in the waiting place/pencil holder of their desk. Buckets with dull and sharp pencils should exist in each room. Once classroom jobs start, it should be 2 Students' job to refresh pencils at the end of the day. One Student should collect dull pencils, while another Student should sharpen pencils at the end of the day during cooperative play and replace them on top of desks. 	<p>Materials:</p> <ul style="list-style-type: none"> ● Pencil container (sharpened and dull) ● Pencil sharpener ● Student in charge of sharpening dull pencils at the end of the day.

Example Procedure: Grade teams will decide the procedure. Below is an example.

- Two buckets with labels of “sharpened pencils” and “dull pencils” should be in each room.
- During the school day, there should be very few times a Student needs to ask for a pencil because each Student has two pencils in their pouch. If the pencil they are using becomes too dull or breaks, s/he should switch it with a pencil in his/her pencil pouch.
- Any time a Student needs a pencil, they will raise their hand showing the pencil symbol. Teacher will acknowledge Student. The teacher will trade the dull pencil for a sharp pencil.
- When Students are not using their pencil during a lesson it should be on the top or inside groove of the desk.
- At the end of lessons, pencils should always be stored in the inside groove.
- On Fridays, Students that need new pencils will get one or two pencils.
- Pencil sharpening procedure for Fridays: Students are told:
 - Pouches out.
 - “Pencils on the name tag”
 - Students take out all pencils from their pouch and the one from their inside groove.
 - Teacher/Student comes around put dull pencils in the dull bin and gives Students two new pencils.
 - Students put one pencils in the pouch and one pencil in the inside groove of the desk.

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Transitioning from Seat

At BRICK schools, all students follow a simple, number procedure to move from their desk to another location. Teachers give a simple, 4 step command to transition students.

1. Get Ready. Sit in readt position and track teacher
2. Stand up silently and position chair under the desk
3. Turn body silently and face the direction you will be traveling
4. Silently travel to your next destination.

Arrival & Unpacking Belongings

Ownership, Accountability and Preparedness	
<p>Owner: School</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> ● Classroom must be fully set up and ready to accept students by 7:28 am. <ul style="list-style-type: none"> ○ Breakfast out ○ Computers set-up ● Students know where belongings go/how to put them away ● Aside from the interaction with teacher(s), arrival and unpacking are silent for the first 6 weeks. When classes have met vision, with admin approval classes can move to a quiet talking breakfast. ● After Columbus Day, with admin approval, students have quiet talking breakfast until 7:40 am and then silent 10 minutes of breakfast until 7:50 am 	<p>Materials:</p> <ul style="list-style-type: none"> ● Clean/clear pathways and cubbies labeled with student names ● Uniform Violation forms/Cellphone ● Lunch bag ● Timer to ensure speedy preparation for the day and maximum time for breakfast

Rationale:

The morning arrival is the time to set the tone for the day as calm and positive. Connections are made between Students and teachers, academics are the focus, and all Students are meeting expectations. This time is essential for a strong start to the day.

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Transition Between Guided Reading/Math Stations in K-2		
<p>Rationale: The purpose of a seamless and urgent transition in to:</p> <ul style="list-style-type: none"> • Maximize ALL learning time • Reduce the amount of time for horseplay and challenging behaviors • Create day to day consistency in the classroom when there is a transition 	<p>100% Vision:</p> <ul style="list-style-type: none"> • All transitions happening within 5 minutes or less. • Teachers are on time to transition class to and from math. 	<p>Non-example:</p> <ul style="list-style-type: none"> • Teachers arriving late to transition • Students having down time in between transitions

Procedure:

SET TIMER FOR 5 Mins

Lead Teacher- Set up class for transition

Lead Teacher: "5 more minutes"

Choral response: "5 more minutes"

Narrate for 100%: "I have _____ eyes, I have _____ eyes"

Reward 100% compliance: "Excellent! 100%. A cube in our 100% jar"

"We now have 5 minutes left to finish up this assignment and get ready for math. When we have 2 minutes left Ms. (Co-teacher) will clap for attention and lead your through clean up. Silently finish up your last sentences. Go!

*** Lead teacher collect materials needed for prep

**** Math teacher should also already be in the room setting up with do now up on the board at or before the timer says 2 minutes.

Co Teacher- Lead Transition

WHEN TIMER SAYS 2 MINUTES CLAP FOR ATTENTION & PAUSE TIMER

"Pencils down eyes on me."

Narrate for 100% ---> Reward 100%

"Class, we will now silently and swiftly put our materials away and take out our materials needed for math. When I say "go" you will put your writing in your table bins and take out your math notebook. When you are done sit in ready position at your table, so I know that you are ready for math. You have 1 silent minute. START TIMER Go!

AT THE END OF 1 MIN

_____ hands are folded I know she's ready _____ hands are folded I know he's ready.

Excellent 2 cubes for our jar.

**Students say cute slogan to welcome math

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Math Teacher

Greets College: "Good morning Manhattanville"

"Your do now is up on the board you have 5 minutes to silently complete it. Go!"

*** Lead teacher can exit room

**** Math teacher can begin with do now reteach

Transition Between Guided Reading/Math Stations in K-2

Transition Between Guided Reading/Math Stations in K-2		
<p>Rationale:</p> <ul style="list-style-type: none"> • We know how important GR and station time are, transitions set us and kids up for success • Research has shown that kids thrive with consistency, having the same routine provides kids with the level of consistency they seek to focus and be successful 	<p>100% Vision:</p> <ul style="list-style-type: none"> • Takes less than 45 seconds • Clear designated pathways for students • Students wait for the teacher's cue to transition • Students move in HALLS • Teacher leading transition is squared up, directly in front of all Students. Teacher supporting is nonverbally redirecting Students through transition 	<p>Non-example:</p> <ul style="list-style-type: none"> • Teacher just says switch • Students wandering around the room • Takes more than 1 minute

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School Wide Policies

The following policies have been adopted by BRICK Education Network schools to ensure consistency and to hold all students to the same expectations.

Food in School

1. No gum, candy, chips, sunflower seeds, or soda is to be brought in the school building by Students.
2. All children should dispose of any food items upon entering the school building.
3. If a Student is chewing gum, he/she should receive a warning and dispose of the gum immediately.
4. Discard all breakfast items. NO breakfast items are to be stored inside the classroom.
5. Teachers should not use candy as part of a reward system.

Celebrations

Birthday Parties

If a parent/guardian requests that a child celebrate a birthday during the school day, the teacher can arrange the celebration with the parent. The following guidelines must be followed (Please note - there can be additional guidelines outlined by the teacher):

1. Parent/guardian must give the school at least two days notice.
2. The celebration will last no more than 15 minutes.
3. Consist of one store-bought snack only.
4. Encourage 100% juice or water– NO SODA is permitted.
5. No peanut products will be served due to possible nut allergies. Teachers should be aware of all Students with FOOD allergies.
6. Please inform parents/guardians to not bring excessive decorations.

Classroom Celebrations

Teachers who wish to host certain classroom celebrations must inform their direct administrator. The celebration should be well planned and incorporate healthy eating habits. The teacher is responsible for cleaning up all related garbage and spills occurring as a result of the celebration. It is a good practice to ensure that Students have earned the celebration. Teachers may arrange with other teachers for Students who have not earned the privilege to reflect on their actions in another teacher's room.

Cell Phones & Electronic Devices

Students are encouraged to leave all electronic devices at home, since the school does not assume responsibility for lost, stolen, or damaged devices. Smart watches are not permissible during the school day. All devices must be turned off and out of sight. No devices should be blinking or vibrating. School staff should never see an electronic device, unless in the case of an emergency with teacher's permission. If a Student is seen with an electronic device, then the device should be submitted to the admin and returned to a parent/guardian.

Procedure:

1. If a staff member sees or hears an electronic device, ask the Student to give it to him/her. Once phone or electronic device is confiscated, the item should be delivered to the main office. The staff member will complete a form that include the Student's name, grade, location when taken, staff member's name, date, time, and what happened.

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2. If Student refuses, then the teacher should not engage that Student. The teacher should inform the Student that they will deal with the situation after class (If a Student defies the teacher, it CAN be a teacher-led lunch detention - that is up to the teacher to decide procedures for his/her classroom).
3. The staff member should inform the Student that a parent must come in to pick it up.
4. The School Operation Manager will label the phone and secure it until a parent comes in.
 - a. **First Offense:** an adult family member may make an appointment to pick-up the phone or electronic device after 3:50pm when the school day ends and dismissal is finished. The parent/guardian must sign a policy document informing him/her that the next time a phone is taken, the student will be put on a two week phone plan
 - b. **Second Offense:** Students on a phone plan will turn in their phones to the homeroom teacher during breakfast. Phone will be bagged and collected by an administrator before the start of the school day. Phones will be returned at dismissal.

Communication with Parents/Students

The key to positive communication with parents is to show that you care. You can show that you care by contacting parents when the child is doing something positive, making an effort or showing improvement. Once you establish this type of communication with parents, it becomes easier to communicate with them, if and when a problem should develop. If parents only receive negative communication from the school, then it is easy to understand why parents will avoid contact with the schools.

1. One easy rule to remember-just as we treat the Students as if they were our own children-treat the parents as you would like to be treated, if you had a child in the school.
2. All staff should log ALL parent/guardian communication in KICKBOARD.

To foster positive communication with families, the following is a set of guidelines to use as you establish contact with each family.

1. Always begin your conversation with either a positive comment about the students, parent or school. What are some positive statements you can make to break the ice?
2. You can believe that if you begin your phone call with a negative comment that the conversation will not end up positive.
3. Try to understand the parent's point of view by asking them how last year's school experience went, not only for the Student, but also for the parent. This information is vital for you and for the parent in dealing with this year.
4. Ask parents for their suggestions as to what could make this year more successful.
5. Always tell parents how important their support is for the child's education; that education is a team effort.
6. Always express your confidence with the Student's education-this will help the parent be more supportive and encouraging at home.
7. Try to provide the opportunity for parents to get to know you better by letting them know something about you.

Try to practice effective listening and communication skills.

Be sensitive to the parent. Try to paraphrase what they say; especially letting them know you understand how they feel. Don't take over a conversation-always remember to listen to what a parent has to say. Don't interrupt, but do add some assurances (I understand) into the conversation to show that you are listening. Address the parent by name, as often as you feel appropriate.

If you are sitting down to meet, a few good guidelines to follow are:

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- Lean forward to show that you are interested
- Eye contact-maintain it-don't let your eyes roam around the room
- Keep an open body posture – don't cross your arms
- There should be no physical barriers between you, such as a table or desk
- Sit side to side

Examples of When to Contact Families

First days of school:

All teachers should send out a welcome letter that outlines your classroom structure and invites them to be active participants in their Student's education and your classroom culture plan. This letter should be sent out by the second day of school. This letter should be part of a packet that includes all the information parents/guardians must complete.

Back-to-School Night:

Think creatively to encourage Students to bring parents. Students may write letters or send postcards to parents. A letter should go home inviting parents/families into the school for the back to school night.

Conferences/Report Cards:

Parents must be informed about report cards and conferences. Teachers are expected to contact each family to schedule a meeting on conference day.

Behavior:

Parents/Guardians should be contacted for positive behavior. Parents/guardians must be contacted via phone for negative behavior as established in your classroom culture plan and the school culture plan.

Kickboard Reports should be distributed to Students every other week. *During weekly grade team meetings, you will identify 3-5 Students to recognize with a phone call home for positive behavior.*

Face to Face

If you want parents to trust you and support you, be sure that you project the proper attitude. Remember the golden rule again; Treat parents the way you would want to be treated. Be professional, but also caring.

Put a smile on your face and treat the parent warmly-show your enthusiasm. A handshake is always positive. Ushering a parent through the door as you are speaking to them encourages them to enter the building, a room, and to participate in activities.

Written Communication

We generally follow the same rules when we send out some written form of communication. These are just some of the ways we communicate with parents through the written format:

School Activity Reminders

Assembly Program Fliers

Report Cards

Warning Notices

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Lunch Forms	Nurses Medical Reminders
Permission Slips	School Newsletter
Comments on test	Letters
Discipline Policy	Weekly Progress Reports
School Policies	Thank You Notes
Workshop Notices	Homework direction or comments

Parent Conferences/Mandatory Parent Conferences

Conferences are held at the end of each cycle and teachers must arrange a conference for **every** student. Report cards, Intervention Plans, and/or Promotion in Doubt Letters should go into the hands of parents/guardians.

Teacher must be prepared to provide each parent with the following information:

- How Students are graded in the teacher's classroom
- Homework expectations (how much homework parents can expect from your class)
- How parents can assist their child(ren) academically
- Purpose of the tests you administer and how often
- School's instructional program (assist parents in understanding the curriculum and expectations you have for their child(ren), describe what you will be teaching.
- Describe Student strengths and weaknesses. Explain how you recognized these weaknesses and what specifically you will be doing to correct these identified weaknesses
- Report Card schedule and warning letters (when and why the parents should expect these reports)
- Long and short-range goals should be available at all times.

In the event that a Student's behavior warrants an official meeting with a parent, a Mandatory Parent Conference must be scheduled. A conference will result for Level II to Level IV Misconduct, as outlined in the BRICK Education Network Discipline Policy. Teachers should contact a member of the Senior Leadership Team to set up a meeting time on a prep period. The leader will complete the form and ensure he/she is available for the meeting.

Mandatory Parent Conferences should be logged by each teacher for record keeping. The meeting should focus on ways to help the Student improve his/her behavior. A plan should be established (see **REFERENCE MATERIALS** Section) and signed by the parent.

Internet Use

Teachers are expected to utilize their computers throughout the day, especially for Internet use. Teachers should think about ways they can replace certain classroom practices with technology available on the Internet.

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1. All Students must have an “Acceptable Use Policy Agreement” on file in the office.
2. Teachers are responsible for this form being completed and should send a new permission slip home the first day of school. home and work. Upon arrival to school, teachers should log into Kickboard and remain logged in every day.

Student Use of School Phone

The school phone is to be used for business and emergency purposes only. It is available for use only with permission of the teacher or office personnel. Students will not be allowed to use the phone for such reasons as asking permission to visit a friend, staying for a recreational program, etc. These arrangements should be made beforehand.

Uniforms

BRICK students are required to wear school uniforms. School Uniforms promote school pride, create a sense of unity amongst students, improve the learning environment, bridge the socio-economic differences between students, and produce cost savings for participating families.

Students are to wear a uniform EVERY day. The uniform policy will be strictly enforced and Students out of uniform will be addressed and parents notified.

Students should follow these guidelines:

- A green polo and khakis or navy blue uniform pants/skirts/jumper.
- A green button-down **with** a school logo and khaki or navy blue uniform pants/skirts (tie not required).
- Shirts are to be tucked into bottoms with a belt.
- Long sleeve undershirt can be worn if it is black, navy or white.
- If wearing tights or if socks are visible, black, navy or white tights/socks are expected.
- Shoe: **black shoe** with a rubber bottom
 - NOT PERMITTED: open heel or open toes, clogs, flip-flops, heels, and bedroom slippers.
- If an Student brings a purse, it must be placed in the Student’s book bag.
- Students may wear earrings that are studs; no dangling earrings, etc.
- Necklaces/bracelets should not be worn. Please take off such jewelry prior to coming to school (tuck in necklaces behind shirt).
- On gym days, Students are permitted to wear gym uniform (green t-shirt and navy blue shorts/sweat pants) and sneakers.
- Only solid navy hoodies and sweaters, or hoodies / sweaters with school logo, may be worn.

Please note:

The Student will be written up for not wearing a uniform and parents will be contacted to drop off uniform at school. It will be noted in Kickboard and the Student will lose 1 iDREAM point.. Dress code violations are considered Level One Misconduct. No Student will be allowed to change clothes on gym days.

Consequences for Uniform Infractions

- Dress code infractions are considered Level I Misconduct.
- Students receive uniform infraction in Kickboard if they are not in full uniform
- If available, a student will be given a uniform to borrow.

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Mandatory Reporting Allegation of Abuse or Neglect

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment **immediately** when they have reasonable cause to believe that a child who is under 18 years old has been harmed or is in danger of being harmed-physically, sexually, or through neglect.

Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must call NJ Department of Children and Families (DCF) at 1-877-NJ Abuse (652-2873) and inform administration.

Institutional Abuse or Neglect Referrals

The Institutional Abuse Investigation Unit (IAIU) is a child protection service under DCF that responds to and investigates allegations of child abuse and/or neglect in out-of-home settings. The following protocol should be followed when a student or family member makes an allegation of abuse or neglect by a BRICK employee.

Family reports allegation to School:

1. Administrator documents incident
2. Incident report is provided to: Chief School Administrator, and Chief Talent Officer
3. Administrator reports incident to DCP&P / IAIU Hotline

Family reports allegation to BRICK Education Network:

1. Network documents incident
2. Network directs family to report incident to school
3. Network notifies school of allegation
4. Network reports incident to DCP&P/IAIU Hotline

Family reports allegation to IAIU

1. IAIU investigates allegation and submits findings report to Chief Talent Officer, and requests student information (i.e. DOB, School location, Address)
2. Chief Talent Officer notifies Chief School Administrator
3. Chief School Administrator Office notifies school of allegation

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Attendance and Tardiness

Key Take-Aways	<ul style="list-style-type: none"> ● Teachers must record attendance in PowerSchool by determined time according to bell schedule ● Teachers are required to call home for Student absences 1-4 ● Teacher are required record call in Kickboard and put note in for reason absent ● Grade Level Administrators/Culture Team Designee will call home on 5th absence ● Attendance Mentor/Culture Team Designee: <ul style="list-style-type: none"> ○ Warning Notices will be sent home on Student’s 3rd, 5th, and 8th absence ○ Attendance Mentor/Culture Team Designee schedules <i>Attendance Improvement Conference</i> with parent/guardian on 5th absence. Student is enrolled in Attendance Academy ○ Legal Notice sent on 10th absence ○ Pre-Trial Hearing for court referral on 10th absence
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Attendance Priorities

Studies show that there is a direct correlation between student attendance and academic and social-emotional success. Attendance in the earlier grades is crucial to helping students sustain the lessons from the classroom. And, middle school student attendance is an indicator for high school engagement and graduation rates. Early engagement is imperative!

Prior to the First day of school:

Designated staff members will contact any student who ended the previous school year in the severely chronic absent list. Phone calls to the home will help foster a sense of welcome and help proactively identify any barriers to attending school. Based upon feedback received during the call, the school team will attempt to connect the family with resources to mitigate early barriers to school attendance. Should students require ongoing supports, a referral to services should be made as early as possible.

McKinney-Vento Act

The McKinney-Vento Act protects the education rights of students who are homeless or living in a “doubled-up” arrangement. The goal of this law is to remove educational barriers to school enrollment for this vulnerable population. McKinney-Vento provides protected students with the following rights:

- Immediate enrollment even when records not present;
- Right to remain in the school of origin, if in the student's best interest;
- Transportation to the school of origin; and
- Support for academic success.

Attendance Records

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Attendance records are legal documents and should be completed accurately. Once available, all teachers should complete attendance via PowerSchool on administrative computers. PreK-8 teachers must submit attendance by 8:20am. The goal of BRICK is to have 100% of Students attend all 186 days of school. Learning can only happen in school if Students are present and ready to learn EVERY day. Absences should be avoided unless absolutely necessary.

Attendance Tiers

- **Good Attendance** | Less than 5% of enrolled days absent
- **Frequently Absent** | Between 5% and 10% of enrolled days absent
- **Chronic Attendance** | Between 10% and 19% of enrolled days absent
- **Severely Chronic Attendance** | More than 20% of enrolled days absent

Truant

- 10 or more cumulative unexcused absences (N.J.A.C. 6A:16-1.3)

Category	School Action	School Escalation
Preventive	<ul style="list-style-type: none"> ● All families receive communication regarding attendance policy and school calendar prior to the start of the school year ● Students identified as chronically and severely absent in the previous school year will be assigned an Attendance Mentor 	<ul style="list-style-type: none"> ● Depending on severity of absenteeism from the previous school year, students will be assigned two Attendance Mentors.
1-2 Absences	<ul style="list-style-type: none"> ● Teachers are required to call home for Student absences 1-2 ● SST will monitor for unaccounted and/or consecutive absences ● Teacher records contact in designated location ● Attendance Mentors will serve as accountability partners to teachers 	<ul style="list-style-type: none"> ● 3 consecutive absences result in immediate escalation to Culture Team ● Culture Team monitors tiered responses by pulling weekly data.
3-4 Absences	<ul style="list-style-type: none"> ● Teachers are required to call home for Student absences 3-4 ● SST will monitor for unaccounted and/or consecutive absences ● Teacher records contact in designated location ● Attendance Mentors will be assigned to the student and serve as accountability partners to teachers ● Attendance Mentors complete an Attendance Goal-Setting/Action Plan with the student during 1:1 meetings (upper elementary/middle school, grades 5-8) ● Warning Notices sent home at 3rd absence 	<ul style="list-style-type: none"> ● Culture Team monitors tiered responses by pulling weekly data.

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<p>5 Absences</p>	<ul style="list-style-type: none"> ● Culture team designee calls home to schedule conference to create an Attendance Improvement Plan ● Attendance Mentor will implement the Attendance Barriers Form/Why Assessment at the conference ● Student enrolled in Attendance Academy ● Warning Notices and Attendance Academy Letter sent home at 5th absence ● Culture team designee(s) perform a home wellness visit if unsuccessful reaching a parent 	<ul style="list-style-type: none"> ● Case is referred to SST Attendance subcommittee ● 5 consecutive absences result in immediate home wellness visit by Attendance Mentor/ Culture Team Designee(s) ● Home Wellness Visits are performed by the school before involving Family Protective Services
<p>6 - 8 Absences</p>	<ul style="list-style-type: none"> ● Warning Notices sent home at 8th absence ● SST Attendance Subcommittee Management: <ul style="list-style-type: none"> ○ Develop I&RS Attendance Improvement Plan ○ Identify and recommend tier 2 intervention (group) or tier 3 intervention (1:1 support) 	<ul style="list-style-type: none"> ● 6-8 consecutive absences may prompt a referral to Family Protective Services
<p>9 - 10 Absences</p>	<ul style="list-style-type: none"> ● Legal Notice sent on 10th absence ● Pre-Trial Hearing for court referral on 10th absence ● SST Attendance Subcommittee Management: <ul style="list-style-type: none"> ○ Continue to provide tier 2 intervention (group) or tier 3 intervention (1:1 support) 	<ul style="list-style-type: none"> ● As of the 10th consecutive day of non-attendance, assuming district/school investigations have been performed (pursuant to N.J.A.C. 6A:16-7.6) and the results are conclusive, the appropriate withdrawal code can be recorded in the New Jersey School Register.
<p>11+ Absences</p>	<ul style="list-style-type: none"> ● Municipal Court Referral for truancy ● SST Attendance Subcommittee Management: <ul style="list-style-type: none"> ○ Continue to provide tier 2 intervention (group) or tier 3 intervention (1:1 support) 	

Please click [here](#) for the attendance dashboard.

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Daily:

- Teachers record daily attendance, by period.
- Teachers record phone calls made in SIS for Advisory/Homeroom **only**:
 - **Calls documented in PowerTeacher.** Once a student is marked absent, select the comment box [to the right of attendance screen] and add note.

Students	Alerts	Attendance: Mor
Baker, Madison		<input type="text"/>
Barrington, Milan		<input type="text"/>
Bary, Hadja		<input type="text"/>
Botchway, Rachel Adoley		<input type="text"/>
Cruz, Malachi		<input type="text"/>
Davila, Aryanna Makayla		A <input type="text"/>

- If a teacher does not submit attendance by 8:25 am (K-8) and 9:45 am (9-12), OM sends email to **all teachers** and CCs VPC, Principal, and respective IL.

- IL can confirm late submission by taking the following actions in PowerSchool:
 - From Start Page: Select **Attendance** from left hand toolbar
 - Select **Teacher Attendance Submission Status**
 - This screen will allow you to see all teacher sections and their attendance status

 Beverly, Mecca	 Clark, Shantel
 Graham, Trelon	 Graves, Aliyah
 Keiser, Amanda	 Mattis, Khadija
 Robinson, Jahsway	 Schlein, Alison

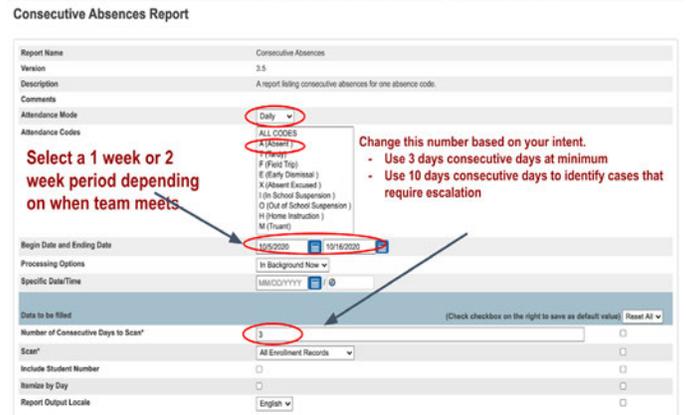
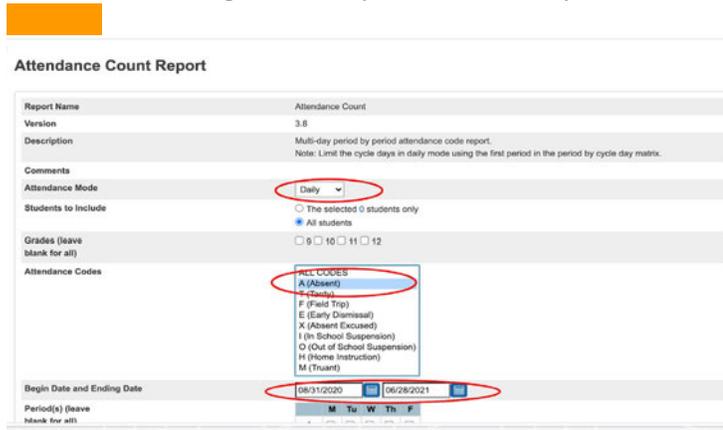
- Red = No attendance taken for any sections
- Yellow = Attendance taken for one or more section but not all sections
- Green = attendance taken for all sections By 3:00 pm - OM follows up with teachers who did not complete attendance
- Robocall is sent for absent students
 - After **advisory** for HS and after MM PK-8
 - After 3pm for all campuses
- If a teacher does not submit attendance, OM sends email to **all teachers** and CCs VPC, Principal, and respective IL.

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Thursdays by end of day

1. Office Manager pulls cumulative and consecutive absent PowerSchool data and updates inside of the tracker.
 - a. Ensures the spreadsheet is ready for VP of Culture to review
 - i. Achieve Attendance Tracker
 - b. Tags VPC that spreadsheet is ready

Sending Letter Home to Families with 5+ Absences

1. Culture Team and Office Manager independently review the tracker for all 5+ students **who have not** received an attendance warning letter.
2. Open up school specific Warning Letter and personalize for each student with 5+ absences.
 - a. [Achieve Warning Letter](#)
3. Culture Team sends email to respective families with warning letter attached.
 - a. Office Manager will mail home warning letter to families.
4. Culture Team updates Column M in attendance tracker once complete.
 - a. Office Manager updates Column N in attendance tracker once complete.

Friday

- VPC shares the spreadsheet with the attendance subcommittee lead (and leadership team)
- Prepares report on attendance trends for senior leadership team meeting and populates the meeting agenda
 - Change in attendance percentage tiers week over week
 - Answers the question, “Here’s what we are doing and the impact it is having.”
- At community meeting, VPC makes announcement about attendance in some way

Senior Leadership Meeting (weekly)

- VPC reports out on attendance trends week over week
- VPC informs team of that week’s progress toward carrying out the Subcommittee’s 2 week plan
- VPC seeks and leadership team provides feedback on the plan and VPC requests additional support, as needed
- Principal holds ILs accountable for teachers recording attendance and making daily attendance calls and recording notes in call log

Attendance Subcommittee (weekly)

- Data review from previous week

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- Engage in Problem Solving Process
- Determine Interventions
 - Tier I - whole school initiative
 - Tier II - specific grade levels/periods/courses/cohorts of students; similarities in absences
 - Tier III - individualized support (groups of 1-3 students who are not responding to Tiers I and II)
- Prepares to report findings to larger SST
- Minimum of 3 members, including FACE, Success Mentor (names below)

Student Support Team Meeting (bi-weekly)

- Attendance subcommittee lead shares data from the previous two weeks and reports on progress and challenges
- SST engages on execution of the Tier I attendance initiative plan

Disenrollment/Transfers out:

- To determine eligibility for students to be dropped from roll, you must ensure the following:
 - Student has been absent 10 days or more
 - Culture team has adhered to progressive intervention structure
 - School has conducted home visit
 - Names of students and interventions have been submitted to Chief School Administrator for approval to drop

Absence Procedure

- If a student has not arrived 10 minutes after school starts, teachers should call the Student to inquire. All absent families must be called by teachers prior to 30 minutes into the start of school.
- Teachers must record attendance in PowerSchool/ Real Time by 30 minutes into the start of school.
- After an absence, Students should return to school with written verification of the reason for the absence (i.e. doctor's note, parent note, court notice, etc). All documentation should be placed in the Student's file. The nurse should keep a copy of all doctors' notes.
- For absences due to suspension, Students have one week to make up any missed work or missed assessments. For other absences, teacher will make every effort to have students make-up their work.
- Student paperwork is copied by the office and the original is sent to the nurse (for doctor notes)

State Excused Absences:

- Religious observance with parent/guardian note
- Take Your Child to Work Day
- College Visits (up to 3 visits for 11th and 12th grade students)

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- Board of election Membership Activities
- Closure of a busing district that leaves a student from transportation to a receiving school

Unexcused Absences:

- Student illness with a doctor's note or note from parent
- Medical appointment with a doctor's note
- Death in the family with documentation
- Court appearance with documentation

Consequences for Unexcused Absences

- Teacher will notify parents when child is absent. This can only be successful if attendance is placed in Real Time by 8:20am.
- Conduct an investigation to determine the cause of each unexcused absence, including contact with the Student's parent/guardian
- Develop an action plan in consultation with the Student's parent/guardian designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance.
- Students may not be able to participate in school-wide incentives.
- Severe attendance may result in a court referral.

Tardiness

If a student does not arrive by the start of the school day, s/he is considered late to school. A student who is late misses precious instructional time and is disruptive to the rest of the class. Tardiness should be avoided. ALL Students must remain at school until dismissal, so valuable instructional time is not missed.

Tardy Procedure

Teachers must record attendance/tardies in Power School by time determined by administrator and bell schedule.

- If a child is not in your room by 8:00am, mark them absent.
- At 8:00am, all doors will be closed and locked. A security guard will have to open the door for late students.
- Students entering classroom 8am and 8:20am will be considered tardy. Teacher will change attendance
- After 8:20am, Students will report to main office where their attendance will be changed in PowerSchool. S/he will receive a tardy pass and give it to the teacher. The teacher does not need to keep the pass, but it acknowledges the Student is accounted for.
- All parent communication is entered in Kickboard.

Excused Tardiness:

Tardiness will only be excused for:

- Medical appointment with a doctor's note
- Court appearance

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- Other situations that, in the judgment of the school administration, is serious enough to merit an excuse.

Consequences for Unexcused Tardiness:

- If Students are tardy more than 3 times, the teacher will call the parent to verify the reasons. Document all calls and reasons for tardiness in Kickboard.
- Tardiness may cause Students to not be able to participate in school-wide incentives.

Suspensions and Expulsions

Students with Disabilities:

Suspensions for *students with disabilities* shall be in accordance with the student's individualized education plan (IEP), any behavioral intervention plan, 504 plan and relevant district, state, and federal laws and regulations (N.J.A.C. 6A:14). A manifestation determination review must be conducted to determine whether the student's misbehavior is a manifestation of his/her disability when required by law.

For a student with a disability who receives a long-term suspension, the school shall proceed in accordance with N.J.A.C. 6A:14 in determining or changing the student's education placement to an interim or alternative educational setting. All decisions concerning the student's educational program or placement shall be made by the student's IEP team, unless an exception is otherwise allowed by law.

English Language Learners:

For students and families who are *English Language Learners*, the school must provide written notice of the suspension and hearing in their preferred language, and Provide an interpreter at the hearing and restorative conference meetings.

Suspensions for Pre-School through Grade 2 Children: "Preschool students in a general education program or special education program shall not be suspended, long-term or short-term, and shall not be expelled." Likewise, N.J.S.A. 18A:37-2, limits expulsions and suspensions for students in Kindergarten through Grade 2 with certain exceptions and requires early detection and prevention programs for behavioral issues in Preschool through Grade 2. Additionally, students enrolled in grades Pre-kindergarten through Grade 2 in BRICK Education Network shall not be expelled from school, except as provided pursuant to the "Zero Tolerance for Guns Act," P.L.1995, c.127 (C.18A:37-7 *et seq.*) and shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of violent or sexual nature that endangers others.

To support students in Preschool through Grade 2, schools must develop and implement an early detection and prevention program that:

- Identifies students in Preschool through Grade 2 who are experiencing behavioral or disciplinary problems;
- Provides behavioral supports for these students, which may include, but need not be limited to, remediation of problem behaviors, positive reinforcements, supportive interventions, and referral services; and
- Incorporates the Intervention and Referral Services and SST process.

Suspension shall further be prohibited for:

- a. Being late to school or class or being absent;
- b. Violating school dress code or uniform expectations;

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- c. Minor behavior infractions, including but not limited to insubordinate behavior, defiance, disobedience, disrespect, or disruptive or rowdy behavior classroom disruption or other disruption of school activity; and
- d. Behavior that occurs off of school grounds and not as part of a school-sponsored activity, unless in accordance with N.J.A.C. 6A:16-7.5 it is reasonably necessary for student safety and the conduct materially and substantially interferes with the operation and discipline of the school.

iDREAM Values

	<u>D</u>iligence <i>I work hard.</i>	<u>R</u>espect <i>I follow rules and directions.</i>	<u>E</u>mpathy <i>I care about others.</i>	<u>A</u>+ Self Control <i>I stay focused.</i>	<u>M</u>odel Student <i>I participate.</i>
Responsible Decision Making	<p>What motivates you to keep trying when things get difficult?</p> <p>What kind of person are you working to become?</p>	<p>What is one thing you can do to demonstrate respect?</p>	<p>What influences your decision to help someone in need?</p>	<p>How do you maintain self-control when _____ happens?</p> <p>Tell us a time that you stood firm in your values even when your friends wanted to do the wrong thing.</p> <p>I contribute to the safety of my school community by _____.</p>	<p>Name one way that a model student demonstrates responsibility.</p> <p>Why is school attendance important?</p>
Relationship Skills	<p>If you could improve your relationship with one person, who would it be?</p>	<p>How do you show respect to others at school?</p>	<p>If you could talk to someone from your family who is no longer alive, who would it be and why?</p> <p>How can we stop bullying?</p> <p>Talk about a time when you forgave someone.</p> <p>What do you do to build trust with others?</p>	<p>When I need help, I can ask _____.</p>	<p>What makes you a good friend?</p>

Social Awareness	Name one school issue that we need to work harder to address.	How do you show respect to your school community? If I could change one law it would be _____. Should freedom of speech be limited for certain opinions or certain people? Should we be respectful of other's opinions?	If you were a reporter, what kinds of stories would you write about? How can we use our cultural differences to improve society? Why is it important to understand someone else's opinion? What makes a student-teacher relationship positive?	How will achieving your goals help you to make change in your community?	What change would you like to see in your community? Talk about a time you were out of your comfort zone.
Self-Management	One way that I encourage myself is _____.	One rule I have a hard time following is _____, because _____.	When I am upset, it helps me when someone _____. One way I can resolve conflicts with a friend is _____.	Imagine you are in disagreement with a person you care about. What values do you want to guide your behavior as you try to work out the conflict? What is one thing you can do to stay calm during a conflict?	What can you do to get yourself ready for the day?
Self-Awareness	What do you want to achieve today? What is one thing you can do better today? What is your goal for the year / marking period / month / week / day? Describe your ideal job. If you could change one thing about yourself what would it be? One thing I am good at is _____.	Name one thing you do to respect yourself. How does music / television / social media influence your view of yourself?	I do not like it when _____. I do not like it when _____ happens to me. How do you know when someone cares about you?	How do we find our life's purpose? What is the story behind your name; and, how does your name help you stay focused on your purpose? What is your passion?	How are you feeling today? Are you ready to learn? How can we help you be ready to learn? What is one thing you like about yourself?

Sample Social-Emotional Learning Conversation Starters:

- + One thing I wish my teacher to know about me is _____.
- + If I could have one superpower, it would be _____.
- + Share a happy childhood memory
- + How would your best friend describe you?
- + If you had an unexpected free day, what would you do?
- + Which has more influence on a person; “Nature” or “Nurture”?
- + What do you respect? Why?
- + Could humans exist without other people?
- + What change would you like to see in your community? What can you do to help this change?
- + What was a time you were out of your comfort zone? What did you do?
- + What is it like when someone is angry at you?
- + What angers you about society?
- + What do you do that usually makes someone smile at you? How does that make you feel?
- + How do you fill up your heart?
- + Who is a hero of yours, from real-life or movies, why did you pick this person?
- + What is one thing you’re looking forward to?
- + What did you enjoy about your weekend?
- + If you could change one thing about your life, it would be?
- + How does self-esteem affect a person’s success?
- + If you met a genie, what would be your one wish?

Share:

- + A time when you had to let go of control
- + A time when you were outside of your comfort zone
- + An experience in your life when you “made lemonade out of lemons”.
- + An experience of transformation when, out of a crisis or difficulty, you discovered a gift in your life.
- + An experience of causing harm to someone and then dealing with it in a way you felt good about.
- + An experience of letting go of anger or resentment.
- + A time when you were in conflict with your parents or caregiver.
- + An experience where you discovered that someone was very different from the negative assumptions you first made about that person.
- + An experience of feeling that you did not fit in.

Experience	Code	<i>BPS Teacher BA</i>	<i>Buffalo BEN Teacher - BA</i>	<i>BPS Teacher MA</i>	<i>Buffalo BEN Teacher - MA</i>
Entering Year 1 (new)	1	37,649	41,414	42,977	47,275
Entering Year 2	2	39,531	43,484	44,859	49,345
Entering Year 3	3	41,413	45,554	46,741	51,415
Entering Year 4	4	43,295	47,625	48,623	53,485
Entering Year 5	5	45,177	49,695	50,505	55,556
Entering Year 6	6	47,059	51,765	52,387	57,626
Entering Year 7	7	48,941	53,835	54,269	59,696
Entering Year 8	8	50,823	55,905	56,151	61,766
Entering Year 9	9	52,705	57,976	58,033	63,836
Entering Year 10	10	54,587	60,046	59,915	65,907
Entering Year 11	11	56,469	62,116	61,797	67,977
Entering Year 12	12	58,351	64,186	63,679	70,047
Entering Year 13	13	60,233	66,256	65,561	72,117
Entering Year 14	14	60,233	66,256	67,443	74,187
Entering Year 15	15	63,103	69,413	70,373	77,410
Entering Year 16	16	65,045	71,550	72,255	79,481
Entering Year 17	17	66,927	73,620	74,137	81,551
Entering Year 18	18	68,809	75,690	76,019	83,621
Entering Year 19	19	70,691	77,760	77,901	85,691



This survey asks about your experience as a staff member with the BRICK at Achieve or Support Office. This will be used to better understand staff experience and satisfaction with the organization, and to inform future decisions. Please select one response that best summarizes your experience for each question.

Your participation in this survey and your responses are completely **ANONYMOUS**, so **please be honest**. This survey is being administered and managed by Via Evaluation, an external evaluation firm partnering with BRICK. No identifying information, including your IP address, will be collected through this process. Via Evaluation will report only aggregated information gathered from this survey with BRICK staff. If open-ended comments are determined to contain any identifying information, Via will remove that information before sharing with BRICK.

Thank you for your feedback!



Survey Details

There are some questions that ask about your experience at your school. If you are not based out of a specific BRICK school, please respond with your opinion of the overall network. Although some questions may not be applicable to you, please respond to the best of your ability.

1. About which BRICK location are you providing your feedback?

- Ach eve
- BRICK Support Off ce*

*If you do not work at a spec f c schoo , please answer quest ons about your op n on of your schoo w th your op n on of the overa Network (as n, a schoo s or those that you know best).



Overall Impressions

This section refers to your overall experience and perceptions as a staff member. Subsequent sections will address more specific aspects of your experience. (If you do not work at a specific school, please answer the item about the Network as a whole).

* 2. Please indicate your level of agreement with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
My school is a safe place for students, staff, and families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel included as a staff member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is a positive place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BRICK Network comes the voices and perspectives of all partners.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to other education professionals (as a place to work).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel respected as a staff member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to families (as a place to send their children).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an appropriate level of communication between administrators and teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an appropriate level of communication between the school and our students' families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When I reach out to the Talent and HR team, I receive a response and so on within 48-hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



The BRICK Model

BRICK invests in children and their caregivers together to relentlessly knock down all barriers to students' academic success. Its values are relentlessness, restless improvement, savvy ambition, faithful commitment, compassion, and accountability.

The BRICK (Building Resilient Intelligent Creative Kids) Model consists of four pillars:

- **Design and run innovative schools that beat the odds.**
- **Encourage students to explore and draw strength from their identity.**
- **Build rich community and partnerships.**
- **Call out and seek to change structures and policies that stand between students and their dreams.**

* 3. Please indicate your level of agreement with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am aware of the BRICK mission and vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BRICK model is designed to create outstanding student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am aware of the BRICK model and its four pillars.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The BRICK model is designed to meet students' individual needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Do you have any specific comments that you would like to share about the BRICK Model?



Diversity, Equity, & Inclusion

BRICK is dedicated to providing trauma-informed instruction and approaches to our primarily Black and Brown students. By cultivating an enriching environment that promotes social-emotional learning within its curriculum, BRICK aims to build an ecosystem where students are supported from cradle to career. As the BRICK community continues to grow, the network will strive to incorporate diversity, equity, and inclusion (DE&I) as a primary focus.

* 5. Please indicate your level of agreement with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
BRICK recognizes and highlights (BIPOC) Black, Indigenous, People of Color cultures in its model.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel welcome at BRICK.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BRICK policies and procedures were made in consideration of many cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BRICK engages issues of diversity outside of the comfort zone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BRICK leadership considers equity in the decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BRICK voices a clear commitment to dismantling racism and eliminating white privilege.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BRICK implements structures, policies, and practices with inclusive decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Members across all identity groups are full participants in decisions that shape BRICK.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Are there any other specific comments you would like to share about DE&I work at BRICK?



The next set of questions relate to the experiences of BRICK staff who are part of instructional staff, manage classrooms and/or curriculum.

* 7. Are you part of the instructional staff?

Yes

No



Classroom Supports and Resources

This section asks about the experience of teaching/instructional staff at BRICK. If you **do not** provide any instructional support, please go back and select "No" for the previous question.

* 8. Please indicate your level of agreement with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The school discipline policies are enforced fairly and consistently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am provided adequate resources (e.g. functional technology, course materials) to manage my classroom effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable applying the BRICK model in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable providing feedback to management regarding classroom supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive feedback that is helpful and useful to my teaching practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have improved my pedagogical skills as a result of professional development provided by BRICK and my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Operational systems at my school run smoothly to maximize student learning time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Are there any specific comments you would like to share about classroom support?



Growth & Development

This section refers to your professional and personal growth as a BRICK staff member.

* 10. Please indicate your level of agreement with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
The information provided during my hiring process adequately prepared me for my employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported in my growth as a professional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I regularly receive praise and positive feedback from my manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a career development path for all employees at BRICK.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job performance is evaluated fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is work-life balance as a staff member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is ample opportunity for staff to provide feedback to leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My voice is valued by management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Are there any specific comments you would like to share about growth and development as a BRICK staff member?



COVID Response

This section refers to the continued response of BRICK to the COVID-19 pandemic for the current school year (i.e., 2021-2022). This includes procedures that have been implemented this school year as a result of the CDC recommendations, state/federal regulations, and the BRICK's internal decisions.

* 12. Please indicate your level of agreement with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree
I am provided resources that allow me to balance work and my personal responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am receiving adequate contact when school policy changes are made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Within my role, I understand what the COVID safety measures are.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The COVID safety measures within the network are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The leadership team were effective in the transition back to in-person work this school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The network's expectations, guidance, and communications with staff about the transition back to the office are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The network's expectations, guidance, and communications with staff about the transition back to the office are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am provided adequate resources to efficiently transition back to the office after remote work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Are there any other specific comments you would like to add about BRICK's response to the COVID-19 pandemic?



The next set of questions relate to the experiences of BRICK staff who are part of leadership (Senior Directors, Managing Directors, Chiefs, Founders, Senior Leadership, Principals, Vice Principals).

14. Do you have a position in BRICK leadership?

Yes

No



Leadership Satisfaction

This section relates to the experience of executive leadership staff at BRICK (Senior Directors, Managing Directors, Chiefs, Founders, Senior Leadership, Principals, Vice Principals). If you do not hold an executive leadership position in BRICK staff, please go back and select "No" for the previous question.

15. Please indicate your level of agreement with the following:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
I have been pleased with the candidates sent to complete interviews.	<input type="radio"/>				
There is transparency in leadership decision-making.	<input type="radio"/>				
My skills, knowledge, and abilities are valued as a member of leadership.	<input type="radio"/>				
I am trusted to make autonomous decisions as a member of leadership.	<input type="radio"/>				
There is an appropriate level of communication between the leadership teams.	<input type="radio"/>				

16. Are there any specific comments you would like to add about your experience in BRICK leadership?



Final Thoughts

17. What is the most valuable aspect of working at your school (or support office)?

18. How could BRICK make working as part of our staff better?

19. What do you hope BRICK will look like in the future?

THANK YOU

for completing this survey administered by Val Evaluation!
Please press DONE to submit your responses.



February 21, 2022

SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

In addition to our organization's letter of support for the proposed BRICK Buffalo Academy Charter School, the King Urban Life Center would also like to share its intent to negotiate a lease agreement with BRICK Buffalo. Based on the aligned philosophies of our organizations, we believe BRICK Buffalo would be a natural fit for our 30 Rich Street property and would provide much needed benefits to the residents of the East Side of Buffalo.

Based on recent meetings with BRICK Buffalo, the King Center has begun negotiations and plans to enter into a lease agreement with BRICK Buffalo that includes the following terms:

- A six-year lease agreement that corresponds with the planning year and 5-year charter proposal of BRICK Buffalo Academy and, based on preliminary negotiations, this lease agreement would provide for total rental payments over the term of \$1,365,100;
- A lease term that begins in January 2023;
- A shared vision of continuing the King Urban Life Center's commitment to the City of Buffalo and its immediate neighborhood;
- A shared vision of developing BRICK Buffalo's ecosystem of two-generation supports and aid to BRICK families and the surrounding community.

We also are committed to partnering with BRICK Buffalo in private and public philanthropic grant writing efforts to continuously raise funds to bring the joint visions of our organizations to fruition.

Our organization is excited to partner with BRICK Buffalo to ensure that they are able to build and sustain a strong school that supports students and families in our community.

Feel free to contact me with any questions you may have about our organization, our support for the proposed school, or the terms of this agreement.

Sincerely,

A handwritten signature in black ink that reads "Sirgourney F. Cook". The signature is written in a cursive, flowing style.

Sirgourney F. Cook, Executive Director
King Urban Life Center



SUNY Charter Schools Institute
353 Broadway
Albany, New York 12234

Dear SUNY Charter Schools Institute:

Please accept this letter of support for the application for the BRICK Buffalo Academy Charter School in Buffalo, New York.

The King Urban Life Center (KULC), is committed to preserving the historic building it occupies, fostering radical neighborhood transformation, and delivering innovative educational programs to members of all ages, with a focus on young children and families. The church building we occupy, formerly St. Mary of Sorrows Roman Catholic Church (established in the 1872) built in the early 1900s, is registered as a National Historic Landmark; winning many awards for its innovative architectural design and repurpose of the interior space to accommodate classrooms and educational programming, while preserving its historic and cultural beauty and identity.

From this sacred space we offer free, evidenced based programming in our nationally recognized ParentChild+ (18mths-4yrs) and our STEAM (Science, Technology, Engineering, Art, Math) Team Afterschool (K-8th) and Say Yes and Primetime Summer Camp (K-6) programs. We are also home to an Associate of Arts and Science degree program for those looking to pursue higher education at a low cost, through Houghton College's Buffalo East Side program. KULC's physical presence and programming have been serving as a symbol of hope, inspiration, vitality, and rebirth to the East Side community of Buffalo, New York since 1996. Reference our website at <https://kingurbanlifecenter.org/>.

Based on our research and numerous planning meetings with members of the BRICK Buffalo applicant team, BRICK is committed to ensuring that students have the knowledge, skills and support needed to be college, career and life-ready upon graduation. Additionally, BRICK's focus on providing a culturally responsive curriculum that builds the social and emotional competencies of students, aligns with KULC's holistic approach of our campus-like community model collaborating with local partners such as Catholic Charities, WIC (The Special Supplemental Nutrition Program for Women, Infants and Children) and The Buffalo Museum of Science to provide wraparound services that meet the needs of children and families on the East Side of Buffalo.

KULC recognizes the critical need for high-quality schools in Buffalo, more specifically in our immediate neighborhood. Unfortunately, many of our local charter schools have long waiting lists and, as a result families are seeking new educational options of equal or higher quality for their children. We believe BRICK Buffalo can provide that option.

The BRICK (Building Resilient Intelligent Creative Kids) Education Network has already demonstrated their capacity to successfully found a charter school and partner with community organizations to provide access to the critical educational, developmental, and family services that many families in our community need to conduct and sustain a greater quality of life.

On behalf of the King Urban Life Center, I emphatically support BRICK Buffalo's Charter application to favorably impact and further the well-being of Buffalo's East Side and the greater Buffalo region. Our support for BRICK Buffalo's application is further evidenced by the Letter of Intent dated February 21, 2022 that KULC and BRICK Buffalo have signed relating to the leasing of space by BRICK Buffalo at KULC to house the school. If approved, our organization would continue to work to partner with BRICK Buffalo to carry out our collective missions and ensure that they are equipped to build and sustain a strong school and community environment on Buffalo's East Side.

Feel free to contact me at [REDACTED] or scCook@kingurbanlifecenter.org with any questions you may have about our organization or our support for this proposal.

A handwritten signature in black ink that reads "Sirgourney F. Cook". The signature is written in a cursive, flowing style.

Sirgourney F. Cook, Executive Director
King Urban Life Center

AN INSURANCE PROPOSAL PREPARED FOR:

Buffalo Community Charter School

PRESENTED TO:

Dominique Lee

Executive Director

Founder

Building Responsible Intelligent Creative Kids

PRESENTED BY:

John L. Hingle

Practice Leader

Non-Profit Resource Group



TEL: (201) 661-2000

FAX: (201) 661-2499

DATE PREPARED:

February 2022

Our Mission

EPIC's Mission is to provide our customers professional assistance in obtaining the insurance products and services needed by representing our customers' best interests. We enhance our customers' best interests by establishing a relationship of trust and full disclosure in helping our customers evaluate and obtain the insurance protection they need.

Recently, the insurance industry has been shocked by the way some companies have abused a well-known and acceptable industry practice in accepting contingent commission payments. Because we take our commitment to our customers seriously in terms of building a high level of trust, we want to avoid even the appearance of any impropriety. In that spirit, we believe we are guided first and foremost by our customers' needs and our commitment to integrity in our business.

In fulfillment of our commitments to our customers, we will be guided by the following principles with respect to new and renewal business:

- Our recommendations and solutions to our customers will result from our customer's best interest. There will be no conflicts between the interests of our customers and the interests of any other person.
- We shall provide our customers with the proposals of the best available insurer which will be the most suitable insurer that is willing to provide the requested coverage for our customers taking into consideration the coverage to be provided service, financial security and price.
- We shall always advise our customers to select the best available insurer.
- We shall not provide our customers with false insurance premium quotes.
- We shall not solicit noncompetitive premium quotes from insurers.

- If we suggest multiple insurers, we will provide a concise description of the pros and cons of each insurer's quote based solely on our good faith evaluation of each of our customer's needs.
- We shall always advise our customers to select the best available insurer from among multiple insurers if suggested to our customers.
- We shall always take reasonable measures to obtain a quote from an insurer that we deem to be a best available insurer for our clients.
- We will monitor these commitments by a series of internal controls, including regular compliance reviews and audits.
- We will maintain a toll-free number to monitor any customer complaints relating to our failure to fulfill our commitments to you.



CODE OF BUSINESS CONDUCT

Our Commitment of Trust and Integrity to Our Customers.

EPIC endeavors to meet the insurance needs of its Customers with the necessary insurance coverage, service and security at a fair price. We foster a spirit of trust with our Customers that rests on the twin pillars of honesty and integrity. The cornerstone of this relationship with our Customers is the disclosure and transparency of the compensation arrangements for services we provide to our Customers and insurers.

OUR COMMITMENT TO INTEGRITY AND HIGH ETHICAL STANDARDS

We will never place our own financial or other interests over those of our Customers. To bolster our commitment to our Customers and to the highest ethical standards of behavior, we require all our employees and licensed producers to observe the fundamentals of our business practices in avoiding even the appearance of any conflicts of interest that relate to the offering and placement of insurance products and services and which include:

Fair Dealing

It is imperative that the needs and interests of our Customers be placed ahead of all other interests. Before giving advise or making recommendations, a diligent effort must be made to learn our Customer's needs, objectives, and circumstances, and then to offer products and services suitable to such needs.

Treatment of Customers

Customers must be treated fairly and with respect and dignity and we must only make promises to our Customers that we believe we can legitimately fulfill.

Marketing Practices

- Our recommendations and solutions to our Customers will result from our Customer's best interests.
- We shall always use service fee agreements when we charge fees which disclose the services and value we provide and how we are compensated in clear and understandable terms.
- We shall provide our Customers with the proposals of the best available insurer which will be the most suitable insurer that is willing to provide the requested coverage for our Customers taking into consideration the coverage to be provided, service, financial security, and price.
- We shall always advise our Customers to select the best available insurer.
- We shall not provide our Customers with false insurance premium quotes.
- We shall not solicit noncompetitive premium quotes from insurers.
- If we suggest multiple insurers, we will provide a recommendation based solely on our good faith evaluation of each of our Customer's needs.
- We shall always advise our Customers to select the best available insurer from among multiple insurers if suggested to our Customers.
- We shall always take reasonable measures to obtain a quote from an insurer that might be a best available insurer.
- We will monitor these commitments by a series of internal controls, including regular compliance reviews and audits.
- We will maintain an 800 number to monitor any Customer complaints relating to our failure to fulfill our commitments to clients

DISCLOSURE AND TRANSPARENCY

We do represent the interest of the insured in an insurance transaction either by receiving compensation or providing disinterested advice to the prospective insured and we are required to do the following:

- Make a good faith effort to provide a complete and accurate response, with no material omissions or misrepresentations, to questions posed by the insured.

- Assuming we represent multiple insurers in the proposed insurance transaction, either forward to the insured a proposal from each responding insurer, or select the proposals to be forwarded to the insured based solely on objective criteria furnished by the insured or disclosed in writing to the insured.

- A statement that we may receive additional compensation from the insurer based upon other factors, such as premium volume placed with a particular insurer and loss or claims experience, if that is the case.

- A statement of any existing or potential conflicts we may have between the interests of the Client and the interests of any other person, including us, that may impact our recommendation.

If we charge the insured a service fee in an insurance transaction, we are required to provide a written agreement between us and the Client which makes the following disclosures, sufficiently complete and understandable to enable the Client to understand and consider the potential incentives we will receive as producers in the proposed insurance transaction and the costs of the coverage:

- A statement of any compensation to be paid to us or to any related entity that is in addition to the total premium and is not included in the total premium.

- A statement that we, or any related entity, will receive compensation from the insurer or an entity related to the insurer for placing the insurance with the insurer, if that is the case.

- A statement of the duties we will perform on behalf of our Clients.

Client Services

Your Team at EPIC services which include, but are not limited to, the following:

Certificates of Insurance/Auto ID Cards/Binders – We will issue certificates and binders, handle requests, from mortgagees, clients, vendors, municipalities etc. with same day turnaround. We also have the capabilities to order motor vehicle reports and provide same day service for the issuance of auto ID cards.

Contract Review – As an ongoing service we will examine leases, contracts, covenants, conditions and restrictions, reservations of easements, etc. as they relate to insurance events or liabilities of our clients.

Claims – We have a fully staffed Claims Department to assist in the handling and settling of claims. We also have draft authority with several of our carriers, which allows us to settle claims independent of company control.

Risk Analysis/ Loss Control – EPIC's comprehensive approach to risk management helps prepare clients for virtually any crisis and makes them more attractive to insurance companies. Our constant monitoring allows us to identify industry changes immediately and thus minimize the exposure to all potential losses. We will also conduct a risk assessment and if needed design and implement a customized loss control/ loss reduction program.

Personal Lines – A complete staff of licensed persons responsible for a full range of personal insurance products i.e. homeowners, auto, personal umbrella etc. At home, at work, and in life, EPIC can service your insurance needs.

Employee Benefits- Available through EPIC Financial Services, Inc. to provide access to numerous markets to include estate planning, group life and health, long term disability, pension and profit sharing programs, deferred compensation, tax sheltering mechanisms and more.

THE EPIC TEAM

PRINCIPAL	John L. Hingle	973-715-4997
SR. ACCOUNT EXECUTIVE	Lori Woods	732-292-1590
COMMERCIAL LINES MANAGER	Joyce Alimi	201-661-2474
ACCOUNTING DEPARTMENT	Laura DiPiazza	201-661-2424
CLAIMS DEPARTMENT	Barbara Weronko	201-661-2465

- You can contact any of the above individuals to assist you in your service needs.

PROGRAM HIGHLIGHTS & COST SUMMARY

PREMIUM SUMMARY PAGE

COVERAGES

COMMERCIAL PACKAGE POLICY Includes: Property - \$3,689 Liability - \$8,790 Inland Marine - Included Crime - \$2,750 Cyber - \$3,180	\$ 18,409
STUDENT ACCIDENT Excess of any other collectible insurance	\$4,968
COMMERCIAL AUTOMOBILE POLICY	\$ 3,535
COMMERCIAL EXCESS LIABILITY POLICY (UMBRELLA)	\$ 11,200
WORKER'S COMPENSATION & EMPLOYERS LIABILITY	\$ 38,210
TOTAL	\$76,322

If the company is indicated as a surplus lines company, the placement does not benefit from state guarantee funds in the event of carrier insolvency.

NOTES AND HIGHLIGHTS:

1. Premiums for the above policies are due and payable in full or can be financed, upon request.
2. Quote is valid until September 10th 2022

NAMED INSUREDS

BRICK Buffalo Academy Charter School
Building Responsible Intelligent Creative Kids, Inc

NOTE: Any entity not named as an insured is not covered under this policy. This includes Partnerships and Joint Ventures

PROPERTY

POLICY TERM: September 1st 2022 to September 1st 2023

COVERAGES AND LIMITS OF LIABILITY:

PROPERTY:

Business Personal Property:

Your Business Personal Property at the described premises.

LIMIT: See Schedule

COINSURANCE: None

VALUATION: Replacement Cost Coverage
subject to policy limitations.

DEDUCTIBLE: \$ 1,000

COVERED CAUSES OF LOSS: **Special Form** - All risks of
direct physical loss subject to
defined exclusions and
limitations contained in the
policy.

BUSINESS INCOME/EXTRA EXPENSE:

Your actual loss as a result of the interruption of business caused by damage
to or destruction of property by the insured perils at covered locations.

LIMIT: See Schedule

COINSURANCE: None

VALUATION: Actual Loss Sustained subject to
the limitation of recovery
provisions as defined in the
policy.

DEDUCTIBLE: 72 Hours

COVERAGE EXTENSION: Extra Expense (any operating
expense over and above what it
would normally cost you to
conduct your operations had no
loss/damage occurred)

**PROPERTY
STATEMENT OF VALUES**

LOCATION	BUILDING VALUE	CONTENTS VALUE	BUSINESS INCOME EXTRA EXPENSE
TBA	Nil	\$2,000,000	\$4,000,000
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
BLANKET TOTALS		\$2,500,000	\$5,000,000



COMMERCIAL CRIME COVERAGE

EMPLOYEE DISHONESTY:

COVERS:
(Blanket) Form A

Your loss of money, securities and other property resulting from employee dishonesty while acting alone or in collusion with others.

LIMIT: \$ 250,000

DEDUCTIBLE: \$ 5,000

FORGERY & ALTERATION:

COVERS: Loss resulting from forgery or alteration of checks or similar promises of payment that you or your agent have issued, or similar instruments issued in your name payable to a fictitious entity.

LIMIT: \$ 250,000

DEDUCTIBLE: \$ 5,000

THEFT, DISAPPEARANCE & DESTRUCTION:

COVERS: Your loss of money and securities used in your business for the limits indicated below:

LIMITS:

LOCATIONS: \$10,000 within your covered office or within a bank or savings institution

\$ 2,000 outside the premises in care custody of a messenger

DEDUCTIBLE: \$ 500 each occurrence

BOILER & MACHINERY SYSTEMS BREAKDOWN

COMPANY:

POLICY TERM:

COVERAGE FORM:

Comprehensive Coverage Form covering Boilers, Pressure Vessels, Mechanical & Electrical Machines including Air Conditioning, Refrigeration Equipment, Electrical Apparatus and Electronic Computer or Electronic Data Processing Equipment.

LOCATIONS COVERED:

As per Stated on Statement of Values

Limit per Accident: Direct Damage

Included

Additional Expediting Expense
and/or Increased Cost Limits:

Included

Water Damage Limits:

Included

Ammonia Contamination Limit:

\$100,000

Hazardous Substance Limits:

\$100,000

Combined Business Interruption/Extra Expense: Included

Repair/Replacement Coverage: Included with no depreciation to insured's property.

SPECIAL PROVISIONS AND COVERAGES:

1. Mechanical Breakdown to Object
2. Off Premises Power Failure
 3. Artificial Electrical Arcing
4. Joint Loss Agreement
5. CFC Refrigerants Included
6. Loss due to an enforcement of Ordinance or Law
7. Halon used in fire suppression system
8. Breakdown of electronic computers or electronic data processing equipment
9. Newly Acquired Location-Automatic Coverage for 120 days.
10. Fiber Optic Cables and Telephone Switchboards

DEDUCTIBLES:

\$ 1,000/ 72 hours

COMMERCIAL GENERAL LIABILITY

POLICY TERM:

September 1st, 2022 to September 1st, 2023

COVERS:

Your legal liability to members of the public for claims arising out of your premises, operations, products or completed operations.

* Defense costs are in addition to policy limits.

LIMITS:

GENERAL AGGREGATE:	\$2,000,000
PRODUCTS/COMPLETED OPERATIONS AGGREGATE:	\$2,000,000
PERSONAL & ADVERTISING INJURY LIABILITY:	\$1,000,000
EACH OCCURRENCE LIMIT:	\$1,000,000
EDUCATORS PROFESSIONAL LIABILITY:	\$1,000,000
PHYSICAL ABUSE/ MOLESTATION:	\$1,000,000
FIRE LEGAL LIABILITY:	\$1,000,000
MEDICAL EXPENSES: (any one person)	\$10,000
EMPLOYEE BENEFITS LIABILITY: (claims made form)	Limit: \$1,000,000 Deductible: \$1,000

PREMIUM BASIS USED:

Students – 162

SOME IMPORTANT EXCLUSIONS:

1. Bodily Injury + Property Damage from pollutants - Absolute Exclusion.
2. Losses arising from the ownership maintenance or use of aircraft, autos or watercraft, with some minor exceptions including certain contractual obligations.
3. Employment Related Practices.
4. Aircraft Products
5. Nuclear and War.
6. Lead and Asbestos

This policy is written on an “occurrence” basis and an aggregate limit now applies. The aggregate limit of \$2,000,000 is now placed over all coverages (except Products/Completed Operations, which is subject to a separate aggregate limit) to fix the absolute maximum the

COMMERCIAL GENERAL LIABILITY: (Continued)

SPECIAL EXTENSIONS INCLUDE:

(all subject to policy limitations and exclusions)

1. **Personal Liability** - False arrest, libel or slander, wrongful entry/eviction;
2. **Contractual Liability** - Liability of others assumed by you under contracts for losses that would otherwise be covered;
3. **Broad Form Property Damage** - Limits the exclusions pertaining to the property of others in your care, custody or control;
 4. **Employees & Volunteers as Add'l Insureds** - But only with respect to liability claims arising within the scope of their duties;
5. **Host Liquor Liability** - Liquor served incidental to your operations;
6. **Employee Benefit Programs** - Liability protection - \$1,000 deductible;
 7. **60-day Notice of Cancellation, 10 days for nonpayment;**
8. **Per location and/or Per Job Aggregate**

Cyber Coverages

POLICY TERM:

September 1st, 2022 to September 1st, 2023

COVERS:

Your exposure and your legal liability to members of the public for claims arising out of your cyber exposures

First and Third party Cyber coverages

* Defense costs erode the limit

LIMITS:

Network Information and Security Liability	\$1,000,000
Multimedia Content Liability	\$1,000,000
Breach Response	\$1,000,000
Cyber Extortion	\$1,000,000
Cyber Crime/ Transfer Fraud/ Social Engineering	\$1,000,000

GENERAL LIABILITY ENHANCEMENT COVERAGE SUMMARY

Named Insured

Provides automatic coverage for any organization in which the insured maintains ownership or a majority interest.

Knowledge of Occurrence

The insured will be considered to have knowledge of a loss only if the loss is reported to an owner, officer, or someone designated by the insured to notify us.

Revised Notice of Occurrence

The insured's coverages will not be affected if he or she fails to give us notice of a loss that is believed not covered by the policy.

Unintentional Errors and Omissions

The insured's coverages will not be affected if he or she fails to disclose all hazardous connected with the business.

Premises Alienated

Revises exclusion j.2 to provide automatic property damage coverage for losses occurring from premises formerly occupied by the insured arising from a hazard unknown to the insured.

Cancellation Condition

The cancellation provision, except nonpay or nonrenewal, is extended to 60 days. Where state statutes are broader, the state amendatory endorsement will prevail.

Medical Payments

Medical payments limit is increased to \$10,000, and the insured now has three years to report a claim rather than one year. Also, bodily injury claims included in the products/completed operations are now covered.

Insured Contract

The definition of contract now includes "all" liability assumed, not just "tort" liability. Also included is work done within 50 feet of a railroad as long as the indemnitee is not a railroad.

Property Damage Liability - Elevators and Sidetrack Agreements

Provides property damage coverage for the insured's use of elevators and sidetrack agreements.

Non-Owned Watercraft

Increases the length of covered non-owned watercraft from 26 feet to 51 feet.

Bail Bonds/Loss of Earnings

The limit for the cost of bail bonds is increased from \$250 to \$1,000 and the limit for loss of earnings from \$250 a day to \$300 a day.

Additional Insureds - By Contract, Agreement or Permit

Who Is An Insured is automatically extended to cover any organization the insured is under written contract to add as an additional insured. This coverage automatically applies on a primary basis if that is required by the contract, agreement, or permit.

Fire, Lightning or Explosion Damage

The policy is expanded to provide property damage for the additional perils of lightning and explosion and the amount of coverage is increased to \$300,000 from \$50,000.

Incidental Medical Malpractice Liability

Coverage is extended to employees who provide incidental medical procedures such as nurses, EMT's, or paramedics, unless the insured is in the business of providing those services.

Additional Insured -Vendors

The policy is extended automatically to vendors where the insured is under written contract to add the vendor as an additional insured, provided we write the producers liability coverage.

Property Damage - Borrowed Equipment

Coverage is provided for borrowed equipment when the equipment is at the insured's job site and is not being used to perform operations when the loss occurs.

Mobile Equipment Redefined

The definition of mobile equipment is revised to extend coverage under the GL policy for self-propelled vehicles less than 1,000 pounds.

Additional Insured- Club Members

This clause extends coverage to an insured's employees for liability arising out of clubs or organizations that are a function of employment.

Limited Defense Coverage for Indemnitees

Exclusion b.2 is amended to provide that defense expenses for an insured's indemnitee will be paid as supplementary payments provided certain conditions are met.

Fellow Employee Coverage

The definition of "executive officer" is amended to include the insured's managers, supervisors, or any employees designated by the insured subject to policy conditions.

Waiver of Subrogation

Amends the coverage form to waive our rights to recover if the insured has waived their rights before a loss.

Aggregate Limits of Insurance Per Location

The policy is amended to provide a separate general aggregate limit for each insured location.

Liberalization

If we broaden the coverage form without additional premium charge, the new coverage will automatically apply to the insured's policy.

BUSINESS AUTO POLICY

POLICY TERM:

September 1st, 2022 to September 1st, 2023

COVERS:

Your legal liability arising out of the use of owned, leased, hired, and non-owned autos, including physical damage on your owned vehicles as described below.

* Defense costs are in addition to policy limits.

COVERAGES AND LIMITS OF LIABILITY:

Hired/Borrowed Auto Liability:

\$1,000,000

UMBRELLA/EXCESS LIABILITY POLICY

POLICY TERM: September 1st, 2022 to September 1st, 2023

COVERS: Your legal liability for bodily injury, personal injury & property damage in excess of scheduled underlying policies, AND;

You for liability when coverage is not provided by the scheduled underlying policies and to the extent such coverage is not otherwise excluded.

* Defense costs are in addition to policy limits.

LIMITS OF LIABILITY:

\$5,000,000 Each Occurrence

\$5,000,000 Annual Aggregate

\$10,000 Self Insured Retention

Coverage over:

General Liability
Physical Abuse/ Molestation
Educators Professional
Employers Liability
Hired/ Non-Owned Automobile Liability

MAJOR EXCLUSIONS:

1. Professional Liability
2. Medical Malpractice
3. Property in your Care, Custody or Control.
4. Maritime Employment Laws
5. ERISA
6. Pollution, Nuclear, War
7. Asbestos and Lead.
8. Employment Related Practices Liability
9. Uninsured/Underinsured Motorists Liability
10. Aircraft Products

****PLEASE REFER TO THE POLICY FOR ADDITIONAL COVERAGE CONDITIONS AND EXCLUSIONS.**

WORKERS COMPENSATION AND EMPLOYERS LIABILITY

COMPANY:

POLICY TERM: (MM/DD/YY to MM/DD/YY)

COVERAGES AND LIMITS OF LIABILITY:

Statutory Workers' Compensation Coverage with Coverage B,
Employers Liability as follows:

Bodily Injury by Accident: \$1,000,000 each accident
Bodily Injury by Disease: \$1,000,000 policy limit
Bodily Injury by Disease: \$1,000,000 each employee

POLICY PREMIUM BASED ON:

New York		Payroll	Rate	Premium
School Professional	8868	\$2,000,000	1.69	\$33,800
Manual Premium		\$2,000,000		\$33,800
Inc Limits		1.40%		\$473
Amount Subject to Exp Mod				\$34,273
Experience Mod		1.000		\$34,273
PPAP		0.00%		\$0
Scheduled Mod		0.00%		\$0
				\$34,273
Premium Discount		0.00%		\$0
Expense Constant		\$220		\$220
Foreign Terrorism/ TRIA		0.06%		\$1,200
Domestic Terrorism, Eq & Cat- DTEC		0.01%		\$200
Total Estimated				\$35,893
NJ Surcharge		6.76%		\$2,317
Final Total				\$38,210

A.M. BEST'S COMPANY RATING

The **Best's Guide** is the guidebook the insurance industry uses to determine the financial stability of an insurance company. A copy of the **Best's Guide** report on the insurance companies quoted is available for your review.

Capacity Coverage Co. subscribes to A.M. Best & Co.'s rating services and relies on same in evaluating the financial condition of insurers whose policies we propose to deliver. The rating of the carrier and the year of publication of that rating are indicated. Capacity Coverage Co. makes no representation and warranties concerning the solvency of any carrier nor does it make any representation or warranty concerning the rating of the carrier which may change.

For these reasons, we recommend that you take into account the financial stability of all the insurance companies prior to making your selection as to who will write your insurance

COMPANY PROPOSED

BEST'S ASSIGNED RATING

1. Philadelphia	A+
2. Selective	A+
3. Great American	A+

<u>Level</u>	<u>Category</u>	<u>Level</u>	<u>Category</u>	<u>Level</u>	<u>Category</u>
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A ++, A+.....	Superior	B,B-.....	Good	D	Below Min Standards
A, A-	Excellent	C++,C+	Fair	E...Under	State Supervision
B ++, B	Very Good	C,C-	Marginal	F.....	In Liquidation

Financial Size Categories

(In \$000 of Reported Policyholders' Surplus Conditional Reserve Funds)

Class I	Up to	1,000	Class IX	250,000	to	500,000	
Class II	1,000	to	2,000	Class X	500,000	to	750,000
Class III	2,000	to	5,000	Class XI	750,000	to	1,000,000
Class IV	5,000	to	10,000	Class XII	1,000,000	to	1,250,000
Class V	10,000	to	25,000	Class XIII	1,250,000	to	1,500,000
Class VI	25,000	to	50,000	Class XIV	1,500,000	to	2,000,000
Class VII	50,000	to	100,000	Class XV	2,000,000	or	more
Class VIII	100,000	to	250,000				

CHANGES AND DEVELOPMENTS

It is important that we be advised of any changes in your operations that may have a bearing on the validity and/or adequacy of your insurance. The types of changes that concern us include, but are not limited to, those listed below:

1. Changes in any Operation such as expansion to another state, new products.
2. Mergers and/or acquisition of new companies.
3. Any newly assumed contractual liability, granting of indemnities or hold harmless agreements.
4. Circumstances which may require an increased liability insurance limits.
5. Any changes in fire or theft protection such as the installation of or disconnection of sprinkler systems, burglar alarms, etc. This includes any alterations to same.
6. Immediate advice of any changes to scheduled equipment such as contractors' equipment, electronic data processing, etc.
7. Property, of yours that is in transit, unless we have previously arranged for the insurance.
8. Any changes in existing premises including vacancy, whether temporary or permanent, alterations, demolition, etc. Also, any new premises either purchased, constructed or occupied.

Your insurance program will only be as good as the communications maintained between you and your insurance broker.

COINSURANCE

Coinsurance is a policy provision requiring you to carry insurance equal to a specified percentage of the value of the property covered. It provides for the full payment (up to the amount of the policy), of all losses if you have complied with the provision.

If you fail to insure to the agreed percentage amount, your loss payment is reduced proportionately.

Example:

The replacement value of your property is	\$250,000
Your policy contains coinsurance provision of:	80%
Which equates to a required limit of:	\$200,000
You have in force a limit of:	\$100,000

GIVEN THE ABOVE, IF YOU HAVE A LOSS OF \$40,000, THE PAYMENT WOULD BE CALCULATED AS FOLLOWS:

\$ <u>100,000</u>	(Insurance in Force)		
\$ 200,000	(Required by Policy Contract)	=	50%
50% x \$40,000	(Amount of Loss)	=	\$ 20,000
\$ 20,000	Paid by Carrier		
	(Subject to Applicable Deductibles)		
\$ 20,00	Paid by You (Coinsurer)		

SUBCONTRACTORS INSURANCE REQUIREMENTS

1. If you use sub-contractors, you will be responsible for providing General Liability and/or Workers Compensation coverage if you do not have a Certificate of Insurance from each sub-contractor.
2. The Certificate of Insurance should provide both General Liability and Workers Compensation coverage naming your company as an Additional Insured.
3. If the sub-contractor does not provide proof of insurance, you will be charged an additional premium based on the appropriate rate for the work performed by that sub-contractor.
4. If your policy is written on the 1996 ISO Commercial General Liability form, it now requires that for contractually assumed defense costs to be covered, the contract must specifically state such. Further, such costs are considered “damages” and will be “part of” and not “in addition to” the policy limits unless certain very stringent conditions are met, in which case it can be “outside the limit.” (See policy wording for the complete description.) The use of Additional Insured status should override this limitations.

R-23b Supplemental Attachments

b. Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

The responses to other sections of this RFP mention numerous documents that can help to offer further insights into the applicant team’s proposal and to the team’s organizational capacity to effectively found a school in Buffalo. For ease of reference, the table below provides information on what specific attachments are provided to further support previous parts of this narrative. Since some supplemental attachments are referenced more than once in the narrative, they appear below next to the section of the RFP that most closely correlates with that particular artifact.

Section of RFP	Relevant Supplements
R-3ad Proposal History/R-14 Governance	<ol style="list-style-type: none"> 1. Draft Educational Services Agreement between the BRICK Buffalo Academy Board of Trustees and the BRICK Education Network 2. Sample CMO evaluation tool
R- 6af Curriculum and Instruction	<ol style="list-style-type: none"> 3. BRICK School Leader Guidebook 21-22 4. BRICK Instructional Guidebook 21- 22 5. BRICK ELA Guidebook 21-22 6. BRICK Math Guidebook 21-22 7. BRICK Social Studies & History Guidebook 21-22 8. BRICK Science Guidebook 21-22 9. Sample coaching templates from the Relay Graduate School of Education that will inform the school’s coaching work, including their one pagers on coaching adults, leading weekly data meetings, and facilitating planning meetings 10. Professional backgrounds of BRICK’s Academic Leadership team (referred to throughout the RFP responses as BRICK’s academic directors) 11. BRICK Virtual Reopening Instructional Program Draft
R-9ad Instructional Leadership	<ol style="list-style-type: none"> 12. Biography of Jeremy Esposito, BRICK Buffalo Regional Director of Instruction/Superintendent 13. BRICK School Leader Readiness Criteria 14. Teacher Evaluation Rubric resources 15. Sample Principal Evaluation Rubric
R-10a Culture and Discipline	<ol style="list-style-type: none"> 16. BRICK School Culture Guidebook 21-22 17. Sample iDreams/SEL questions to guide morning meeting discussions
R-12ac Personnel	<ol style="list-style-type: none"> 18. Draft BBACS pay scale 19. Sample BRICK staff survey
R-13a Partner Organizations	<ol style="list-style-type: none"> 20. The original submission indicated that documents describing the partnership with the King Urban Life Center were in development.

	Those documents are now available and have been included here.
R-20 Insurance	21. The full Insurance quote provided by EPIC is attached.