

FULL APPLICATION SUMMARY

Proposed Charter School Name	Rochester College and Career Charter School ¹ (Formerly Rochester Charter School for Applied Technologies)						
Proposed Board President Name	Sarah Armignacco						
Proposed Board President Email Address	[REDACTED]						
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Public Contact Name	Sarah Armignacco						
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Public Contact Telephone Number	585.328.2550 (x6013)						
District of Location	City of Rochester						
Opening Date	August 16, 2016						
Proposed Charter Term	2016-2021						
Proposed Management Company or Partners	N/A						
Projected Enrollment and Grade Span During Charter Term	Projected Enrollment Table Over the Charter Term						
	Grades	Ages	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	K	4-5	66	65	100	100	100
	1st	5-6	62	64	75	100	100
	2nd	6-7	62	60	65	75	100
	3rd	7-8		60	60	65	75
	4th	8-9			60	60	60
	5th	9-10				60	60
	6th	10-11					60
Totals		190	249	360	460	560	
Projected Maximum Enrollment and Grade Span	K-6; 560 students at end of charter term						
Mission Statement:							
The mission of Rochester College and Career Charter School is to provide a world-class education to Rochester students so that they are equipped with the knowledge and skills necessary to succeed in both college and family-sustaining careers.							

RCCCS will be modeled upon the successful work of the Charter School for Applied Technologies in Buffalo, New York. As such, RCCCS will begin as an elementary school, but our ultimate aim is to one day include a high school program that focuses on preparing students for college and careers in high growth, high demand industry sectors and early college high school instruction. This vision served as a driving force in our planning, as we worked backwards to create the key design elements of the elementary and middle school program, with the guidance and support of our colleagues at CSAT. The resulting programmatic components are described more fully below. The key features that are core to the school's overall design include:

- 1. A Focus on Learning and Standards Mastery:** In order to ensure that we attain the goals set forth in our mission, our first priority will be to ensure that each child receives individualized instruction that allows him or her to master all grade level standards, leaving RCCCS on track to succeed in the high school of his or her choice. To that end, RCCCS will not rely on compliance with a specific way of delivering instruction (a focus on teaching) and/or using only a specific set of materials/programs in

¹ We listed our name as "Rochester Charter School for Applied Technologies (RCSAT)" in the Letter of Intent. We are still planning to model our school upon the Charter School for Applied Technologies in Buffalo, NY; however, we felt that we needed a name that more accurately reflected our mission and objectives, which strive toward college and career preparation. As a result, we decided to change the school name to Rochester College and Career Charter School.

order to ensure progress. Instead, the school will rely on analyzing the outcomes (learning) to select a great variety of inputs (teaching). At the outset of each year, grade level teams will review the essential standards and build a curriculum. We will incorporate career touches into the curriculum, by using them as a means to teach the content and grade level standards, as aligned to the NYSCCLS. The teams will then agree on how students will demonstrate mastery for each standard and ensure a common understanding of what evidence will be required. From there, individual teachers will be allowed a great deal of latitude in the delivery of instruction, provided that all techniques and methods are scrutinized once assessment data is available. In other words, the effective practices are not predetermined; rather, they become evident upon data analysis. Best practices are then shared amongst grade level teams and school wide, as appropriate. In order to glean these trends in an expedient manner, the entire school will use eDoctrina® software, which was developed at CSAT and is now used at schools throughout the country, to track formative and summative assessment data. This real time data software system builds the capacity of teaching teams to engage in deep analysis of achievement data on a daily basis. A “no zero policy” and mastery based approach to learning will ensure that students are provided several opportunities throughout the year to demonstrate mastery of standards, and teachers are expected to reteach the material until students have done so.

2. **Professional Development in the Context of Teamwork:** The school will be comprised of highly effective same-grade level teams in grades K-6 and a combination of grade/subject area teams in grades 7-8, who will meet daily and perform as professional learning teams. Following a focus on learning, teachers will be empowered to request professional development help at the moment they identify an area of need rather than being mandated to participate in a one size fits all approach to professional development. Teachers will receive the career development, resources, and opportunities that talented professionals deserve. As such, they are empowered to take ownership of student learning and their own development, delivering outcomes and solving problems as needed. Our most talented teachers will work with administrators to design and implement professional development and support the induction and development of new teachers.
3. **School to Career Focus:** We believe that every one of our students, regardless of his/her academic performance, socioeconomic standing, or personal goals, is headed for the “World of Work.” While RCCCS will be a K-8 program, the ultimate goal is for the school to serve students in grades K-12. To this end, we will build our K-8 programming in such a way that it prepares and supports students for the rigorous high school program implemented at CSAT. Some may enter the workplace after receiving a diploma from RCCCS (once it is offered), while others will do so after college. Either way, our students will need to be armed with the skills and knowledge that will allow them to succeed during high school and beyond. And, just like CSAT, our students will embrace the motto that “Every day is career day.” As a result, we aim to expose our K-8 students to as many career touches as possible during their foundational years, including read alouds, field trips, guest speakers, and projects. These career touches will be woven into our curriculum, and used for several purposes, including, but not limited to: (1) increasing student knowledge and understanding around family sustaining career opportunities; (2) creating a foundation for students’ reflection on their work and what they hope to contribute to the community once they enter the “world of work;” (3) providing context, meaning, and value for the lessons and objectives that they are learning in school each day, to increase investment, understanding, and interest in school; and (4) helping motivate students in the short term towards achieving their long term goals. To achieve these objectives, we will ensure that the career touches are not merely one off experiences for students; moreover, we will weave them into our curriculum and use them as another tool to engage students, in a way that is aligned to the NYSCCLS and curriculum.

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I. Mission, Key Design Elements, Enrollment, and Community

A. Mission Statement and Objectives

Mission: The mission of Rochester College and Career Charter School¹ (RCCCS) is to provide a world-class education to Rochester students so that they are equipped with the knowledge and skills necessary to succeed in both college and family-sustaining careers.

Objectives: The RCCCS objectives are aligned to the mission and key design elements of the school, and the applicable New York State (NYS) and federal regulations:

- RCCCS students will perform at or above grade level in all core subject areas when they enter high school, so that they are on track and prepared to graduate with a Regents diploma; and
- RCCCS will ensure that students are exposed to and engaged with a rich variety of college and career opportunities that will lead to personal and professional satisfaction and future leadership of our region.

Education Law §2850(2) Objectives: RCCCS will materially further the following objectives, specified in Education Law Section 2502(2):

- **Improve student learning and achievement:** RCCCS will improve student learning and achievement by creating and implementing a rigorous, Common Core Learning Standards (CCLS)-aligned curriculum, ongoing formative and summative assessments, and a reflective, mastery-based approach to instruction, driven by real time data reporting and analysis. Specifically, the staff will use the assessments to collectively determine evidence of student learning and mastery. Teachers will then be permitted great latitude in how they deliver instruction, provided that all approaches and methods are scrutinized once assessment data is available. Effective practices, therefore, will not be predetermined; rather, they will become evident upon data analysis. Use of the eDoctrina® software, originally developed at Buffalo CSAT, will allow teachers to access student data on a regular and ongoing basis. The school-to-career focus will serve as the underpinning of our instruction, as described in more detail below, and will help to engage students, families, and the community in our work.
- **Increase learning opportunities for all students, with a special emphasis on expanded learning experiences for students who are at risk of academic failure.** Harvard professor, Robert Schwartz, recently argued that it is a “critical priority” nationally that we “increase the proportion of low-income kids – especially African Americans and Latinos – attaining four-year degrees.” Yet, as Schwartz points out, research indicates “the risks of putting all of our eggs in the four-year college pathway are huge,” as we “now have 5.5 million 16–24 year olds who are not in education, employment, or training.”² Furthermore, of all the students from the bottom two income quartiles who enroll in college, only about 30% complete it within six years, which means that “the economic returns of ‘some college’ (i.e. those who drop out with no degree or an occupational certificate) are no different than for those with only a high school diploma.” As a result, Schwartz argues, “It’s time to focus on building some alternative pathways for getting most kids not only through high school, but also through to some form of postsecondary credential with value in the labor market.”

RCCCS will begin as an elementary school, but our ultimate aim is to one day include a high school program that focuses on preparing students for college and careers in high growth, high demand industry sectors, spanning grades 9-12. Students will be exposed to both college and family sustaining career pathways, with the expectation that each student will be prepared for entrance and success in a four-year college, if they decide to enroll. A “family-sustaining career” is one in which compensation is enough to sustain a middle class existence for both the individual who holds the job and her or his immediate family. All family-sustaining jobs are also self-sustaining. However, not all

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² <http://edexcellence.net/articles/the-case-for-career-focused-charter-schools>

self-sustaining jobs are family sustaining. A student who avails herself of a family-sustaining job must have benefited from an education that effectively prepared her for college and career.

All students not only need to be college and career ready but they also need to understand that we all end up involved in the world of work. An effective school-to-career approach makes the K-12 education experience relevant, goal oriented, and, therefore, engaging. At RCCCS, we will aim for all students to be prepared to avail themselves of family-sustaining careers as a result of the K-12 experience, and embrace our motto, "Every day is career day."

We plan to collaborate with regional employers and local college leaders to design a program that is aligned to the economic needs of our regional community. To do so, we will create an advisory board, or partner with the Regional Economic Development Council in Rochester, who will take the lead on investigating the needs of the Western New York economy and making recommendations to our board. We worked backwards from this vision as we designed the elementary and middle school program described within this application to ensure that our students will be ready to thrive when they eventually enter high school, regardless of where they choose to enroll.

Our career-focused, expanded learning opportunities will begin as soon as kindergarten. These "career touches," as we refer to them, will evolve as our students progress throughout our program. A career touch is any experience through which students learn about college and career paths with the help of teachers and/or persons and resources from the community at large. To illustrate, in elementary and middle school, career touches will include read-alouds, field trips, guest speakers, and projects about family-sustaining career opportunities, which will be woven into our curriculum and driven by the CCLS. At the high school level, these career touches will become far more nuanced, and will include ongoing workplace exposure, such as job shadowing, training, and paid internships. By designing our program in this manner, we seek to address this "critical priority" that Schwartz highlights, by preparing our students to thrive in high school, so they are prepared to enroll in and graduate from four-year colleges and universities. To his latter point, we will also include exposure to additional pathways, designed to prepare students for valuable employment and training opportunities upon high school graduation.

As detailed in the Community to be Served and the Special Student Populations sections, we will ensure that we meet the needs of all students when striving toward these objectives, including those students with special needs, students who are ELL, and students who qualify for Free and Reduced Price Lunch (FRPL), by providing differentiated services and ongoing student and family support. By holding a longer school day and school year, we will have adequate time to provide the instruction, resources, and preparation that all of our students need to enter high school on or above grade level, and eventually attain their college or career goals.

Reflected Throughout: The mission statement and the objectives of the school have guided all programmatic, fiscal, and operational decisions for the school. As such, they are woven throughout the full application and discussed in greater detail.

B. Key Design Elements

An Educational Program Aligned to Education Law §2850(2) and Evidence of Success: RCCCS will be modeled upon the successful work of the Charter School for Applied Technologies (CSAT) in Buffalo, New York (a K-12 charter school). RCCCS will begin as an elementary school, but our ultimate aim is to one day include a high school program as CSAT does that focuses on preparing students for college and careers in high growth, high demand industry sectors, and early college high school instruction. This vision served as a driving force in our planning, as we worked backwards to create the key design elements of the elementary and middle school program, with the guidance and support of our colleagues at CSAT.

We have chosen to model our school after CSAT because they have utilized an innovative approach to

educating city students, similar to those whom we will serve in the RCSD, while achieving ambitious student achievement outcomes. To illustrate, as indicated in a recent memorandum from New York State Education Department (NYSED) to the P-12 Education Committee³, in which NYSED approved the CSAT Board of Trustees's request for expansion, the following points were noted:

CSAT is a school 'In Good Standing,' and has never been identified for improvement under the federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB) Act. From 2010-2013, the School outperformed the Buffalo City School District as the sending district on the aggregate 3-8 State English Language Arts and Mathematics Assessments. From 2010- 2012, the School has outperformed or nearly outperformed Buffalo, Kenmore, and the State in ELA 11 at the high school level and consistently outperformed the districts and the State averages in Integrated Algebra.

In addition to the points above, the following criteria, as required by the NYSED Charter School Office for a true replication, further increase our confidence that CSAT is worthy of emulation:

- CSAT has been in operation for over 14 years, and NYSED has approved their requests for expanded enrollment;
- CSAT has received two full five-year renewals from the NYSED Charter School Office and SUNY Board of Trustees (the authorizing bodies of NYS);
- CSAT provides a program of instruction for the same grade levels that RCCCS aims to serve;
- CSAT has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- CSAT has met or exceeded the four- and five-year State average graduation rate in the aggregate (specifically, 95% versus 76%, and 40% of students at CSAT received a Regents advanced diploma, versus 31% statewide);
- CSAT has met or exceeded the State cohort graduation rate of 80%;
- CSAT has achieved a State Accountability Designation of a school "In Good Standing" each year of its charter term; and
- CSAT has been in compliance with local, state, and federal laws, and its charter contract.

CSAT meets nearly all the requirements for a replication model. While CSAT elementary students remain below the State averages in the aggregate for the State ELA and Math assessments for all grades tested, CSAT students are prepared to succeed in secondary school. Total cohort results in secondary level ELA after four years of instruction show that 97% of CSAT students are proficient (vs. 81% State average), and total cohort results in secondary level math after four years of instruction show that 99% of CSAT students are proficient (vs. 84% State average). Additionally, the 2014 graduation rate at CSAT was 95%, and since its first graduating class in 2008, CSAT has graduated 98% of its students (553 of 562 students). In fact, three of those senior classes have graduated 100% of its class. These outcomes are well above the Buffalo Public Schools graduation rate (53%), state (74%), and national (74%) averages.

By adopting the CSAT approach, the RCCCS educational program will materially further the following objectives, as specified in Education Law §2502(2).

- Improve student learning and achievement; and
- Increase learning opportunities for all students, with a special emphasis on expanded learning experiences for students who are at risk of academic failure.

To further these objectives, we have designed the following key elements, which will guide all programmatic and fiscal decisions of the school, and are directly aligned to our mission and objectives in order to ensure that all students meet the NYS academic achievement standards.

Key Design Elements: The key features that are core to the school's overall design include:

- 1. A Focus on Learning and Standards Mastery:** In order to ensure that we attain the goals set forth in our mission, our first priority will be to ensure that each child receives individualized instruction that allows him or her to master all grade level standards, leaving RCCCS on track to succeed in the high school of his/her choice. To that end, RCCCS will not rely on compliance with a specific way of delivering instruction (a focus on teaching) and/or using only a specific set of materials/programs in order to ensure progress. Instead, the school will rely on analyzing the outcomes (learning) to select a great variety of inputs (teaching). At the outset of each year, grade level teams will review the essential standards and build a curriculum. We will incorporate career touches into the curriculum by using them as a means to teach the content and grade level standards as aligned to the NYS CCLS. The teams will then agree on how students will demonstrate mastery for each standard and ensure a common understanding of what evidence will be required. Individual teachers will be allowed a great deal of latitude in the delivery of instruction, provided that all techniques and methods are scrutinized using available assessment data. In other words, the effective practices are not predetermined; rather, they become evident upon data analysis. Best practices are then shared amongst grade level teams and schoolwide, as appropriate. In order to glean these trends in an expedient manner, the entire school will use eDoctrina® software, which was developed at CSAT and is now used at schools throughout the country, to track formative and summative assessment data. This real time data software system builds the capacity of teaching teams to engage in deep analysis of achievement data on a daily basis. A “no zero policy” and mastery based approach to learning will ensure that students are provided several opportunities throughout the year to demonstrate mastery of standards, and teachers are expected to reteach the material until students have done so.
- 2. Professional Development in the Context of Teamwork:** The school will be comprised of highly effective same-grade-level teams in grades K-6 and a combination of grade/subject area teams in grades 7-8, who will meet daily and perform as professional learning teams. Following a focus on learning, teachers will be empowered to request professional development (PD) help at the moment they identify an area of need rather than being mandated to participate in a one size fits all approach to PD. Teachers will receive the career development, resources, and opportunities that talented professionals deserve. As such, they are empowered to take ownership of student learning and their own development, delivering outcomes and solving problems as needed. Our most talented teachers will work with administrators to design and implement PD and support the induction and development of new teachers.
- 3. School to Career Focus:** We believe that every one of our students, regardless of his/her academic performance, socioeconomic standing, or personal goals, is headed for the “World of Work.” While RCCCS will be a K-8 program, the ultimate goal is for the school to serve students in grades K-12. To this end, we will build our K-8 programming in such a way that it prepares and supports students for the rigorous high school program implemented at CSAT. Some may enter the workplace after receiving a diploma from RCCCS (once it is offered), while others will do so after college. Either way, our students will need to be armed with the skills and knowledge that will allow them to succeed during high school and beyond. And, just like CSAT, our students will embrace the motto that “Every day is career day.” As a result, we aim to expose our K-8 students to as many career touches as possible during their foundational years, including read-alouds, field trips, guest speakers, and projects. These career touches will be woven into our curriculum, and used for several purposes, including, but not limited to: (1) increasing student knowledge and understanding around family sustaining career opportunities; (2) creating a foundation for students’ reflection on their work and what they hope to contribute to the community once they enter the “world of work;” (3) providing context, meaning, and value for the lessons and objectives that they are learning in school each day, to increase investment, understanding, and interest in school; and (4) helping motivate students in the short term towards

achieving their long term goals. To achieve these objectives, we will ensure that the career touches are not merely one off experiences for students; moreover, we will weave them into our curriculum and use them as another tool to engage students, in a way that is aligned to the NYS CCLS and curriculum.

Mission Alignment: In order to achieve our mission, we have selected the following key design elements of (1) a focus on learning and standards mastery; (2) PD in the context of teamwork; and (3) a school to career focus, all of which are directly aligned to our mission of providing a world-class education to Rochester students so that they are equipped with the knowledge and skills necessary to succeed in both college and family sustaining careers. In furtherance of our mission and key design elements, we will embrace a mastery based approach to learning, which will be guided by ongoing data driven instruction, to ensure that students are mastering state standards and on track for graduation and beyond. As an organization, we will give teachers great latitude in their approach to instruction, while maintaining that their primary focus be on student mastery; allowing this level of flexibility will ensure teamwork around our shared, primary goal of increasing student outcomes. And, finally, our budget reflects a staffing model, and student and staff supports (i.e. Family Resources Coordinator, multiple counselors and Consultant teachers, ongoing PD and access to eDoctrina®, etc.) that will allow us to achieve these goals.

Core Beliefs and Values: The key design elements are indicative of the group's core beliefs:

- 1. A Focus on Learning and Standards Mastery for All Students:** We believe that all students in Rochester deserve a high quality seat that prepares them for success in high school, college, and career, and believe that if given multiple opportunities to master grade level standards, access to excellent teachers, and adequate social emotional support, all students will learn and achieve at high levels. We recognize that to meet that goal and achieve our mission, we need to ensure that our students leave each grade having mastered all of the standards required. Our focus on learning, and use of data driven instruction, as discussed in the Curriculum and Instruction section, will allow our grade level teams the insight to reteach material until students demonstrate mastery on valid and reliable assessments.
- 2. Professional Development in the Context of Teamwork:** We believe in our staff and value their time. Therefore, we believe that PD should be targeted on the most high leverage opportunities and areas of growth, as identified by student actions, teacher actions, and, ultimately, student achievement data. We also believe that our teachers are our greatest resource in influencing student achievement, and we will, therefore, provide them with opportunities to learn, challenge, and grow from each other. We will rely on a very rigorous selection process to ensure that we recruit and retain the most talented teachers for our students. That said, our teachers will be regarded as the consummate professionals that they are and will be expected to demonstrate a solutions oriented approach to increasing academic outcomes for our students. Our commitment to our teachers is visible in our PD and evaluation plan, and in our daily schedule, which demonstrates the multiple opportunities that our staff will have to work with and learn from each other each day.
- 3. School to Career Focus:** Even though we will start as a K-8 school, we believe that exposing children at a young age to career opportunities is essential to their investment in learning and our community. As discussed above, we recognize the need for alternative family sustaining pathways in the Rochester community and believe that every effort should be made to help students identify the pathway of interest to them from an early age.

Enrollment Preference: RCCCS's mission is to serve students in the city of Rochester. As outlined in the "Community to be Served Section," there are very few high performing elementary, middle, or high schools in the RCSD, and so the children that reside there, who choose to attend public schools, are at risk of academic failure. As a result, we will provide an enrollment preference to students who reside in the RCSD and to students whose siblings already attend the school.

Serving All Students: The key design elements will serve the diverse needs of all students as follows:

- 1. A Focus on Learning and Standards Mastery:** By relying on real time student achievement data, we will be able to identify which students have mastered each standard or objective, and which students have not. We recognize that all students come to us with a variety of strengths and needs, and some students may benefit from additional instructional time or small group instruction. As discussed further in the Special Student Populations section, each grade level will have a special education teacher that will push into classrooms, and we will also provide individualized instruction for those students who have been identified as English language learners (ELL) or with special needs, to ensure that all students, regardless of ability, are mastering standards ready for the next grade level.
- 2. Professional Development in the Context of Teamwork:** By allowing our teachers to collaborate for at least two periods a day, we will provide many opportunities for them to share best practices and discuss strategies for reaching and supporting struggling learners. By holding Professional Learning Hours, as discussed further in our PD section, we will allow teachers to coach each other on the most effective means for reaching struggling learners.
- 3. School to Career Focus:** RCCCS will serve the diverse needs of all students by exposing students to a variety of career paths, until each student finds a path that motivates him or her in working towards that goal. We recognize that our students will have varied interests and will work to increase their career touches to the extent possible, so that they can discover opportunities that most excite them.

C. Enrollment, Recruitment, and Retention

Projected Enrollment: RCCCS will begin year one with 190 students: 66 in kindergarten, 62 in first grade, and 62 in second grade, with approximately 20-22 students per class. We will add an additional 65 or 100 kindergarten students each year thereafter until we reach capacity at grade 6. Our projected enrollment:

Grades	Ages	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
K	4-5	66	65	100	100	100
1 st	5-6	62	64	75	100	100
2 nd	6-7	62	60	65	75	100
3 rd	7-8		60	60	65	75
4 th	8-9			60	60	60
5 th	9-10				60	60
6 th	10-11					60
Totals		190	249	360	460	560

Application, Admissions, and Enrollment Process: The proposed RCCCS application will require only necessary information to admit new students and is not considered a pre-registration form. The application will reflect the guidelines set forth by the New York State Department of Education⁴. Applications will be available on our website and will be distributed in hard copy to local community organizations, including (but not limited to) The Boys and Girls Club of Rochester, Head Start programs, and Hillside Children’s Center. Families or guardians of students interested in enrolling in the school must submit a completed application by April 1 each year. Applications, once completed, can be hand-delivered, mailed, or e-mailed. The school will provide email or postcard confirmation for all applications received by the April 1 deadline. Students who submit applications after the April 1 deadline will be added to the waitlist. The waitlist will expire annually at the lottery drawing for the next school year.

Public Lottery: If the number of applicants exceeds the number of open seats in the school, a random lottery will be held to select the students. The lottery will either be conducted by a third party or video-taped, in order to ensure a fair process for selection. Preference will be given to students residing in the RCSD

⁴ See <http://www.p12.nysed.gov/psc/documents/NYSCSUniformAppFormDirectionstoCSforUseNov2011.pdf>

and to students whose siblings are enrolled in the school. Students who are not selected from the lottery will be placed on a waitlist in the order in which their name is drawn from the lottery. For a more detailed description of the RCCCS admissions policies and procedures, see Attachment 1.

Vacancies: In the event that vacancies become available during the school year, students on the waitlist will be invited to attend the school in the order that they appear on the waitlist. However, we will no longer invite students to fill vacancies after October 31st each year.

Rationale for Enrollment: The rationale for selecting our enrollment size is as follows:

- RCCCS plans to enroll elementary school students from the RCSD. Since many students in the RCSD enter kindergarten already behind their more affluent peers, we firmly believe that starting our school at the elementary level, providing a solid foundation, particularly targeting vocabulary development and literacy skills in the early years, will allow us to have the greatest impact on our students.
- By opening in year one with only kindergarten, first, and second grade, we can invest our students and their families in our mission and school culture from day one. This way, a longer school day and school year will be a routine part of students' and families' school experience from the very beginning.
- Each class will include less than 25 students, which, when accounting for our Consultant Teachers and Teacher Aides at the kindergarten level, will allow for a student-to-teacher ratio of at least 12:1. This individualized student attention will provide excellent opportunities for differentiated instruction ensuring that all students are provided several opportunities for reteach, intervention, and standards mastery.
- While we support our teachers' right to organize, we wanted to allow the school to be fully operational for two full years before providing the option to do so. As a result, we kept our enrollment under 250 students during the first two years of operation.
- And, finally, we anticipate an annual attrition rate of approximately 10%. By allotting 190 students in our founding year, and expanding our kindergarten class size to 100 (from 65) with four classes in year three of operation and to 75 students in first grade in year three, we have proactively accounted for any attrition that may occur. We will combine these enrollment strategies with the retention strategies outlined below, in order to ensure sufficient revenue to support a strong academic team and program that will be essential to the success of the school.

Growth Strategy: The growth strategy for the school is to add one grade level each year, beginning in our second year of operation. As indicated on the above enrollment table, we plan to begin with grades kindergarten through two, and to add a new grade level each year, until we reach grade eight. We have chosen to only add one grade per year in order to maintain the quality of our program and a strong school culture as we grow. Like the CSAT team, we hope to eventually open a high school for our graduating eighth graders. However, we recognize that our efforts at the present time must be acutely focused on the performance and outcomes of our elementary and middle school students, which is why we are focusing on grades K-8 exclusively.

Meeting or Exceeding Enrollment Targets: In order to meet or exceed the enrollment and retention targets established by the Board of Regents, we are conducting ongoing recruitment and outreach at organizations that serve students who qualify for FRPL, students with disabilities, and ELL students, including (but not limited to) the Monroe County Social Services, the Carlson Metrocenter YMCA, and Hillside Children's Center, provider of care for youth and families with a wide range of emotional, behavioral, or life-circumstance challenges. We also plan to place ads in or on local urban and Spanish language media outlets in high visibility areas. We will continue to distribute flyers in areas with the highest poverty and at refugee outreach organizations. Finally, we will reach out to families directly by sending direct mailings to Rochester City residents and going door-to-door to share information about, and an application for, RCCCS.

As further described in our Public Outreach section, **we have already received 481 signatures from**

community members indicating support for our program. Of the 481 signatures, 240 represent parents who are both supportive of our program and reside in the target community, and these parents have at least 350 children, based on the information that they shared with us. Given the current level of interest in RCCCS, and the ongoing and extensive recruitment that we plan to conduct once authorized, we are confident that we will be able to meet our projected enrollment goals of 190 students in the first year, and 560 at capacity.

Recruitment and Retention Plan: CSAT has had success in recruiting and retaining a broad cross-section of students to their schools. To illustrate, Buffalo CSAT is now the largest charter school in NYS and serves approximately 1,940 students from 19 different school districts in Western New York. As such, we will adopt a similar approach, while including any strategies that have proven to be successful with local Rochester charter schools, as measured by their enrollment and retention of target student populations and their current waitlist.

Recruitment Plan: Our recruitment plan will include the strategies listed below and will begin (or continue, as applicable) immediately upon charter approval:

- *Ongoing Advertising:* We will continue to communicate information about our program in accessible formats and languages with local media outlets, including radio stations, news organizations, and local parent websites. And, providing we can afford to do so, we will post advertisements on billboards and television channels. We will send direct mailings to parents and families who reside within a five mile radius of our proposed school location in the RCSD, and we will continue to use social media as a tool for communicating information about our program to a broad cross-section of the community.
- *Ongoing Community Outreach:* We will continue to partner with local religious groups, community centers, and organizations, as well as state and local officials to notify them of our program, the students that we are planning to serve, and means for obtaining further information. We will continue to hold town hall meetings at libraries and public locations throughout the community in order to notify as many community members as possible about our work. We have created an email address and website where community members and parents can direct any inquiries about the program as well.
- *Parent Engagement:* We will continue to solicit parent feedback and input on our program, by creating a parent association, sending out surveys, and creating a parent recruitment committee, so that we can continuously meet the needs of the community and improve, but also so that we can actively engage with parents and notify them of all that RCCCS has to offer. We will organize events at locations that have high levels of interaction with school aged parents, such as early childhood centers, churches, and libraries, in order to make sure we are reaching as many parents as possible.
- *Open Houses and School Social Events:* Once our school is operational, we will invite prospective parents to tour the school and join our staff and current families for social events. This approach will allow prospective families to gain familiarity with the school model, ask current families about their experiences, and engage with the staff.

These recruitment strategies will be ongoing in order to sustain continuous enrollment throughout our charter term.

Retention Plan: The crux of our retention plan will be effective parent engagement and communication, as we know that effective communication with parents will be essential to assessing their satisfaction with our school, addressing any concerns, and keeping them abreast of student progress. Specifically, we will use the following strategies to increase parent engagement:

- Parent association membership and meetings;
- Social events, such as breakfasts, spaghetti dinners, potlucks, and ice cream socials;
- Choosing an accessible location for the school, and assisting with transportation concerns where necessary; and

- Parent satisfaction surveys, inquiring about “intent to return,” and reasons behind a parent’s decision to do so (both positive and negative).

We will use the following strategies to ensure effective, personalized, and strategic parent communication:

- Parent orientation at the outset of the year that explains our handbook, the School Wide PBIS system, student and family expectations, and introduces families to the staff and each other;
- Contracts with parents at the outset of each year, explaining what families are expected to assist students with in order to yield greatest outcomes for performance (i.e. homework help, reading with child for 20 minutes, etc.);
- Ongoing communication from our principal, notifying parents about upcoming important events and school expectations; and
- Regular calls home to the parent, informing them of student progress (both positive and areas of growth).

Recruiting & Retaining Students with Disabilities, ELLs, and FRP: In addition to the general strategies listed above, we will apply the following strategies to recruit and retain students with disabilities, ELL, and students who are eligible applicants for the FRPL program.

Recruitment Plan: In order to recruit students with disabilities, we will continue to reach out to organizations and agencies serving children with special needs and their families to let them know we will have staff and resources available to meet the needs of students with Individualized Education Plans (IEPs) or Section 504 Plans (504 Plans). For example, one such agency is Hillside Children’s Center – a provider of care for youth and families with a wide range of emotional, behavioral, or life-circumstance challenges. Hillside offers mental health, child welfare, juvenile justice, special education, safety net, and developmental disabilities services to children and families throughout Central and Western New York. We have collaborated with Hillside to host a community meeting at which we offered materials about our program and addressed any questions or concerns that parents had about RCCCS.

To reach families with limited English proficiency, we will translate promotional materials into Nepali, Somali, and Arabic – the most commonly spoken languages by immigrant and refugee families in the area. We will advertise in non-English media outlets, and reach out to organizations and agencies serving ELL families. We have, and will continue to, connect with local refugee organizations, including Catholic Family Center’s Refuge, Immigration, and Language Services Department, the Somali Center, and RCSD’s Rochester International School (RIA), to recruit refugee and immigrant families to the school and ensure linguistic diversity.

Finally, in order to ensure that we reach students who qualify for the FRPL program or whose families may be less informed about available school options, we will conduct direct outreach efforts, including going to door-to-door in high poverty neighborhoods throughout Rochester to notify parents about our program, and sending out direct mailings with information about RCCCS with a copy of the application to families residing in the RCSD. We will also continue to partner with early childhood centers that serve students in high poverty neighborhoods.

Retention Plan: In order to retain special education students, RCCCS will hire the necessary teachers and administrators with special education certification and ensure that instruction is provided in accordance with students’ IEPs or 504 plans. Special education programming and related services support (e.g., speech-language) will be provided per a student’s IEP and then based on identified need, impacting academic performance and growth. Regular screening, assessment, and progress monitoring is planned to benchmark performance and track growth. Individualized learning/intervention plans will be developed for all students who would benefit from additional support to accelerate academic growth. We will provide ongoing communication to all parents, but particularly to parents of students with IEPs, to ensure that they are aware of both progress and concerns related and unrelated to the student’s disability or area of need.

In order to retain ELL students, RCCCS will engage an English-as-a-Second-Language (ESL) teacher who will work with staff to provide appropriate instruction to students, as well as work one-on-one or in small groups to help students acquire English. Communications with families will be in the home language to the extent reasonably possible. We will have translators available for parent conferences and school events, so that ELL students and families can be full participants in the RCCCS experience.

In order to retain students who qualify for the FRPL program, or whose families may be less informed about available school options, we will provide wraparound services to address student needs, including a full time nurse and a social worker. We will also hire a Family Support Coordinator to strengthen its students and families through school, community, and parent collaboration in order to promote student success and well-being. For a full description of these supports, please refer to the Special Student Populations and Related Services and Family and Community Engagement sections.

Ensuring Adequate Enrollment and Allowing for Full Accessibility: In order to continuously meet or exceed the enrollment targets set forth by the Board of Regents throughout our charter term and retain students from our target community, we will continue to conduct outreach and advertise throughout the Rochester community as described above. Our proposed school is located in a central area, accessible to parents and families by public transportation. Furthermore, we will ensure that the school facility is accessible to all enrolled students.

D. Community to be Served

Value of the School: If approved, RCCCS will add tremendous value to the Rochester community by working backwards from the premise that all of our students must be prepared to thrive in college or a family sustaining career of their choosing, and the first step towards attaining that goal is advanced performance in literacy and mathematics for our youngest learners.

The RCSD has a graduation rate of 43%, and of 54 schools, only 9 are in good standing, 29 are focus schools, and 16 are priority schools. Furthermore, the 2013-2014 State tests⁵ indicate that overall proficiency, or students who scored at levels three and four, is 5% in ELA and 7% in mathematics. The value of a college and career focused program will be of tremendous value to the families with so few good choices available among the RCSD schools.

In a recent speech, University of Rochester President Joe Seligman noted the following:

The failure of so many of our high schools in Rochester and across the nation has implications for all of us. A 2009 McKinsey Study, entitled *The Economic Impact of the Achievement Gap in America's Schools*, found: that the underutilization of human potential in the United States is extremely costly. For individuals our results show that:

- Avoidable shortfalls in academic achievement impose heavy and often tragic consequences, via lower earnings, poorer health, and higher rates of incarceration...
- If the United States had in recent years closed the gap between its educational achievement levels and those of better-performing nations such as Finland and Korea, GDP in 2008 could have been \$1.3 trillion to \$2.3 trillion higher. This represents 9 to 16 percent of GDP.
- If the gap between black and Latino performance and white student performance had been similarly narrowed, GDP in 2008 would have been between \$310 billion and \$525 billion higher, or 2 to 4 percent of GDP....⁶

Put differently, the persistence of these educational achievement gaps imposes on the United States the economic equivalent of a permanent national recession.

Mr. Seligman notes the individual, local, and national implications for continuing on our current path.

⁵ <http://data.nysed.gov/reportcard.php?instid=800000050065&year=2013&createreport=1&38ELA=1&38MATH=1&48SCI=1>

⁶ <https://www.rochester.edu/president/assets/pdf/crisis-in-k-12.pdf>

We recognize that changing the course of this path is not easy, but it is possible. The Buffalo City School District faces similar challenges as the RCSD and yields similar performance rates. And, yet, CSAT has not only outperformed the Buffalo City School District; **they have achieved one of the highest graduation rate in all of Western New York.** Similar outcomes in Rochester would be unprecedented for a public school in our community. CSAT's proven results, in a city so strongly comparable to ours, increases our confidence that we can provide educational value by filling the need in our community for a high performing college and career focused school. See below for additional information about the great need in our area and how RCCCS will aggressively address that need.

Student Population to be Served: RCCCS will recruit and serve students from the RCSD, which has the highest poverty rate among the NYS Big 5 districts. Twenty-two percent of schools in the RCSD have a poverty rate of 90% or higher. The current student population in the RCSD⁷ is as follows: 60.1% African American/Black, 25.6% Hispanic, 10.2% White, and 4.1% Asian/Native American/East Indian/Other; 84% eligible for free/reduced-price lunch; 16.5% with special needs, and 10% with limited English proficiency; and 87 different languages are spoken. The RCSD has a graduation rate of 43%, and of 54 schools, only nine are in good standing, 29 are focus schools, and 16 are priority schools. Furthermore, the 2013-2014 State tests⁸ indicate that overall proficiency for students in grades 3-8, or students who scored at levels three and four, is 5% in ELA and 7% in mathematics.

Identification of Student Needs and How the School Will Address Those Needs: As detailed in the Special Student Populations and Assessment Plan sections, RCCCS will conduct ongoing assessments to identify students' academic and social needs. RCCCS will address those needs through academic intervention services, ELL services, and social emotional services and supports. We will also continue to use what information we know about the District population to plan strategically to support student and family needs. In order to address this need, RCCCS will provide rigorous academic instruction, emphasize teamwork and strategic teaching strategies, while engaging students and families around family sustaining career opportunities. By keeping students in school for a longer day (8 hours) and a longer school year (199 days), we will ensure that students and teachers have adequate time to reach our mission and objectives.

Rationale for Selecting Rochester: We chose to open our school in the City of Rochester because we care tremendously about the City, and we see a great need, since there are very limited options for students to attend high-performing public schools in the RCSD. As Rochester community members, business owners, educators, and parents, we value education and believe it is the vehicle toward ensuring Rochester's success in the future. We are motivated, committed, and passionate about implementing a school to career program, even for our youngest students. We are inspired by the work of the CSAT team and aim to harness the best practices that they have established, so that we, too, can create a rich and engaging school to career focused program. Rochester is known for its deep history in technology and advanced manufacturing, and it is an area that we know will spark student interest.

Ability to Serve the Rochester Community: Our skill sets, both individual and collectively, will allow us to govern RCCCS successfully and, thereby, serve the students of the RCSD quite well. To illustrate, all members of the applicant group reside in the greater Rochester community and are invested members of the community. Collectively, we bring a variety of skills from the business, education, and nonprofit sectors, including, but not limited to: human resources, strategic partnerships, philanthropy, finance, accounting, nonprofit management, special education, technology and innovative teaching strategies, small business management, entrepreneurship, financial literacy, and consulting.

Rationale for how RCCCS will Enhance/Expand Educational Options: If approved, RCCCS will be

⁷ <http://www.rcsdk12.org/domain/8>

⁸ <http://data.nysed.gov/reportcard.php?instid=800000050065&year=2013&createreport=1&38ELA=1&38MATH=1&48SCI=1>

the first K-8 college and career focused school located within RCSD school limits. We believe that providing this option for students will greatly enhance and expand the educational options for students in this community. Our program will introduce students to family sustaining career options and rigorous and engaging instruction. Specifically, students will benefit from ongoing “career touches” as aligned to family sustaining career paths most in demand in our region, beginning in kindergarten and expanding through eighth grade. These career touches are described more fully in our Curriculum and Instruction section.

Evidence of Family & Community Support: In addition to extensive community outreach endeavors, many of which were directed at parents and families (see Section E), the applicant group shared an overview document that outlined program and timeline details with parents in the community and asked them to sign a petition if they were supportive of the school program and interested in learning more and/or potentially enrolling their children in the proposed school; **481 signatures were collected; all 481 indicated support for our program, and at least 348 of the 460 reside in the target community. 240 represent parents who are both supportive of our program and reside in the target community, and these parents have at least 350 children.** Additionally, the RCCCS team distributed a survey to gauge parent interest and demand. The majority of participants indicated that they support the development of new charter schools in the RCSD, and **87% of participants indicated that a college and career focused charter school would benefit students academically and in their future aspirations.** In addition to the above outreach, RCCCS conducted focus groups with parents in the Rochester community, many of whom who reside in the City of Rochester and have children that attend the RCSD, to specifically solicit parent feedback on our educational program. Several parents indicated concern about the lack of high quality school options that exist for their children in the City schools. **Several parents expressed their support for a college and career focused charter school and were hopeful that RCCCS will open in the RCSD.** We are continuing our outreach and recruitment efforts, but the support garnered so far indicates that there is a strong demand and interest for a college and career focused charter school in the RCSD.

E. Public Outreach

The RCCCS applicant group has conducted community outreach in order to understand the needs of the community, gauge support for the school proposal, and elicit feedback to enhance school design. Specifically, the RCCCS team has held information sessions, attended community events, visited community organizations and met with various community and business leaders. A detailed list of the outreach efforts is included in Attachment 2, and several of the outreach efforts were conducted in collaboration with other proposed charter elementary schools.

Means Employed to Ensure Community is Informed About the Proposed Charter School: To ensure that the Rochester community was fully informed about RCCCS, our proposed location, student population, grades and educational program, we distributed a letter detailing the specifics of our program to local news outlets, City and State officials, community organizations, local colleges and universities, faith based organizations, and existing charter schools in the RCSD. We also created websites and Facebook pages with information about our program, which were distributed to parents and community groups during our outreach efforts beginning in May. In addition, we also went out into the community on approximately 50 different occasions to share information with parents and community members about our program and invited them to provide feedback or follow up with any questions or comments.

Evidence of Public Meetings: The RCCCS outreach team held a total of 13 information sessions. The meetings began on June 8, 2015 and continued through September 30, 2015. A summary of these meetings and some evidence is found in Attachment 2; additional evidence of the meetings, a detailed timeline for when the meetings were held, and when the community was provided notice is available upon request.

Means Employed to Solicit Community Input: In our outreach letter, on the websites, and at all

outreach events, we encouraged parents to provide feedback on the charter school program and the needs of students in the RCSD. In addition, we invited community members to complete the following survey, to gauge parent interest and demand: <https://www.surveymonkey.com/r/SRWBXXN>. The majority of participants indicated that they support the development of new charter schools in the RCSD, and 87% of participants indicated that a college and career focused charter school would benefit students academically and in their future aspirations. In addition to the above outreach, RCCCS conducted focus groups with parents in the Rochester community, many of whom who reside in the City of Rochester and have children that attend the RCSD, to specifically solicit parent feedback on our educational program. Detailed examples of parent feedback are available upon request.

Response to Comments: The RCCCS community outreach team diligently recorded parent feedback in order to incorporate it into our program design and to inform future student recruitment and outreach efforts. For instance, given the amount of questions about the school location and the enrollment process, we will be sure to make parents fully aware that we are opening in an accessible location, and that all students are welcome to apply to the school. As we conduct student recruitment, we will be sure to have clear directions and steps around the enrollment process; specifically, we will hold open houses to help parents who wish to apply, but might have further questions, we will distribute applications to parents during outreach events so that they can ask questions on the spot, if they have them, and we will be sure to provide applications in English, Spanish, and other languages, as feasible, to reach as many families as possible. Additionally, given the feedback around smaller class sizes, attention, and emotional and behavioral support, we have ensured Teacher Aides are available for our younger students, that at least one Consultant Teacher, certified in Special Education, is staffed on each grade level, and that we have adequate staff to provide Behavior Intervention Support within the building.

Ongoing Approach to Engage with the Community and Solicit Public Input: We will continue our community outreach in the same manner as we have conducted it to date: emails, letters, websites, social media, and in person outreach and information sessions to media, community members and organizations, and parents. We will continue to share our survey and solicit parent input and feedback on our program. Our board has already begun sharing information about RCCCS with their respective networks, and they will continue to do so. Similarly, we will continue to keep our outreach partners within the community – the Rochester Museum and Science Center, the Boys and Girls Club of Rochester, and the YMCA, for example – updated about our progress and how we can work together to recruit students once the school is opened.

How Students in the Community Will Be Informed About the Charter School: As described above, we have conducted extensive outreach throughout the Rochester community to notify them about our proposed school program. Yet, we have made a particular effort to reach those parents with students in the RCSD who may not otherwise be informed of all school options by specifically targeting our outreach efforts to the neighborhoods in the community where our target population resides.

How Students in the Community Will Be Given an Equal Opportunity to Attend the Charter School: To ensure that all students in the community will be given an equal opportunity to attend the charter school, we will continue to engage the neighborhoods in which students and families from the RCSD reside, with a particular focus on the sections of the City with families who may not be as informed about school options and those neighborhoods with a high concentration of students/families in poverty.

F. Programmatic and Fiscal Impact

Schools in the Area: The Rochester City School District currently offers 27 elementary (pre K-6 or K-6) schools, 14 K-8 or K-12 schools, and 25 secondary schools⁹. The RCSD currently serves approximately 30,000 students, with approximately 20,000 students enrolled in grades K-8.

⁹ www.rcsdk12.org/domain8

Programmatic Impact: RCCCS does not anticipate having a negative programmatic impact on other K-8 schools in the Rochester area. Our review of the current school options indicate that the added students at RCCCS will not dramatically impact enrollment at either traditional public or other public charter schools in the Rochester city and surrounding areas. RCCCS would provide tremendous value in the community, since no other elementary school has a school to career focus in the Rochester area.

Even at full capacity, we will have approximately 560 students, or approximately 2.8% of the RCSD population. Considering the large number of elementary students in the Rochester area, the unique and innovative school design, community outreach efforts, and the waitlists at other Rochester- area elementary charter schools, RCCCS does not anticipate challenges with enrollment (capacity) or retention of students.

Fiscal Impact: The expected fiscal impact of RCCCS on the RCSD budget is less than 9/10ths of 1%. The adopted FY 2014-15 RCSD budget is \$788,259,462, premised on a projected enrollment of 28,119. In Year 1, RCCCS expects to enroll 190 students (0.7% of current RCSD enrollment) and receive per pupil revenue of \$2,344,600 (0.3 % of current RCSD budget). In Year 5, RCCCS expects to enroll 560 students (2.0% of current RCSD enrollment) and receive per pupil revenue of approximately \$6,910,400 (0.9% of current RCSD budget). The fiscal impact on other public and non-public schools in the area cannot be defensibly calculated, but it is reasonably expected to be equally immaterial.

II. EDUCATIONAL PLAN

A. Achievement Goals

RCCCS will utilize the renewal benchmarks as the framework for our proposed school goals, as we believe the framework will accurately measure our performance and will be a valuable tool in ensuring student achievement. See our academic achievement goals below.

Goal 1: RCCCS students will perform at or above grade level in ELA.

Student Progress Over Time (Growth)

Method 1 (Aggregate Growth): Each year, under the state's growth model, the school's mean unadjusted growth percentile in ELA for all tested students in grades 4-6 will meet or exceed the state's unadjusted median growth percentile (50%).

Method 2 (Subgroup Growth): Each year, under the state's growth model, the school's mean unadjusted growth percentile in ELA, for all tested students with special needs and ELL students in grades 4-8, will meet or exceed the state's unadjusted median growth percentile.

Method 3 (Performance Index: Aggregate Growth to Proficiency): Each year, the school's aggregate Performance Level Index (PLI) will meet the Annual Measurable Objective (AMO) as set forth in the NCLB accountability system.

Method 4 (Performance Index: Subgroup Growth to Proficiency): Each year, the school's aggregate PLI, for students with special needs and ELL students, will meet the AMO as set forth in the NCLB accountability system.

Method 5 (Aggregate Growth): Each year, all students in grades K-2 will make at least one year's reading growth as measured by the Fountas and Pinnell benchmark assessments.

Student Achievement (Attainment)

Method 6 (Aggregate Proficiency): By year three of the charter term, 40% of students who have sustained enrollment in RCCCS for at least two years will attain a level 3 or 4 on the NYS ELA exam. By year four of the charter term, 50% of students who have been enrolled in RCCCS for at least two years will attain a level 3 or 4 on the NYS ELA exam. By year five of the charter term, 60% of students who have sustained enrollment in RCCCS for at least two years will attain a level 3 or 4 on the NYS ELA assessment.

Since the 2014 current statewide proficiency for ELA is approximately 31% and the Rochester proficiency for ELA is approximately 6%, we believe that the goals above are rigorous and reasonable considering the many variables that we must take into account when planning our students' academic success. As indicated by the goals above, we aim to nearly double the statewide proficiency rate in ELA by the end of our charter term. In the first two years of our charter term, our students will not take the state exams, but we will ensure that they are on track to meeting the aforementioned goals, as described further below.

Method 7 (Subgroup Proficiency): By year three of the charter term, 15% of students with special needs or ELLs, who have sustained enrollment in RCCCS for at least two years will attain a level 3 or 4 on the NYS ELA exam. By year four of the charter term, 25% of students with special needs or ELL students who have been enrolled in RCCCS for at least two years, will attain a level 3 or 4 on the NYS ELA exam. By year five of the charter term, 35% of students with special needs or ELL students who have sustained enrollment in RCCCS for at least two years, will attain a level 3 or 4 on the NYS ELA assessment.

Since the current statewide proficiency for ELA is approximately 5% for students with special needs and 3% for students with limited English proficiency and the Rochester proficiency for ELA is approximately 6% for students with disabilities and 0% for students with limited English proficiency, we believe that the goals above are rigorous and reasonable, considering the many variables that we must take into account when planning our students' academic success. As indicated by the goals above, we aim to have our students with special needs and ELL populations exceed the current proficiency rate, for all students, by the end of the charter term. In the first two years of our charter term, our students will not take the state exams, but we will ensure that they are on track to meeting the aforementioned goals, as described further below.

Method 8 (Similar Schools Comparison): Each year, RCCCS will exceed its predicted level of performance on the NYS ELA exam by an effect size of at least 0.3 (performing higher than expected to a small degree), as measured by an annual comparative regression analysis, controlling for economically disadvantaged students among all public schools in NYS.

Method 9 (District Comparison): Each year, students who have sustained enrollment in RCCCS for at least two years will outperform their grade level counterparts in the RCSD by 10 percentage points in proficiency, as measured by the percentage of students at levels 3 and 4 on the NYS ELA assessment.

Method 10 (District Comparison, Subgroups): Each year, students with disabilities and ELL students who have sustained enrollment in RCCCS for at least

two years will outperform their grade level counterparts in the RCSD by 10 percentage points in proficiency, as measured by the percentage of students at levels 3 and 4 on the NYS ELA assessment.

Charter Specific Growth Measures

Method 10 (Growth): By the end of each year, 95% of students will have achieved their growth target in reading based on mean growth in the latest norming study for students who had a starting RIT score in the same 10 point block, as measured by performance on the Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP) assessment.

Goal 2: RCCCS students will perform at or above grade level in mathematics.

Student Progress Over Time (Growth)

Method 1 (Aggregate Growth): Each year, under the state's growth model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-6 will meet or exceed the state's unadjusted median growth percentile (50%).

Method 2 (Subgroup Growth): Each year, under the state's growth model, the school's mean unadjusted growth percentile in mathematics, for all tested students with special needs and ELL students in grades 4-8, will meet or exceed the state's unadjusted median growth percentile.

Method 3 (Performance Index: Aggregate Growth to Proficiency): Each year, the school's aggregate PLI will meet the Annual Measurable Objective (AMO) as set forth in the NCLB accountability system.

Method 4 (Performance Index: Subgroup Growth to Proficiency): Each year, the school's aggregate PLI, for students with special needs and ELL students, will meet the AMO as set forth in the NCLB accountability system.

Student Achievement (Attainment)

Method 5 (Aggregate Proficiency): By year three of the charter term, 50% of students who have sustained enrollment in RCCCS for at least two years will attain a level 3 or 4 on the NYS mathematics exam. By year four of the charter term, 60% of students who have been enrolled in RCCCS for at least two years will attain a level 3 or 4 on the NYS mathematics exam. By year five of the charter term, 75% of students who have sustained enrollment in RCCCS for at least two years will attain a level 3 or 4 on the NYS mathematics assessment.

Since the 2014 current statewide proficiency for mathematics is approximately 35% and the Rochester proficiency for mathematics is approximately 7%, we believe that the goals above are rigorous and reasonable considering the many variables that we must take into account when planning our students' academic success. As indicated by the goals above, we aim to nearly double the statewide proficiency rate in mathematics by the end of our charter term. In the first two years of our charter term, our students will not take the state exams, but we will ensure that they are on track to meeting the aforementioned goals, as described further below.

Method 6 (Subgroup Proficiency): By year three of the charter term, 15% of students with special needs or ELLs, who have sustained enrollment in RCCCS for at least two years will attain a level 3 or 4 on the NYS mathematics exam. By year four of the charter term, 25% of students with special needs or ELL students who have been enrolled in RCCCS for at least two years, will attain a level 3 or 4 on the NYS mathematics exam. By year five of the charter term, 35% of students with special needs or ELL students who have sustained enrollment in RCCCS for at least two years, will attain a level 3 or 4 on the NYS mathematics assessment.

Since the current statewide proficiency for mathematics is approximately 7% for students with disabilities and 10% for students with limited English proficiency and the Rochester proficiency for mathematics is approximately 7% for students with disabilities and 1% for students with limited English proficiency, we believe that the goals above are rigorous and reasonable, considering the many variables that we must take into account when planning our students' academic success. As indicated by the goals above, we aim to have our students with special needs and ELL populations exceed the current proficiency rate, for all students, by the end of the charter term. In the first years two years of our charter term, our students will not take the state exams, but we will ensure that they are on track to meeting the aforementioned goals, as described further below.

Method 7 (Similar Schools Comparison): Each year, RCCCS will exceed its predicted level of performance on the NYS mathematics exam with by an effect size of at least 0.3 (performing higher than expected to a small degree), as measured by an annual comparative regression analysis, controlling for economically disadvantaged students among all public schools in NYS.

Method 8 (District Comparison): Each year, students who have sustained enrollment in RCCCS for at least two years will outperform their grade level counterparts in the RCSD by 10 percentage points in proficiency, as measured by the percentage of students at levels 3 and 4 on the NYS mathematics assessment.

Method 9 (District Comparison, Subgroups): Each year, students with disabilities and ELL students who have sustained enrollment in RCCCS for at least two years will outperform their grade level counterparts in the RCSD by 10 percentage points in proficiency, as measured by the percentage of students at levels 3 and 4 on the NYS mathematics assessment.

Method 6 (Aggregate Proficiency): Each year, all students in grades K-2 will demonstrate proficiency in grade level math standards, as evidenced by 80% mastery of grade level standards on the end of year RCCCS benchmark assessment.

Charter Specific Growth Measures

Method 10 (Growth): By the end of each year, 95% of students will have achieved their growth target in reading based on mean growth in the latest norming study for students who had a starting RIT score in the same 10 point block, as measured by performance on the Northwest Evaluation Association Measures of Academic Progress (NWEA-MAP) assessment.

Goal 3: RCCCS students will perform at or above grade level in Science.

Method 1 (Absolute): Each year, 85% of students who have sustained enrollment in RCCCS for at least two years will attain a level 3 or 4 on the NYS science assessment.

Method 2 (Comparative): Each year, students who have sustained enrollment in RCCCS for at least two years will outperform their grade level counterparts in the RCSD by 10 percentage points in proficiency, as measured by the percentage of students at levels 3 and 4 on the NYS science assessment.

While we value social studies education tremendously, we have prioritized science education in order to stay laser focused on the school's mission and key design elements. Students will still receive social studies instruction and will be regularly assessed to ensure that they are mastering grade level social studies standards.

Goal 4: RCCCS will achieve an Accountability Status of "In Good Standing" each year, as measured by the NCLB accountability system.

Method 1: RCCCS will achieve an Accountability Status of "In Good Standing" each year, as measured by the NCLB accountability system.

B. School Schedule and Calendar

School Calendar and Schedule: The weekly student and staff schedules and proposed school

calendar are in attachments 3(a) and 3(b) respectively. The table below illustrates the daily and weekly total instructional time in each subject area:

Subject	K-5 Subject Areas		6-8 Subject Areas	
	Total Daily Instructional Time	Total Weekly Instructional Time	Total Daily Instructional Time	Total Weekly Instructional Time
ELA	90 (includes 30 minutes of intervention)	450 (includes 150 minutes of intervention)	90 (includes 30 minutes of intervention)	450 (includes 150 minutes of intervention)
Math	90 (includes 30 minutes of intervention)	450 (includes 150 minutes of intervention)	90 (includes 30 minutes of intervention)	450 (includes 150 minutes of intervention)
Writing	60	300	N/A	N/A
Social Studies	30	150	50	150
Science	30	150	50	150
Physical Education	50	250	50	250
Art	50	50	50	50
Music	50	50	50	100
Technology	100	100	50	250
Spanish	50	50	50	100
Supplemental Intervention Services	30	30	30	30

Length of School Day and Year: The RCCCS school day will begin at 8:00 am and end at 4:00 pm, Monday through Friday. The school year will begin on August 16, 2016, and continue through June 30, 2017. RCCCS will have 199 instructional days, with seven full school days of the 199 allocated exclusively for PD. We will not hold summer school programming during our first charter term. Professional development time throughout the year, and during the school day, is discussed in more detail below.

Core/Supplemental Intervention and Electives: Core intervention will be integrated in the regular instructional blocks by using various whole and small group differentiated learning techniques, as detailed in the Special Student Populations section. The Consultant Teachers and the Teacher Aides will work to support and facilitate small group sessions with the lead teacher; they will be with the students in their grade level or homeroom class at all times throughout the day and will support students during specials classes as determined by Individualized Education Plans or student need. Core intervention will occur each day during the ELA and Math blocks for 30 minutes per block. There will be at least one Consultant Teacher per grade level, whose involvement will be determined during the common planning periods, based on student progress and need, as agreed upon by the PLC. The Consultant Teacher will provide support throughout the day and will work to support students from his or her grade level team.

We have also included a daily half hour block set aside exclusively for supplemental intervention, as we recognize the importance and the effectiveness of small group and individualized instruction opportunities in attaining our goal of standards mastery. The AIS Teacher will develop and provide evidence-based and data-driven academic intervention services for students enrolled at RCCCS and will collect ongoing performance and progress data to inform instruction. Students who need additional intervention or supplemental instruction, on top of the up to 90 minutes daily (30 minutes ELA, 30 minutes Math, and 30 minutes supplemental intervention) provided during the regular and intervention blocks, will receive pull out intervention services during art or physical education class as needed to ensure that they are not missing additional core instructional time. Those students who do not need intervention support during the core subject areas will have additional time for independent reading, independent practice during math, and computer programming.

Supplemental Instruction: As discussed above, there will be a set intervention period for all grades for 30 minutes per day in addition to the core intervention that takes place during each class period. During this block, students will be grouped by skill level, in math or reading, as determined by benchmark and formative assessments. Teachers will use this block to provide targeted, small group instruction to ensure that all students are mastering grade level standards. Students with special needs will receive individualized instruction, per their IEP goals. This time of day will allow for additional individualized

academic support, without having to pull students from another subject area. Similarly, students who are ELLs may be grouped during this time to promote English language acquisition and support with the core instruction. Groups will vary in size, depending on students' skill level and progress toward the standard. For instance, if students are very far behind and/or struggling learners, teachers might find groups of two to three most effective. Students who are not receiving intervention will read independently or work on additional assignments during this time, allowing teachers to work with those students who will benefit from more individualized attention.

Students will also receive art, music, Spanish, or technology instruction each day. Our elementary school students will receive 50 minutes of art, music, and Spanish, and 100 minutes of technology each week. Our middle school students will receive 50 minutes of art, 100 minutes of music and Spanish, and 250 minutes of technology each week. We allocated this time, based on our mission and objectives with our students. To illustrate, in the younger grades, we will provide a greater exposure to a variety of areas, while at the secondary level, we expect our students to develop proficiency in technology, Spanish, and learning to play a musical instrument, as we believe that these skills will be critical as our students pursue their college and career aspirations. All students will receive 250 minutes of physical education, and similar to CSAT, we will expect our physical education program to promote fitness, health, and a positive self-awareness. The physical education curriculum will focus on the integration of NYS Standards and on team-building, cooperative learning, sportsmanship, and fair play. Diverse exposure to sports and fitness activities will allow for life-long, well-rounded healthy individuals, which will only help to further their goals.

Student Organization: Students will be grouped heterogeneously in all classes, except intervention. During intervention, students will be grouped homogeneously by skill level, and all grade level teachers, with the support of the Consultant Teachers and Teacher Aides, will provide targeted reading and math instruction during this time. Teachers will be grouped as indicated in the attached Sample Weekly Teacher Schedule in Attachment 3(a).

Teachers' Workday: As indicated by the proposed school calendar and the Sample Weekly Teacher Schedule, teachers will begin school on August 15, 2016. The last day of school will be June 30, 2017. Students will begin school on August 22, 2016, and will attend school for a half day the first school week. Since we are beginning with kindergarten, first, and second graders, many of whom may never have been to school before, we believe that it is important to have half days to help them transition properly. Even though students will have an early dismissal during the first week, teachers will be expected to stay for the full school day (i.e., until 4:00 pm), which will allow for additional individual and common planning time.

As noted in the schedule, full time teachers will teach from 8:00 am until 4:00 pm, Monday through Friday, with at least 100 minutes of common grade level planning time and/or PD (discussed further below) and 30 minutes for lunch. Part time teachers (i.e., art and music teacher) will teach from 8:50 am until 12:30 pm, Monday through Friday, and will receive at least 50 minutes of common planning time.

Teachers will lead or attend PD from August 15-20th from 8:00 am-5:30 pm. All teachers will attend the pre-service training, as outlined in the Professional Development section, from 8:00 am-2:00 pm. From 3:30 pm-5:30 pm, new teachers will attend RCCCS 101, modeled off of CSAT 101, as discussed further in the Professional Development section, either in Rochester, led by veteran teachers or the Principal, or in Buffalo, led by CSAT veteran teachers there. Veteran teachers, who are not leading RCCCS 101 sessions, will begin evaluating and modifying grade level curriculum maps during this time.

With the guidance and support of the Leadership Team, the majority of PD will be teacher identified and teacher led, as described further in the Professional Development section. Professional Learning Hours will take place during common planning time, and the Principal will provide coverage for teachers who wish to attend and are not already free at that time. Outside of daily PLCs and monthly PLHs, there will be seven full PD days for staff, as indicated on the proposed first year calendar in Attachment 3(b). The first five will take place at the outset of the year for RCCCS 101 and common planning, and the remaining two

will take place after the first and second (out of three total) benchmark assessments are administered. Teachers will hold a “Data Dive” and action plan from the benchmark assessments, after reflecting on school wide data trends.

C. Curriculum and Instruction

Plan and Framework for Curricula Development: RCCCS will adopt the same plan and framework for curricula development as CSAT. As indicated above, CSAT has refined its approach to curriculum instruction over the past 14 years. This approach has yielded strong results thus far, as indicated by the NYS assessment scores that far surpass their counterparts in the BPSD, the highest graduation rate in Western New York, and CSAT’s two previous five year renewals.

In order to create the curriculum utilizing the same methods as CSAT, the Principal will review the CCLS and the third grade state tests during the planning year. He or she will use this information to create the curriculum maps for kindergarten, first, and second grade to ensure that power standards and important skills are prioritized and reviewed throughout the year. We will divide the curriculum maps by grade, subject, and modules (units of study). As the school adds a grade level each year, this process will be repeated for all grade level and subject areas. Once the school reaches full capacity, the grade level teams, or Professional Learning Communities (PLCs), described more fully below, will use student achievement data from the year before, and the existing curriculum maps, and any changes to the state standards or assessments, to revise and improve the curriculum map for the upcoming school year.

RCCCS will divide its teaching teams by grade level for grades K-5 and by a combination of grade/subject area in grades 6-8. These teams will be referred to as PLCs. Each PLC will include a Consultant Teacher, or a floating teacher who is certified in special education and works with the PLC to support the individual needs of the students in the PLC’s particular grade level or content area. Each PLC will collaborate interdependently in support of all students in their grade and/or students learning their subject specialty. The PLCs will be afforded common planning time at the outset of the year and each day, which will be used for the ongoing development of the curriculum. To illustrate, since the school calendar will be broken down into four quarters, the PLCs will work one quarter ahead of schedule to ensure that plans are completed well in advance. For instance, the quarter one planning should be completed by the end of the pre-service PD days. From there, the PLCs will begin work on the quarter two planning, which will be reviewed and finalized by the end of quarter one. The process will repeat for the next two quarters.

During this time, PLCs will create module maps, or units, that are aligned to the curriculum maps for the year. The module maps will contain the essential questions for guiding instruction and learning throughout the course of the year, and concepts, skills, and vocabulary that must be taught in each unit, as aligned to the CCLS. PLCs will use the concepts, skills, and vocabulary for each unit to create unit objectives, which will be phrased in student-friendly “I can” statements. Each PLC will then create the unit assessments so that they share a common understanding and agreement on what standards mastery will look like for all students in that grade level and subject area. Individual classroom teachers, with additional input from the grade level Consultant Teacher, as needed, will then use the “I can” statements to create daily lesson objectives, and, as discussed in more detail below, will use their knowledge of their students, and their professional discretion, as they determine the best instructional approaches for leading students to mastery of that objective.

In addition to unit assessments, the Leadership Team will create benchmark assessments, as aligned to the curriculum maps for each grade level and subject area, that will be administered at the beginning, middle, and end of each year. These assessments will be created using eDoctrina®, which has a database of NWEA questions, past state test questions, and questions from the *Core Knowledge Sequence* and EngageNY resources. The benchmark assessments will be used to measure standards mastery but also to inform progress, growth, and areas for reteach and review throughout the year.

This continued process ensures tight horizontal alignment of the curriculum. The process also guarantees that students will be exposed to the same rigorous and viable curriculum, since it will continue until the school reaches full capacity. From there, the curriculum maps will be available to PLCs each year to modify and improve, as needed. Furthermore, RCCCS's PD days for returning teachers at the outset of the year will focus on vertical alignment of the curriculum. Multi-grade teams in grades K-8 and subject area teams in grade 6-8 will meet and follow protocols to review the scaffolding nature of the curriculum and make adjustments in expectations, pacing, and rigor. The results of this process will ensure alignment across grade level and content areas.

Theoretical Base for Curriculum Development: As discussed above, our approach to instruction will be completely standards based. Once PLCs have identified the objectives and shared assessments for each unit, teachers will be permitted to use the following instructional resources to support their implementation of the curriculum and their daily lesson planning. And, as previously discussed, teachers will be granted great deference as to what materials they use to create their lessons, and the manner in which they teach it, so long as students are mastering the standards on the shared, pre-determined assessments. This approach, as outlined in *Understanding by Design*, by Grant Wiggins and Jay McTighe, casts assessment as the central role of teaching and learning, by arguing that assessment should not be an afterthought, but rather the central point of instruction¹⁰. Wiggins and McTighe argue that we will not know if students have learned anything after a lesson unless we assess them with questions that are aligned to the lesson. The "UbD Framework," embodies our first key design element, as it calls for a "focus on ensuring learning happens, not just teaching," as measured by standards mastery, and as stated above. Furthermore, teachers are more apt to lead students towards achieving the standards, to an adequate level of rigor, if they know what mastery looks like from the outset, and they have broken down each standard at the beginning of the planning process.

Research Based Curricular Resources: We will adopt highly regarded, Common Core aligned, curricular programs and resources to support instruction around the CCLS. Teacher will use these resources as they see fit to help students access and learn the standards taught in the core subject areas. Each subject area is discussed in more detail below:

English Language Arts: As discussed in the School Schedule and Calendar section, students will receive approximately 150 minutes of ELA instruction each day in grades K-5 and approximately 90 minutes in grades 6-8.

Grades K-2: Teachers will plan ELA instruction using the balanced literacy framework. With a balanced literacy approach, "teachers integrate instruction with authentic reading and writing and experiences so that students learn how to use literacy strategies and skills and have opportunities to apply what they are learning¹¹." Students will engage a Reading and Writing Workshop each day. The Reading Workshop will be structured as follows:

- **Mini Lesson:** Teacher addresses the group in a Read Aloud, Shared, or Guided Reading piece to introduce and model an effective reading strategy (as aligned to CCLS);
- **Independent Practice (Individual, Small Group, or Centers Based):** Students then engage independently, in pairs, or at a listening or computer center to engage with the task.
- **Debrief/Whole Group Share:** Students will come together as a class to discuss what they learned during this process.

The Writer's Workshop will take a similar approach, in that the teacher will model a writing strategy, as guided by the steps of the writing process (collect, develop, draft, revise, edit, publish), and lead students through a mini-lesson on this topic. Students will engage in similar differentiated independent practice

¹⁰ <http://www.edutopia.org/blog/interview-grant-wiggins-power-backwards-design-ben-johnson>

and/or conferencing with the teacher. And, finally, students will come together to share their process with the group. To plan for each section of the balanced literacy framework, teachers will have access to the following resources:

Our early elementary school teachers will have access to The *Core Knowledge Sequence* to guide their ELA instruction. The *Core Knowledge Sequence* is a detailed outline of specific content and skills to be taught across all subject areas, including language arts, history, geography, mathematics, science, and fine arts. As such, there will be an interdisciplinary component to our ELA instruction, which will further content knowledge of other core subject areas of science and social studies. The *Core Knowledge* program maintains that reading, listening, writing, and speaking with understanding require a shared body of common knowledge, and that to be proficient speakers and writers, students must not only have the skills to read and write, they must understand the context in which they are doing so, in order to reach their intended audience. The intention of this program, therefore, is to create a body of well-educated, literate Americans, who can communicate effectively.

The *Core Knowledge Language Arts* (CKLA) program for grades K-2 is composed of two strands: a Skills Strand and Listening and Learning Strand. This way, students can master the sounds and letters for fluent decoding and encoding during one part of the day and then have additional time to master the skills essential for strong comprehension, such as knowledge, language, and vocabulary. Teachers will focus on the “Listening and Learning” strand of the CKLA program during read aloud. During guided reading, teachers will rely on the “Skills” portion of the Core Knowledge sequence to teach students the necessary techniques for developing fluency and comprehension skills to progress to the next reading level. Shared and independent reading will allow students time to practice these strategies with their peers and individually. While an emphasis will be placed on different strands during each part of balanced literacy, the two strands will be taught in tandem to ensure that students are receiving comprehensive literacy instruction that provides a strong foundation for both decoding and comprehension.

Grades 3-8: Our teachers in grades 3-8 will be encouraged to utilize the modules and resources available on the EngageNY website. EngageNY offers valuable instructional resources, PD materials, sample questions, video resources, and a toolkit for parents and families in implementing the CCLS standards. The modules are directly aligned to the CCLS, and include all the components of a well-designed unit plan, including guiding questions and big ideas, aligned assessments and performance tasks, a list of the standards and objectives, central texts, and a weekly breakdown of learning targets.

The grade 3-8 modules focus on reading, writing, listening, and speaking in response to high quality texts. Each module is intended to last a quarter of the school year, with additional modules added for teacher choice. The modules sequence and scaffold the content, as aligned to the CCLS for ELA and Literacy. Each module includes an end-of-module performance task, which we will align with our benchmark assessments and track using eDoctrina®. Modules also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.¹²

Teachers of all grade levels will have access to leveled readers, aligned with the Fountas and Pinnell reading levels, either through books donated or bought by the school, or through programs like Reading A-Z, to plan for and use as resources during guided, shared, and independent reading. The Fountas and Pinnell benchmark assessments will inform student’s reading level and teacher planning for the skills required to help that student develop fluency and comprehension skills required to move to the next level, as discussed further in the Assessment Plan section.

Mathematics: Students will receive at least 90 minutes of math instruction each day. Teachers in grades K-8 will utilize the EngageNY modules to guide mathematics instruction and planning. The result is

¹² <https://www.engageny.org/english-language-arts>

an integrated math program consistent with an instructional approach that is conceptual, uses manipulatives, and emphasizes skill introduction and development through real-life problem application. These programs are highly consistent with New York State's Learning Standards for Mathematics, Science, and Technology, which similarly emphasizes inquiry, investigation, conceptual application, and math integration.

The math modules include fewer topics, but require more in-depth engagement with the material, by integrating “the CCLS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery¹³.” As a result, the amount of time spent on each module will vary, as the mathematical content is the focus for the module. For instance, a concept may be introduced briefly at the start of the year and then continue to develop through exposure to additional strategies and problem solving over the course of the year. The modules contain the additional materials necessary to build on this topic and provide student practice as they progress.

Science and Social Studies: In the elementary school grades, students will receive approximately 60 minutes of science or social studies instruction each day, and teachers will try to alternate units of study based in science and social studies as they plan their ELA instruction, in order to provide even greater exposure to these content areas.

K-2: To plan for science and social studies, teachers in grades K-2 will draw upon the cross-curricular concepts in the *Core Knowledge Sequence*, to ensure alignment and continuous content exploration across subject areas.

3-8: In grades 3-8, teachers will use the EngageNY modules to plan for Social Studies, while also trying to incorporate grade level content from both areas into ELA instruction as well. To plan for Science, teachers will use the Elementary Science Program (ESP) of the Monroe 2-Orleans BOCES. The Elementary Science Program provides a “hands on interdisciplinary curriculum that converts the elementary classroom into a science laboratory.¹⁴” The curriculum is aligned to the CCLS for mathematics and Science and Technology.

The ESP program emphasizes student-centered investigation, and is “hands-on, inquiry based, and includes interdisciplinary connections to math and language arts standards.¹⁵” ESP provides “mini units” that integrate science into ELA and math instruction, in a manner that’s aligned with the CCLS. The program aims for students to “DO science” by creating opportunities for students to share common experiences and provide an opportunity to read, talk, listen, and reflect orally and in writing about what they are learning. When the program is integrated with math, mathematical concepts such as data tables, graphs, and interpreting mathematical concepts in writing are all explored more fully. The program provides units that are directly linked to the NYSCCLS. Sample ESP unit descriptions¹⁶ for grade 4 are listed below: Teachers will use these units to select content in ELA instruction but also to plan for the science block.

- **Birds & their Adaptations:** Students observe birds to learn about their physical and behavioral properties, and how they are adapted to their environment. Food chains, food webs and habitats are also taught. Suggested length: 10 weeks.
- **Crayfish:** Students practice humane treatment of animals while they learn about the structure and behavior of crayfish by observing respiration, reaction to stimuli, feeding habits and territorial behavior. Suggested length: 7-13 weeks, fall only.
- **Design Technology:** Wheels: students research, plan, construct, test and evaluate models of their own design. Models will be built to scale from drawings made on centimeter grid sheets. Suggested

¹³ <https://www.engageny.org/mathematics>

¹⁴ <http://www.espsciencetime.org/files/1379634/complete%20guide%20to%20esp%20units.pdf>

¹⁵ <http://www.espsciencetime.org/files/1379634/complete%20guide%20to%20esp%20units.pdf>

¹⁶ <http://www.espsciencetime.org/teachers.cfm?subpage=329006>

length: 6 weeks.

Additional Subject Areas: In addition to the aforementioned subject areas, we will provide art, music, technology, Spanish, and physical education instruction. Exposure to these subject areas in elementary and middle school will lead to excellence in these areas in high school, ultimately assisting our students in attaining their college and career aspirations.

School to Career Theme: We believe that the focus on career cannot be understated, and research supports the notion of how important this focus is for our students. To illustrate, The Thomas B. Fordham Institute has recently completed a great deal of research on this topic, and findings from a recent report are listed below:

The Georgetown Center on Education and the Workforce has released several reports providing further evidence that the returns to education are not simply a function of how much you have had, but what skills you have acquired. According to the Center's studies, there are now very significant overlaps between the earning of those with licenses and one-year post-secondary certificates and those with two-and-four year degrees. Most striking, nearly one-third of those with two-year degrees are out-earning the average four-year degree holder. In Florida, for example, those who graduated in 2009 with two-year technical degrees were, within two years, out-earning the average four-year degree holder by about \$10,000. More recent research from the Federal Reserve Board of New York has documented the struggles of younger four-year-degree holders more generally, reporting that over 40% of them are working in jobs that historically did not require a college degree. Given the rising costs of college – plus the average debt burden of \$26,000 young graduates are carrying – these numbers are causing many parents to question the assumption that an investment in a four-year degree is a guarantee of economic security for their children.¹⁷

For the reasons outlined above, we will emphasize both college and career pathways for our students, while reiterating the importance of obtaining a *family-sustaining career*. A “family-sustaining career” is one in which compensation is sufficient to sustain a middle class existence for both the individual who holds the job and her/his immediate family. A student who avails herself of a family-sustaining job must have benefited from an education that effectively prepared her for college and career.

We recognize that every student's path to a family sustaining career will look different, and it will be our goal to ensure that they are set up for success in whatever path they decide – whether they head straight to college or pursue a career after graduation. Regardless of each student's choice, the college and career focus will serve as the central underpinning of our school. We will use college and career focus to invest students in their learning and understand the role of education in this path. At the elementary and middle school levels, we will take a foundational approach by incorporating the college and career focus into the culture of the school. We will discuss college with our students beginning in kindergarten. All students will understand the concept of college; we will take field trips to local colleges and universities; posters and college paraphernalia will be posted throughout the school; and we will refer to each class by the year they can expect to graduate from a four-year college (i.e. Class of 2038). We will provide the same emphasis on career: as early as kindergarten, students will understand what it means to “go to work;” they will understand that they have various career choices, and we will emphasize the career paths most in demand in our community. Similar to CSAT, posters of various careers will be hung around the school, with a picture of an individual working in that particular field. We will use school wide assemblies and daily morning meeting time to reinforce these messages throughout the school year, though teachers will also be expected to incorporate this focus into student learning, as discussed further below.

In order to ensure that the college and career focus is not exclusively a part of the culture, we will weave it into the curriculum, where possible and aligned. To do so, at the outset of the year, the leadership

¹⁷ <http://edex.s3-us-west-2.amazonaws.com/Schwartz-Hoffman%20Paper-KLM%20%281%29.pdf>

team will work with our board to research and analyze the most in demand career pathways locally and nationally. For each month of the school year, we will have a school wide focus on a particular career. Teachers will be expected to incorporate learning experiences around this career path into their unit and lesson plans for the month, where aligned, and we will also include school wide experiences to further student learning across grade levels. At a minimum, teachers will be expected to discuss college and the “career path of the month” during morning meeting, to ensure that this message is reinforced at least once per day. So, for instance, if the school wide career focus for September was “Veterinarian,” a third grade teacher might plan to incorporate the following experiences:

- Multiple read-alouds about that profession, as aligned to grade level and content areas;
- Written or oral language performance tasks about that profession (i.e., an essay, letter, or presentation, for example), as aligned to the curricular focus;
- A field trip to a local animal hospital;
- A class visit or school wide assembly with a veterinarian, where students are expected to reflect, plan, and write their questions, based on what they studied in class, including what a veterinarian does at work each day, the experiences that led the individual to pursue vet school, what college and vet school he/she attended, and what advice he/she would have for an aspiring veterinarian;
- A documentary about the profession; and
- Independent reading (articles, leveled readers, or journals) that incorporates information about the work in that field.

As we know from CSAT, this approach will ensure the curriculum helps students understand the relevance of what they are being asked to learn in school each day and encourages learning within the context of practical applications. And, further, the embrace of the CCLS ensures the rigor necessary for the development of the skills and habits of mind that are necessary to succeed in college and in a meaningful career. Importantly, this approach also conveys the message to students and parents that we believe that students are capable of difficult work and we respect ambitious goals they may set for themselves.

Approach to Instruction: RCCCS will not employ pre-determined universal instructional practice expectations. Similar to CSAT, we will rely on analyzing the outcomes (learning) to select a great variety of inputs (teaching). More specifically, after teams select the essential learning and agree on a common evidence of learning, individual teachers are allowed a great deal of latitude in the delivery of instruction provided that all techniques and methods are scrutinized once the assessment data is available. In other words, the effective practices are not predetermined but they become evident upon data analysis. Our focus, instead, therefore, will be on learning. The model does not rely on mandating school-wide instructional practices that are considered effective. On the other hand, all effective practices become evident upon analysis of the data conducted by teams.

Having implemented this approach for several years now, our colleagues at CSAT have discovered several effective practices as a result of their ongoing data analysis, which they have come close to considering school-wide practices. Examples of these practices include do-now activities, communicating teaching goals to students using “I can” statements, guided practice, shared practice, exit tickets, collaborative work, and many others. We will, of course, rely on these strategies that have proven to be effective in increasing student achievement, particularly in our founding years.

Determining Best Instructional Practices: To glean our best instructional practices, PLCs will take time to identify and “unwrap” essential learning goals as dictated by the CCLS and isolate the crucial concepts and skills. From there, common formative assessments will be created and used specifically to measure student needs and the impact of teaching. To accomplish this goal, the school will rely heavily on the shared daily planning periods and the real time reports generated by eDoctrina®. Specifically, all PLCs will meet each day to focus discussions and make decisions specifically from their common formative

assessments. The purpose of classroom assessments is to assist teachers in knowing and understanding the impact of instructional decisions on student achievement, and to learn from each other's successes and areas of growth.

In addition, teachers will coach and challenge each other to ensure that any assessment of student learning is also serving as an assessment of the quality and degree of teaching strategies during their PLC and Professional Learning Hours (PLHs, See Professional Development section). Intentionally creating tools for common formative assessments will ensure that incorrect choices or distracters offer insight to gaps and misconceptions. Teachers will be able to teach with a more focused interventional approach. This process will increase consistency in content taught as well as learning. Teachers will see for themselves where students fall prior to instruction, during, and after. Grade level (elementary) and discipline-specific (secondary) teams will meet around data daily to evaluate student progress, different teaching strategies, and set goals for themselves as well as their students.

Implementing Effective Instructional Practices: Once best practices have been gleaned from student achievement data, teachers will be expected to share those best practices with their PLC and with the school as a whole. The Leadership Team will assist in sharing these practices, and will create opportunities (during PLH) for PLCs to share effective strategies for instruction across grade level and content teams.

Professional development will be centered around the following areas, as noted by our colleagues at CSAT, to ensure effective implementation of curriculum and instruction: common collaborative planning, standards based decision making that does not confuse instructional materials with curriculum, development of common formative and summative assessments, team capacity to analyze the resulting data and create interventions, systemic interventions in addition to team-based ones, no-failure policy that provides multiple opportunities to learn, and PD in the context of the team.

D. Assessment System

Assessment System and Mission, Objectives, and Key Design Elements Alignment: The assessment system at RCCCS will rely heavily on the adoption and implementation of eDoctrina® software. The eDoctrina® software was created at CSAT and is now used at schools throughout the country to develop, implement, and track assessment data. RCCCS will use eDoctrina® to do just that: (1) develop rigorous, Common Core aligned assessments that will drive planning and instruction; (2) track student progress towards standards mastery based on formative and summative assessment scores; and (3) provide real time data and reporting tools so that teachers know at any moment how a student is performing and what he or she can do to improve student outcomes.

This approach to assessments is directly tied to our mission, objectives, and key design elements. Since our mission is to prepare students for college and career, we need to provide our students with a strong foundation in elementary and middle school so that they thrive in the high school of their choice. Without being able to identify and measure student progress towards their grade level standards and objectives, we will not be able to equip our students with that foundation. We will require teachers to provide multiple opportunities to master grade level standards, and we will expect our teachers to reteach and reassess the content until all students have done so. Similarly, we will have a "no zero" policy, as this diminishes student investment, and indicates that a teacher has not provided sufficient opportunities for the student to engage with and demonstrate their knowledge of the standards. eDoctrina® is essential to our success in fulfilling that obligation to our students.

Furthermore, our objectives and key design elements encompass standards mastery and common planning (use of PLCs). RCCCS will need rigorous and aligned assessments to identify student progress and areas of growth, so that grade level teams can work together to analyze this assessment data, and leverage team wide, shared best practices to ensure student learning and mastery. eDoctrina® is directly

tied to these objectives, as it will serve as means for generating and aligning assessments to grade level standards and provide the reports necessary for teachers and the leadership team to engage in common planning and PD.

Process for Administering and Analyzing Assessments and Developing Action Plans: RCCCS plans to use a variety of assessments throughout the year, and eDoctrina® will play a critical role in this process. For instance, RCCCS will use eDoctrina® to generate benchmark assessments for all grade levels in ELA and math at the outset of the year, which we will use to align the grade level curriculum maps in each subject area (described more fully in the Curriculum and Instruction section). These benchmark assessments will be administered at the beginning, middle, and end of the school year to track student growth and ensure that students are on track to master grade level standards, and that our instruction is aligned to the State exams and CCLS. To generate these assessments, our team will evaluate the CCLS, the NYS assessments, and the EngageNY modules. Teams will use this information to select standard-aligned items from a bank of research-based (NWEA) questions provided through eDoctrina®. Further details about the types of assessment, what information we hope to obtain, and how this information will be used are discussed below.

Diagnostic and Benchmark Assessments: RCCCS will utilize the following assessments for both diagnostic and benchmark purposes. The initial assessment will serve as the diagnostic and the following assessments will provide data to allow us to measure student progress and benchmark student growth. Further details about each assessment are included in the table below.

Assessment, Grades, & Dates	Purpose	Ensuring Reliability and Validity	Who Administers	How Results are Collected, Analyzed, & Used by Staff
Fountas & Pinnell Benchmark Assessment, K-5, Quarterly	Assess student's reading ability, including fluency, accuracy, and comprehension.	Curriculum coordinators will observe administration to promote quality control amongst teachers; results will be compared to other reading data to ensure reliability.	All teachers	Teachers will grade students and enter results in tracking tool; data is used to track student reading level growth throughout the year and inform instruction.
Kindergarten Screening, Grade K, Fall	Assess fine motor, gross motor, basic number and literacy concepts, vocabulary, and hearing.	Kindergarten teachers will receive training on proper administration and evaluation of this assessment during August professional development; the school leader and the curriculum coordinator will observe implementation to make sure that teachers are normed.	All kindergarten teachers	Teachers will score assessments and use to inform instruction and any necessary intervention with kindergarten students.
NYSITELL, K-8, Fall and Spring	Identify ELL students	The test will be administered in accordance with all state mandated requirements.	Teachers who have received training in NYSITELL administration	Results are submitted to NYSED; used internally to reflect on curriculum, alignment, and areas of growth.
Common Benchmark Assessments, K-6 and 7-8, Beginning, Middle, and End Of Year	Evaluate student progress towards standards mastery, evaluate different teaching strategies, and improve instructional approach.	Grade level teams will collaborate to create common benchmark assessments aligned to the standards, pulling from a bank of researched based (NWEA) questions and EngageNY end of unit module assessment questions.	All teachers	Teachers will collect and organize assessment data, relative to student goals and generate reports by standard, subject, grade level, school and district. These assessment will be used to inform how well aligned our teaching and learning is to the NYS CCLS and exams.

Formative Assessments: Teachers will be expected to create clear and measurable objectives for each lesson, with a corresponding check for understanding, to ensure that the lesson objective was met. As a result, teachers will rely heavily on formative assessments to guide their own instruction and to invest students in their individualized learning goals. Teachers will use, but are not limited to, the following formative assessments listed below.

Assessment, Grades, & Dates	Purpose	Ensuring Reliability and Validity	Who Administers	How Results are Collected, Analyzed, & Used by Staff
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Informal Fountas and Pinnell Testing, K-5, Ongoing (At least monthly)	To assess students' reading fluency, growth, and comprehension and make sure they are progressing towards their reading level targets.	School leader and curriculum coordinators will select a student to read with at random to ensure that his or her stated reading level is accurate. If the principal or curriculum coordinator notices a discrepancy, he or she will observe the teacher during a re-administration of the assessment to make sure the teacher is administering properly.	All teachers	Teachers grade the assessments and enter them into a student growth tracker; data is submitted to the curriculum coordinator each month and reviewed to make sure students are on track to reaching reading level targets.
Common Formative Assessments, Ongoing	Evaluate student progress towards standards mastery, evaluate different teaching strategies, and improve instructional approach.	Grade level teams will collaborate to create common formative assessments aligned to the standards, pulling from a bank of researched based (NWEA) questions and EngageNY end of unit module assessment questions.	All teachers	Teachers will collect and organize assessment data, relative to student goals and generate reports by standard, subject, grade level, school and district. These assessment will be used to inform how well aligned our teaching and learning is to the NYS CCLS and exams.

Summative Assessments: Students will be evaluated on their mastery of the New York State (NYS) CCLS, as measured by the exams listed below.

Assessment, Grades, and Dates	Purpose	Ensuring Reliability and Validity	Who Administers	How Results are Collected, Analyzed, and Used by Staff
NYS ELA and Math Assessments Grades 3-8, Spring	Understand how students are learning and retaining the NYS ELA and math standards.	The test will be administered in accordance with all state mandated requirements.	All teachers, grades 3-8	Results are submitted to NYSED; used internally to reflect on curriculum, alignment, and areas of growth.
NYS Science Assessment, Grade 4, 8 Spring	Understand how students are learning and retaining the NYS science standards.	The test will be administered in accordance with all state mandated requirements.	All fourth and eighth grade teachers	Results are submitted to NYSED; used internally to reflect on curriculum, alignment, and areas of growth.
NYS Alternate Assessment, All Eligible IEP Students, Spring	Understand how students are learning and retaining the goals set forth in their Individualized Education Plan (IEP).	The test will be administered in accordance with all state mandated requirements.	All special education and intervention staff	Results are submitted to NYSED; used internally to reflect on curriculum, alignment, and areas of growth.
NYS English as a Second Language Achievement Test, Grades 3-8, Spring	To assess students' English language acquisition	The test will be administered in accordance with all state mandated requirements.	Teachers who have received training in NYSESLAT administration	Results are submitted to NYSED; used internally to reflect on curriculum, alignment, and areas of growth.
Core Knowledge Unit Assessments, K-2, Ongoing	To gauge progress on listening and literacy skills	Teachers will receive guidance on how to administer the assessment and will norm in grade level teams on scoring and interpreting results.	All teachers, grades K-2	Tests are graded and tracked using eDoctrina®.
Teacher Created and ESP Science Unit Assessments, 3-8	To gauge mastery of unit objective	Teachers will administer each unit assessment at the end of each unit.	All teachers, grades 3-8	Tests are graded and tracked using eDoctrina®.

Determining Progress toward Objectives: Once assessments are developed and administered, the data will be tracked using eDoctrina® as well. The school will be able to use this data to generate detailed data reports, with a multitude of ways for displaying student outcomes at the group and individual level. Examples of these reports¹⁸ are listed below:

Report Title	Insight Provided
Individual Student	These reports are designed to be given back to students when they complete an assessment. Each displays student progress on the assessed learning standards.
Class Summary	These provide teachers with a summary of class (or grade level) performance. Customizable color codes allow for quick identification of students in need of extra assistance. Also included is a table that provides the data necessary for educators to make more measurable and accurate goals for themselves.
Item Analysis	This report breaks down student performance by question and reveals information about what learning standards need to be stressed (and, possibly, re-taught) and question quality.
Class Comparison	This report compares different classes/sections to each other and can be run to show results by assessment question or learning standards.
Student Standards	This report allows users to see which skills individual students are mastering and/or struggling with. With a click, results can be reordered to highlight those youths whose results fall below a specific benchmark and may be in need of intervention.

¹⁸ <http://www.org/assessments>

These reports, coupled with teacher observation, will serve as the heart of how we evaluate student progress towards our objectives. Teachers will use these reports daily when they meet with their PLCs to plan and determine interventions. The Leadership Team will review these reports weekly to determine school wide trends and areas for staff PD.

Using Data to Inform Key Decisions: The assessment system is designed to have multiple units for analysis and application at the class, grade, and school levels. Explicit training and instruction will be provided to teachers during RCCCS 101 and PLHs around data driven instruction. Specific details on how various stakeholders in the RCCCS community will utilize academic achievement data to improve student outcomes are listed below.

Teachers: Teachers will use formative and summative assessment data on a regular basis, during their PLC meetings each day. Specifically, teachers will be expected to use assessment data to summarize, and plan for intervention and reteach and personal and team PD (observation, more collaborative planning, soliciting feedback on a new teaching strategy, etc.).

Students: Teachers will share student performance with each student. Students, in turn, will be expected to engage in self-reflection and analysis to identify what actions (both positive and negative) led to the outcomes and what actions that they will take to improve. These reflections will take place during written self-reflections and individualized student conferences. Teachers and students will log reflections and refer back to them as a means for monitoring progress and building student investment.

Parents: Staff will use eDoctrina® to generate reports to parents indicating student progress and noting areas of strength and growth. Teachers will couple these reports with strategies for parents and families, so that they can provide targeted support in helping students attain standards mastery.

School Leadership: The Principal and Leadership Team will be expected to use assessment data to summarize and plan for school wide trends that indicate staff wide PD or support is needed, grade level teams in need of greater support during common planning hours, and/or individual teachers who may be struggling. Similarly, the Leadership Team will use these reports to generate positive trends around school wide, group, and individual strengths, in order to leverage and continue those best practices.

Board: For further details on how the RCCCS board will use student achievement data to improve academic outcomes, please see the “Reporting” section below.

New York State Testing Program: Please refer to the Assessment System Table to note the timeline and administration details for NYS mandated assessments.

Methods for Obtaining Valid and Reliable Measures of Student Outcomes: We will make great efforts to ensure that our assessment implementation and evaluation is valid and reliable, as indicated in the assessment tables above. For instance, teachers will receive in depth training on each assessment, and school leaders will observe implementation for quality control. Checks, such as informal school leader assessment of reading level, are in place to ensure that teachers’ evaluation of student performance is reliable, and, in the event that it is not, additional monitoring and PD will be provided.

Furthermore, we have included the NWEA MAP questions in the eDoctrina® question bank because of its validity and reliability and the significant size of the norm group that it draws upon when providing norm-referenced scores. If necessary, we will also contract with an external partner to help us administer and evaluate assessments, particularly since so many elementary school assessments require one on one administration, in order to yield reliable results.

Reporting: Academic data, and other sources of critical data (e.g., enrollment, retention, behavior), will be entered into eDoctrina®. The variety of reporting tools embedded within this software promotes data driven decision-making at all levels of the school program. The wide variety of data reports encourage all users, including administrators, to monitor student growth and the effectiveness of classroom instruction on a regular basis by analyzing performance on standards-based assessments. Instructional leaders will be

able to disaggregate outcomes by standard, subject, and grade level, and student groups. These types of desegregated reports will serve as the basis for conversations among teachers and administrators and will be an integral part of monitoring performance within the school(s).

We will also use a quarterly report card system to inform parents of their child's academic and behavioral performance. Report cards will be distributed during designated parent teacher conference days throughout the year, as indicated on the proposed "First Year Calendar" in Attachment 3b. The report card template will be shared with, and explained to, parents at the outset of each year, so they know the expectations for their child and the learning goals for that year.

In addition, parents of students receiving special education services will be kept abreast of student progress towards short term and long term IEP goals. A performance summary will be distributed quarterly with the student's report card. All parent communication will be in the family's home language, and every effort will be made to meet with parents one on one to discuss the child's performance.

E. Performance, Promotion, and Graduation Standards

Promotion Standards and the School's Mission, Educational Program, and Assessment System: The mission of RCCCS is to provide a world-class education to Rochester students so that they are equipped with the knowledge and skills necessary to succeed in both college and family sustaining careers. To achieve this mission, we must ensure that our elementary and middle school students are leaving on or above grade level, excited about learning and the opportunities that await them. As a result, we will require teachers to provide multiple opportunities to master grade level standards, and we will expect our teachers to reteach and reassess the content until all students have done so. Similarly, we will have a "no zero" policy, as this diminishes student investment, and indicates that a teacher has not provided sufficient opportunities for the student to engage with and demonstrate their knowledge of the standards. Further, our educational program will provide students with ongoing "career touches" to invest and excite them in school and in learning, so that they can pursue their career or path of interest. And, finally, we will not be able to achieve any of the above goals without the use of our real time assessment system, eDoctrina®, which will provide leadership and staff with the ongoing student data that they need to gauge student progress towards standards mastery. Since our school will be K-8, there are no graduation standards, but the promotion policy is detailed below.

Proposed Policies and Standards for Promotion: RCCCS will expect students to master grade level standards in the core subject areas of ELA, mathematics, science, and social studies in order to enter high school on track to graduate with a Regents diploma. Examples of these standards are listed below.

The same promotional criteria will apply to students with special needs and ELL students. However, if a student's IEP indicates that he or she will be held to an alternate standard for promotion, the school leader will incorporate the criteria listed in the IEP when making any retention or promotion decisions. Similarly, student performance on the NYS English as a Second Language Achievement Test (NYSESLAT) will be taken into consideration as well, when applicable.

At the end of the year, principals will receive a list of students for each grade level, who did not meet the requisite performance standards for promotion, as referenced above. The Principal will make the final decision about whether or not to promote the student, based on the following variables: performance on the NYS ELA, mathematics, and science exams; performance on summative assessments, such as unit tests; performance on beginning, middle, and end of year benchmark assessments; reading growth made throughout the year, as measured by the Fountas & Pinnell Benchmark assessment; performance on homework, projects, and other material assignments, as measured by holistic rubrics, throughout the year; behavior and maturity, provided that the student does not have an Individualized Education Plan; attendance; the interventions provided to the student throughout the school year; and teacher reflections about the student and his or her academic needs and performance.

In order to ensure that students are promoted and retained on an objective basis, teachers will be expected to track the items listed above using eDoctrina® throughout the year. Students at risk of retention will be flagged in eDoctrina® quarterly and sent to the Principal for review. As soon as any issues or concerns in student performance arise, parents will be notified immediately. We will ensure that we have communicated these concerns effectively throughout the year, so that parents are fully aware of concerns before the time comes to make a decision about retention. Interventions will be made throughout the year to support students at risk. In addition, we will make every effort to support these students throughout the summer months and into the following school year to ensure that they ultimately reach grade level proficiency, if they are retained.

Furthermore, for students in grades K-2, where a student may be meeting some of the standards, but not yet quite on grade level, the recommendation will be to promote that student and make every effort to support him or her during the summer months. However, in cases in which a first or second grade student is severely behind grade level expectations for literacy, we would likely retain that student, since research indicates that third grade students who are not reading at grade level are four times more likely to drop out of high school than proficient readers.¹⁹

Sample Promotion Standards: As discussed in the Curriculum and Instruction section, the Principal and the instructional staff will create curriculum maps at the outset of the school year that include all CCLS and NYSLS standards for each grade level, providing a clear sense of what students will know and be able to do by the end of each school year. Teachers will use these curriculum maps to create assessments, and backwards plan their units, ensuring full coverage of all standards. We are unable to include a sample table of these standards here due to constraints around space, but we are happy to provide it upon request.²⁰

F. School Culture and Climate

Student Discipline Policy: Please see Attachment 4 for a detailed version of our Student Discipline Policy, or Code of Conduct. RCCCS will adhere to all federal, state, and local laws in connection with enforcing student discipline and maintaining a safe and productive school culture.

Culture of the School: The culture of the school will be a positive one, centered on setting and maintaining high academic and behavioral expectations for all students. When walking through the schools of RCCCS, a culture of high expectations and warmth will be tangible. Students will engage with each other, with adults, and with guests cheerfully and politely, and it will be evident that they enjoy their school and take pride in being a part of it, similar to their peers at CSAT.

The culture of high expectations will be visible throughout the school: a pulsing sense of urgency will exist throughout the building, shared amongst teachers and students, making it clear that there is a lot of work to be completed and that time cannot be wasted. Excellent student work will decorate the hallways and classrooms, and pictures of various careers and inspiring quotes will be posted on the walls throughout the building. The building will be bright, clean, and well maintained, and students will take part in keeping it that way. Students will wear uniforms, and teachers will be dressed professionally at all times.

This culture will serve as the centerpiece of our college and career focus, and we will ground our high expectations for students in this ultimate goal. As such, we will expect students to demonstrate the behaviors that they will one day embrace in their professional careers, as demonstrated in the Student Rights and Responsibilities table included below.

Student's Rights	Student's Responsibilities
To a free public education in the least restrictive environment.	To attend school every day and be in class on time and prepared to learn unless legally excused.
To a classroom atmosphere that is conducive to learning.	To conduct themselves in a manner that contributes to the ability of the class to learn.

¹⁹ See http://www.aecf.org/m/resourcedoc/AECF-Early_Warning_Full_Report-2010.pdf

²⁰ See http://emsc32.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12ccismath.pdf and http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf

To be treated with respect by all members of the school community.	To treat themselves, others, and property with respect and dress appropriately for school and school functions.
To competent instruction that deals with the individual needs of the learner	To meet the goals and objectives of the curriculum and ask questions when they do not understand.
To feel secure in their personal safety and integrity.	To respect the rules, regulations, and procedures of the District, and to seek help in solving problems that might lead to disciplinary action.
To experience professional, ethical relationships with all staff.	To conduct themselves in an appropriate manner toward staff and contribute to a respectful school environment.
To express themselves in a socially acceptable manner.	To react to direction given by teachers, administrators, and other school personnel in a respectful, positive manner, and work to develop mechanisms to control their anger.
To a co-curricular and extra-curricular program that is based on student interest.	To become involved to the fullest level of their interest and ability; to seek help in solving problems that might lead to disciplinary action; conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events; and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
To know the school rules and their consequences.	To familiarize themselves and abide by school rules, regulations, and procedures, and all District policies, rules, and regulations dealing with student conduct.
To a clean, well-maintained educational facility.	To contribute to maintaining a safe and orderly school environment that is conducive to learning, and to show respect toward other persons and property.
To experience the democratic process.	To abide by the decisions made in the democratic process.
To be able to report violations to the Code of Conduct without fear of retaliation.	To respect the rights of others and act in an honest and civil manner.

Strategies for Developing and Sustaining a Safe and Orderly School Climate: To maintain a safe and orderly school climate that supports the achievement of our educational goals, the Leadership Team will collaborate with the teaching staff to design and implement a School Wide Positive Behavior Implementation and Supports (SWPBIS) system. “SWPBIS refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.”²¹ A SWPBIS team will be established, led by the Leadership Team of the School, to determine three to five central behavioral strands that are stated positively and easy to remember. The school will focus on what students should be doing, as opposed to what they should not. Once the team creates these expectations, they will be taken back to the entire staff in order to gather feedback and invest staff in the chosen expectations. From there, the team will create a matrix for what the expectations look like, feel like, and sound like in all areas of the school, including the time spent outside of the classroom. A sample matrix²² is included below:

Respect Property			
Bus	Keep feet and hands where they belong.	Throw unwanted items in wastebasket.	Keep food and drinks in backpack.
Cafeteria	Place tray on kitchen window shelf after scraping leftovers into wastebasket.	Wipe table with sponge provided.	Clean food spills off floor.
Restroom	Flush toilet after use.	Use two squirts of soap to wash hands.	Throw paper towels in wastebasket.
Playground	Report any graffiti or broken equipment to adult on duty.	Return playground equipment to proper area.	Use equipment as it was designed.

The Leadership Team and the SWPBIS team will work to align the chosen three to five positive behaviors to the culture of the school and our expectations around Student Rights and Responsibilities. From there, the SWPBIS team will norm around how the behaviors will be explicitly taught to students at each grade level. To do so, they might create sample lesson plans to ensure consistent implementation of the program. We will expect teachers to teach these lessons in a realistic manner. So, for instance, if they were teaching a lesson around how students are to behave in the cafeteria, they should bring the class there, and encourage students to practice the behaviors as they would implement them during lunchtime the following day. Students will be rewarded both individually and collectively (i.e., as a class), for demonstrating the positive behavior expectations.

The ultimate goal of the program, therefore, is that all staff who interact with students throughout the school day, including the bus driver, will hold students to the same high behavioral expectations and will reward the same positive behaviors. Students will gain immense clarity around behavior expectations and

²¹ <https://www.pbis.org/school/swpbis-for-beginners>

²² <https://www.pbis.org/school/swpbis-for-beginners>

the consistent positive reinforcement will lead to positive behavior outcomes both individually and schoolwide.

To ensure effective and consistent implementation of PBIS, we will include a PBIS training at the outset of the year, during RCCCS 101, so that teachers understand how to lesson plan and teach behaviors and when and how to issue students a reward. From there, we will engage in ongoing reflection and norming exercises with teachers and staff to ensure that rewards are being issued consistently and accurately throughout the school during common planning time and Professional Learning Hours (PLH). We will ask staff to engage in a self-reflection about implementing the SWPBIS expectations, in order to identify trends and areas of support.

Approach to Student Behavior: We will use the above outlined SWPBIS system to manage behavior will all students, including students with special needs. PBIS is particularly effective for students with special needs, as it sets clear, explicit expectations, provides modeling of those expectations and an opportunity for practice, and consistent feedback for students on implementation. For groups of students who require more intervention, a small group or individual PBIS plan may be necessary. And, for those students with special needs, all supplemental PBIS plans will be created with the Special Education Coordinator and/or the Consultant Teacher, keeping the student's Individualized Education Plan in mind.

And, as described in the attached Student Discipline Policy, we recognize that it may be necessary to suspend, remove, or otherwise discipline students with disabilities to address disruptive or problem behavior. To that end, we are mindful of the procedural protections that our students with special needs may require. We are committed to ensuring that the procedures for suspending, removing, or otherwise disciplining students with special needs are consistent with the applicable laws and regulations, as described further in the Attached Student Discipline Policy.

Encouraging Family Involvement: We will host a family night at the beginning of each year to share PBIS and our Student Discipline Policy with our families and students. Parent attendance will be required, and we will make every effort to meet with parents who are not able to attend at the scheduled time, in order to ensure that families have a full understanding of the behavioral expectations at RCCCS. To the extent possible, we will encourage parents to implement the positive behavior expectations and reinforcements at home to ensure consistency for students. We will also include questions about the school culture in our parent survey. For instance, we want to ensure that parents feel welcome in the school at all times and that they believe students are thriving both socially and academically.

Methods by Which the School Will Evaluate the Environment Is Safe and Conducive to Learning: In order to ensure that we are creating and maintaining the positive and productive school culture that we are striving for, we will track student behavior using eDoctrina®. The Leadership Team will reflect on this data each month, and will follow up with individual teachers, or with the staff as whole on any trends. For instance, if the staff notices that the rewards or consequences are being issued inconsistently amongst the staff, we will suggest that staff meet to review implementation during Professional Learning Hours. We will also work with our partners at CSAT to conduct ongoing walk-throughs of the school to illicit their feedback on the school culture. At the outset of the year, we will create a rubric with them around school culture, which they will use for these walk-throughs each time, in order to gauge progress or continued areas of growth.

G. Special Student Populations and Related Services

Responsive, General Education Classroom: RCCCS's "focus on learning" and mastery approach to instruction will provide for a responsive, general education classroom that supports all learners. The timely use of data to inform instruction will allow teams to clearly identify the gaps in skills. In that way, intervention is provided to all students with a clear focus on the specific skill to be mastered and in a consistent, timely manner. More importantly, our insistence that students will master all grade level standards and

corresponding “no zero” policy requires teachers to provide for flexible, small group instruction, and elicits multiple opportunities for student learning. That is, if a student fails to master a skill, the intervention plan provides for re-teaching and re-assessment. Once a student attains mastery of the standard, the student receives the final (mastery) score only, rather than an average of the attempts.

Additionally, one of the many benefits of eDoctrina® is the use of ongoing real time data. This system allows teachers to track both formative and summative assessment in real time. Daily lesson objectives are tracked in this way, as are individualized learning goals for students with special needs and ELLs. Because teachers are able to review real time student achievement data on a weekly, or even daily basis, they will develop lesson plans to include small group differentiated instruction on skills that any students have not mastered, as indicated by the data, and work with the Consultant Teacher to ensure that all students have an opportunity to master that skill, even if they were not able to do so the first time the skill was taught. This group of students may include ELLs or students with an IEP and will take place during the independent work time of math block or during small group instruction for guided reading.

Meaningful Access to the General Education Curriculum: RCCCS will educate students with disabilities in the least restrictive environment. The lead teacher and the Consultant Teacher will create a fluid classroom setting, where students with special needs have meaningful access to the general education curriculum. In this manner, all students will benefit from differentiation, which feels seamless and authentic; essentially, the goal is for all students to benefit from the individualized, differentiated small group system and supports in the room, without any sense of who has an IEP and who does not. All students will follow the general education curriculum, while students with special needs and ELLs, and any struggling student, will receive specialized supports needed to succeed.

To accomplish this goal, teachers will use small group instruction and, where possible, encourage students to work together during shared and independent practice so that they can learn together and from one another. Teachers will utilize culturally responsive teaching practices to ensure that students feel welcome and engaged in the curriculum, regardless of their home language or culture. Our Consultant Teachers will also co-plan each lesson, with a particular focus on including modifications or accommodations for the students in the room. The Consultant Teachers will further “unpack,” or break down, the objective in order to scaffold it for any struggling students, who need more support in getting to the final goal. Even though the Consultant Teacher will provide this support, all teachers will be trained in these strategies at the outset of the year, during pre-service training. The Leadership Team will use the eDoctrina® reporting to stay abreast of ELL and special education trends, progress, and areas of growth. They will use the data trends to inform and provide ongoing training and support during PLCs and PLHs throughout the year.

Processes and Procedures for Specialized Instruction: At the beginning of each school year, the Principal and the Special Education Coordinator will coordinate meetings with all teachers and review the IEP requirements of all students in their classes. The entire document will be reviewed to cover student’s needs, learning style, supplemental aids, test modifications, etc. Teachers will only be provided access to IEPs for the students they will be teaching. During the school-year, additional meetings will be held to share the IEP with teachers of any newly identified or newly enrolled identified students.

Settings in Which Services Will be Delivered and the Qualifications of Individuals Who Will Be Recruited to Deliver Services: Each grade level team will have a certified special education teacher, who will provide direct instruction to students with special needs and consultation to the general education teachers on the grade level team, as needed. Similarly, a certified special education teacher will be assigned to each of the grade level/subject area teams in grades 6-8. Most of the special education support will be provided in an inclusive, push-in setting. In some instances, short-term, pull-out groupings will be used. In these cases, non-identified students may join the small groupings if they can benefit from the instruction. Additionally, we will provide our own language and speech therapists but will contract with the districts of residence for physical and occupational therapy services. We will also provide resource room

accommodations for students with special needs, as needed.

Common grade-level formative assessments will be administered to students with disabilities in accordance with their IEPs. We will provide adaptations and/or accommodations for instruction, formative, and summative assessment administration, as dictated by each student's IEP. We will follow the same protocols during state testing, as permitted by the state, and will implement alternate assessments for students, where applicable. RCCCS will provide IEP progress reports to our parents, in accordance with the reporting directives of the student's IEP. Parents will also receive report cards on a quarterly basis.

RCCCS will ensure that parents/guardians of students with special needs are informed of student academic progress, as well as, progress on annual IEP goals on a quarterly basis. Students with an active IEP will receive the standard school report card and a separate IEP report card that provides information on the student's progress toward their personal IEP goals. Students with special needs will receive all notices concerning school-sponsored programs, activities and services.

How the Instructional Program Will Be Evaluated: As described in the Assessment Systems section, eDoctrina® will allow us to disaggregate data by a variety of measures. As such, we will be able to monitor all special student populations to ensure that we are meeting all goals set forth for these particular groups, including retention targets and AYP. We will use this information to evaluate our progress and make any programmatic changes in areas where gaps are defined.

IEP Record Keeping: RCCCS will follow all applicable requirements of the IDEA and the Family Educational Rights and Privacy Act ("FERPA") and will implement regulations relating to the confidentiality of student records (34 CFR §300.560-577 and 34 CFR Part 99). All staff will be trained in such requirements, and the Special Education Coordinator will be responsible for ensuring the confidentiality of personally identifiable information within student records. In accordance with FERPA, parents will be allowed to inspect and review all of their student's educational records.

Before disclosure of any personally identifiable student information to someone other than the parent or eligible student, RCCCS will obtain a signed and dated written consent of the parent or eligible student. Personally identifiable information will be released without the prior consent of the parent or eligible student to school officials and teachers only if RCCCS determines that such persons have "legitimate educational interests." All files required by law to be kept confidential are kept under lock, in a place and manner that restricts access to only those individuals who are authorized to view these records. More specifically, special education records shall be kept under a locked file cabinet under the supervision of the Principal or the Special Education Coordinator in his or her secure office.

A sign-out and dissemination log will be kept with student records to track access. Student information with personally identifiable information will not be shared with outside parties without prior parent/guardian written permission. RCCCS will allow district or county social service workers to access these files when a legitimate educational interest is specified. Parents/guardians will have access to their child's records to inspect accuracy and content without undue delay and within 10 days of the parent/guardian request.

Child Find Process: RCCCS will comply with the federal Child Find requirements, which require schools to have a process in place for identifying, locating, and evaluating students with disabilities. A team of Consultant Teachers will screen all students who are enrolling in RCCCS for the first time to identify any indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student's district of residence. The Special Education Coordinator will work with the grade level Consultant Teacher to schedule a separate time and location for screening new students. The Consultant Teacher for each grade level will be responsible for conducting the screening and referring the student, as needed. Similarly, we will use a Response to Intervention model to identify enrolled students with possible learning disabilities that should be referred to the CSE of the student's district of residence for an evaluation.

Response to Intervention Process: RCCCS will implement a three-tiered Response to Intervention (RTI) model, which will allow the school to identify students with disabilities. The Special Education

Coordinator will oversee the RTI process, ensure that it is aligned with the assessment plan, and closely monitor students using common formative assessments. The initial data from these assessments will be used to identify in-class supports that may be helpful for the student. These will be Tier 1 supports, and will be provided in the classroom setting. Teachers will work with the Consultant Teacher at their grade level to ensure that lesson plans are targeted and differentiated sufficiently to reach all learners in the general education setting. From here, if we find that the intervention strategies in Tier 1 are not helping students make significant progress, we will provide Tier 2 supports, which will include supplemental small group instruction either in the general education or during the Intervention block, or both. The general education teacher will continue to work with the Consultant Teacher to create differentiated lesson plans during this time to ensure a variety of teaching strategies, such as graphic organizers, group or partner work, and so forth. The Consultant Teacher may sit with the student during this time as well, if helpful. And, finally, we will move to Tier 3 supports, if we find that the student is still not making adequate progress. Tier 3 supports will be provided in very small group settings, with about 1-2 students, and will be designed to include more intensive strategies and instruction than the Tier 2 supports. Students may receive “push in” support from the AIS Teacher and/or Consultant Teacher and/or individual or small group support during the Intervention block. Students in need of Tier 3 support will participate in 30-to-60 minutes of intervention at a minimum of four days per week. If assessment results indicate that students have made necessary growth, they will exit Tier 3 interventions.

All teachers and staff involved with the student and providing intervention services will record all results of the provided services. These records will be shared with the Special Education Coordinator on an ongoing basis. If there remains a suspicion of a disability, the student may be referred in writing to the CSE Chair of his or her district of residence by RCCCS or by the parent, in writing/phone call/email/in person, in order to obtain an individual evaluation and determination of eligibility for special education programs and services. Referrals will be made in accordance with the NYS Part 200 Regulations. Referrals will include reason(s) for referral, teacher reports, test results, intervention services and reporting of delivered services, and parental contact regarding the disability concern. A copy of the referral with the Procedural Safeguards Notice will be sent to the parent and, when appropriate, to the student, in accordance to 34CFR §300.504. Parents will be notified of any concerns at the outset of the RTI process, and we will document the provided interventions at each step to continuously keep them informed. All records of interventions will be placed in the student file.

Teacher Participation in CSE Meetings: The Principal, by way of the Special Education Coordinator, will coordinate all meetings with the appropriate CSEs. The Principal will ensure that the appropriate special education teacher(s) and at least one regular education teacher meet with the appropriate CSE on a regularly basis to ensure compliance and to keep the CSEs informed of students' progress in accomplishing the goals of their IEPs. RCCCS will ensure appropriate staff participation at CSE meetings, and to do so, the Principal will make necessary provisions (such as hiring substitutes) to allow the teachers of a child to attend CSE meetings in the child's district of residence.

Process by Which the Proposed School Will Work With the Districts or Residence: Upon being made aware by self-disclosure on the part of the parent at the moment of enrollment, or by the receipt of transfer documentation, that a student has an IEP, the Principal will send a letter to the district notifying them of said enrollment. If the IEP is active and valid, services will commence immediately. If the IEP has expired, comparable services will be provided, and the CSE will be notified immediately, with a request for emergency review. Should the IEP call for substantially restricted services with no possibility of inclusion, the Principal will file a request for a CSE meeting for review. The resulting IEP will be implemented as developed. From there, the Principal will coordinate all special education activities and work closely with the Special Education Coordinator and the CSE to ensure that all IEPs are met.

Ensuring Comparable Services and Fair Financing: The Principal and the Special Education

Coordinator will be responsible for ensuring the collection, maintenance, and reporting of all data regarding students with disabilities. The reports will be shared with the school district of residence and the State Education Department, as required. RCCCS will use this information to conduct an analysis to ensure that our students are receiving comparable services to other students in the districts of residence. Similarly, the Principal and the Special Education Coordinator will work closely with Director of Finance and Operations, who will closely monitor services that the district is providing and any corresponding costs.

Processes and Procedures That RCCCS Will Employ to Identify ELLs: RCCCS will follow the NYS requirements for the identification and support of Limited English Proficiency (LEP) of non-native ELL. The initial identification process will begin with the completion of a Home Language Questionnaire by all incoming families as part of the enrollment process. For families who report that only English is used as home language, the process will end here, as the child is now categorized as a native English speaker. If the Questionnaire reveals that a language other than English is used at home, an interview will be conducted with the parents in their native language and in English. To accomplish this task, the RCCCS will identify staff members who are bilingual and/or contract with individuals who provide interpretation services through the districts. If the family declares that, although a language other than English is used in the home, the student only understands and speaks English, this student will be classified as not LEP and will join the general education program. If, on the other hand, the family reports that the child uses a language other than English, an initial assessment process will be used in which English proficiency is determined by the use of the NYSITELL. If the student scores at the proficient level, he or she will be classified as not LEP. If the student scores at the beginning, intermediate, or advanced level, the student will be eligible for ELL services. ELL or LEP identified students will participate in annual administration of the NYS English as a Second Language Achievement Test (NYSESLAT). When the student scores at the proficient level, he or she will no longer be considered an LEP student.

Processes and Procedures That RCCCS Will Employ to Assess ELLs: The proficiency of the identified ELL students will be measured on an annual basis to determine their continuation in the program. RCCCS will evaluate each student's performance in the academic content area to determine progress in core subjects. RCCCS will use the NYSESLAT to assess all ELL students as required by NYSED. The scores on the NYSESLAT indicate proficiency level, on a beginning, intermediate, or advanced level. These scores will determine a student's participation in or exit from the program. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional programming will be made. Students scoring high enough based on the NYSESLAT will be deemed no longer in need of services. No student will exit the program unless his or her reading, writing and English comprehension is sufficient to participate in a meaningful way in the schools program.

Processes and Procedures that RCCCS Will Employ to Serve ELLs and Corresponding Setting: Students with limited proficiency in English will receive specialized services from certified ESL teachers. Given the multiple representations of native languages, support in first language will not be feasible. We will determine the number of ELL teachers that we need based on the projected enrollment of ELL students, as commensurate with the RCSD. We have currently budgeted one ELL teacher for year five, but we will adjust as needed. Whenever possible, ESL services will be provided in an inclusive setting, though pull-out groupings of students with similar needs will be used as well, as we will generally strive to group students by English proficiency level. ELL students will participate in ELA; ELA will also have an ESL teacher if there is an ELL student in the room. ELL students will have stand-alone English language instruction in addition to ELA. The ELL teacher will also provide the pull out services during the general intervention block at the end of the day, as needed. RCCCS believes that a structured English immersion program, where students receive explicit instruction around English language development, will be the most beneficial way to serve our ELL population. The variety of languages involved and the low incidence within the same age group will prevent the effective implementation of other ELL models. We will provide teachers of core subject areas with

PD around research-based best practices to ensure they are properly prepared to support ELL students within their classroom. For instance, teachers will be expected to use clear, explicit instruction; increase opportunities for vocabulary development; frequently and consistently model and encourage the use of comprehension strategies and provide students opportunities for practice; increase opportunities for structured academic talk; and ensure that independent reading opportunities are structured, purposeful, and aligned with the students' current reading abilities. RCCCS will ensure that students classified as ELLs are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction.

Support Services and Qualifications of Those Implementing Services: RCCCS will provide all necessary staff and specialized curriculum materials to encourage ELL students to achieve proficiency. Staff will be "highly qualified" pursuant to the provisions of the NCLB Act, and any instructors hired or contracted will be certified in accordance with NYS regulations. Facilities and curricular materials will not be inferior to those used for the general student population. We will provide or make referrals to appropriate support services needed to assist every student to achieve and maintain satisfactory academic performance, including, but not limited to, individual or group counseling, home visits, and parental guidance. The school will address students' needs if they are struggling with the structured immersion program and determine what additional services are required for satisfactory achievement.

Program Evaluation: RCCCS will monitor the ELL program to see whether it is achieving the desired results. These results will be based on students making adequate progress in the acquisition of the English language while, at the same time, making academic progress. This review and evaluation will take place regularly using eDoctrina® reports, which can disaggregate the data for our ELL population. Using similar reports, the Leadership Team will annually review whether programmatic modifications are necessary, and the school will evaluate regular education students and ELL students by using academic progress and standardized test scores. The school will also monitor student progress over multiple years in school. We will monitor progress for both students receiving and exiting these programs.

Ancillary and Support Services: As described in our "Family and Community Engagement" section, the school will use its health clinics, health educators, counselors, social workers, and behavior intervention specialists to ensure the best socio-emotional services possible. The school will also have a Family Support Center, staffed by a licensed social worker and which will provide facilities in which RCCCS families access socio-emotional services provided by a variety of qualified agencies in our community.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant Group Capacity

Applicant Group: The current employment, relevant experiences, and qualifications of each Applicant Group member is summarized below. More detailed information about each Applicant Group member can be found in Attachment 5a.

- **Sarah Armignacco, Board Chairperson:** Sarah Armignacco is the Director of Educational Initiatives at Wegmans Food Markets, Inc. in Rochester, NY, where she has worked in management and human resources for 20 years. In her current position, Ms. Armignacco ensures alignment of Wegmans' educational initiatives to workforce objectives. She oversees the Wegmans' partnership with Hillside Children's Center and is responsible for strategic development of sustainable philanthropic sources of funds. Ms. Armignacco's previous experiences include senior level roles in management, strategy, and human resources. Ms. Armignacco began her career as an early childhood teacher and currently serves on the board of Discovery Charter School.
- **Mark Brewer, Chair, Finance Committee:** Mark Brewer currently serves as the Chief Financial Officer of the Loyola Recovery Foundation in Pittsford, NY. Mr. Brewer has over 20 years of experience in non-profit management, accounting, and finance, and he is currently responsible for managing \$5-6

million dollar annual budget. Mr. Brewer also has counseling and human development experience, including direct service work with counseling teenagers through times of trouble.

- **Rosemary Hodges:** Rosemary Hodges is currently the Co-Head of the Norman Howard School in Rochester, New York. The Norman Howard School (NHS) is an independent, state approved, day school for students in grades five through 12 that provides a quality education program for students with special learning needs including those with classifications of Learning Disability, Other Health Impairment, Speech and Language Impairment, or Autism. Ms. Hodges is working towards a Ph.D. from the University of Rochester, Graduate School of Education and Human Development, in Psychological Development, and is currently ABD. Ms. Hodges has published several works on various learning needs, child development, and teacher education and regularly presents on these topics locally and throughout the country.
- **Jeffrey Miceli:** Jeffrey Miceli has owned and operated his own home appliance service company, Appliance Service Works, Inc., since 2003. In this role, he is responsible for all operations, strategic planning, corporate compliance and daily management of the company. Mr. Miceli brings over 30 years of experience in organizational management, finance, human resources, marketing, development, training, and customer service.
- **Darren McCarty:** Darren McCarty has served as a Social Studies Teacher at East Ridge High School since 1997. Mr. McCarty has been the Curriculum Leader and an Advancement Via Individual Determination²³ (AVID) Trainer, since 2012. Mr. McCarty brings a wealth of experience in innovative teaching strategies, implementing technology in the classroom, and creating a positive school culture. Mr. McCarty developed the online review tool, Bubbabrain.com, for grades K-12 and is currently developing another interactive website for schools.
- **Norman West:** Norman West is the Co-Founder and Chief Executive Officer of West Advisory Group, where he partners with community organizations, non-profits, schools, and corporate clients to promote financial literacy and college attendance in urban learning environments. Mr. West has extensive experience coaching individuals of all age groups and socioeconomic backgrounds with career services, financial literacy education, and life skills.

Identifying Board Members: In order to select each proposed board member, we evaluated our mission and academic program, and identified individuals within the community who had the knowledge, skills, and relationships to help achieve our mission with students in the Rochester community. Each member of the applicant group, listed above, is a proposed board member. We selected Ms. Armignacco as our Board Chair because of her vast management, human resources, and education experiences. Similarly, we selected Mr. Brewer to Chair our Finance Committee because of his expertise and extensive experience successfully managing financial and accounting systems for non-profit organizations.

Each member of the applicant group brings a rich variety of experiences to the table, but we all share the common ground of wanting better educational outcomes for students in our City. As such, we have ensured that all members of our founding team have adequate time to commit to the rigorous process of starting a new school. We have not yet identified a Principal for the school, but the board is currently conducting a search process, which will be followed by a highly rigorous interview and selection process, to ensure that we have found the best individual to lead our school's efforts.

How the Applicant Group Came Together: The founders of RCCCS share professional contacts in Rochester and joined together based on our desire for and recognition of the need for an effective school to career program in Rochester.

²³ AVID is not only a college-readiness system focused on raising achievement for all students, it is also a professional learning organization providing training and resources to both AVID member and non-member districts, schools, and educators. Ongoing professional learning is critical to supporting student and teacher success. Each year, AVID Center offers numerous professional learning opportunities. <http://www.avid.org/professional-learning.ashx>

Planning and Writing Process: The RCCCS applicant group met at least once per month collectively, and then individually, as needed to complete their respective tasks in the school planning process. In addition, individual board members met with Efrain Martinez, CSAT Superintendent, and with the CSAT Board of Trustees regularly to ensure understanding and faithful implementation of the CSAT model. The full applicant group reviewed all parts of the application in the development and submission stages.

Primary Author and Paid Consultants: Machael Sherry and Sarah Rapa, of SchoolWorks, were paid consultants on the application and worked as the primary author and content reviewer, respectively. Steve Gleason, of Education Enterprise of New York Foundation, wrote and provided support with the operational aspects sections of the application.

B. Board of Trustees and Governance

Administrative Relationship between RCCCS and the Board of Regents: Our Founding Board understands the responsibility of governing a public charter school. The Board will have a performance contract with the Board of Regents that provides the school with the autonomy to design and operate its academic performance, organizational viability, and fiscal soundness.

Proposed Governance Structure: The Board of Trustees will govern the school. A list of our proposed Board of Trustees, whether they will be a voting member, and the length of their initial term is summarized in the following table.

Trustee Name	Voting	Position	Length of Initial Term
Sarah Armignacco	Y	Member	3
Mark Brewer	Y	Member	3
Rosemary Hodges	Y	Member	3
Jeff Miceli	Y	Member	3
Darren McCarty	Y	Member	3
Norman West	Y	Member	3

The Board of Trustees brings a wealth of experience from both the public and the private sector, including knowledge about management, operations, budget procurement and oversight, performance evaluation, human resources, fiscal operations, including finance and accounting, organizational management, in both the public and private sector, school culture, school staff development, community and parent engagement, teaching and entrepreneurship. Sarah Armignacco is currently serving on the board of Discovery Charter School in Rochester. For a more detailed summary of the Board qualifications, see the previous section, Applicant Group Capacity.

As indicated in the By-Laws, except for the Initial Board of Trustees, every Trustee shall be approved and elected to the Board of Trustees by the Board of Trustees, and before being seated as a voting member of the Board of Trustees, the new Trustee shall complete and submit a Trustee Questionnaire for approval by the NYSED.

Conducting and Publicizing Monthly Board Meetings: The Board will meet no fewer than 10 times per year; all meetings will be properly noticed as required by the Open Meetings Law of the State of New York. The agenda will be developed by the Chairperson in consultation with the School Director and will include a written or oral report by the Principal, a report of the Finance Committee, other committee reports as appropriate, and opportunity for public comments. Minutes will be taken at all Board and committee meetings, copies of which will be posted on our website and archived in the school office.

Organizational Structure of the School: RCCCS is organized in a way that will promote efficiency and academic achievement. The Board of Trustees will hire the Principal, who will report directly to the Board and be responsible for day-to-day management of the school. The Principal will be the leader of the school and will manage the Assistant Principal, who will assist the Principal in managing all teaching staff and instructional aides. The Principal, in collaboration with the Board of Trustees, will also hire and manage a Director of Finance and Operations, who will oversee all Technology Specialists, maintenance, and food service staff members. The staff structure for each year of the charter term is detailed further in the

Management and Staffing section. We have not yet identified a leader for the school. Key qualifications include high expectations for learning and behavior, demonstrated success in raising student achievement with low-income urban students, experience with start-up environments, experience with a PLC model, and management skills. Responsibilities/qualifications for other key positions are provided in Attachment 8a.

Promoting Parental and Staff Involvement in School Governance: The Trustees and the Principal will actively encourage parents to attend Board meetings and will recruit an interested parent during the first school year. We will collaborate with the Parent Advisory Council (PAC) to advertise board meetings, and ensure that parents are notified of the dates, times, and location. A position on the board will be designated for a Parent Trustee, who will be responsible for attending all PAC and Board meetings, in order to relay parent feedback and concerns to the board each month. Similarly, the Principal will notify staff of board meetings, and encourage their involvement and participation. The Principal will rely on the Director of Finance and Operations when compiling her report on the school for the board meeting each month. In addition, RCCCS will create ways for parents to address governance issues via the website and developed a parent portal.

The Board will also encourage parent and staff input into the governance of the school. Board meetings will adhere to the Open Meetings Law and include an opportunity for public comment; representatives from the Parent Advisory Council will be invited to attend and report on their work. The Board will enact and publicize a complaint policy that contains a clear process for bringing issues to the attention of the Board and for the Board to respond in a timely fashion. Board members will also regularly visit the school and attend school community events to ensure that we are engaging parents both formally and informally.

Roles and Responsibilities of Board Members: As indicated by our By-Laws, our Board will consist of at least five and no more than 11 voting members, ten of whom will be At-Large Trustees, and one of whom will be a Parent Representative Trustee. The At Large Trustees will be community leaders and will be representative of the Rochester community at large. The Parent Representative Trustee will be a parent or guardian of a student(s) enrolled in RCCCS. This individual will be identified at the end of the first year of the charter and, after that, there shall be no less than one Parent Representative Trustee. The Principal will serve as a non-voting ex officio member of the Board of Trustees and will serve as a liaison with the staff of the school. All Trustees must be at least 18 years of age, strongly committed to improving public school educational opportunities for all children, and fully supportive of the RCCCS mission statement, goals, and objectives. Board of Trustee roles and responsibilities include:

- Implementing the school's mission and school design
- Ensuring adequate resources for implementation of the school program
- Approving the school's annual budget
- Recruiting, hiring, and evaluating the Principal [and Director of Finance and Operations]
- Approving major policies and regularly reviewing and revising them as necessary
- Preparing for and attending Board and committee meetings
- Making informed decisions to support the success of the school
- Monitoring program implementation and compliance with the charter agreement and relevant laws and regulations
- Facilitating long-term strategic planning
- Recruiting and orienting new Board members and assessing Board performance
- Recruiting partner organizations that will actively support the school's mission and academic approach
- Participating as appropriate in the grievance process
- Enhancing the school's public standing

Trustee Qualifications include:

- Belief in and support of the mission and design of the school

- The expectation that all children can, and will, achieve academic excellence
- Demonstrated understanding of Board duties
- Willingness to attend Board and committee meetings and volunteer for Board work
- Experience and expertise in a relevant field, such as: education, human services, business, management, finance/accounting, law, government, personnel, marketing/public relations, fundraising, and/or community relations or organizing
- The capacity to examine performance data, financial documents and management reports, and make informed decisions in the best interest of the school
- Be at least 18 years of age

Board of Trustee Roles: As noted in our By-Laws, the Board will have at least five members and include the following officer positions: Chairperson, Vice Chairperson, Secretary, and Treasurer. The various positions on the RCCCS board of trustees are listed below. The Board will select members to fill these positions based on their interest, prior experiences, and qualifications.

- **Chairperson** – The Chair is the senior volunteer leader of the Charter School who presides at all meetings of the Board and other meetings as required. The Chair is an ex-officio member of all committees of the organization, oversees implementation of Board and school policies, and ensures that appropriate administrative practices are established and maintained. Among the duties, the Chair works with the school leaders, other Board officers and Trustees, and committee chairs to develop the agendas for Board meetings, and presides at these meetings. In approval from other Board members, the Chair appoints volunteers to key leadership positions, including positions as chair of Board committees, and cultivates leadership succession; and works with the Board of Trustees in accordance with the school's By-Laws and mission, to establish and maintain systems.
- **Vice Chairperson** – The Vice Chair is the secondary volunteer leader of the charter school and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair, including sharing responsibilities as appropriate. The Vice Chair advises and assists the Chair on all matters relevant to the Board.
- **Treasurer** – Provides direction for the financial management of the school and facilitates the Board in meeting its financial oversight responsibilities. The Treasurer will serve as Chair of the Finance Committee, provide direction for the oversight of the school's record keeping and accounting policies, and ensure the presentation of timely and meaningful financial reports to the Board.
- **Secretary** – Provides direction for the keeping of legal documents, including minutes of all meetings of the Board. The Secretary will certify and keep at the school office the original, or a copy of the By-Laws, keep a book of minutes of all meetings of the Trustees and meetings of committees; and shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings.

Board Committees: Committees of the Board shall include Executive Committee, Audit and Finance, Academic Accountability, and Human Resources, consisting of a chairperson and at least two other Trustees. The Executive Committee will likely meet more frequently than the full board and will consist of no less than five Trustees. The Executive Committee will have the power to act on behalf of the entire board, so long as it does so within the designated scope of its authority, as determined in the bylaws. The Audit and Finance Committee will be responsible for the fiscal health of the school. The Academic Accountability Committee will oversee student achievement data and monitor progress towards the school's annual achievement goals. The Human Resources Committee will be responsible for all human resources/personnel issues. The Board of Trustees will, by resolution, designate from its members other committees, as it deems necessary.

Recruitment, Selection, and Development of Board Members: As indicated above, RCCCS Board

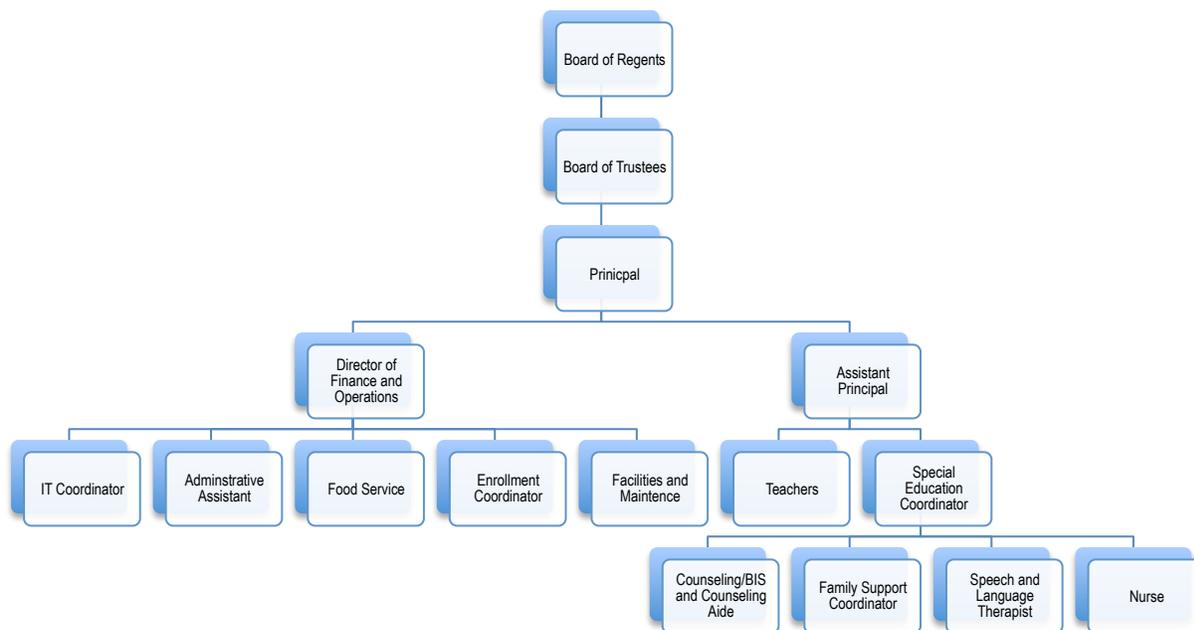
members maintain great ties to individuals throughout the City of Rochester. Board members will be expected to leverage these relationships, as needed, to engage other community members in the RCCCS work and to fill Board seats as needed. Board members are currently engaging in this process in order to find an attorney, which we believe is a critical seat that needs to be filled on our Board in the near future.

In addition to the regular Board meetings, the Board will meet annually for a retreat, where they will discuss best practices, as indicated by the NYS charter school authorizers, the Northeast Charter Schools Network, The New York City Charter School Center, and CSAT Board of Trustees. During this retreat, the Board will set the strategic plan for the school year, with input from the Principal. The strategic plan will align with the academic and fiscal measures set forth in this application.

Further, when new Board members join the Board, they will be expected to attend a New Board Member Orientation; we will share the vision and strategic plan for the school. If the new Board member will be joining a specific committee, or serve in a specific role, we will also outline and discuss the ways in which the new member can best contribute, in order to achieve the goals set forth in the strategic plan.

C. Management and Staffing

Organizational Chart: The RCCCS Organizational Chart, indicating our staffing structure and reporting responsibilities for the board, administration, and staff, is as follows:



Organizational Structure of the School: As indicated on the above organizational chart, and further described in Attachment 8(a), the RCCCS Board of Trustees (BOT) will report to the Board of Regents. The BOT will be directly responsible for the goals set forth in the charter agreement with the Board of Regents. The Principal, who will be hired by the BOT, will implement and manage progress towards these goals each day. The Principal, therefore, will be the instructional leader of the school, but will also manage the Director of Finance and Operations and the Assistant Principal. The Director of Finance and Operations will oversee finance, IT, food service, school enrollment, and facilities and maintenance. The Assistant Principal will support the principal in managing the Instructional Staff, including the teachers, the Special Education Coordinator, and the service providers. The Special Education Coordinator will support the Assistant Principal in managing the service providers more directly.

Management Roles and Responsibilities of Key Administration: Following is a high level summary

of the management roles and responsibilities of key administration. For a complete description, please refer to Attachment 8(a), Section III.

- **Principal:** The Principal will report to the Board of Trustees and exercise educational and managerial leadership of RCCCS, in accordance with Board policies and charter provisions necessary to ensure the success of the school. The Principal organizes, administers, supervises, and evaluates all aspects of the school design for the building under his/her charge. The Principal is responsible for the continuous improvement of the school, its staff, and for increased student achievement. The Principal's job duties are explicitly outlined in Attachment 8a, and are broken down by four main areas of oversight: (1) Instructional Leader, (2) Site-Based Manager, (3) Builder of School Culture, and (4) Professional Responsibilities. The Principal will be a member of the Leadership Team.
- **Assistant Principal:** The Assistant Principal will be responsible to the Principal, and, in collaboration with the Principal, is responsible for planning improvements that directly address student achievement, school design, and family and student satisfaction; achieving outcomes requiring strong leadership as an instructional leader, site-based manager, and as builder of school culture. The Assistant Principal's role is largely to support the Principal; this position will be added in year two in order to support additional enrollment and staffing. The Assistant Principal will be a member of the Leadership Team.
- **Director of Finance and Operations:** The Director of Finance and Operations will be responsible to the Principal for directing, supervising, regulating, and implementing a full and accurate set of accounting and financial transactions reflective of the school's operation and subject to the Board of Trustees' and State Education Department's guidelines. The Director of Finance and Operations will create and implement systems and procedures that ensure daily school operations run smoothly and efficiently, thereby removing these concerns and allowing instructional staff to focus on student outcomes.
- **Special Education Coordinator:** The Special Education Coordinator will be responsible to the Principal and the Assistant Principal. The primary role of the Special Education Coordinator is to ensure that appropriate services are provided to students with Individualized Educational Plans, 504 Plans, or any student who falls under the protection of IDEA, so that they succeed in school. These responsibilities will include ensuring compliance with regulations and reporting, supporting the PD of staff so that they can better serve all students, and parent communication and advocacy. The Special Education Coordinator will be a member of the Leadership Team.

Staffing Plan: Please refer to our staffing plan below, which indicates our staffing needs for the pre-operational year and throughout the charter term. Note that this draft staffing plan will be revised, particularly in terms of special education and ELL/ESL staffing once we know the needs of our enrolled students.

		Year 1	Year 2	Year 3	Year 4	Year 5	
		Pre-Ops	2016-17	2017-18	2018-19	2019-20	2020-21
	Enrollment	0	190	249	360	460	560
STAFFING:	Classes	0	9	12	16	20	24
Deans, Directors, Coordinators							
	Principal	0.5	1.0	1.0	1.0	1.0	1.0
	Assistant Principal				1.0	1.0	1.0
	Director of Ops & Finance	0.5	1.0	1.0	1.0	1.0	1.0
	Special Education Coordinator		1.0	1.0	1.0	1.0	1.0
	Enrollment Coordinator		0.5	0.5	1.0	1.0	1.0
	Subtotal	1.0	3.5	3.5	5.0	5.0	5.0
Administrative Staff							
	IT Coordinator		1.0	1.0	1.5	1.5	2.0
	Admin Asst	0.5	1.0	1.0	2.0	2.0	2.0
	Subtotal	0.5	2.0	2.0	3.5	3.5	4.0
Teachers - Regular							
	Classroom Teacher		9.0	12.0	16.0	20.0	24.0
	Subtotal	0.0	9.0	12.0	16.0	20.0	24.0
	Substitute Teacher						

	Building Substitute		1.0	1.0	2.0	2.0	2.0
Subtotal		0.0	1.0	1.0	2.0	2.0	2.0
Teaching Assistants							
	Teacher Aides		2.0	2.0	3.0	3.0	3.0
Subtotal		0.0	2.0	2.0	3.0	3.0	3.0
Specialty Teachers							
	Technology		0.5	1.0	1.5	2.0	3.0
	Consultant Teachers (Spec Ed certified)		3.0	5.0	6.0	7.0	8.0
	AIS Teacher		1.0	1.0	1.0	1.0	1.0
	English (Gr 6+ only)						1.0
	Math (Gr 6+ only)						1.0
	Science (Gr 6+ only)						1.0
	Social Studies (Gr 6+ only)						1.0
	ELL/ESL (Gr 6+ only)						1.0
	Spanish		1.0	1.0	2.0	2.0	2.0
	Media Specialist		1.0	1.0	1.0	1.0	1.0
	Media Aide		0.0	0.5	1.0	1.0	1.0
	Art		0.5	0.5	1.0	1.0	1.0
	Music		0.5	0.5	1.0	1.0	1.0
	Physical Education		1.0	1.0	2.0	4.0	4.0
Subtotal		0.0	8.5	11.5	16.5	20.0	27.0
Therapists / Counselors							
	Counseling BIS		1.0	1.0	2.0	3.0	3.0
	Counseling Aide			1.0	1.0	1.0	2.0
	Speech & Language Therapist		2.0	2.0	3.0	3.0	3.0
	Family Support Coordinator		1.0	1.0	1.0	2.0	2.0
Subtotal		0.0	4.0	5.0	7.0	9.0	10.0
Other (Non-Instructional)							
	Food Service		1.0	1.5	1.5	1.5	2.0
	Nurse - <i>n/a</i> (RCS D-provided)						
Subtotal		0.0	1.0	1.5	1.5	1.5	2.0
TOTAL		1.5	31.0	38.5	54.5	64.0	77.0

Hiring and Personnel Policies: Please refer to Attachment 8(a) for a detailed description of our hiring and personnel policies and procedures, including the qualifications that will be used in the hiring of teachers, school administrators, and non-certified personnel and other employees. Attachment 8(a) also includes a detailed description of staff responsibilities.

Strategies for Recruiting and Retaining Teachers and Staff: RCCCS will have several recruitment and retention efforts in place to ensure that we are finding and retaining the most talented teachers for our students. We plan to develop a Human Resources Committee on the board that will strategically advertise for open positions and establish partnerships with top teacher graduate programs in the area.

We believe that our key design elements are our most effective strategy for recruiting and retaining teachers. To illustrate, we will hold our teaching staff to the highest of expectations, but in doing so, require them to deliver the student achievement results promised in our school mission. By allowing teachers great latitude in how they choose to obtain those outcomes, we will respect them as the professionals that they are, ultimately leading to increased interest in their work and outcomes for students.

In addition to ongoing PD, planned time throughout the day for collaboration, and support staff, we believe that our competitive compensation package will assist in recruiting and retaining our teachers. Teacher salaries will be benchmarked against similar schools in the region and will include the following benefits: paid time off, holidays, health insurance, dental insurance, life insurance, retirement plan, section 125 plan, short term disability, and long term disability. Furthermore, RCCCS will recognize staff for their dedication and hard work and will prioritize work life balance, particularly for teachers. For instance, we will include public recognition for teachers who are going above and beyond; we will highlight effective teacher practices and innovative solutions; and we will invite teachers who are doing well to take on more leadership roles. At the same time, staff retention will be a focus area for our school, as we know the longer we keep

teachers on staff, the greater their opportunity for continued development and increased student impact. Therefore, we will make sure that our teachers are supported sufficiently by leveraging our operational staff, teamwork and collaboration, and the Leadership Team, so that they do not feel overwhelmed and burnt out.

Staffing Needs Aligned to Budget and Anticipated Enrollment/Growth: Our staffing plan will ensure that there is adequate leadership in place to implement and oversee our key design elements, allowing students to meet grade levels standards, ensuring ongoing collaboration and PD for teachers, and exposing students to a variety of career touches that align with their skills and interests. Our approach for staffing towards each of these goals is described more fully below.

We expect students will need additional support so we invested significant financial resources into our staffing plan to ensure students had ample opportunities to receive support and more individualized instruction. Specifically, by including several special education teachers and service providers for both counseling and behavioral support, we will ensure a safe and positive school culture that will be essential in allowing students and staff to reach their goals. Similarly, our Family Support Coordinator will take the lead in engaging and supporting our families, making sure that our entire school community is thriving.

Additionally, the operational staff, as managed by the Director of Finance and Operations, will ensure that our instructional faculty can focus on student achievement outcomes, rather than operational issues, which often become a distraction. As indicated in the table above, as our student enrollment grows, we will add members to each of the teams to ensure that we continue to meet the needs of our students in all areas.

Staffing Needs to Implement the Educational Program: In order to determine the staffing needs at RCCCS, we evaluated the key positions and management structures necessary for implementing and attaining the key design elements of our program. Our staffing needs, as they relate to the key design elements that will be implemented in our program, are described more fully below:

- **A Focus on Learning and Standards Mastery:** RCCCS will not rely on a specific way of delivering instruction, but, rather, we will glean the best instructional practices based on reflection and analysis of student achievement data. And we will commit to grade level standards mastery for all of our students. To that end, we included an IT Coordinator, who will be responsible for assisting our Leadership Team and teaching staff in generating ongoing, real time student achievement reports, indicating which students have mastered a grade level standard, and which students have not. To help teachers ensure mastery, we will require them to reteach material for students who have not yet mastered it. As such, we have Consultant Teachers and Teacher's Aides available to allow targeted, small group reteach and remediation. The Consultant Teachers will also ensure that students with special needs are receiving the individualized support that they need to achieve grade level standards and IEP goals.
- **Professional Development in the Context of Teamwork:** As indicated above, it will take a team of teachers and staff members to reach the standards mastery goals that we have set for our students. We have allowed for a minimum of four teachers (including the Consultant Teachers) at each grade level – moving to five as the year grows—in order to provide greater support as PLCs analyze students' progress and try to improve their own skills in helping students master the objectives.
- **College and Career Focus:** While we will not have staff members devoted exclusively to the college and career focus at the K-8 level, it is something that we expect all of our staff members to value, implement, and prioritize with our students.

Salaries: Salary increases will be determined on an annual basis, and we will take several variables into consideration when determining whether or not a staff member is eligible for a raise, including, but not limited to, effectiveness in his or her role, as measured by our annual evaluation and student achievement data (as applicable); tenure with the organization; ability to collaborate with a team and increase the team's effectiveness; and specific roles and responsibilities (i.e. leadership positions, involvement in extracurricular activities, etc.).

Addressing Human Resource Challenges: Despite our efforts, we recognize we may face human resource challenges down the line. In the event that occurs, we plan to employ the following strategies:

HR Strategies	
CSAT Support	We will rely on the talent pipeline locally, but we will also use the human resources support provided by CSAT.
College and University Partnerships	We will establish relationships with various graduate and undergraduate programs throughout Rochester in order to reach recent graduates.
Flexible Scheduling	As indicated in our PD section, we will prioritize retaining our top talent. If needed, and on a case-by-case basis, we will implement flexible scheduling policies to ensure our teachers are not forced to resign.
Investing In The Current Team	During times of shortage, we may be able to leverage the strength of our current team by providing them with different or greater opportunities that will allow them to grow and develop.
Recruitment Director	If the budget permits, we may employ a part time recruitment director to conduct ongoing outreach and recruitment in order to make sure that we have an established talent pipeline.

Using Student Assessment Data to Drive Key Human Resource Decisions: As further outlined in the Evaluation and Professional Development sections, RCCCS will use student assessment data to drive key decisions aimed at the recruitment, evaluation, retention, and support of the leaders and the teaching staff. We will specifically seek to recruit and hire high achieving individuals with a track record of achieving academic success with students from low-income communities. Finally, student achievement data will be tied closely with our evaluation plan and will guide ongoing teacher coaching and support.

C.1. Charter Management Organization

We do not intend to contract with a charter management organization.

C.2. Partner Organization

Name of Organization and Contact Info: As referenced throughout the application, RCCCS is modeled upon the Charter School for Applied Technologies, in Buffalo, New York. In order to fulfill our mission and objectives, and successfully implement our key design elements, RCCCS will partner with the Charter School for Applied Technologies Board of Trustees and Superintendent. The contact information for the Superintendent of CSAT, Efrain Martinez, is as follows: Mr. Efrain Martinez, Superintendent, Charter School for Applied Technologies, 2303 Kenmore Avenue, Buffalo, NY 14207. Mr. Martinez can be reached by phone at 716.876.7505 ext. 5102.

Nature and Purpose of Partnership: As further outlined in Attachment 7, CSAT will support RCCCS during the pre-operational year and throughout the initial charter term in curriculum development and implementation, including training and use of eDoctrina® software; talent recruitment and teacher and leadership development; and establishing and maintaining a positive and productive school culture, where students feel motivated and inspired about college and career opportunities.

While the CSAT BOT was not interested in directly replicating their school, they were extremely supportive of our bringing their model to Rochester, as they are aware of the challenges that exist for students in the RCSD and the need for high performing elementary and middle school options. As a result, the BOT has agreed to provide ongoing support and a critical lens, as we plan and implement their model here in Rochester. The goal of this partnership, therefore, is to ensure fidelity to CSAT model, implement our key design elements effectively, and ultimately achieve the goals set forth in our mission.

D. Evaluation

Data and Process for Evaluating Educational Programs: As discussed in the Curriculum and Instruction section, the standards will be selected, unpacked, and mapped at the outset of each year, per the *Understanding by Design* approach. At that point, assessments will be selected or created, to align to these standards, and mastery will be tracked throughout the year using the eDoctrina® software. The teachers and administrators will use the student data generated from these reports to evaluate the educational programs, curricular resources, and strategies used at the school.

The Principal and the Leadership Team will rely on student achievement outcomes based on these reports, anecdotal evidence from teachers, and direct observations to evaluate the educational program,

including curricular resources, schedule, intervention, instructional strategies and best practices, and PD. The reflection on the educational program will be ongoing, but the leadership team will debrief the program annually at the end of the academic year to note if any changes should be made moving forward.

Methods for Determining Progress Towards Achieving Objectives: As discussed further in the Assessment System section, eDoctrina® can generate a host of different reports, disaggregating student achievement data by almost any known variable. As discussed in the Professional Development section, the Leadership Team will use any trends from these reports to select topics for Professional Learning Hours and the full week of professional development (RCCCS 101 and common planning time) that will occur for five days at the outset of each school year. The Leadership Team will also use these reports to glean best practices at the school, grade level team, and individual teacher level. Similarly, the Leadership Team will notice downward trends at these levels as well, and will provide supports during the common planning time, as needed. Since teachers will also be engaged in similar analysis on a daily basis with their PLCs (grade level teams), as described further in the Professional Development section, they will be expected to be using these reports constantly to glean best practices around student learning and teacher performance, and to share those strategies with their PLC and the staff as a whole.

Information Used to Evaluate the School's Operational Effectiveness: Operational effectiveness will be judged via two broad categories of performance: (1) Successful support of the academic mission of the school within budget allocations, and (2) compliance with applicable local, state, and federal laws and regulations pertaining to all aspects of school operations. The Board Finance committees will be responsible for establishing the measures and procedures necessary to effectively monitor performance with respect to these categories on a monthly and annual basis. The Board will assess and make any necessary modifications to this framework on an annual basis to support continuous improvement of operations.

The Principal and Director of Finance and Operations will be responsible for managing and reporting on school operations to the Board and relevant committees of the Board consistent with this framework. Any significant variances from expectations or other concerns identified in the review process will be assessed and reported to the Board for action as warranted.

Process Used to Evaluate the School's Fiscal Soundness: The Principal and the Director of Finance and Operations of RCCCS will be responsible for developing and maintaining the annual budget and the five-year budget forecast. Each spring, an annual budget for the upcoming fiscal year and an updated five-year budget forecast will be developed for Board consideration and adoption. These documents will be based on current year-to-date actual data and year-end projections, as well as a careful assessment of anticipated changes in operations and the operating environment, which will impact revenues and expenditures in the upcoming budget and forecast period.

The budget construction philosophy will continue to be one of conservatism with respect to revenue and expenditure projections in order to protect the current and long-term financial sustainability of the school. The Finance Committee of the Board will review the budget and five-year budget forecast and recommend a final budget and forecast for Board adoption no later than May, prior to the start of the next fiscal year. The Finance Committee will review and report budget performance to the Board on a monthly basis. The review will include adopted budget vs. actual performance, projected year-end performance, and cash flow and balance statements. Key indicators to be reviewed will include: (1) Near Term Indicators: Current ratio; unrestricted cash on hand; and enrollment variance, and (2) Sustainability Indicators: Total margin; debt-to-assets (if applicable); cash flow; and debt coverage (if applicable). Any significant variances from budget or other concerns identified in the review process will be assessed and reported to the Board for action as warranted. Materiality thresholds for budget amendment action will be established in the financial policies and procedures adopted by the Board.

Teacher Evaluations: The Principal will be responsible for evaluating all teachers and support staff

formally on an annual basis. RCCCS will be committed to supporting the development of effective teachers and administrators. Plans for Annual Professional Performance Review (APPR) of teachers and administrators will be developed in accordance with applicable laws, Commissioner's Regulations, and the Rules of the Board of Regents. To that end, the primary purposes of the evaluations are as follows: (a) to encourage and promote improved performance; (b) to guide PD efforts; and (c) to provide a basis for evaluative judgments by applicable school officials. Informal evaluations, including observations, one on one coaching opportunities, or PLC support, will be ongoing and driven by the eDoctrina® data reports, as discussed above.

The APPR for each teacher will result in a single composite effectiveness score and a rating of "highly effective," "effective," "developing," or "ineffective." The composite score will be determined as follows: (a) 20% - student growth on state assessments or a comparable measure of student achievement growth (increases to 25% upon implementation of a value-added growth model); (b) 20% - locally selected measures of student achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreases to 15% upon implementation of a value-added growth model); and (c) 60% - other measures of teacher/principal effectiveness consistent with standards prescribed by the Commissioner in regulation. The ratings scale based on composite scores has been established as follows: (a) Highly Effective = composite effectiveness score of 91-100; (b) Effective = composite effectiveness score of 75-90; (c) Developing = composite effectiveness score of 65-74; and (d) Ineffective = composite effectiveness score of 0-64. If a teacher is rated "developing" or "ineffective," the School will develop and implement a teacher improvement plan (TIP). Teachers with a pattern of ineffective teaching or performance, defined as two consecutive annual "ineffective" ratings, may be charged with incompetence and considered for termination.

Per the above protocol, RCCCS will use student achievement reports generated from the eDoctrina® software, performance on state assessments, and one formal and two informal observations throughout the year to complete the teacher evaluation. The observation component of the evaluation will be guided by Framework for Teaching proposed by Charlotte Danielson. The framework is grouped into four broad dimensions: (1) planning and preparation; (2) environment; (3) instruction; and (4) professional responsibility. The first three aspects of the framework are directly observable actions and behaviors in a classroom or instructional context. The domains of planning and preparation, environment, and instruction are all included in the instructional observation. A rubric of expectations relating to each domain guides the instructional observation across the domains and can serve as a guide for the educator in targeted areas of professional growth. The fourth domain, professional responsibility, is not directly observable in an instructional observation, but is noted in a summative evaluation. The School will ensure that all evaluators are appropriately trained consistent with standards prescribed by the Commissioner and that an appeals procedure is locally developed.

School Leader Evaluation: The Board of Trustees will conduct a formal performance evaluation of the Principal annually. The purposes of this evaluation are: (a) to improve administrative effectiveness; (b) to encourage and promote self-evaluation by the Principal and the Leadership Team; (c) to provide a basis for evaluative judgments by the Board; and (d) to make decisions about continued employment with the School. At the outset of the year, the Board will work with the Principal to establish formal procedures used to complete the evaluation, which will be filed in the school office, and made available to any individual who wishes to review them. The formal performance procedures shall include written criteria, a description of the review procedures, provisions for post-conferencing, and methods used to record results of the evaluation.

Since the Principal will be responsible for planning improvements that directly address student achievement, school design, financial management, and student and family satisfaction, and achieving outcomes requiring strong leadership as an instructional leader, site-based manager, and as builder of

school culture, the Board will align the evaluation tool to these competencies, and the sub goals associated with each competency, at the start of each school year. Once the tool is completed, all trustees will review the tool at an executive session meeting to ensure understanding of the items assessed by the rubrics.

The Board will then have the opportunity to complete a review individually and forward the completed document to the Human Resources/Personnel Committee Chair. The board will use qualitative (student surveys, staff surveys, observations, etc.) and quantitative (student achievement data, etc.) to rate the Principal's leadership performance in each competency as (4) Exceeding Standards; (3) Meeting Standards; (2) Working toward Standards; and (1) Not Meeting Standards. The Committee tabulates the results, transcribes the comments, and reviews the results with all trustees in a second executive session. Once all trustees are satisfied that the evaluation results reflect the most accurate assessment possible, the Chair will meet with the Principal and review the evaluation.

Board of Trustee Evaluations: The Board will review the effectiveness of its internal operations at least once annually and will formulate a plan for improving its performance. The Principal and others who work regularly with the Board may be asked to participate in this review and to suggest ways by which the Board can improve its functioning as a decision making body. To conduct this evaluation, the board will rely on the quantitative and qualitative evidence on the academic, fiscal, and operational health of the school. This evidence will include, but will not be limited to, student achievement data on internal and external assessments, financial audits, parent surveys, and evaluations of key staff and leadership.

Student and Family Satisfaction: Family and student satisfaction will be gauged in a number of ways. First, we plan to send out an annual survey to parents, which we will include with our "Intent to Re-enroll" form in order to encourage as many parents to participate as possible. The survey will ask about overall satisfaction in the following areas: school experience; quality of feedback on their child's performance; principal and school leadership; teachers; communication and involvement; school transportation; equipment and facilities; safety and environment; and whether or not they would recommend RCCCS to a friend or family member. The results of the survey will be compiled and shared with the administration and the staff, in an effort to highlight and encourage areas of strengths and create a plan to address areas of growth.

We will also pay attention to the number of students on our wait list, as our enrollment is an excellent source of understanding parent satisfaction and demand, presuming that satisfied parents will express their satisfaction to friends and family, and encourage them to enroll. And, finally, we will encourage parents and families to be involved in the school in as many ways as possible. We will ask teachers to make regular calls home each week to encourage parent involvement and solicit their feedback.

Publicizing Family and Student Results: Once we have collected the results from our family satisfaction surveys, they will be summarized, analyzed, and reviewed by the Leadership Team. The Leadership Team will draft a memorandum reflecting on the results, noting areas of strength, growth, and recommended next steps, based on the results and feedback. The Leadership Team will submit the survey results and the memo to the BOT. The BOT will review this information and make any necessary changes. From there, the Leadership Team will submit the survey results and a corresponding action plan to the Parent Teacher Organization (PTO) for their review and comment. Once a final version is created, using the PTO input, the survey results and action plan will be distributed to families before the upcoming school year begins.

Evaluating the Effectiveness of Organizational Partnerships: At the end of each academic year, the Board will evaluate the support received from CSAT, as outlined in the attached MOU, particularly as that support correlates with student achievement data, staff satisfaction and development, and Board and Leadership reflections and analysis. For instance, the Board and the Leadership team will highlight the areas that the partnership was most useful and the ways that it might improve in the future. To gather the anecdotal evidence, the Board and the Leadership Team will use surveys and written reflections for staff,

and for the CSAT team, around areas of strengths and areas of growth. The RCCCS board will communicate these results to the Leadership and the CSAT team to plan strategically for the upcoming school year.

E. Professional Development

Professional development at RCCCS will be grounded in our key design elements, as we know that when our teachers embrace and implement our key design elements with fidelity, our students will be on track to attain the school mission. During the initial charter term, we will rely on our colleagues at CSAT to support our PD design and implementation. They have graciously offered to share materials and best practices, and will participate in school visits, walk-throughs, and meetings to ensure successful implementation. Similarly, RCCCS staff will be able to observe and attend CSAT's PD sessions throughout the year. Given their support, and the detailed plan that we have outlined below, we are confident that we will be on track to achieving the goals for our students set forth in our plan.

Training Plan for All Instructional Staff: Professional development at RCCCS will include whole group, small group, and individual development. Whole group PD experiences will include all staff and will take place at the outset of the school year for five full days and for two full days during the year. Small group PD experiences will occur daily during common planning periods and monthly during Professional Learning Hours. Individual PD will be ongoing and self-directed by each teacher's reflection and leadership team observation on his or her performance, as grounded in real time student achievement data, with the support of the Principal, Assistant Principal, or grade level team (PLC).

Effective implementation of our key design elements will allow us to achieve our mission. Therefore, the most critical component of our PD plan will be to ensure that our teachers and leaders are equipped to (1) lead all students towards mastering grade level standards; (2) effectively and efficiently execute a PLC meeting; and (3) align instruction and school culture towards a college and career readiness path. If we lead our staff to excellence in each of these three areas, we will establish a necessary foundation for them to reach the goals that we have set forth for our students. Each area is discussed more fully below.

1. Lead All Students to Grade Level Standards Mastery

This key design element is, obviously, critical to our success. At RCCCS, we believe that the following components are essential understandings for our teachers as they lead our students to mastery of grade level standards. As a result, explicit PD will be provided in these areas:

- Establishing a long term, standards aligned plan that equips students for success on the state test or end of year assessment (as outlined in the Assessment Plan section);
- Aligning daily instruction to unit, benchmark, and summative assessments to ensure students are developing requisite content and skills and to ensure that all grade level teams have normed on how students will demonstrate mastery;
- Internalizing curriculum and content, including curricular resources and best practices;
- Following data driven instruction practices (tracking student progress using eDoctrina®, reflection on student and teacher level changes that led to student achievement outcomes, and discovering best practices and areas of growth based accordingly);
- Using tools and techniques to address any gaps identified at the teacher level;
- Using tools and techniques for reaching diverse learners, including students with special needs and ELL;
- Engaging, executing, and managing a classroom, so that students are positioned to understand and absorb content and teachers have the space to differentiate instruction; and
- Investing students and families, by instilling the belief that the hard work completed at their schools this year will lead to eventual success in the college and career path of their choice.

As a result, whole group, small group, and individual PD experiences will be aligned to the essential

understandings listed above, as described more fully below.

2. Effectively and Efficiently Lead Professional Learning Communities

As indicated above, grade level standards mastery for all students is a lofty goal. Our leadership team will provide teachers with the space and the tools for taking ownership over their own development through Professional Learning Communities (PLCs), coupled, of course, with high leverage individualized and small group support from our leadership team.

PLCs will be comprised of grade level teams, including the consultant teacher, for grades K-5 and grade level and content area teams for grades 6-8. As indicated in our key design elements, student learning and achievement for *all* students in a grade level or content area will be the focus of all team interactions and meetings. The PLCs will be expected to work collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve.²⁴ The characteristics of effective PLCs are as follows:

- Shared mission, vision, values, and goals;
- Collaborative teams focused on student learning;
- Collective inquiry;
- Action oriented;
- Commitment to continuous improvement; and
- Results oriented.²⁵

An ideal PLC meeting, therefore, will begin with a reflection on real time student achievement data for all of the students in that grade level, as generated by eDoctrina® reports. These reports will contain disaggregated data breakdowns for a more in depth analysis. Specifically, PLCs will be able to extract positive and negative trends in student performance. From there, they will explore teacher actions across the grade level or content area that may have contributed to student progress and student gaps in performance. Teachers will then be expected to note their own areas of strength and development, work with their PLC and the leadership team to improve in these areas, and tweak their instructional approach as necessary to yield improved student achievement results.

Implemented with fidelity, this approach will be a powerful tool in maximizing teacher performance to yield increase student performance. Therefore, the school wide PD initiatives will be based on providing the skills and knowledge that the staff needs to establish this community and continue to improve it over time. The leadership team will play a critical role in establishing the systems and space for this collaboration to take place and will work with individual teachers and grade level teams to constantly improve their Professional Learning Community outcomes. Therefore, we will include the following components as essential understandings for our teachers to effectively and efficiently lead PLC meetings:

- Creating a shared mission, vision, values and goals for the school year;
- Best practices for reflecting on student learning (including data analysis);
- Best practices for collaborating and planning for next steps (with teacher and student level changes);
- Best practices for accountability; and
- Ongoing reflection on PLC effectiveness.

As a result, whole group, small group, and individual PD experiences will be aligned to the essential understandings listed above, as described more fully below.

3. Aligning Culture and Instruction to a College and Career Readiness Path

And last, but certainly not least, our school culture and instruction must be aligned to college and

²⁴ DuFour, DuFour, and Eaker; 2007 PLC Institute

²⁵ DuFour, DuFour, and Eaker; 2007 PLC Institute

career readiness standards in order to achieve our mission. As a result, we will embrace the CCLS, which are designed to prepare our students for the rigors of high school. We will ensure that our instruction is rigorous and aligned by embracing the practices described more fully in sections 1 and 2 (above). It is also essential, however, that our teachers feel confident reinforcing a school culture of high expectations, grounded in a college and career readiness focus.

As a result, we will expect our teachers to understand how to incorporate college and career exposure to even our youngest learners and will focus PD efforts on the following essential understandings with our teachers:

- Establishing a culture of high expectations through PBIS; and
- Incorporating monthly college and career touch points into your unit and lesson planning, while ensuring alignment to the CCLS and school curriculum.

As discussed above, all teachers will be expected to perform the above competencies with proficiency. As a result, we will expect all teachers to attend PD at the outset of the year for five full days. During this time, teachers will attend the following sessions:

Professional Development Session	Essential Understandings Addressed
Understanding by Design	Establishing a long term, standards aligned plan that equips students for success on the state test or end of year assessment (as outlined in the Assessment Plan section); Aligning daily instruction to unit, benchmark and summative assessments to ensure students are developing requisite content and skills and to ensure that all grade level teams have normed on how students will demonstrate mastery;
Core Knowledge Sequence; Balanced Literacy Framework; Instructional Strategies for Inclusion (i.e. explicit instruction, differentiation, and scaffolding); Understanding and Implementing Interventions; Strategies for Engaging and Supporting ELL	Internalizing curriculum and content, including curricular resources and best practices; and tools and techniques for reaching diverse learners, including students with special needs and ELL.
Data Driven Instruction	Data driven instruction practices (tracking student progress using eDoctrina®, reflection on student and teacher level changes that led to student achievement outcomes, and discovering best practices and areas of growth based accordingly); and tools and techniques to address any gaps identified at the teacher level.
Implementing PBIS at the School Wide and Class Level	Effectively engaging, executing, and managing a classroom, so that students are positioned to understand and absorb content and teachers have the space to differentiate instruction; Invest students and families, by instilling the belief that the hard work completed at their schools this year will lead to eventual success in the college and career path of their choice; and Establishing a culture of high expectations through PBIS.
Teach Like a Champion Strategies	Effectively engaging, executing, and managing a classroom, so that students are positioned to understand and absorb content and teachers have the space to differentiate instruction;
Establishing and Executing Effective PLCs	Creating a shared mission, vision, values and goals for the school year; Best practices for reflecting on student learning; Best practices for collaborating and planning for next steps (with teacher and student level changes); Best practices for accountability; and Ongoing reflection on PLC effectiveness.
Establishing a “College and Career” Focus	How to incorporate monthly college and career touch points into your unit and lesson planning, while ensuring alignment to the CCLS and school curriculum.

These sessions will be taught in whole group format during the five days of summer training and supplemented throughout the year as small group or individual support. Small group PD will occur during PLC time (in the event that a PLC needs development in certain competency) and during Professional Learning Hours, which will occur monthly for 1-2 hours. Professional Learning Hours will address school wide gaps or trends in areas of development, as identified in the competencies listed above. In the spirit of “professional development in the context of teamwork,” PLHs will be teacher led with the support of the leadership team. For instance, using school wide student achievement data, coupled with leadership team analysis and observation, the leadership team will identify gaps in teacher performance. If there is a

teacher who demonstrates success in this area, however, that teacher will be tapped to design and implement a PLH for the other teachers in the building. The leadership team will support the design and implementation of the PLH, with the ultimate goal of empowering teachers and building teamwork.

Similarly, the leadership team will work with teachers individually to develop them in the above competencies as needed.

Training Plan for New Instructional Staff: In addition to the training plan required for all instructional staff, teachers new to RCCCS will be required to participate in a teacher developed, teacher-conducted pre-training called RCCCS 101, which will be adopted, modified, and implemented from the CSAT 101 training used in Buffalo. This development opportunity will effectively introduce the new staff to the RCCCS design, focus on learning, data analysis to inform instruction, special population needs, and general strategies for developing a culture of high achievement.

The RCCCS 101 training will occur during the first five days August training days, for two hours each day. Similar to CSAT 101, RCCCS 101 will include foundational information, designed to orient new teachers to working at our school. It will include, but is not limited to, the following topics:

- **History and Landscape:** An overview of charter schools in NYS, including requirements to open and operate a charter school; the history of CSAT and RCCCS, including student populations and communities served;
- **Building Our Staff Community:** Staff introductions and ice breakers; professional etiquette; understanding the Professional Learning Community (PLC) structure; and overview of the employee handbook expectations;
- **School Operations:** Phone list, building map, and school logistics; protocols for field trips, extracurricular activities, and travel; master schedule; and student dress code;
- **Technology:** Computer policies and log on information; using technology securely; best practices; and understanding the eDoctrina® program;
- **Becoming the Best Teacher You Can Be:** Discussions and reflection on Harry Wong's *The First Days of School* and Doug Lemov's *Teach Like a Champion* texts; additional support on the "essential understandings" discussed each day during the school wide training sessions.

Evaluating and Reviewing PD: The most significant way to monitor the efficacy of our PD experiences include the data analysis afforded by the eDoctrina® reports, participation in team planning and data meetings, continuous classroom walkthroughs using eObserve® protocols, and formal observations using the Danielson model. eObserve® is a component of eDoctrina®, which we will use to complete classroom observations and walk throughs. This tool allows us to communicate electronically with staff regarding our visits in their classroom. All of the rated areas reflect portions of the Charlotte Danielson observation model. Through this program teachers and administration can have ongoing dialogue about the great things happening in the classrooms and also any areas that may need improvement. Similarly, the Leadership Team can collect trends from the tool to evaluate walk throughs and observations. Surveys will be used to evaluate PLHs, full day PD days, and August training. The feedback gathered from these surveys will be shared with, and reviewed by, the administration and the staff presenters.

Ensuring We Address the Needs of All Students: As described above, all teachers, both new and returning, will be expected to attend a five day PD session at the outset of the year, where strategies for reaching all learners, including those with special needs and ELLs, will be addressed. The training will provide best practices for engaging all students in the curriculum, such as how to create a warm and welcoming classroom culture, and strategies for keeping all students engaged and on task, from the *Teach Like a Champion* text. Teachers will review culturally responsive teaching practices to ensure that students can relate to the curricular topics, so that it is interesting and relevant for all students. Training will also include the Response to Intervention (RTI) model, the Committee on Special Education (CSE) referral

process, IEP development and implementation, as outlined in the “Special Student Populations and Related Services” section. The training will review IEP report cards, progress monitoring and the confidentiality of student records. During the course of each school year, teachers will be afforded the opportunity to receive staff development, either on site or through outside in-service/conferences to update them on best practices for special education. Such training includes, in addition to other subjects, discipline, special education, and the intersection between the two.

Our Leadership Team will oversee this PD at the outset of the year, and will monitor teacher performance and implementation over the course of the year. During the school year, the Consultant Teacher for each grade level will be expected to support all teachers with effective strategies for differentiated instruction, and the Leadership Team will intervene if additional support or Professional Learning Hours are needed to address gaps in this area. Additional support will be determined by observations, teacher reflections, and student achievement data.

The Principal and the Special Education Coordinator will ensure full compliance with IDEA and state requirements regarding suspension (including manifestation and the determination requirements as coordinated with the relevant CSE), alternative instruction, and due process.

Establishing a Professional Climate: RCCCS will ensure that our training and PD programs leave teachers feeling prepared, supported, and equipped to meet the goals that they set for their students at the outset of the year. Furthermore, the PLCs will provide an opportunity for ongoing collaboration and peer support. We expect our teachers to be owners of their professional outcomes. By empowering and supporting our teachers in this way they will feel like the professionals that they are and will be rewarded for hard work and most importantly, collaboration.

Teacher Planning and Collaboration: Please see training and PD program listed above.

Sharing Resources and Best Practices: Our key design elements embrace teacher driven collaboration and teamwork. To that end, we will expect teachers to own their development and be reflective about their practice. When teachers engage in ongoing data analysis, they are able to glean insights into what is most and least effective about their own practice. With the support of the Leadership Team, teachers will identify strategies for improvement. Similarly, teachers will be expected to identify and leverage their strengths with the team during PLCs or PLHs experiences. By placing this responsibility on the teachers, we will take a “bottom up” approach to PD, which we believe will increase teacher’s ability to self-assess and self-correct quickly and effectively, ultimately leading to more rapid improvements for students. Similarly, teachers will be deeply invested in this process, as they are generating and contributing to their individual and team development directly.

F. Facilities

During the first charter authorization period, we anticipate the following facility needs based upon our projected enrollment: 24 classrooms (three classrooms for each grade in Years 1 and 2, increasing to four kindergarten classrooms beginning in Year 3, and increasing to four classrooms for successive grades each year thereafter); gym and locker rooms; kitchen and cafeteria; 12 administrative offices, two computer labs; one art room; and one faculty break room. An assessment of potential sites in the City of Rochester has been conducted and two locations meeting the above criteria have been identified:

1001 Lake Avenue: This facility consists of a 101,000 square foot building and has sufficient space and amenities to accommodate the needs of RCCCS. The facility has historically been used as a school, with a portion of the building currently being occupied by a parochial, elementary school for a student population of approximately 200. If selected as the site for RCCCS, there is ample space for the co-location of both schools.

180 Raines Park: This facility consists of an approximately 40,000 square foot building providing sufficient space and amenities to accommodate RCCCS through Year 4 as currently constructed. The site

has a long history of use as a non-public and parochial school serving grades K-12. It is currently unoccupied. Plans to expand the structure to meet the anticipated space requirements in Year 5 and beyond have been acknowledged by the building owner, and expansion opportunities have been identified by an architect.

For each of these sites the owner has agreed to make any necessary improvements to meet State Education Department requirements. This includes making improvements necessary to provide appropriate access for students and adults with disabilities, plus renovations necessary to provide the facility requirements described above in a safe and fully-functional fashion consistent with State Education Department requirements.

In addition to those improvements, \$75,000 has been budgeted in the Pre-Operations Year for building renovations. We anticipate a lease cost, including the cost of renovations, of approximately \$17,000 per month in Year 1, which is reflected in the budget. For both of these potential sites, the owner is agreeable to an initial 3-5 year lease term, but is unable commit to a lease until RCCCS has been granted a charter.

G. Insurance

RCCCS is able and prepared to secure the insurance coverage, which approximates the following, consistent with policies obtained by similar charter schools. The anticipated annual premium for such coverage is approximately \$40,000, and is provided for in the operating budget.

General Liability	\$1,000,000 per occurrence; \$3,000,000 aggregate	Automobile (non-owned)	\$1,000,000
Umbrella Liability	\$5,000,000	Workers' Compensation & Employers' Liability	\$1,000,000
Property	\$250,000	Student Accident	\$50,000
Business Income with Extra Expense	\$500,000	Catastrophic Student Accident	\$1,000,000
Directors & Officers Liability	\$1,000,000		

H. Health, Food, and Transportation Services

Health Services: The delivery of health services to the RCCCS's students will be largely accomplished through the provision of a nurse from the Rochester City School District (RCSD), as it is anticipated that RCCCS will be located in the City of Rochester and the vast majority of students will be drawn from this district. These services will include treating students who are ill or injured, dispensing medication, and maintaining student health records. The responsibilities will be performed consistent with policies and protocols established by RCSD to promote student well-being and ensure the security of confidential information. Below is a summary of important practices that will be implemented.

Parents and guardians will be required to submit current student health information, a HIPPA release and a photo release before the start of school each year as part of the annual school registration process. Student health records will be maintained in locked file cabinets accessible only by authorized staff. Secured information will include records concerning student visits to the nurse, medication administration authorizations, and proof of immunizations.

Compliance with NYS immunization standards for entrance into and throughout attendance at the school will be required. To ensure this is accomplished, parents and guardians will be obligated to submit current documentation of immunizations which meet state and federal immunization schedules. In those instances in which a physician certifies that an immunization may be harmful to the student's health or the parent or guardian holds a genuine and sincere belief against such immunizations, a waiver consistent with NYS Public Health Law may be granted.

Many children who take medications require them during the school day. To ensure the safe and secure administration of medication to students, clear and strict policies will be maintained. In order to administer medication to a student the following conditions must be met:

- All prescription medications must be brought to school in a container appropriately labeled by the pharmacist or the physician.
- All over-the-counter medications must be in its original container and returned to the parent or guardian

at the end of the school year or disposed of according to existing laws.

- The school must be supplied with a written order from a licensed prescriber.
- The parent or guardian must provide the school with written permission.

All medications will be dispensed by the school nurse or licensed practical nurse under the direction of the nurse. Other staff may be designated and trained by the nurse to assist self-directed students to administer their own oral, topical, and inhalant medication.

A minimum of two staff members will maintain certification in CPR and the use of an AED and Epi-pens. The Counseling Behavior Intervention Specialist will assume the responsibilities of the nurse when the nurse is not onsite.

Food Services: Providing students with healthy, nutritious meals so they can go about the business of learning is important to academic success, and is particularly critical for the low-income student population that RCCCS anticipates serving. The importance of nutritious meals, coupled with the complexity of running an efficient, compliant food service program, makes the outsourcing of food service operations a viable option for RCCCS. RCCCS plans to contract with an established non-for-profit food service vendor to deliver breakfast, lunch, and snacks to students. Selection of the vendor will be based on their ability and experience operating successful food service programs for educational institutions; the variety, appeal and nutritional value of their menus; their compliance with state and federal mandates; and the cost of the program. In addition, RCCCS will employ Food Service Workers with Level 1 and 2 Certifications onsite to serve meals. It should be noted that both of the facilities identified to potentially house RCCCS are equipped with a school kitchen and cafeteria.

RCCCS intends to participate in the School Meal and Milk Programs available through the U.S. Department of Agriculture and State of New York. It is projected that the majority of our students will qualify for these programs through the direct certification process administered by NYSED. For those students who do not automatically qualify, applications will be sent to their parent or guardian. RCCCS anticipates that due to the high poverty population of the students to be served, the school may qualify for the universal lunch program through the Community Eligibility Provision.

In the event that all students do not receive free meals, families paying some or all of the cost of student meals will be billed in advance each month based on estimated participation. Adjustments for differences between estimated and actual participation will be accounted for in the following month's billing. Students will not be required to participate in the school's food service program, and can choose to provide their own school meals and snacks. There will be no additional cost charged to students with dietary restrictions. The confidentiality of students' free and reduced price meal status will be maintained and the Meals Served Report form will be submitted monthly to the NYS Child Nutrition Program.

Transportation Services: It is projected that RCCCS will be located in the City of Rochester and that the majority of its students will come from the Rochester City School District (RCSD). As such, RCSD will be responsible to provide transportation services to those students who provide proof of City residency and meet eligibility criteria for such services pursuant to NYS Education Law. Students who are residents of school districts other than RCSD and who meet eligibility criteria for public school transportation will be transported by their home school district. Students who do not meet the criteria to receive busing will be responsible for arranging their own conveyance to the school.

Special education students will be provided transportation services in accordance with their individualized education programs. RCCCS will work closely with the Committee on Special Education on a case-by-case basis to ensure that appropriate transportation is available. RCCCS intends to utilize a school year that extends beyond that of traditional school districts', thus it is anticipated that RCCCS will have to provide transportation for its students for approximately 14 days annually when public school transportation is unavailable. These transportation services will be provided by a qualified vendor, which will be selected

through a competitive procurement process. An allocation has been incorporated in the budget for this expense based on projected student population and current industry rates. The school's Director of Operations & Finance will be responsible for coordinating all transportation services. This includes but is not limited to submitting the required eligibility forms to the appropriate school district transportation departments; coordinating communication with students' families concerning bus stop location and estimated pick-up and drop-off times; and educating and promoting bus safety to students.

I. Family and Community Involvement

Vision for Family and Community Involvement: The mission of RCCCS is to provide a world-class education to Rochester students so that they are equipped with the knowledge and skills necessary to succeed in both college and family sustaining careers. Our vision for RCCCS family and community involvement is directly influenced by our mission, in that we hope to involve parents as partners in furthering our primary objectives of ensuring that our students are on track and prepared to graduate from the high school of their choice, and ensuring that students are exposed to and engaged with a rich variety of college and career opportunities that will lead to personal and professional satisfaction and future leadership of our region. The vision, therefore, will be to engage each parent in our mission and objectives so that we will work in unison towards helping students reach these two goals.

Strategy for Family and Community Involvement: Our main strategy for engaging parents in the school will be through our PTO, which will plan events for parents and provide a means for ongoing and direct parent feedback and communication with the school. Additional strategies for partnering with parents in our efforts to prepare all students to be on track from the high school of their choice are as follows:

- Parents come to the school for registration, where we share information and an overview about upcoming program dates, the academic and behavioral expectations, and the college and career focus;
- In the fall of each year, all parents will be expected to attend a "Welcome Night," where food will be provided, and each grade level team will share the academic goals for the parents, expected means and times for communication, and the Student Handbook, with a particular focus on the SWPBIS behavioral expectations;
- Once the school year begins, all core teachers will be expected to contact the parents immediately to, once again, introduce themselves, and share the academic and behavioral goals for the upcoming school year. Teachers will inform parents of the different ways in which they are available for communication such as classroom phone, voice message, email, and website portal. The conversation will center around the importance of the parent teacher communication. Teachers will offer opportunities during morning, afternoon, and evening for ongoing conferences throughout the year. Automated calls and multiple reminders, using School Messenger, or a similar automated system, will also be established to help parents remember the event. If a parent fails to show up or to respond, the teacher will call and offer to provide all needed information in a phone conference. This phone conference is described as a perfectly acceptable alternative to the face-to-face conference and as a fulfillment of parent/school partnership.
- Once the teacher establishes the best means for ongoing communication with parents or guardians, the teacher will continue to communicate with the parent on both areas of growth and improvement.
- Teachers will be responsible for inviting parents to partake in PTO meetings and extracurricular events offered at various points throughout the year (student concerts, art exhibits, science fairs, etc.).

Our strategies for partnering with parents as we seek to expose students to a rich variety of college and career opportunities are as follows:

- Invite parents into classroom to share information about their chosen career path, what they did to prepare for that career path, and how our students might do the same;
- Include parents on field trips to local colleges and universities, and on site visits that will allow students

to observe various careers firsthand;

- Invite parents to join the class to read aloud or listen to a story about a particular career (particularly during the days leading up to a field trip or site visit); and
- Suggest readings, activities, and talking points for parents to implement at home or during the summer months about family sustaining career choices, and the importance of hard work at school.

In addition, RCCCS will have a Family Support Coordinator to strengthen its students and families through school, community, and parent collaboration in order to promote student success and well-being. RCCCS believes that strong families mean successful students; therefore, any K-8 student and his or her family are not only welcome, but encouraged, to meet with the Family Support Coordinator and take advantage of his or her services and support. The Family Support Coordinator's goal is to foster family communication and well-being, healthy youth development, and success in school. In order to accomplish this, the Family Support Coordinator will facilitate and/or arrange a spectrum of services, including, but not limited to: individual and family counseling; support groups; parenting groups; and referrals and information to outside community resources. The Family Support Coordinator will assist the Director of Finance and Operations with other RCCCS services, including transportation, enrollment, and uniform purchases, making it easier for parents and families to take care of business in one trip.

Involving Parents: In our first charter term, RCCCS will focus our efforts on ensuring parent involvement from day one. Parents will be involved in planning, implementation, and program design of the charter school as described below.

Planning: As described further in the Public Outreach section, we solicited parent feedback on our programming through surveys and focus groups in order to help engage parents in the planning process. The feedback was very helpful as we think about the planning stages of our work, particularly design and implementation of our application and recruitment and enrollment process. Given the volume of parent questions around the enrollment process, we will be sure to make parents fully aware that we are opening in an accessible location, and that all students are welcome to apply to the school. As we conduct student recruitment, we will be sure to have clear directions and steps around the enrollment process; specifically, we will hold open houses to help parents who wish to apply, but might have further questions, we will distribute applications to parents during outreach events so that they can ask questions on the spot, if they have them, and we will be sure to provide applications in English and Spanish to reach as many families as possible. To encourage further parent involvement, and increase our effectiveness in reaching our target population, we will rely on our PTO to assist with outreach and enrollment efforts, and encouraging them to work as stewards and partners support parents and families throughout the enrollment process.

Implementation: We plan to adopt a similar approach to school governance as CSAT. Specifically, we will encourage the support of a PTO, who is responsible for planning social events, fundraising efforts, and encouraging parent involvement in the school through collaboration with teachers. In addition to the PTO, we will also have Parent Advisory Council (PAC), who will collaborate with the Principal and the Board on effectively implementing school policies. The Parent Trustee of the Board will attend all PAC meetings, and will direct all non-policy concerns to the PTO, to ensure that the PAC can focus their efforts exclusively on impacting school policy and governance. The Parent Trustee will attend all board meetings and relay all feedback from the PAC meetings to the Board each month. In addition, RCCCS will create ways for parents to address governance issues via the website and develop a parent portal.

Program Design: As described further in the Public Outreach section, we solicited parent feedback on the elements of the program design, including college to career focus and the charter school option. Given the feedback around smaller class sizes, attention, and emotional and behavioral support, we have ensured Teacher Aides are available for our younger students, that at least one Consultant Teacher, certified in Special Education, is staffed on each grade level, and that we have adequate staff to provide

Behavior Intervention Support within the building. Parents generally indicated great support for the college and career option, and students were excited about the potential to explore career choices. One parent expressed that schools need more unique approaches to learning and was excited to hear that we were investing students in their future options.

J. Financial Management

The RCCCS Board of Trustees is comprised of several individuals who possess the financial and management skills and experience necessary to effectively structure, guide, and monitor the financial practices and performance of the school. These Board members include Mark Brewer, Chief Financial Officer of Loyola Recovery Foundation; Jeffery Miceli, President of Appliance Tec; and Norman West, Chief Executive Officer of West Advisory Group. Guided and overseen by these individuals, RCCCS will engage a qualified and experienced management consultant to provide the following services:

Support annual independent audits. The consultant will select and engage an independent certified public accounting firm to conduct at annual audits of the school's financial processes, records and activities, comparable in scope to those required of other public schools and in accordance with government auditing standards. The consultant will also establish necessary financial controls, prepare requested schedules and corresponding analysis, and coordinate with auditors to support accurate and timely completion of audit. The Board will review all audits, including meeting with the auditor in the absence of the consultant and school staff to assess the results. The Board will monitor all efforts by school leaders to address any deficiencies identified by the audit.

Establish an accounting system compliant with generally accepted accounting principles. This includes recommending financial policies and procedures for Board adoption, creating a chart of accounts, and implementing the adopted policies and procedures.

Establish an accounts payable and accounts receivable processes. This includes establishing a segregation of duties to ensure funds are safeguarded and properly deposited, establishing controls to ensure that all receipts and expenditures are properly recorded, and identifying payments and receipts in sufficient detail to support preparation of monthly financial reports.

Create a payroll system. The consultant will implement a payroll system using a qualified payroll provider. Further, the consultant will include defining the payroll schedule and process, post and reconcile payroll, and fulfill year-end reporting and documentation requirements.

Establish and manage the purchasing process. The consultant will recommend purchasing policies for Board adoption and will procure goods and services in accordance with the adopted the policies.

Ensure fulfillment of grant requirements. This will include adherence to grant restrictions and reporting requirements.

Conduct routine daily and monthly accounting processes. This will include but not be limited to processing deposits and disbursements, posting revenue and expenses, reconciling bank statements, and executing year-end closing of the books.

Manage monthly, quarterly, and annual reporting. Relevant reporting will be delivered to all constituents including the Board, school leadership team, and NYSED as required.

The finance and accounting functions identified above will be conducted by the management consultant in conjunction with and under the oversight of the Board, School Director, and Operations Coordinator(s). It is not anticipated that the school will hire staff to perform these functions.

School staff (Principal and Director of Operations & Finance) under the oversight of the Board will be responsible to track and safeguard student information including enrollment, attendance, performance, eligibility for free and reduced-price meals, and special education and ELL services. Education-industry computer software and other mechanisms currently utilized by other educational institutions for such purposes will be employed.

K. Budget and Cash Flow

Proposed Budget & Cash Flows. The RCCCS budget is informed by reviewing the budgets of several local charter schools as they relate to the specific requirements of RCCCS as well as by obtaining quotes from potential vendors when appropriate. Conservative estimates were employed throughout the budget development process to ensure the integrity and viability of the projections, as well as to incorporate an appropriate measure of financial resiliency in the event of unforeseen operating challenges. For example, the following conservative approaches were employed in constructing the estimates for the two largest revenue and expense categories:

1. **Per-Pupil Revenue** - No increase in the current (FY 2014-15) Rochester Central School District reimbursement rate is assumed over the five-year period.
2. **Personnel Costs** - Estimates include a 2% salary and wage contingency in addition to a 3% annual inflation assumption. The 2% contingency is available for annual performance incentives or to relieve budget stress as necessary.

At such time as charter status is conferred by NYSED, RCCCS will also pursue securing a line of credit as a standby mechanism for addressing potential liquidity issues.

Ongoing Budget Management. Going forward, the School Principal and Director of Operations and Finance of RCCCS will be responsible for developing and maintaining the annual budget and the 5-year budget forecast. Each spring, an annual budget for the upcoming fiscal year and an updated five-year budget forecast will be developed for Board consideration and adoption. These documents will be based on current year-to-date actual data and year-end projections, as well as a careful assessment of anticipated changes in operations and the operating environment, which will impact revenues and expenditures in the upcoming budget and forecast period.

The budget construction philosophy will continue to be one of conservatism with respect to revenue and expenditure projections in order to protect the current and long-term financial sustainability of the school. The Finance Committee of the Board will review the budget and five-year budget forecast and recommend a final budget and forecast for Board adoption no later than June, prior to the start of the next fiscal year. The Finance Committee will review and report budget performance to the Board on a monthly basis. The review will include adopted budget vs. actual performance, projected year-end performance, and cash flow and balance statements. Key indicators to be reviewed will include:

1. **Near Term Indicators:** Current ratio; unrestricted cash on hand; and enrollment variance
2. **Sustainability Indicators:** Total margin; debt-to-assets (if applicable); cash flow; and debt coverage (if applicable)

Any significant variances from budget or other concerns identified in the review process will be assessed and reported to the Board for action as warranted. Materiality thresholds for budget amendment action will be established in the financial policies and procedures adopted by the Board.

L. Pre-Opening Plan

Domain	Action	Start Date	End Date	Lead Responsibility
Governance	Appoint board officers	Aug 2015	Sept 2015	BOT
Facility	Identify facility for school	Aug 2015	Sep 2015	BOT
Governance	Recruit School Director	Sep 2015	Nov 2015	BOT
Facility	Conduct facility negotiations and execute lease	Sep 2015	Dec 2015	BOT
Operations	Obtain 501c3 status	Sep 2015	Jan 2016	BOT
Finance	Approve fiscal policies and procedures	Sep 2015	Oct 2015	BOT
Governance	Ratify bylaws and code of ethics	Oct 2015	Dec 2015	BOT
Facility	Renovation: identify needs, secure contractor, establish timeline, complete punch list	Nov 2015	Jun 2016	BOT, P, DOF
Recruitment	Recruit students: develop and disseminate materials, host open-houses, door-to-door marketing	Nov 2015	Apr 2016	P, BOT
Finance	Contract with provider to establish payroll and other financial systems	Jan 2016	Mar 2016	BOT, DOF
Operations	Contract with provider for operations support (operations coordination [OC] human resources, IT, other)	Jan 2016	Mar 2016	BOT, DOF
Facility	Obtain Certificate of Occupancy	Jan 2016	May 2016	DOF

Staffing	Recruit school staff: draft job descriptions, post positions, interview candidates, check references	Feb 2016	Jun 2016	P, DOF
Staffing	Hire school staff: salary negotiations and offer letters	Mar 2016	Jun 2016	P, DOF
Academic	Research and secure professional development	Mar 2016	Jun 2016	P
Academic	Research and secure curriculum resources	Mar 2016	Jun 2016	P
Academic	Research and secure standardized assessments	Mar 2016	Jun 2016	P
Technology	RFP for technology infrastructure	Mar 2016	Jun 2016	DOF
Recruitment	Hold lottery: secure system with preferences, conduct lottery, inform parents	Apr 2016	Apr 2016	P, DOF, BOT
Operations	Obtain student records: obtain permission from parents, contact previous schools, etc.	Apr 2016	Jul 2016	P, DOF
Finance	Approve budget for FY16-17	Apr 2016	Apr 2016	BOT
Operations	Secure food services: coordinate vendor evaluation of kitchen capacity, solicit proposals, select vendor	Apr 2016	May 2016	DOF
Operations	Secure transportation: contact RCSD and other districts of residence, provide required information, inform parents of options	Apr 2016	Jul 2016	DOF
HR	Finalize staff handbook and personnel policies	Apr 2016	Jun 2016	BOT, P, DOF
Operations	Develop and distribute student handbook	May 2016	Jun 2016	P
Technology	Install technology infrastructure	May 2016	Jul 2016	DOF
HR	Complete fingerprinting and background checks	May 2016	Jul 2016	DOF
Academic	Prepare school calendar and distribute to families	May 2016	May 2016	P, DOF
Recruitment	Conduct open houses for admitted students	Jun 2016	Jul 2016	P, DOF
Academic	Contract with Related Service Providers	Jun 2016	Aug 2016	P
Academic	Conduct home visits	Jun 2016	Aug 2016	P
Operations	Secure insurance policies	Jun 2016	Jul 2016	DOF
PD	Prepare Summer Institute materials	Jun 2016	Aug 2016	P
Finance	Complete Initial Statement of Financial Controls	Jul 2016	Jul 2016	DOF
HR	Complete staff fingerprints and background checks	Jul 2016	Jul 2016	DOF
Academic	Create lesson plans for first weeks of school	Jul 2016	Jul 2016	P
Operations	Secure IEPs and student records	Jul 2016	Aug 2016	P, DOF
Operations	Create a draft SAVE plan and submit it to SED	Jul 2016	Aug 2016	DOF
Operations	Purchase AEDs and train staff	Jul 2016	Aug 2016	DOF
PD	Conduct Summer Institute	Aug 2016	Aug 2016	P
PD	Develop staff growth plans	Aug 2016	Aug 2016	P

Key: BOT=Board of Trustees; P=Principal; DOF=Director of Operations and Finance

M. Dissolution Plan

In compliance with Education Law Sections 219 and 220, the school will work closely with appropriate NYSED representatives to develop and implement a dissolution plan that will ensure an orderly closure and dissolution process. We will utilize the matrix provided in the NYS Education Department's *Closing Procedures Guide and Checklist for New York State Charter Schools*. The dissolution plan will include a process for transferring students and student records, including: IEPs, attendance records, student health and immunization records, and report cards.

Prior to dissolution, the school will conduct a series of meetings for parents to provide information about the dissolution and to support them in making decisions regarding selection of educational programs for their children, including Rochester City School District schools, charter schools and non-public schools.

The Board will designate one trustee and one school employee to oversee the closing of the school from an operational and financial perspective. After the employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. Employees will be notified of eligibility for NYS Unemployment Insurance pursuant to any regulations of the NYS Department of Labor. The dissolution plan will provide that all property, which the school has leased, borrowed or contracted for use, will be returned. The return of property will conform with contractual pre-arrangement, where applicable, or will be done with reasonable promptness.

The school will accumulate a reserve fund of \$75,000 by setting aside \$25,000 each year for three consecutive years, beginning with the pre-operations year, to cover debts in the case of the school's dissolution. In the event of dissolution of assets in excess of those necessary to meet liabilities, all remaining assets of the school shall be transferred to another charter school within the Rochester City School District as designated by the Board.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name: Rochester College and Career Charter School

Proposed School Location (District): Rochester City School District

Name of Existing Education Corporation (for replication): Not Applicable

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

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

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

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

¹ N.Y. Education Law § 2854(2)(a)

² ESEA § 5203(b)(3)(J)


10/2/15

Education and the State Education Department in evaluating the program [assisted under this subpart;³ and [

- That the charter school will provide such other information and assurances as the Secretary [of the U.S. Department of Education and the State Education Department may require.⁴

Existing Education Corporation (if seeking to replicate): I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open; [
- Has received a full 5 year renewal from its charter entity; [
- Has provided a program of instruction for the same grade levels intended to be served [in the replicated school; [
- Has exceeded district averages in the aggregate on the State ELA and Math assessments [for all grades tested; [
- Has met or exceeded State averages in the aggregate on the State ELA and Math [assessments for all grades tested; [
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate [(if applicable); [
- Has met or exceeded the State cohort graduation rate of 80% (if applicable); [
- Has achieved a State Accountability Designation of at least a school in "Good Standing" [for each year of its charter term; and [
- Has been in compliance with local, state, and federal laws and its charter contract. [

I, Sarah Armignacco, hereby certify that the information submitted in this Full Application to establish Rochester College and Career Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:

October 2, 2015

Date:

Sarah Armignacco

³ ESEA § 5203(b)(3)(K)

⁴ ESEA § 5203(b)(3)(N)

Attachment 1: Rochester College and Career Charter School

The admissions policy is the same as CSAT, and has, therefore, been approved by NYSED. We will adopt this policy, and most other policies, in an effort to maintain fidelity to their model to the greatest extent possible.

The Rochester College and Career Charter School (RCCCS) shall be nonsectarian in its programs and admission policies and shall not charge tuition or fees; except that a charter school may require the payment of fees on the same basis and to the same extent as other public schools. RCCCS shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability or any other ground that would be unlawful if done by a school. Admission of students shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, sexual orientation, or ancestry. RCCCS shall demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program when compared to the enrollment figures for such students in the school district in which the charter school is located.

Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to RCCCS. Applications for admission to the Charter School shall be submitted on a uniform application form created by the State Education Department (SED) and shall be made available in languages predominantly spoken in the community in which the school is located. The school shall enroll each eligible student who submits a timely application by the first day of April each year, unless the number of applications exceeds the capacity of the grade level or building. In such cases, students shall be accepted from among applicants by a random selection process or lottery. However, an enrollment preference shall be provided to pupils residing in the school district in which the charter school is located and siblings of pupils within the grade levels served by the school. Students wishing to be considered for admission to RCCCS will complete the application required by the New York State Education Department (NYSED). The application template and instructions can be found at: <http://www.p12.nysed.gov/psc/form.html>

A student may withdraw from RCCCS at any time and enroll in a public school. A charter school may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion from the public from the public school has expired, consistent with the requirements of due process.

If a student withdraws, the next applicant on the waitlist in that grade will be called and offered the space. Student withdrawal will be permitted upon the written request of the parent or legal guardian and proof of enrollment in another school. Following the written request of the admitting school, student records will be transferred. If a student does not return in September, the school will telephone and send the family a certified letter to determine the child's status. When a space opens, the waitlist will then be activated to admit the next child on the same grade level. For applications received after the April 1 deadline, those students will be added to the waitlist in the order they are submitted. The waitlist will expire annually at the lottery drawing for the next school year. The school will no longer fill vacancies after October 31 of each year.

Public Lottery

If the number of timely submitted applications of eligible students for admission to RCCCS exceeds the capacity of the grade level of the charter school, students shall be accepted for admissions from the pool of applicants by a random selection process (lottery) as outlined here.

The lottery shall be performed in a transparent and equitable manner as described in Commissioner's Regulations. The time and place of the lottery shall be publicized with notice at least one (1) week prior to the event given to the local news media and shall be conspicuously posted in one (1) or more designated

public locations at least seventy-two (72) hours before the event. The lottery shall be open to the public. Education Law §2854 (2)

Preferences

RCCCS shall provide an enrollment preference to:

- a) Pupils residing in the school district in which the charter school is located; and
- b) Siblings of pupils already enrolled in the charter school.

Procedures for Conducting Lottery

The person(s) conducting the selection of lottery applicants or acting as an impartial observer of the selection of lottery applicants shall not be a board member or employee of the school, or a parent, person in parental relationship, grandparent, sibling, aunt, uncle or first cousin of any applicant to the school or of any pupil enrolled in the school.

The lottery shall be held in a space that is open and accessible to the public and capable of accommodating the reasonably anticipated number of attendees. If the reasonably anticipated attendance exceeds capacity, separate grade level lotteries may be held in separate locations provided that each lottery is publicized in a manner consistent with the requirements of Public Officers Law section 104. Nothing herein shall be construed to require or exclude attendance at the lottery by parents, persons in parental relationships, guardians and/or students participating in the admissions process.

A charter school may structure the actual lottery process in any manner consistent with its approved admissions policy. The random process used in the lottery may be generated by any traditional lottery ball system, technology-based software, paper ticket process or other methodology, which generates random results.

Waitlist

For children not selected, the letter will indicate their number on the waitlist, and will describe the steps that will take place if a space becomes available. The waitlist will expire annually at the lottery drawing for the next school year.

Records

The charter school shall document the lottery process, and make such records available to the State Education Department (SED) and/or the charter authorizing entity upon request. Records shall be sufficiently detailed to enable the reviewer to identify the process used, compare the process used to the lottery procedures contained in the charter school's charter, and determine that the procedures used were consistent with those set forth in the charter. 8 NYCRR 119.5

Attachment 2: Samples of Evidence of Community Outreach

A detailed description of the RCCCS community outreach efforts are described below:

- a. **May-June 2015:** Information about RCCCS and upcoming information sessions were posted on the following websites: Craigslist.com, RochesterHomePage.net, Eventbrite, Eventful, Catholiccourier.com, WHEC, RocParent.com, and Facebook.com. The following program websites were also created: <http://e3rochester.org/CSAT> and <http://www.rochesteRCCCS.org/>. A detailed list of website links and sample postings are available upon request.
- b. **June 8, 2015:** The RCCCS team distributed a letter and a detailed flyer, which described the proposed school model and upcoming community outreach events, to 20 Rochester news outlets, 10 different City and State officials, 29 community organizations, seven local colleges and universities, five faith based organizations, and 12 existing charter schools and asked them to share the information with their constituents and solicit feedback. The letter and a detailed list of recipients are available upon request.
- c. **June 2015:** The RCCCS team held seven information sessions, open to the public, at the following dates and locations: (1) Monday, June 8, 2015, 5:30 pm-6:45 pm, Phillis Wheatley Community Library, 33 Dr. Samuel McCree Way, Rochester, NY; (2) Wednesday, June 10, 2015, 12:00 pm-1:00 pm, Monroe Branch Library, 809 Monroe Avenue, Rochester, NY; (3) Monday, June 15, 2015, 1:30 pm-2:30 pm, Lincoln Branch Library, Community Room, 851 Joseph Avenue Rochester, NY; (4) Monday, June 15, 2015, 12:00 pm-1:00 pm, Lyell Branch Library, Community Room, 956 Lyell Avenue Rochester, NY; (5) Wednesday, June 17, 2015, 3:30 pm-4:30 pm, Maplewood Community Library, Community Room, 1111 Dewey Avenue, Rochester, NY; (6) Wednesday, June 17, 2015, 5:00 pm-6:00 pm, Sully Branch Library, Community Room, 530 Webster Avenue, Rochester, NY; (7) Saturday, June 20, 2015, 1:00 pm-4:00 pm, Kate Gleason Auditorium, Central Library of Rochester and Monroe County, 115 South Avenue, Rochester, NY. Notice of these meetings was provided to the public on June 8, 2015. Separate notice¹ was provided for the meeting at the Central Library on June 20, 2015.
- d. **May-June 2015:** The RCCCS outreach team visited various locations throughout the community to speak with parents of Rochester school-aged children, gather input on their educational interests, share a synopsis of the proposed charter school, and answer questions about the school, on the following dates: (1) May 27, 2015: R Community Bikes, 226 Hudson Avenue, Rochester, NY; (2) May 27, 2015: ABC Head Start Recruitment Fair, 1150 Hudson Avenue, Rochester, NY; (3) May 30, 2015: The Show on Monroe, a community gathering on Monroe Avenue in Rochester, NY; (4) June 5, 2015: Discovery Charter School's Community Circle, 133 Hoover Drive, Rochester, NY; (5) June 5, 2015: Monroe County Department of Human Services, 111 Westfall Road, Rochester, NY; (6) June 6, 2015: The Conkey Park Community Walk and surrounding areas; (7) June 10, 2015: R Community Bikes at 226 Hudson Avenue, Rochester, NY; (8) June 11, 2015: Monroe County Department of Human Services, 691 St. Paul Boulevard, Rochester, NY; (9) June 11, 2015: ABC Head Start Fun Day at 1150 Hudson Avenue, Rochester, NY; (10) June 13, 2015: The Juneteenth Celebration at Susan B. Anthony Park; (11) June 18, 2015: The Discovery Charter School Spring Exhibition, 133 Hoover Drive, Rochester, NY.

¹ <http://www.rochestercitynewspaper.com/rochester/central-library-kate-gleason-auditorium/Location?oid=2134271><http://www.rochestercitynewspaper.com/rochester/central-library-kate-gleason-auditorium/Location?oid=2134271>

- e. July-September 2015:** The RCCCS outreach team visited various locations throughout the community to speak with parents of Rochester school-aged children, gather input on their educational interests, share a synopsis of the proposed charter school, and answer questions about the school, on the following dates: (1) July 9, 2015, 5:00 pm-9:00 pm: The Rochester Public Market, Rochester, NY 14609 (2) July 30, 2015, 11:00 am-1:00 pm: Rochester City Transit Center, 83 Mortimer St, Rochester, NY 14604; (3) July 30, 2015, 10:30 am-11:00 am: YMCA, 797 Monroe Ave., Rochester, NY 14607; (4) July 30, 2015, 5:00 pm-7:00 pm: Party in the Park, Manhattan Square Dr., Rochester, NY 14607; (5) August 3, 2015, 8:00 am-9:00 am: Seneca Park, 2222 St Paul St, Rochester, NY 14621; (6) August 3, 2015, 9:15 am-10:00 am, Ontario Beach Park, Rochester, NY 14612; (7) August 3, 2015, 4:00 pm-6:00 pm, Farmer's Market, Lake Avenue and Stutson Street, Rochester, NY 14612; (8) August 3, 2015, 6:00 pm-7:00 pm: Ontario Beach Park Rochester, NY 14612; (9) August 4, 2015, 8:00 am-9:00 am: YMCA, 25 Driving Park Ave, Rochester, NY 14613; (10) August 4, 2015, 2:50 pm-4:15 pm: ABC Head Start, 700 North Street Rochester, NY 14605; (11) August 5, 2015, 8:00 am-9:00 am: Rochester Museum and Science Center Camp Drop-Off, 657 East Ave, Rochester, NY 14607; (12) August 5, 2015, 10:00 am-11:00 am: Community Bikes, 226 Hudson Ave, Rochester, NY 14605; (13) August 5, 2015, 9:00 am-3:30 pm: Rochester Museum and Science Center Admission Desk, 657 East Ave, Rochester, NY 14607; (14) August 5, 2015, 3:30 pm-4:00 pm: Rochester Museum and Science Center Camp Pick Up, 657 East Ave, Rochester, NY 14607; (15) August 6, 2015, 2:30 pm-4:00 pm: ABC Head Start, 30 Hart Street Rochester, NY 14605; (16) August 6, 2015, 5:00 pm-9:00 pm: Asbury Circus, 1050 East Ave, Rochester, NY 14607; (17) August 7, 2015, 2:00 pm-4:00 pm, Durand Eastman Beach, Lake Shore Blvd. Rochester, 14617; (18) August 7, 2015, 5:30 pm-6:30 pm: Rochester Public Market, Rochester, NY 14609; (19) August 10, 2015, 8:00 am-9 am: Seneca Park, 2222 St Paul St, Rochester, NY 14621; (20) August 10, 2015, 3:00 pm-4:00 pm: Seneca Park, 2222 St Paul St, Rochester, NY 14621; (21) August 11, 2015, 8:00 am-9:00 am, Boys and Girls Club, 500 Genesee St, Rochester, NY 14611; (22) August 11, 2015, 12:30 pm-2:00 pm: Sully Public Library, 530 Webster Ave, Rochester, NY 14609; (23) August 12, 2015, 8:00 am-9:00 am: Genesee Valley Park Rochester, NY 14623; (24) August 12, 2015, 4:00 pm-7:00 pm: Farmer's Market, 151 Mount Hope Ave, Rochester, NY 14620; (25) August 14, 2015, 12:00 pm-4:00 pm: 41 Backus St, Rochester, NY 14608; (26) August 15, 2015, 4:00 pm-10:00 pm: Twilight Criterium, 55 Fitzhugh St., Rochester NY 14614; and (27) September 29, 2015, 1:30 pm-3:00 pm and September 30, 2015, 1:00 pm-2:30 pm: URMC Center for Community Health, 46 Prince Street, Rochester, NY 14607.
- f. Surveys and Focus Groups (Ongoing):** We invited parents to complete the following survey: <https://www.surveymonkey.com/r/SRWBXXN>, to seek additional input on parent interest and demand. The responses to the survey can be found here: <https://www.surveymonkey.com/results/SM-RC5RCFTY/>. Similarly, we held focus groups to solicit parent feedback on the existing school choice options in Rochester and their desire for a school like RCCCS. The focus groups were held on the following dates and the following locations: (1) August 5, 2015: Rochester Museum and Science Center, 657 East Ave, Rochester, NY 14607; (2) Seneca Park, 2222 St Paul St, Rochester, NY 14621; (3) August 11, 2015: Boys and Girls Club of Rochester; and (4) August 11, 2015, Sully Branch Library, Community Room, 530 Webster Avenue, Rochester, NY.
- g. Solicitation of Parent Feedback and Support (Ongoing):** During the outreach efforts listed above, the RCCCS outreach team took the opportunity to assess parent interest for RCCCS by sharing an overview document and a petition, which outlined RCCCS program and timeline details, with parents residing in our target community. Out of 460 signatures in total, all signatures indicated support for our program; 256 of the signatures were from parents of school-aged children; and 348 represent those

who reside in the target community. 216 signatures represented parents who are both supportive of our program and reside in the target community, and these parents have a total of 323 school-aged children. During our community outreach efforts, families voiced overwhelming support for more high performing charter schools in Rochester and were very interested in the career focus provided at RCCCS.

- h. Letters of Support (Ongoing):** In addition, the RCCCS team has gathered numerous letters of support from individuals and organizations throughout the community, including public officials, state senators, non profit organizations, and other charter schools.

Sample evidence of the above outreach efforts is included in this attachment. Due to the volume of our community outreach efforts and evidence, we could not include everything here. Hard copies or additional evidence will be provided upon request.

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Rochester College & Careers Charter School

Wednesday, September 30, 2015
1:00 pm - 2:30 pm
Additional Dates
Tuesday, September 29, 2015 1:30 pm - 3:00 pm

URMC Center for Community Health
46 Prince Street
Rochester, NY
Directions

Price: Free

Parent input is driving new educational opportunities in Rochester! Join us for a FREE information session regarding the proposed Rochester College & Careers Charter School. We are seeking input from the Rochester community on the educational and programmatic needs of students in the Rochester City School District and how the proposed charter school would best meet those needs. For more information go to www.rochestercccs.org.

Contact Info
Rochester College & Career Charter School (fmr RCSAT)
rochestercccs@e2ny.org
585-210-4661

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Rochester College & Careers Charter School Information Session

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Wednesday, September 30, 2015, 1:00 PM

Parent input is driving new educational opportunities in Rochester! Join us for a FREE information session regarding the proposed Rochester College & Careers Charter School. We are seeking input from the Rochester community on the educational and programmatic needs of students in the Rochester City School District and how the proposed charter school would best meet those needs. For more information go to www.rochestercccs.org.

Tickets: www.eventbrite.com/e/rochester-college-careers-charter-school-information-session-tickets-18799576038?aff=ebapi

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Venue

URMC Center for Community Health
46 Prince Street
Rochester, NY 14621
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EDUCATION FOCUS GROUPS

Engage Online

⇒ **Exploration** Elementary Charter School for Science & Technology

- explorationrochester.com
- facebook.com/explorationcharter

⇒ **Rochester College & Career Charter School**

- Rochcsat.org
- [Rochester College and Career Charter School on FB](#)

be heard 

**THIS Tuesday,
8/11**

**4-4:30pm @
Boys & Girls Club
500 Genesee St,
Rochester, NY
14611**

Parent input is driving new educational opportunities in Rochester! Help shape the school landscape.

Focus Groups:

- For parents of school-age children
- 30 minutes
- 5 discussion questions + 1 Survey
- Refreshments!

Hello from Rochester College & Career

Rochester CCCS

Sent: Tuesday, September 29, 2015 9:58 AM

Dear Rochester Community,

Please find below information regarding the proposed Rochester College & Career Charter School upcoming information/input sessions.

Following are links to our Facebook page, website and a brief survey for those who want to voice their opinion but are unable to attend the sessions listed on the attached:

Rochester College and Career Charter School Facebook Page:

(formerly named Rochester Charter School for Applied Technologies)

<https://www.facebook.com/pages/Rochester-College-Career-Charter-School/382244841970921>

Brief Survey:

<https://www.surveymonkey.com/r/?sm=o54xvseP7j3KYZsab15tcg%3d%3d>

Email address:

RochesterCCCS@e2ny.org

Thank you in advance for sharing this information with individuals and families.

Sincerely,

The Rochester CCCS Founding Team

Having trouble viewing this email? [Click here](#)

Rochester College & Career Charter School is in the running!

NYS wants to know you

News Outlet	New Name	Email Address
WHAM Channel 13		yourstories@13wham.com
		awatts@13wham.com
News 10		news10@whec.com
Rochester Business Journal		rbj@rbj.net
YNN		Submit to: http://rochester.ynn.com/content/contact_us/send_press_release/518201/contact-us--submit-a-press-release/
NY Daily Record – Western NY		latonya.johnson@nydailyrecord.com
WXXI AM 1370 (NPR)		newsroom@wxxi.org
WDX 103.9 FM		No contact information listed.
Monroe County Fire Wire		elmer@rochester.rr.com
WROC		Have to use contact form http://www.rochesterhomepage.biz/contact.amp?C=Y&subject=Advertising
Associated Press (AP) Rochester		HGoldberg@ap.org
Democrat and Chronicle	David Andreatta	dandreatta@DemocratandChronicle.com
WHAM AM 1180 (Fox)	Todd Hallidy	WHAMnews@iHeartMedia.com
Catholic Courier		calendar@catholiccourier.com
Genesee Valley Parent Magazine		Calendar@GVParent.com
Rochester Jewish Ledger		info@thejewishledger.com
About Time (African American)		atmag@abouttimemag.com
La Voz (Hispanic)		info@RochesterLaVoz.com
Minority Reporter (African American)		info@minorityreporter.net
MSNBC WHEC Rochester		mediainquiries@msnbc.com
Rochester Magazine		contactus@rochmagazine.com
Gates Chili Post		ecain@messengerpostmedia.com
Rochester City Newspaper		calendar@rochester-citynews.com

Organization	Old Name	Contact	Mailing Address or Email
Flower City Parents Network		Santosha Kuykendall	info@flowercityparents.org
Rochester Education Foundation		Patricia Braus, Executive Director	pbraus@rochestereducation.org
Rochester Children's Scholarship Fund		Maria Thomas Fisher, President	rcsf@rcsdk12.org
Friends of Educational Excellence Partnership		Bruce Pollock, Executive Director	bpollock@freepartnerships.org
Generation Two		Bruce M. Gilberg, Ph.D., M.P.A.	mmroz@frontiernet.net
Rochester Jewish Coalition for Literacy		None specified.	dtill@jewishrochester.org
Camp Daydreams		None specified.	mail@campdaydreams.org
Rochester Hispanic Business Association		Michele Hefferon, RHBA Liaison with the Rochester Business Alliance	RHBA@RBAAlliance.com
19th Ward Community Association		Doris M. Meadows	dmeadows@rochester.rr.com
Rochester Area Community Foundation		Jennifer Leonard, President and CEO	jleonard@racf.org
SouthWest Area Neighborhood Association		Robert Walker-Smith, Executive Director	info@swanonline.org
Rochester Cares		Matthew Wagstaff, Chair	mattw@rochestercares.org
Rochester Habitat for Humanity	Arthur Woodward, CEO	Matthew J. Flanigan, MPA (CEO)	MFlanigan@rochesterhabitat.org
Rochester Presbyterian Home		Nancy Smyth, Executive Director	nancysmyth@rph.org
Catholic Charities Community Services		Paul T. Pickering, Executive Director	cccs@dor.org
Action for a Better Community		James H. Norman, President & CEO	JNorman@abcinfo.org
Foodlink		Tom Ferraro, Executive Director	info@foodlinkny.org
Sojourner House		Stuart J. Mitchell, President & CEO	smitchell@pathstone.org
ACT Rochester		Ann M. Johnson, Program Director	ajohnson@racf.org
Ibero American Action League		Hilda Rosario-Escher, President & CEO	information@iaal.org
The Boys and Girls Club of Rochester		Dwayne Mahoney, Executive Director	dmahoney@bgcrochester.org
United Way of Rochester		Peter Carpino, President	Peter.carpino@uwrochester.org
Young Audiences of Rochester		Lydia Boddie-Rice, CEO	lbr@yarochester.info
Children's Institute		A. Dirk Hightower, Executive Director	dhightower@childrensinstitute.net
Urban League of Rochester		None specified.	communications@ulr.org
Greater Rochester Health Foundation		John Urban, President and CEO	jurban@thegrhf.org
The Children's Agenda		Jeff Kaczorowski, MD & Larry Marx	info@thechildrensagenda.org
Finger Lakes Health Systems Association		Trilby de Jung, Esq, CEO	trilbydejung@flhsa.org
Finger Lakes Health Systems Association		Michael Yates	michaelyates@flhsa.org

College/ Univesity	President	Contact
University of Rochester	Joel Seligman	seligman@rochester.edu
Rochester Institute of Technology (RIT)	Bill Destler	bill.destler@rit.edu
Nazareth College	Daan Braveman	dbravem7@naz.edu
St. John Fisher College	Dr. Donald E. Bain, Ph.D.	dbain@sjfc.edu
Monroe Community College	Anne M. Kress, Ph.D.	presoffice@monroecc.edu
Roberts Wesleyan College	Deana Porterfield	porterfieldd@roberts.edu
SUNY Geneseo	Dr. Carol S. Long	long@geneseo.edu

Organization	Contact	Email
Emmanuel Missionary Baptist Church	Sebrone Johnson	[REDACTED]
St. Michael's Church	Fr. Paul Gitau	rstmicha@dor.org
Rochester MInisters Alliance	Sebrone Johnson	[REDACTED]
The Faith in Action Network of Rochester	None Listed.	grcc1@frontiernet.net
Temple B'rith Kodesh	Rabbi Laurence A. Kotok	RabbiKotok@TBK.org

School Name	Contact	Contact	Old Name	Mailing Address	Email
Discovery Charter School	Joseph L. Saia	Joseph L. Saia		133 Hoover Drive, Rochester, New York 14615	jsaia@rochesterdiscovery.com
Eugenio Maria de Hostos Charter School	Jeff Halsdorfer	Jeff Halsdorfer		1069 Joseph Avenue, Rochester, NY 14621	jhalsdorfer@emhcs.org
Eugenio Maria de Hostos Charter School	Jeff Halsdorfer	Jeff Halsdorfer		938 Clifford Avenue, Rochester, NY 14621	jhalsdorfer@emhcs.org
Genesee Community Charter School	Lisa A. Wing	Lisa A. Wing		Rochester Museum & Science Ctr., 657 East Ave., Rochester, NY 14607	lwing@gccschool.org
Rochester Academy Charter School	Mahmut Gedemenli	Mahmut Gedemenli		841 Genesee Street, Rochester, NY 14611	info@rochester-academy.org
Rochester Career Mentoring Charter School	Dennis Francione	Dennis Francione	Colette Catteau	30 Hart Street, Rochester, NY 14605	info@rcmcs.org
True North Rochester Preparatory Charter School	Jaimie Brillante	Jaimie Brillante		435 Ames Street, Rochester, NY 14611	jbrillante@rochesterprep.org
True North Rochester Preparatory Charter School	David McBride	David McBride		630 Brooks Avenue, Rochester, NY 14619	dmcbride@rochesterprep.org
True North Rochester Preparatory Charter School - West Campus	Kelli Ragin	Kelli Ragin		1020 Maple Street, Rochester, NY 14611	kragin@rochesterprep.org
University Preparatory Charter School for Young Men	Joseph Munno	Joseph Munno		180 Raines Park, Rochester, NY 14613	joseph.munno@uprep.org
Urban Choice Charter School	Nicole Berg	Nicole Berg	Brian Schmidt	545 Humboldt Street, Rochester, NY 14610	nberg@urbanchoicecharter.org
Young Women's College Prep Charter School of Rochester	Dr. Pamela Kissel (Interim)	Dr. Pamela Kissel (Interim)	Jennifer Gkourlias, Ed. D.	1001 Lake Avenue, Rochester, NY 14613	pkissel@youngwomenscollegeprep.org

Rochester Education Survey

* 1. I am a parent of 1 or more school-aged children.

Yes No

2. Rochester needs more high quality schools.

Agree Disagree Unsure

3. The following are important in a new school:

- | | |
|--|--|
| <input type="checkbox"/> Parent Involvement | <input checked="" type="checkbox"/> College Preparation |
| <input type="checkbox"/> Longer School Day (7.5+ hrs) | <input type="checkbox"/> Science & Technology Focus |
| <input checked="" type="checkbox"/> Longer School Year (190+ days) | <input checked="" type="checkbox"/> Hands-on Learning |
| <input checked="" type="checkbox"/> Small School Size | <input checked="" type="checkbox"/> Enrichment Activities |
| <input type="checkbox"/> High Academic Standards | <input type="checkbox"/> Afterschool Programs |
| <input checked="" type="checkbox"/> Individualized Attention | <input checked="" type="checkbox"/> Summer Learning Programs |
| <input checked="" type="checkbox"/> Career Preparation | <input type="checkbox"/> Uniforms / Standard Dress Code |

Other (please specify)

4. Parents and the community should be involved a new school in the following way(s):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Input | <input checked="" type="checkbox"/> Program Design |
| <input checked="" type="checkbox"/> Planning | <input type="checkbox"/> Involvement in the School |
| <input checked="" type="checkbox"/> Implementation | <input checked="" type="checkbox"/> Evaluation |

Other (please specify)

5. A science, technology & engineering (STEM) elementary school would benefit students in the following way(s):

- | | |
|--|---|
| <input checked="" type="checkbox"/> Academically (reading, math, science) | <input checked="" type="checkbox"/> Technology skills (trades, computers, design) |
| <input checked="" type="checkbox"/> Their futures (career, college, family) | <input checked="" type="checkbox"/> Critical thinking / problem-solving skills |
| <input checked="" type="checkbox"/> Social-emotional skills (communication, managing feelings, regulating behaviors) | <input type="checkbox"/> No benefit |

Other (please specify)

Rochester Education Survey

6. A college and career focused K-12 school would benefit students in the following way (s):

- Academically (reading, math, science)
- Technology skills (trades, computers, designing)
- Their futures (career, college, family)
- Critical thinking / problem-solving skills
- Social-emotional skills (communication, managing feelings, regulating behaviors)
- No benefit

Other (please specify)

7. I support the development of new charter schools in Rochester.

- Agree Disagree Unsure

*8. My zip code:

9. Contact (optional):

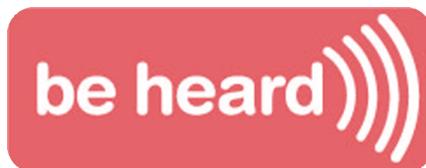
Name:

Email:



Rochester Education: Survey & Focus Groups

Thank you for your interest in 3 proposed new public schools for the City of Rochester. The schools want to hear from parents about how to best meet children's needs and prepare them for successful futures! Below are 3 easy ways to learn more and to be heard.



1) Rochester Education Survey

Take a quick 7 question survey and share it with groups/pages to which parents belong. [Take the Parent Survey](#)

2) Register for a free Info Session | Focus Group

All 3 schools will be presented for parent input at each session.

[8/10](#) Seneca Park Longhouse Pavilion 2222 St Paul St, Rochester, NY 14621

[8/11](#) Sully Library 530 Webster Ave, Rochester, NY 14609

[8/11](#) Boys & Girls Club 500 Genesee St, Rochester, NY 14611

3) Engage Online:

Exploration Charter School for Science & Technology

[Website](#)

[Facebook](#)

Rochester College and Career Charter School

(formerly named Rochester Charter School for Applied Technologies)

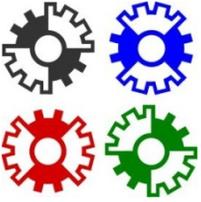
[Website](#)

[FaceBook](#)

Jabea Boys Academy Charter School

[Website](#)

[Facebook](#)



Rochester Charter School for Applied Technology

June 5, 2015

Dear community members of the City of Rochester:

We are excited to announce that we are applying to the New York State Board of Regents to open Rochester Charter School for Applied Technology (RCSAT) in the Rochester City School District. We will submit our application on June 23rd. If approved, our school will be open for students entering kindergarten, first and second grade in August of 2016. We will add an additional grade each year until we reach grades kindergarten through 12.

The mission of Rochester Charter School for Applied Technologies is to provide a world class education giving students the knowledge and skills to be successful in college and sustaining careers.

We are seeking input from the Rochester community on the educational and programmatic needs of students in the Rochester City School District and how the proposed school would best meet those needs. Input can be submitted in person at the following town hall meetings:

Monday, June 8, 2015

5:30 pm – 6:45 pm

Phillis Wheatley Community Library
33 Dr. Samuel McCree Way
Rochester, NY 14608

Wednesday, June 10, 2015

12:00 pm – 1:00 pm

Monroe Branch Library
809 Monroe Avenue
Rochester, NY 14607

Monday, June 15, 2015

1:30 pm – 2:30 pm

Lincoln Branch Library
Community Room
851 Joseph Avenue
Rochester, NY 14621

Monday, June 15, 2015

12:00 pm – 1:00 pm

Lyell Branch Library
Community Room
956 Lyell Avenue
Rochester, NY 14606

Wednesday, June 17, 2015

3:30 pm – 4:30 pm

Maplewood Community Library
Community Room
1111 Dewey Avenue
Rochester, NY 14613

Wednesday, June 17, 2015

5:00 pm – 6:00 pm

Sully Branch Library
Community Room
530 Webster Avenue
Rochester, NY 14609

Saturday, June 20, 2015

1:00 pm – 4:00 pm

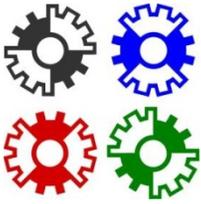
Kate Gleason Auditorium
Central Library of Rochester
& Monroe
115 South Avenue
Rochester, NY 14604

Or, you can submit feedback via email to RochesterCSAT@e2ny.org, or call us at (585) 210-4661.

Sincerely,

Founders and Advisors

Sarah Armignacco
Mark Brewer
Efrain Martinez
Darren McCarty
Rosemary Hodges
Jeff Miceli
Norman West



Rochester College & Career Charter School

formerly called
Rochester Charter School for Applied Technology

August, 2015

Dear Community Members of the City of Rochester:

We are excited to announce that we have been approved by the New York State Board of Regents to submit a full application to open Rochester College & Career Charter School (formerly called Rochester Charter School for Applied Technology) in the Rochester City School District. As we enter into Round 2 of the application process, we are gathering additional information from the Rochester community to submit with our full application on August 18th. If approved, our school will be open for students entering kindergarten, first and second grade in August of 2016. We will add an additional grade each year until we reach grades kindergarten through 12.

We have chosen to change our name to Rochester College & Career Charter School as it further embodies our mission to provide a world class education giving students the knowledge and skills to be successful in college and sustaining careers.

Please post and share these opportunities for the Rochester community to provide input on the educational and programmatic needs of students in the Rochester City School District and how the proposed school would best meet those needs. Input can be submitted in person at the following information sessions and focus groups:

Monday, August 10, 2015

3:30 pm – 4:00 pm

Seneca Park – Longhouse Pavillion
2222 St. Paul Boulevard
Rochester, NY 14621

Tuesday, August 11, 2015

4:00 pm – 4:30 pm

Rochester Boys & Girls Club
500 Genesee Street
Rochester, NY 14611

Tuesday, August 11, 2015

1:00 pm – 2:00 pm

Sully Branch Library
530 Webster Avenue
Rochester, NY 14609

<http://rcccs-seneca.eventbrite.com>

<http://rcccs-rocboysgirls.eventbrite.com>

<http://rcccs-sully.eventbrite.com>

Those unable to attend can submit feedback by calling (585) 210-4661, via email to RochesterCCCS@e2ny.org, or by filling out a brief survey which can be found on our facebook page.

Sincerely,

Founders and Advisors

Sarah Armignacco

Mark Brewer

Efrain Martinez (Advisor - Superintendent, Buffalo Charter School for Applied Technologies)

Darren McCarty

Rosemary Hodges

Jeff Miceli

Norman West

Rochester Charter School for Applied Technologies (Rochester CSAT)

The Rochester CSAT founding team is applying to the NYS Department of Education to open a Public Charter School in Rochester, NY in 2016, to serve grades Kindergarten through 12. The new school will have a longer school day and year, rigorous curriculum, second language instruction, and an emphasis on math, science and technology to prepare students for entrance and success in college or the career of their choice. Our motto is "Every day is Career Day!"

We, the undersigned, want parental choice among schools for public education in Rochester. We support the application of Rochester CSAT for a charter. If we have school age children and would consider sending them to this school, we have indicated the ages of those children below.

Age of School Age Children	Name (please sign and then print name below)	Address Street Name & Number and Zip Code	Date	Phone Number	E-Mail
14, 11, 7, 6	<u>Edwin A. Thomas</u> Edwin A. Thomas	[REDACTED]	5/27/15	[REDACTED]	
7	<u>Nate Smith</u> Nate Smith		5/27/15	[REDACTED]	
4 13	<u>David Wilson</u> DAVID WILSON		5/27		
10	<u>Stanley</u> Stanley		5/27		
0	<u>Kim Lundberg</u> Kim Lundberg		5/27		
4	<u>Shannon McGuire</u> Shannon McGuire		5/27/15	[REDACTED]	

Date 5/27/15

Location R Community Bldg

[REDACTED]

Rochester Charter School for Applied Technologies (Rochester CSAT)

The Rochester CSAT founding team is applying to the NYS Department of Education to open a Public Charter School in Rochester, NY in 2016, to serve grades Kindergarten through 12. The new school will have a longer school day and year, rigorous curriculum, second language instruction, and an emphasis on math, science and technology to prepare students for entrance and success in college or the career of their choice. Our motto is "Every day is Career Day!"

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Age of School Age Children	Name (please sign and then print name below)	Address Street Name & Number and Zip Code	Date	Phone Number	E-Mail
6 14	<u>D. Prohman</u>	[REDACTED]	✓	[REDACTED]	
	<u>Barbara McW</u>	[REDACTED]	✓		[REDACTED]
5,7, 9,9	<u>Banke Awopet-McCule</u>	[REDACTED]	✓		[REDACTED]
	<u>Candace A. Graham</u>	[REDACTED]	✓		[REDACTED]
	<u>Debra Reese</u>	[REDACTED]	✓		
	<u>Deena Dublin</u>	[REDACTED]	✓		
	<u>LARRY BRUMFIELD</u> <u>Larry Brumfield</u>	[REDACTED]	✓		[REDACTED]

Date 6/13/15

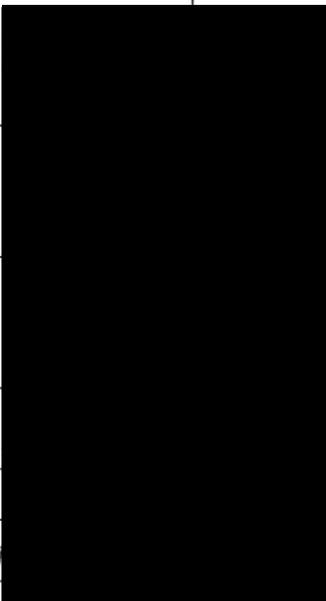
Location JUNETEENTH FESTIVAL

Formerly

Rochester Charter School for Applied Technologies (Rochester CSAT)

The Rochester CSAT founding team is applying to the NYS Department of Education to open a Public Charter School in Rochester, NY in 2016, to serve grades Kindergarten through 12. The new school will have a longer school day and year, rigorous curriculum, second language instruction, and an emphasis on math, science and technology to prepare students for entrance and success in college or the career of their choice. Our motto is "Every day is Career Day!"

We, the undersigned, want parental choice among schools for public education in Rochester. We support the application of Rochester CSAT for a charter. If we have school age children and would consider sending them to this school, we have indicated the ages of those children below.

Age of School Age Children	Name (please sign and then print name below)	Address Street Name & Number and Zip Code	Date	Phone Number	E-Mail
15, 13, 11 9, 8	<u>Ange M. Curtis</u> <i>Ange M. Curtis</i>		7-30-15		
14r	<u>Yarian Perez</u> <i>Yarian Pj</i>				
Preschool Henrietta	<u>Katherine Seleg</u> <i>Katherine Seleg</i>		7/30/15		
3	<u>Shyca Carter</u> <i>Shyca Carter</i>		7-30-15		
5, 3, 1 no	<u>Kristin Snowler</u> <i>Kristin Snowler</i>		7-30-15		
5, 3 1/2	<u>Breanna Frisco</u> <i>Breanna Frisco</i>		7-30-15		

Date 7/30/15

Location Mountaineer St.

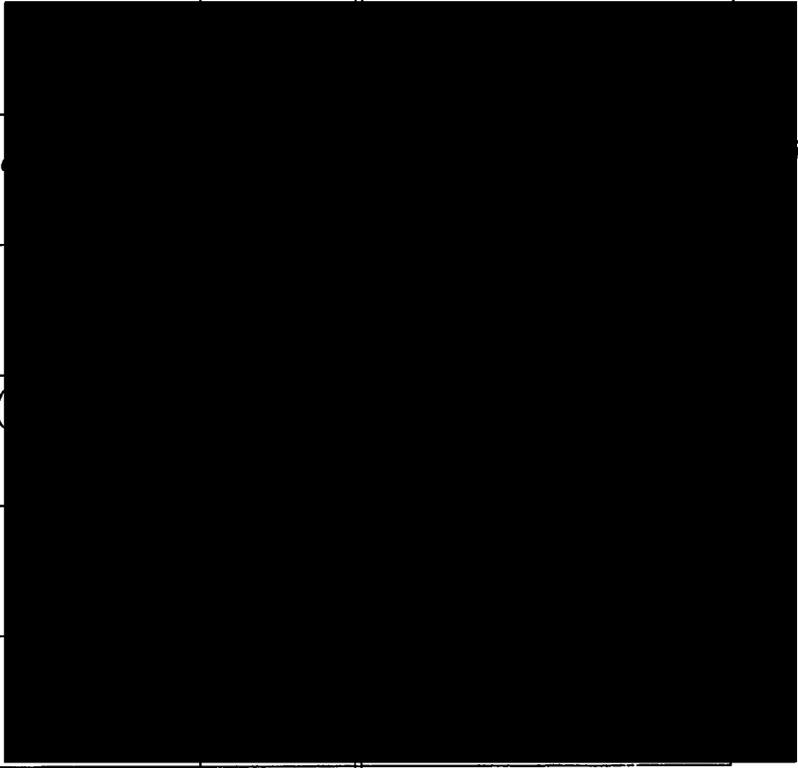
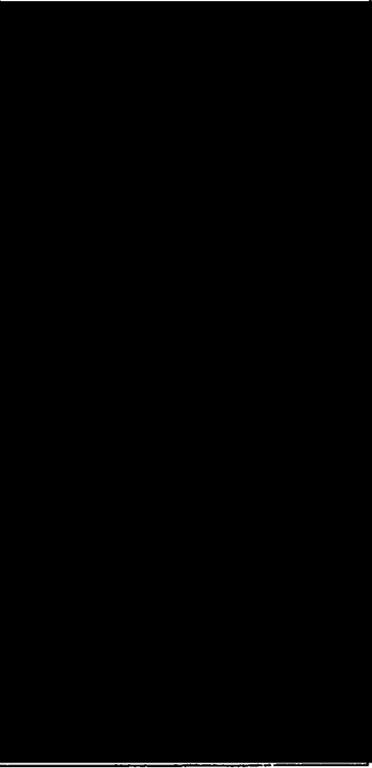
Formerly

Roc

Rochester Charter School for Applied Technologies (Rochester CSAT)

The Rochester CSAT founding team is applying to the NYS Department of Education to open a Public Charter School in Rochester, NY in 2016, to serve grades Kindergarten through 12. The new school will have a longer school day and year, rigorous curriculum, second language instruction, and an emphasis on math, science and technology to prepare students for entrance and success in college or the career of their choice. Our motto is "Every day is Career Day!"

We, the undersigned, want parental choice among schools for public education in Rochester. We support the application of Rochester CSAT for a charter. If we have school age children and would consider sending them to this school, we have indicated the ages of those children below.

Age of School Age Children	Name (please sign and then print name below)	Address Street Name & Number and Zip Code	Date	Phone Number	E-Mail
	<u>Tiana Edna</u>		8/3		
9 yrs old	<u>Dns Mateo</u>		8/3		
4	<u>ELENA MERCADO</u>		8/3		
11	<u>Emmanuel</u>				
5 yrs old	<u>Ibraj Miller</u>		" "		
5 yrs old	<u>Victor Pérez</u>		8/3		
9 years old	<u>Mantel Mercado</u>		8/3		

Date 8/3/15

Location Camp Seneca / Seneca Park

File Edit View History Bookmarks Tools Help

Education Focus Group - Roc... x +

www.rocparent.com/events/education-focus-group-rochester-college--career-charter-school-2/ Search

Education Focus Group - Rochester College & Career, R Search MyScrapNook™ EZ Create Facebook Email

Education Focus Group - Rochester College & Career Charter School

ShareThis Facebook Twitter LinkedIn Pinterest Print

Parent input is driving new educational opportunities in Rochester! Help shape the school landscape by attending a 30-minute focus group for parents of school-age children. Refreshments will be served. For more information go to www.rochestercccs.org.

Event Info

LOCATION Rochester Boys and Girls Club
500 Genesee Street, Rochester, New York 14611 [VIEW MAP](#)

EVENT CATEGORY Free Event

WEBSITE [Visit Event Website](#)

PHONE 210-4661

DATE & TIME
Aug 11, 2015 4:00 PM - 4:30 PM

Comments

Type subject here...
www.rocparent.com/our-magazines

eNewsletter [Click Here](#)



Summer is coming!

Progressive Early Learning Now hosting play groups in our Play Room!

(585) 410-1121 **Play Room** [SIGN-UP](#)
www.ProgressiveEarlyLearning.com



71 Parkway Rochester NY 14608 585-445-3896

Sarah Armignacco
Rochester Career & College Charter School
c/o 153 Yorktown Drive
Webster, New York 14580

Dear Ms. Armignacco:

I am writing to demonstrate my support for Rochester Career & College Charter School. Your mission – to provide a world class education giving students the knowledge and skills to be successful in college and sustaining careers – will address pressing educational needs in Rochester as well as help to build a future foundation for careers in applied technology, advanced manufacturing and many other areas.

I applaud your efforts and am impressed with the partnership you have developed to model your school on the highly successful Buffalo Charter School for Applied Technology (CSAT). I understand that CSAT has a 95% graduation rate and I believe a successful replication of this K-12 school in Rochester will be transformative. Preparing students for college and career is critical for students and their families and contributes to the overall quality and development of our community.

I am pleased to see that your efforts are focused on academic achievement first and that you are modeling on a proven academic program. The combination of a rigorous academic program, character development and college and career programming from an early age will provide an excellent choice to parents of school age children.

I look forward to working with you in the future to identify ways in which our organization can partner and collaborate with Rochester Career & College Charter School. Thank you for you and the other school founder's efforts to improve educational opportunities and outcomes for Rochester's students.

Sincerely,

Scott C. Benjamin
President & CEO



A Member Agency of the
United Way of Greater Rochester



Department of Human Services
Monroe County, New York

Maggie Brooks
County Executive

Kelly A. Reed
Commissioner

August 13, 2015

Sarah Armignacco
Rochester Career & College Charter School
c/o
153 Yorktown Drive
Webster, New York 14580

Dear Ms. Armignacco:

I am writing to demonstrate my support for Rochester Career & College Charter School. Your mission – to provide a world class education giving students the knowledge and skills to be successful in college and sustaining careers – will help to address the pressing educational needs in our community. It will also help to build a future foundation for careers in applied technology, advanced manufacturing and many other areas.

I applaud your efforts and am impressed with the partnership you have developed to model your school on the highly successful Buffalo Charter School for Applied Technology (CSAT). I understand that CSAT has a 95% graduation rate and I believe a successful replication of this K-12 school in Rochester will be transformative. Monroe County believes strongly that preparing students for college and career is critical for students and their families and contributes to the overall quality and development of our community.

I am pleased to see that your efforts are focused on academic achievement first and that you are modeling the Rochester Career & College Charter School on a solid and proven academic program. A rigorous academic program coupled with character development and college and career programming available from an early age will provide an excellent choice to parents of school age children.

I look forward to working with you in the future to identify ways in which the Department of Human Services can partner and collaborate with Rochester Career & College Charter School. Thank you to you and the other school founders for your efforts to improve educational opportunities and outcomes for Rochester's students.

Sincerely,



Kelly A. Reed
Commissioner

August 12, 2015

Sarah Armignacco
Rochester Career & College Charter School
c/o
153 Yorktown Drive
Webster, New York 14580

Dear Ms. Armignacco:

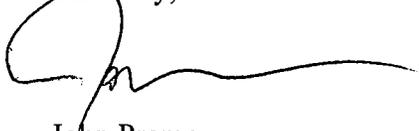
RochesterWorks, Inc. is pleased to offer support of the Rochester Career & College Charter School. We share in the school's mission to provide a world class education giving students the knowledge and skills to be successful in college and sustaining careers.

RochesterWorks, Inc., a not-for-profit corporation, serves as fiscal agent, one stop operator and research and development arm of the Monroe County/Rochester Workforce Development Board. Employment and training services are provided to thousands of youth, adult job seekers and businesses, and are delivered through program providers and three Career Centers which are "one-stop" access points for services available through the system.

RochesterWorks, Inc. is impressed with the partnership you and the other school founders have developed to model your school on the highly successful Buffalo Charter School for Applied Technology (CSAT), which I understand has a 95% graduation rate. Such a model will be transformative in Rochester. Offering college and career preparation using a blend of rigorous academics, character development and more will provide an excellent choice to parents and guardians of school aged children in Rochester.

We look forward to strengthening our partnership with the Rochester Career & College Charter School and assisting in the preparation of our community's emerging workforce and future leaders.

Sincerely,



John Premo
Director of Community & Business Services



THE ASSEMBLY
STATE OF NEW YORK
ALBANY

JOSEPH D. MORELLE
Majority Leader

August 11, 2015

Sarah Armignacco
Rochester Career & College Charter School
c/o
153 Yorktown Drive
Webster, New York 14580

Dear Ms. Armignacco:

I am writing to express my support for Rochester Career & College Charter School (RCCCS). Your mission – to provide a world class education giving students the knowledge and skills to be successful in college and sustaining careers – will address pressing educational needs in Rochester as well as help to build a future foundation for careers in applied technology, advanced manufacturing and many other emerging industries.

Improving education, reducing unemployment, and creating long-term job opportunities throughout our community continue to be among my top priorities. The combination of a demanding academic program, character development and college and career training offered by RCCCS will provide students with the resources to obtain the technical skills they need to enter the workforce upon graduation or when pursuing secondary education.

Your commitment to educational and career readiness will make RCCCS a true asset to our community. I look forward to working with you in the future to identify ways in which I can collaborate with the school.

Warmest personal regards,

A handwritten signature in cursive script that reads "Joseph D. Morelle".

Joseph D. Morelle
Majority Leader



August 18, 2015

Ms. Sarah Armignacco
c/o Rochester Career & College Charter School
153 Yorktown Drive
Webster, New York 14580

Dear Ms. Armignacco:

I am writing to demonstrate my support for Rochester Career & College Charter School. Your mission – to provide a world class education giving students the knowledge and skills to be successful in college and sustaining careers – will address pressing educational needs in Rochester as well as help to build a future foundation for careers in applied technology, advanced manufacturing and many other areas.

I applaud your efforts and am impressed with the partnership you have developed to model your school on the highly successful Buffalo Charter School for Applied Technology (CSAT). I understand that CSAT has a 95% graduation rate and I believe a successful replication of this K-12 school in Rochester will be transformative. Preparing students for college and career is critical for students and their families and contributes to the overall quality and development of our community.

I am pleased to see that your efforts are focused on academic achievement first and that you are modeling on a proven academic program. The combination of a rigorous academic program, character development and college and career programming from an early age will provide an excellent choice to parents of school age children.

I look forward to working with you in the future to identify ways in which our organization can partner and collaborate with Rochester Career & College Charter School. Thank you for you and the other school founder's efforts to improve educational opportunities and outcomes for Rochester's students.

Sincerely,

Lovely A. Warren
Mayor

LAW:akw





August 12, 2015

Sarah Armignacco
Rochester Career & College Charter School
c/o
153 Yorktown Drive
Webster, New York 14580

Dear Ms. Armignacco:

I am writing to demonstrate my support for Rochester Career & College Charter School. Your mission – to provide a world class education giving students the knowledge and skills to be successful in college and sustaining careers – will address pressing educational needs in Rochester as well as help to build a future foundation for careers in applied technology, advanced manufacturing and many other areas.

I applaud your efforts and am impressed with the partnership you have developed to model your school on the highly successful Buffalo Charter School for Applied Technology (CSAT). I understand that CSAT has a 95% graduation rate and I believe a successful replication of this K-12 school in Rochester will be transformative. Preparing students for college and career is critical for students and their families and contributes to the overall quality and development of our community.

I am pleased to see that your efforts are focused on academic achievement first and that you are modeling on a proven academic program. The combination of a rigorous academic program, character development and college and career programming from an early age will provide an excellent choice to parents of school age children.

I look forward to working with you in the future to identify ways in which our organization can partner and collaborate with Rochester Career & College Charter School. Thank you for you and the other school founder's efforts to improve educational opportunities and outcomes for Rochester's students.

Sincerely,

Conger W. Gabel

CEO
Greater Rochester Summer Learning Association

Greater Rochester Summer Learning Association
1981 Clover Street
Rochester, New York 14618
www.summerLEAP.com



Office of the County Executive

Monroe County, New York

Maggie Brooks
County Executive

August 10, 2015

Ms. Sarah Armignacco
Rochester Career & College Charter School
153 Yorktown Drive
Webster, New York 14580

Dear Ms. Armignacco:

I am writing to demonstrate my support for Rochester Career & College Charter School. Your mission to provide a world class education, giving students the knowledge and skills to be successful in college and sustaining careers, will address pressing local educational needs. Further, this school will help to build a future foundation for careers in applied technology, advanced manufacturing, and many other vital fields.

I applaud your efforts and partnerships developed in order to model your school on the highly successful Buffalo Charter School for Applied Technology (CSAT). Buffalo's CSAT has a 95% graduation rate and I believe a successful replication of this K-12 school in Rochester will truly be transformative. Preparing students for college and career is critical for local youth and their families, and plays a large role in the overall quality and development of our community.

I am pleased to see that your efforts are focused on academic achievement and that you are modeling based upon a proven academic program. The combination of a rigorous academic program, character development, and college and career programming from an early age will provide parents an excellent choice when it comes to making the best decisions possible for their children.

I look forward to working with you in the future to identify ways in which we can partner and collaborate with Rochester Career & College Charter School. Thank you to each and every one of the school's founders and for their strong efforts to improve educational opportunities and outcomes for Rochester's students.

Sincerely,

Maggie Brooks
Monroe County Executive

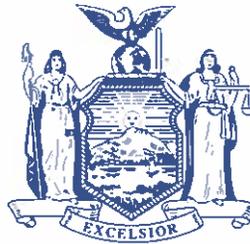
110 County Office Building • 39 West Main Street • Rochester, New York 14614
(585) 753-1000 • fax: (585) 753-1014 • www.monroecounty.gov • e-mail: countyexecutive@monroecounty.gov

CHAIRMAN
ELECTIONS

VICE-CHAIRMAN
SCIENCE, TECHNOLOGY, INCUBATION
AND ENTREPRENEURSHIP

COMMITTEE MEMBER
AGING
AGRICULTURE
CITIES
COMMERCE, ECONOMIC DEVELOPMENT
& SMALL BUSINESS
CONSUMER PROTECTION
ENVIRONMENTAL CONSERVATION
HIGHER EDUCATION

THE SENATE
STATE OF NEW YORK



RICH FUNKE
Senator, 55TH District

ALBANY OFFICE:
ROOM 905
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
(518) 459-2215
FAX: (518) 426-6745

DISTRICT OFFICE:
PACKETTS LANDING
SUITE 230
FAIRPORT, NEW YORK 14450
(585) 223-1800
FAX: (585) 223-3157

E-MAIL ADDRESS:
FUNKE@NYSENATE.GOV

WEBSITE:
FUNKE.NYSENATE.GOV

August 7, 2015

Sarah Armignacco
c/o Rochester Career & College Charter School
153 Yorktown Drive
Webster, New York 14580

Dear Ms. Armignacco:

I am writing to express my support for Rochester Career & College Charter School. Your mission – to provide a world class education giving students the knowledge and skills to be successful in college and sustaining careers – will address pressing educational needs in Rochester as well as help to build a future foundation for careers in applied technology, advanced manufacturing and many other areas.

I applaud your efforts and am impressed with the partnership you have developed to model your school on the highly successful Buffalo Charter School for Applied Technology (CSAT). I understand that CSAT has a 95% graduation rate and I believe a successful replication of this K-12 school in Rochester will be transformative. Preparing students for college and career is critical for students and their families and contributes to the overall quality and development of our community.

I am pleased to see that your efforts are focused on academic achievement first and that you are modeling on a proven academic program. The combination of a rigorous academic program, character development and college and career programming from an early age will provide an excellent choice to parents of school age children.

I look forward to working with you in the future and reviewing the success of Rochester Career & College Charter School. Thank you for your and the other school founder's efforts to improve educational opportunities and outcomes for Rochester's students.

Sincerely,



Senator Rich Funke, 55th District



DEPUTY REPUBLICAN CONFERENCE WHIP
OF THE SENATE

CHAIRMAN
TRANSPORTATION

COMMITTEE MEMBER

COMMERCE, ECONOMIC DEVELOPMENT
& SMALL BUSINESS

CONSUMER PROTECTION

EDUCATION

ENERGY & TELECOMMUNICATIONS

FINANCE

HIGHER EDUCATION

INFRASTRUCTURE & CAPITAL INVESTMENT

LABOR

THE SENATE
STATE OF NEW YORK



JOSEPH E. ROBACH
Senator, 56th District

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robach@nysenate.gov

August 11, 2015

Sarah Armignacco
Rochester Career & College Charter School
153 Yorktown Drive
Webster, New York 14580

Dear Ms. Armignacco:

I am reaching out to offer my support for Rochester Career & College Charter School. Your mission – to provide a world class education giving students the knowledge and skills to be successful in college and sustaining careers – will address pressing educational needs in Rochester as well as help to build a future foundation for careers in applied technology, advanced manufacturing and many other areas.

I applaud your efforts and am impressed with the partnership you have developed to model your school on the highly successful Buffalo Charter School for Applied Technology (CSAT). I understand that CSAT has a 95% graduation rate and I believe a successful replication of this K-12 school in Rochester will be transformative. Preparing students for college and career is critical for students and their families and contributes to the overall quality and development of our community.

I am pleased to see that your efforts are focused on academic achievement first and that you are modeling on a proven academic program. The combination of a rigorous academic program, character development and college and career programming from an early age will provide an excellent choice to parents of school age children.

Again, I am proud to offer my support for Rochester Career & College Charter School. If I can be of any further assistance, please do not hesitate to contact me at (585)225-3650.

Sincerely,

A handwritten signature in blue ink that reads "Joseph E. Robach". The signature is stylized with large loops and a long tail.

Joseph E. Robach
56th Senate District

JER:arb

First Grade Weekly Student Schedule					First Grade Weekly Teaching Schedule		
Time	A Day	B Day	C Day	D Day	E Day	Teacher(s) Providing Instruction	Common Planning Schedule
8:00-8:10	Homeroom					Homeroom Teachers	N/A
8:10-8:20	ELA					Classroom Teacher (with Consultant Teacher support)	Spanish Teacher
8:20-8:30							
8:30-8:40							
8:40-8:50							
8:50-9:00							
9:00-9:10	ELA Core Intervention (Independent Reading and Computer Centers for Students Who Will Not Receive Intervention)						
9:10-9:20							
9:20-9:30							
9:30-9:40							
9:40-9:50							
9:50-10:00	Art	Technology	Spanish	Technology	Music	Specials Teachers	Grade Level Team
10:00-10:10							
10:10-10:20							
10:20-10:30							
10:30-10:40	Writing					Classroom Teacher (with Consultant Teacher support)	Art and Music Teachers
10:40-10:50							
10:50-11:00							
11:00-11:10							
11:10-11:20	Lunch					Art and Music Teachers	Art and Music Teachers
11:20-11:30							
11:30-11:40							
11:40-11:50							
11:50-12:00	Math					Classroom Teacher (with Consultant Teacher support)	PE Teacher and Media Specialist (Technology Teacher)
12:00-12:10							
12:10-12:20							
12:20-12:30							
12:30-12:40							
12:40-12:50							
12:50-1:00	Math Core Intervention (Independent Practice and Computer Centers for Students Who Will Not Receive Intervention)						
1:00-1:10							
1:10-1:20							
1:20-1:30							
1:30-1:40	Physical Education					PE Teacher	Grade Level Team
1:40-1:50							
1:50-2:00							
2:00-2:10							
2:10-2:20	Social Studies/Science					Classroom Teacher (with Consultant Teacher support)	Spanish Teacher, PE Teacher and Media Specialist (Technology Teacher)
2:20-2:30							
2:30-2:40							
2:40-2:50							
2:50-3:00							
3:00-3:10							
3:10-3:20	Intervention					Teacher (with Consultant Teacher, AIS Teacher, and Special Education Coordinator support)	N/A
3:20-3:30							
3:30-3:40							
3:40-3:50							
3:50-4:00	Dismissal					All Staff	All Staff

Sixth Grade Weekly Student Schedule						Sixth Grade Weekly Teach Schedule	
Time	A Day	B Day	C Day	D Day	E Day	Teachers Providing Instruction	Common Planning Schedule
8:00-8:10	ELA					ELA Teacher	Technology and Spanish Teachers
8:10-8:20							
8:20-8:30							
8:30-8:40							
8:40-8:50							
8:50-9:00							
9:00-9:10	ELA Core Intervention (Independent Reading and Computer Centers for Students Who Will Not Receive Intervention)						
9:10-9:20	Math					Math Teacher	Technology and Spanish Teachers
9:20-9:30							
9:30-9:40							
9:40-9:50							
9:50-10:00							
10:00-10:10							
10:10-10:20	Math Core Intervention (Independent Practice and Computer Centers for Students Who Will Not Receive Intervention)						
10:20-10:30	Art					Art/Spanish/Music Teacher	Grade Level Team Plus Consultant Teacher (plus Technology, if applicable)
10:30-10:40							
10:40-10:50							
10:50-11:00							
11:00-11:10							
11:10-11:20							
11:20-11:30	Spanish	Music	Spanish	Music			
11:30-11:40	Lunch					Lunch	Teacher Aides
11:40-11:50							
11:50-12:00							
12:00-12:10							
12:10-12:20							
12:20-12:30							
12:30-12:40	Social Studies					Social Studies	PE Teachers
12:40-12:50							
12:50-1:00							
1:00-1:10							
1:10-1:20							
1:20-1:30							
1:30-1:40	Science					Science	Music and Art Teachers
1:40-1:50							
1:50-2:00							
2:00-2:10							
2:10-2:20							
2:20-2:30							
2:30-2:40	Physical Education					Physical Education	Grade Level Team Plus Consultant Teacher (plus Technology, if applicable)
2:40-2:50							
2:50-3:00							
3:00-3:10							
3:10-3:20							
3:20-3:30							
3:30-3:40							
3:40-3:50							
3:50-4:00	Dismissal					All Staff	All staff

2016-2017 Rochester College and Career Charter School Calendar

August						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
8/15-19/16 RCCCS 101 and Common Planning						
8/22/16-- School Start (1/2 days)						
--8/26/16 Half Days						

September						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
9/5/16 Labor Day						

October						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					20
10/10/16 Columbus Day						
10/7/15 Data Dive Day One						

November						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
11/4/16 Parent Conference						
11/23/16 1/2 Day Conference						
11/24/16 Thanksgiving Recess						

December						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
12/26/16- Winter Recess						

January						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
-1/2/17 Winter Recess						

February						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				
2/20/17- Winter Break						
-2/24/17 Winter Break						

March						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
3/10/15 Data Dive Day Two						

April						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
4/7/17 Parent Conference						
4/10-14/17 Spring Break						

May						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
5/29/17 Memorial Day						

June						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
6/30/17 Last Day Celebration						

Report Card Dates	
Quarter 1	11/2/16
Quarter 2	1/18/17
Quarter 3	4/5/17
Quarter 4	6/29/17

Color Key	
Professional Development	
Student Half Day	
No School	
Marking Period End	
Last Day of School	

Attachment 4: Student Discipline Policy – Code of Conduct for Rochester College and Career Charter School (RCCCS)

For purposes of this code, the following definitions apply.

Dignity for All Students Act

In accordance with the Dignity for All Students Act, RCCCS will strive to ensure through both policy and practice that no student is subject to discrimination or harassment, based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender/gender identity or sex by school employees or students on school property, on a school bus, or at a school function. Listed below are the 11 protected classes, groups or characteristics and their respective definitions within the context of the Dignity Act. However it should be noted that protection is *not limited* to the groups and characteristics listed below as the intent of the Dignity Act is to protect ALL individuals in schools.

11 Protected Classes, Groups, or Characteristics

1. *Race* means a group of persons related by a common descent or heredity. For purposes of enumeration, the U.S. Census Bureau uses terms such as: "White/Caucasian," "Black/African American/African-descent," "Asian," "Bi-racial," "Hispanic/Latino," etc., to describe and classify the inhabitants of the United States.
2. *Color* refers to the apparent pigmentation of the skin, especially as a possible indication of their race.
3. *Weight* means aside from the obvious meaning in the physical sciences, the word is used in reference to a person's size.
4. *National Origin* means a person's country of birth or their ancestor's country of birth.
5. *Ethnic Group* means a group of people who identify with each other through a common heritage including language, culture, and often a shared or common religion and or ideology that stresses ancestry.
6. *Religion* means specific fundamental beliefs and practices generally agreed to by large numbers of the group or a body of persons adhering to a particular set of beliefs and practices.
7. *Religious Practice* means practices and observances such as attending worship services, wearing religious garb or symbols, praying at prescribed times, displaying religious objects, adhering to certain dietary rules, refraining from certain activities, proselytizing etc.
8. *Sex* means the biological and physiological characteristics that define men and women. (MALE and FEMALE denote "sex".)
9. *Gender* means the socially constructed roles, behaviors, activities, and attributes that a given society considers appropriate for men and women. (MASCULINE and FEMININE denote "gender".)
10. *Sexual Orientation* means the sex to which a person is sexually attracted. Someone attracted primarily or exclusively to members of the opposite sex is characterized as straight or heterosexual. Someone attracted primarily or exclusively to members of the same sex is characterized as homosexual. A person with strong or viable attraction to both genders is characterized as bisexual or pansexual.
11. *Disability* means any restriction of lack (due to any impairment) of ability to perform an activity in the manner or within the range considered typical.

Discipline Code for Student Behavior

Students are responsible for conducting themselves in an orderly manner in accordance with school district policy and within legal limits.

The following behaviors will **not** be tolerated on school district premises or at school-sponsored events:

- a. *Disorderly and disruptive conduct* that obstructs or disrupts a teaching, research, administrative or disciplinary procedure or any other authorized school activity.
- b. *Insubordination* including the failure or refusal to comply with the reasonable requests of an administrator, a teacher or a staff member.

- c. *Physical aggression*, which includes striking, hitting, kicking, scratching or otherwise displaying physical aggression toward another person.
- d. *Inappropriate expression* which includes swearing, racial or sexual expressions or innuendoes, abusive language and/or similar behavior at any time, on school premises or at school-sponsored events.
- e. *Alcohol/other drugs* including the consumption, sharing, transmission, selling, buying (including “intent” to purchase), possession and/or being under the influence of alcohol, tobacco, or nicotine products and other drugs (including misuse of prescription medication) at any time on school premises or at school-sponsored events.
- f. The possession of *unauthorized substances*, including the possession of paraphernalia for consuming (use) of alcohol, tobacco, and other substances, as well as the consuming (use), sharing, transmitting, buying and/or selling of substances (including the misuse of prescription medication) on school premises or at school-sponsored events. It is the policy of the School District that the use of e-cigarettes and any other products containing nicotine, except for current FDA-approved smoking cessation products, are also prohibited.
- g. *Hazing*, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club, or team.
- h. *Bullying*, which encompasses an imbalance of power between the person(s) perpetrating the bullying and the target(s) and a variety of intentional and/or coordinated negative acts designed to inflict harm, either psychological or physical, carried out repeatedly over time.
- i. *Sexual harassment*, including the inappropriate visual, verbal or physical conduct directed by an adult to an adult, an adult to a student, a student to an adult or a student to a student.
 - Four elements of sexual harassment:
 1. Sexual in nature or gender based
 2. Unwanted or unwelcome
 3. Severe, persistent or pervasive
 4. Interferes with the ability to do work, learn or study
- j. *Disruptive material*, which includes the distribution of or wearing materials on school grounds or at school functions that are obscene, inflammatory, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
- k. *Harassment* and *bullying* against any student by employees or students on school property or at a school function, that creates a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyberbullying, that has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- l. *Discrimination* against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.
- m. “*Cyber*” *violations* – inappropriate and/or unauthorized use of technology (i.e., personal electronic devices such as MP3 devices or cell phones; computers; cameras; video and/or audio taping equipment; software; etc.) and/or the Internet to engage in behaviors including, but not limited to, bullying, intimidating, threatening, harassing, maligning and/or defaming others, accessing websites for

non-academic purposes (e.g., social networking; media downloads, etc), as well as use of unauthorized proxies or “tunneling”. Cyber violations also include violations of the Acceptable Use Policy and/or Electronic Devices with Text Messaging Capabilities Policy.

- n. *Destruction of property*, defacing or other impairment of school property or property belonging to other persons.
- o. *Indecent exposure* which encompasses the act of exposing the private parts of the body in a lewd or indecent manner.
- p. *Theft* is the unlawful use, taking possession of, or control over property belonging to the school or another.

The Board of Trustees expects all students to conduct themselves in an appropriate and civil manner with proper regard for the rights and welfare of other students, school personnel and other members of the school community, and for the care of school facilities and equipment. The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the students’ ability to grow in self-discipline. The Board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct listed below are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the consequences and/or penalties for their conduct. In addition, the Board recognizes the need for Administration to impose discipline when behavior occurring off campus transfers to the school environment and detrimentally impacts the operations of the school and/or substantially or materially disrupts instruction.

Disciplinary Actions

Students may be subject to disciplinary action, up to and including suspension from school, when they engage in or promote:

A. *Conduct that is disorderly. Examples of disorderly conduct include, but are not limited to:*

- 1. Engaging in any act which disrupts the normal operation of the school community, running in hallways, making unreasonable noise, and using language or gestures that are profane, lewd, vulgar, abusive, intimidating, or that incite others.
- 2. Obstructing vehicular or pedestrian traffic.
- 3. Engaging in any willful act that disrupts the normal operation of the school community regardless of where the act occurs; including a telephoned, written or electronic message that a bomb, explosive, or chemical or biological weapon has or will be placed on school property.
- 4. Pulling a fire alarm, discharging a fire extinguisher, pulling an AED alarm and/or calling 911 without cause
- 5. Trespassing: Students are not permitted in any school building other than the one they regularly attend without permission from the administrator in charge of the building.
- 6. Misusing computer/electronic communications devices, including any unauthorized or inappropriate use of computers, software, or internet/intranet account: accessing inappropriate websites; evading the District’s content filter; using an outside wireless network or any other violation of the District’s Acceptable Use Policy.
- 7. Unauthorized possession and/or use of personal electronic devices/equipment (i.e., cell phone, MP3 devices, cameras, and other personal electronic devices deemed inappropriate by the administration
- 8. Unauthorized use of personal computer, laptop, tablet or e-reader and/or other computerized information resources through the District computer system is prohibited.

B. *Conduct that is insubordinate. Examples of insubordinate conduct include, but are not limited to:*

1. Failing to comply with the lawful directions of teachers, school administrators or other school personnel in charge of students or otherwise demonstrating disrespect.
2. Lateness for class or missing school without permission.
3. Skipping detention; including Saturday Detention.
- C. *Conduct that is disruptive. Examples of disruptive conduct include but are not limited to:*
 1. Failing to comply with the lawful directions of teachers, school administrators or other school personnel or otherwise demonstrating disrespect. Including gross insubordination to encompass profanity directed toward personnel.
 2. Endangering the health and safety of other students or staff or interfering with classes or District activities by means of inappropriate appearance or behavior as per District Code of Conduct.
 3. Being unprepared for class
- D. *Conduct that is violent or physically aggressive. Examples of violent behavior include but are not limited to:*
 1. Threatening and/or committing an act of violence (*such as hitting, kicking, punching, biting, and scratching*) upon a teacher, administrator or other employee or attempting to do so.
 2. Threatening and/or committing an act of violence (*such as hitting, kicking, punching, biting, and scratching*) upon another student or any other person lawfully on school property or attempting to do so.
 3. Possessing a weapon (see definition). Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
 4. Displaying what appears to be a weapon.
 5. Threatening to use any weapon(s).
 6. Using weapon(s).
 7. Intentionally damaging or destroying District property, the personal property of a teacher, administrator, or other school personnel or any person lawfully on school property, or at a school function, including graffiti or arson.
 8. Communicating, by any means, including oral, written or electronic (such as through Internet or email) off school property, where the content of such communication can reasonably be interpreted as a threat to commit an act of violence on school property or results in material or substantial disruption to the educational environment.
- E. *Conduct that endangers the safety, morals, health or welfare of others. Examples of such conduct include but are not limited to:*
 1. Lying to school personnel.
 2. Leaving school campus without permission.
 3. Stealing or assisting in the theft of school property or the property of other students, school personnel or any other person lawfully on school property or attending a school function.
 4. Acts of sexual harassment as defined in the school's sexual harassment policy and /or engaging in sexual acts while on school property or attending school functions.
 5. Buying, selling, using, possessing or distributing obscene material.
 6. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
 7. Harassment and bullying, which includes the creation of a hostile environment by conduct with or without physical contact and/or by verbal threats, intimidation or abuse, including cyberbullying, that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or conduct, verbal threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause a

student to fear for his or her physical safety; such conduct, verbal threats, intimidation or abuse includes but is not limited to conduct, verbal threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

8. Discrimination, which includes discrimination against any student by a student or students, and/or an employee or employees, on school property or at a school function including, but not limited to, discrimination based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex.
9. Bullying, which encompasses an imbalance of power between the person(s) perpetrating the bullying and the target(s), and a variety of intentional and/or coordinated negative acts designed to inflict harm, either psychological or physical, carried out repeatedly over time.
10. "Internet Bullying" (also referred to as "cyberbullying") including the use of instant messaging, email, websites, chat rooms, text messaging, or by any other electronic means, when such use interferes with the operation of the school or infringes upon the general health, safety, or welfare of students or employees.
11. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with or maintaining membership in any school sponsored activity, organization, club, or team.
12. Possessing, distributing or smoking a cigarette, cigar, or pipe, or using chewing or smokeless tobacco. Additionally, the use of e-cigarettes or any other products containing nicotine, except for current FDA-approved smoking cessation products, are also prohibited.
13. Inappropriate possession, display, and/or distribution of digital images or communications across a broad range of electronic media.
14. Possessing, consuming, selling or exchanging alcoholic beverages or illegal substances, or being under the influence of either. "Illegal Substances" include, but are not limited to, inhalants, marijuana, synthetic cannabinoids/marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, ecstasy, look-alike drugs, and any substances commonly referred to as "designer drugs" and illegal prescription drugs without medical consent.
15. Possessing paraphernalia used in connection with alcoholic beverages, illegal substances, prescription drugs and over-the-counter medications.
16. Inappropriate using or sharing prescription and over-the-counter drugs.
17. Gambling or risking something of value upon the outcome of a contest of chance or a future contingent event upon an agreement or understanding that one will receive something of value in the event of a certain outcome.

G. Academic misconduct. Examples of academic misconduct include but are not limited to:

1. Violation of the RCCCS Acceptable Use Policy for Technology.
2. Plagiarism or the unauthorized use of another's material that is represented as one's own work.
3. Cheating is the act of giving or receiving (or conspiring to give or receive) answers to a class assignment (includes copying computer material) or test answers from another source.
4. Copying
5. Altering records
6. Forgery, which includes the involvement in the imitation or fabrication of another's signature or written work.
7. Violation of intellectual property rights
8. Violation of copyright laws
9. Assisting another student in any of the above actions.

Reporting Weapons and Substance Abuse Violations

All students are expected to promptly report violations of the code of conduct to a teacher, guidance counselor, the principal or his or her designee. Any student observing a student possessing a weapon, alcohol or illegal substance on school property or at a school function shall report this information immediately to a teacher, the principal, or the principal's designee.

All staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner. School staff who are not authorized to impose disciplinary sanctions are expected to promptly report violations of the code of conduct to their supervisor, who shall in turn impose an appropriate disciplinary sanction, if so authorized, or refer the matter to a staff member who is authorized to impose an appropriate sanction. Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include suspension and referral for prosecution.

The principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order or security of a school as soon as practical, which shall mean no later than the close of business the day after the principal or his or her designee learns of the violation. The notification may be made by telephone, followed by a letter mailed on the same day as the telephone call is made. The notification must identify the student(s) and explain the conduct that violated the code of conduct and that such conduct constituted a crime.

Any student possessing, consuming, selling or exchanging alcoholic beverages or "illegal substances" (as defined in E.13.) or being under the influence of either may be subject to immediate permanent suspension by school administration.

Disciplinary Expectations, Penalties and Referrals

Discipline is most effective when it deals directly with the problem at the time and place it occurs, and in a way that students view as fair and impartial. School personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student's ability to grow in self-discipline. Disciplinary action, when necessary, will be firm, fair and consistent so as to be the most effective in changing student behavior. In determining the appropriate disciplinary action, school personnel authorized to impose disciplinary penalties will consider the following:

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

As a general rule, discipline will be progressive. This means that a student's first violation will usually merit a lighter penalty than subsequent violations. Continued violations will merit a more severe penalty. However, a 1st time serious infraction which may include, but is not limited to, weapons, threats, harassment (etc.) can lead to more serious discipline consequences as determined by the principal. If the conduct of a student is related to a disability or suspected disability, the student shall be referred to the Special Education Department and discipline, if warranted, shall be administered consistent with the separate requirements of this code of conduct for disciplining students with a disability or presumed to have a disability. A student identified as having a disability shall not be disciplined for behavior related to his/her disability.

Consequences for Violations

1. Verbal Warning / Reprimand – any member of the district staff
2. Written Warning / Written Notification To Parent – teachers, principal, superintendent
3. Student Conference – A formal conference between the student and one or more school officials. Actions taken and the results of the conference are recorded and placed in the child's file. Includes

letter to parents, and plan for alternative, appropriate behavior. Specifies infraction. (teacher, principal, superintendent)

4. Parent Conference – A formal conference with the student’s parents and one or more school officials. Actions taken and the results of the conference are recorded and placed in the child’s file. (teacher, principal, superintendent)
5. Temporary removal from classroom by teacher – teachers
6. Monetary restitution for costs or damages incurred by the District as a result of the misconduct (principal, superintendent)
7. Lunch Detention – Students may be assigned to a supervised location other than the cafeteria to eat. (teacher, principal superintendent)
8. Detention (Grades 6-8) – Students may be assigned to a supervised location for misconduct between 3p.m. and 4p.m. (teacher, principal, superintendent)
9. Saturday Detention (Grades 6-8) – Student is required to attend detention for misconduct on Saturday morning from 8:00 a.m. to 11:45 a.m. at a prescribed school location once the person in parental relation has been notified (principal, superintendent)
10. Suspension from transportation – principal, director of transportation, superintendent
11. Suspension from athletic participation – principal, athletic director, superintendent
12. Suspension of other privileges – Student is disqualified from leadership positions, National Honor Society, assemblies, student competitions, field trips, (principal, superintendent)
13. In-School Suspension – conducted in an independent study room. The student is removed from scheduled class and placed in an alternate, closely supervised environment without loss of instruction. (principal, superintendent)
14. Short-term Suspension (five days or less) from school – principal, superintendent, Board of Trustees
15. Permanent Suspension held in Abeyance (maximum two year duration) – superintendent, Board of Trustees
16. Permanent Suspension from school – superintendent, Board of Trustees

Procedures

The amount of due process a student is entitled to receive before a penalty is imposed depends on the penalty being imposed. In all cases, regardless of the penalty imposed, the school personnel authorized to impose the penalty must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty. Students who are to be given penalties other than an oral warning, written warning or written notification to their parents are entitled to additional rights before the penalty is imposed. These additional rights are explained below.

Detention

Teachers, principal and superintendent may use after school detention as a penalty for student misconduct in situations where removal from the classroom or suspension would be inappropriate.

Suspension from Transportation

If a student does not conduct himself/herself properly on the bus, the bus driver is expected to bring such misconduct to the principal’s attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the principal or the principal’s designee, Director of Transportation or the Niagara Frontier Transportation Authority in the case of secondary students. In such cases, the student’s parent will become responsible for seeing that his or her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the district will make appropriate arrangements to provide for the student’s education, for a period of time not to exceed three weeks.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the principal or the principal's designee to discuss the conduct and the penalty involved.

In-School Suspension

The Board recognizes the school must balance the needs of students to attend school and the need for order in the classroom to establish an environment conducive to learning. As such, the board authorizes the principal to place students who would otherwise be suspended from school as a result of a code of conduct violation in "in-school suspension". In-school suspension will be supervised by a certified teacher or principal designee. A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the school official imposing the in-school suspension to discuss the conduct and the penalty involved.

Temporary removal from classroom by teacher

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the teacher directing the student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include, but are not limited to: (1) short-term "time out" in the Problem Solving Room; (2) sending a student into the hallway briefly or another classroom; (3) sending a student to the principal's office for the remainder of the class time only; or (4) sending a student to a guidance counselor or other school staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this code.

On occasion, a student's behavior may become disruptive. For purposes of this code of conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with a teacher's instructions or repeatedly violates the teacher's classroom behavior rules. A classroom teacher may remove a disruptive student from class for that day. The removal from class is applied only to the class of the removing teacher only. If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation why he/she is being removed and the student granted an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class. If a student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours. The teacher must complete a school-established disciplinary removal/incident form and meet with the principal or his or her designee as soon as possible, but no later than the end of the school day to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the designated school official and meet with the principal or designee as soon as possible on the next school day.

When a full day removal is sanctioned, written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of notice within 24 hours of the student's removal at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of

contacting parents. The principal shall require the teacher who ordered the removal to attend the informal conference. The principal or the principal's designee may overturn the removal of the student from class if the principal finds any one of the following:

- The charges against the student are not supported by substantial evidence.
- The student's removal is otherwise in violation of law, including the school's code of conduct.
- When the principal overturns the removal of the student from class, the principal will explain the reason to the teacher.
- The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The principal or his or her designee may overturn a removal at any point between receiving the referral form issued by the teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom teacher will be permitted to return to the classroom until the principal makes a final determination, or the period of removal expires, whichever is less.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he or she is permitted to return to the classroom. Records of teacher removal are cataloged in the electronic student management system. However, they are categorized in terms of student misconduct as opposed to "teacher removal from class." Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his or her class until he or she has verified with the principal or Special Education Coordinator that the removal will not violate the student's rights under state or federal law or regulations.

Short-term Suspension (5 days or less) from school

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

The Board retains its authority to suspend students, but places primary responsibility for the suspension of students with the building principal. Any staff member may recommend to the principal that a student be suspended. All staff members must immediately report and refer a violent student to the principal for a violation of the code of conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension. The principal, upon receiving a recommendation or referral for suspension or when processing a case for suspension, shall gather the facts relevant to the matter and record them for subsequent presentation, if necessary. When the principal (referred to as suspending authority) proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), the suspending authority must immediately notify the student orally. If the student denies the misconduct, the suspending authority must provide an explanation of the basis for the proposed suspension. The suspending authority must also notify the student's parents in writing that the student may be suspended from school. The written notice must be provided by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the decision to propose suspension at the last known address for the parents. Where possible, notice should also be provided by telephone if the school has been provided with a telephone(s) for the purpose of contacting the parents.

The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request and immediate informal conference with the principal. Both the notice and informal conference shall be in the dominant language or

mode of communication used by the parents. At the conference, the parents shall be permitted to ask questions of complaining witnesses under such procedures as the principal may establish. The notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process. If the student's presence does not pose such a danger or threat of disruption, the notice and opportunity for an informal conference shall take place as soon after the suspension as is reasonably practicable. After the conference, the principal shall promptly advise the parents in writing of his or her decision. The principal shall advise the parents that if they are not satisfied with the decision and wish to pursue the matter, they must file a written appeal to the principal within 5 business days, unless they can show extraordinary circumstances precluding them from doing so. The principal shall issue a written decision regarding the appeal within 10 business days of receiving the appeal. If the parents are not satisfied with the principal's decision, they must file a written appeal to the board of trustees with the board clerk within 10 business days of the date of the principal's decision, unless they can show extraordinary circumstances precluding them from doing so. Only final decisions of the Board may be appealed to the Commissioner within 30 days of the decision.

Permanent Suspension Held in Abeyance

Permanent suspension held in abeyance is a possible result of a Superintendent's Hearing which affords the student an additional opportunity to continue regular attendance at RCCCS provided that the student does not commit the misconduct that initiated the disciplinary hearing. A permanent suspension held in abeyance may be enforced for a period of two consecutive years from the point of the decision. Should administration determine that the student has violated the terms of the abeyance then permanent suspension would be immediately enforced.

Permanent Suspension

Permanent suspension is reserved for extraordinary or compelling circumstances such as repeated acts of violence, significant and ongoing disruptive conduct or where the student's conduct poses a major disruption or a life-threatening danger to the safety and well-being of other students, school personnel or any person lawfully on school property or attending a school function.

Any student possessing, consuming, selling or exchanging alcoholic beverages or "illegal substances" (as defined in E.13.) or being under the influence of either may be subject to immediate permanent suspension by school administration and subject to law enforcement investigation.

Minimum Periods of Suspension

A. *Students Who Bring A Weapon To School.* Any student, other than a student with a disability, found guilty of bringing a weapon onto school property will be subject to suspension from school for at least one school year. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law §3214. The principal has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the following.

1. The student's age
2. The student's grade in school.
3. The student's prior disciplinary record.
4. The principal's belief that other forms of discipline may be more effective.
5. Input from parents, teachers and/or others.
6. Other extenuating circumstances.

A student with a disability may be suspended only in accordance with the requirements of state and federal law.

B. *Students Who Commit Violent Acts Other Than Bringing a Weapon to School.* Any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is

the minimum five-day suspension, the student and the student's parents will be given the same notice and an opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The principal has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Students who are repeatedly substantially disruptive of the educational process or repeatedly substantially interferes with the teacher's authority over the classroom. Any student, other than a student with a disability, who repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom, will be suspended from school for at least five days. For purposes of this code of conduct, "repeatedly" or "substantially disruptive" means engaging in conduct that results in the student being removed from the classroom by the teacher(s) pursuant to Education Law §3214(3-a) and this code on four or more occasions during a semester. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The principal has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the principal may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

Alternative Site Instruction

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

Discipline of Students with Disabilities

The board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

Corporal Punishment

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any district employee is strictly forbidden.

Prohibition of corporal punishment does not prohibit the reasonable use of physical force to:

1. Protect oneself, another pupil, teacher or other person from physical injury
2. Protect the property of the school or others
3. Restrain or remove a pupil whose behavior is interfering with the orderly exercise of school function, powers or duties, if that pupil has refused to comply with a request to refrain from further disruption.

The above exceptions are permissible, provided that alternative procedures and methods not involving the use of physical force cannot reasonably be employed to achieve the same purposes. The district will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's Regulations.

TABLE 1: APPLICANT GROUP INFORMATION

*Minimum of 5 members must be designated as Trustees

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT	RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or No Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Sarah Armignacco	[REDACTED]	Wegmans, HR Director of Education Initiatives	Relevant experience/skills: management, operations, budget procurement and management, performance evaluation, career mentoring, strategy, education, human resources; Role on Applicant Group: Organizational and Fiscal Plan Committee, Educational Plan Committee (Partners and Career Focus)	Trustee	Board Chair	TBD	Yes
Mark Brewer	[REDACTED]	Chief Financial Officer, Loyola Recovery Foundation	Relevant experience/skills: fiscal operations, including finance and accounting experience; organizational management, non-profit; strategic planning; performance management; Role on Applicant Group: Organizational and Fiscal Plan Committee	Trustee	Chair, Finance Committee	TBD	Yes
Rosemary Hodges	[REDACTED]	Co-Head, The Norman Howard School	Relevant experience/skills: experienced special education leader and educator; proven ability build a school culture that embraces continuous improvement for teachers and students; able to engage parents and community members as partners; management and continuous staff development; Role on Applicant Group: Educational Plan Committee	Trustee		TBD	Yes
Jeff Miceli	[REDACTED]	President, Appliance Service Works, Inc.	Relevant experience/skills: management; application of and access to innovative technology; strategic partnerships; Role on Applicant Group: Educational Plan Committee (Partners and Career Focus)	Trustee		TBD	Yes
Darren McCarty	[REDACTED]	Teacher, East Irondequoit School District	Relevant experience/skills: experienced teacher; entrepreneur; trained in AVID; Role on Applicant Group: Educational Plan Committee	Trustee		TBD	Yes
Norman West	[REDACTED]	CEO, West Advisory Group	Relevant experience/skills: engineer; entrepreneur; non-profit leader in financial literacy ; Role on Applicant Group: Community Partnerships	Trustee		TBD	Yes

Attachment 5b: BYLAWS - ROCHESTER COLLEGE AND CAREER CHARTER SCHOOL

ARTICLE I: APPLICABLE LAW

Section 1.1. Public Charter School. Rochester College and Career Charter School (the “Corporation” or the “School”) is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York. Except as otherwise provided by the Education Law of the State of New York, the Corporation is an independent and autonomous education corporation and is public school.

Section 1.2. Not-for-Profit Corporation Status. Pursuant to the Education Law of the State of New York, and except as otherwise provided by said law, the Corporation is a “charitable corporation” as defined in the Not-for-Profit Corporation Law of the State of New York.

Section 1.3. Non-Membership Corporation. The Corporation is a non-membership corporation.

ARTICLE II: BOARD OF TRUSTEES

Section 2.1. Management of Corporate Affairs. Except as otherwise provided by law, the Education Law of the State of New York, the charter as approved by the Board of Regents (the “Charter”), the Provisional Charter issued to the Corporation by the Board of Regents of the University of the State of New York (“Charter”) and/or these bylaws, the activities, property and affairs of the Corporation shall be managed by the Board of Trustees.

Section 2.2. Number and Qualifications. The Board of Trustees (or the “Board”) shall consist of at least five (5) and no more than eleven (11) voting members, ten (10) of whom shall be classified as “At-Large Trustees”, one (1) of whom shall be classified as “Parent Representative Trustee”. At-Large Trustees shall be community leaders who are representative of the community at large. The Parent Representative Trustee shall be a parent/guardian of a child(ren) enrolled in Rochester College and Career Charter School. All Trustees shall be strongly committed to improving public school educational opportunities for all children and fully supportive of Rochester College and Career Charter School’s mission statement, goals and objectives. The Trustees may increase or decrease the number of Trustees of the Corporation by vote of the majority of the entire Board, but the number of Trustees constituting the entire Board shall at no time be less than five (5) nor more than eleven (11). The Parent Representative Trustee will be identified before the end of the first year of the charter and at no time after that time shall there be any less than one (1) Parent Representative Trustee.

No decrease in the number of Trustees shall shorten the term of any incumbent Trustee. All of the Trustees shall be at least eighteen (18) years of age.

Except for the Initial Board of Trustees (as defined below at Section 2.4.), every Trustee shall be approved and elected to the Board of Trustees by the Board of Trustees, and before being seated as a voting member of the Board of Trustees shall complete and submit a Trustee Questionnaire for approval by the New York State Education Department. The School Director shall serve as a non-voting ex officio member of the Board of Trustees and shall serve as a liaison with the staff of the school.

Section 2.3. Responsibilities of Board Members: All members of the Board of Trustees shall be familiar with the Charter and its provisions as well as all policies adopted by the Board of Trustees. All Initial and new Trustees shall undergo required training in the roles and responsibilities of Trustees. In their actions as Trustees, Board members shall abide by the Charter and Board of Trustees policies, shall oversee the financial management of the corporation and the Director, shall monitor academic progress and shall serve on committees as needed or dictated below. Trustees shall at all times behave in an ethical and effective manner and take necessary and appropriate action to ensure the success of the school.

Section 2.4. Initial Board of Trustees and Initial Terms of Office. Until the Parent Representative Trustee(s) is seated, the activities, property and affairs of the Corporation shall be managed by the Initial Board of Trustees. The Initial Board of Trustees shall consist of the following members, who are At Large Trustees, and whose initial terms of office are 3 year terms as follows:

Sarah Armignacco
Mark Brewer
Rosemary Hodges
Jeff Miceli
Darren McCarty
Norman West

Notwithstanding the provisions of Section 2.2. of these bylaws, the minimum number of Trustees constituting the entire Board shall be no less than five (5) during the period in which the activities, property and affairs of the Corporation are being managed by the Initial Board of Trustees.

Section 2.5. Term of Office. Subsequent to the initial term of office as indicated above, each At-Large Trustee term of office shall be for a period of three (3) years. The Parent Representative Trustee term of office shall be the shorter of either a period of three (3) years or until the Parent Representative Trustee no longer has any child(ren) attending Rochester College and Career Charter School.

Section 2.6. Election of Trustees. Except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws, election of At-Large Trustees to fill expired terms shall take place at the Annual Meeting of the Board of Trustees (see Article III, Section 3.3.). The first Parent Representative Trustee shall be designated to be a member of the Board of Trustees by a majority vote of the Board of Trustees at Rochester College and Career Charter School, from among those who have indicated a willingness to so serve, as soon as said parents/guardians can reasonably be informed of the duties and responsibilities of the Parent Representative Trustee. Thereafter, the Parent Representative Trustee shall be designated to be a member of the Board of Trustees by a majority vote of the Board of Trustees whenever the Parent Representative Trustee term expires or vacancy occurs. Any parent/guardian designated to be the Parent Representative Trustee shall be seated as a voting member of the Board of Trustees upon approval and election by the Board of Trustees and upon approval by the New York State Education Department.

Section 2.7. Vacancies. At-Large Trustee vacancies occurring in the Board of Trustees for any reason may be filled by vote of a majority of the Trustees then in office. A Trustee elected to fill a vacancy shall hold office until the expiration of the term he or she was elected to complete.

Section 2.8. Resignation. Any member of the Board of Trustees may resign at any time by giving notice of his or her resignation to the Chairperson, Vice Chairperson or Secretary. A Trustee's resignation will take effect at the time designated by the resigning Trustee. Unless otherwise specified in a notice of resignation from the resigning Trustee, Board of Trustee acceptance of resignation shall not be necessary to make the resignation effective.

Section 2.9. Removal. Any Trustee may be removed for cause by the affirmative vote of the majority of the entire Board of Trustees in accordance with Education Law 226(8), provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee. Unexcused absence from two (2) consecutive regular meetings of the Board or four (4) regular meetings of the Board in any 12-month period shall, without limitation, be considered cause for removal.

Section 2.10. Contracts with the Corporation. No member of the Board shall be interested, directly or indirectly, in any contract relating to the operations of the Corporation, nor in any contract for furnishing supplies thereto, unless authorized by the concurring vote of a majority of the entire Board not including the vote(s) of the interested Trustee(s). In the event that any Director, Trustee, officer, employee and/or agent of a for-profit or not-for-profit entity having a business relationship with Rochester College and Career Charter School also serves as a member of the Rochester College and Career Charter School Board of Trustees, said Trustee shall recuse him or herself from voting with respect to any matter concerning Rochester College and Career Charter School's business relationship with that Trustee's for-profit or not-for-profit entity.

Section 2.11. Compensation. No Trustee shall receive, directly or indirectly, salary, compensation or emolument from the Corporation for acting as a Trustee, except reimbursement of expenses necessarily incurred in effecting one or more of the corporate purposes of the Corporation.

ARTICLE III: MEETINGS OF TRUSTEES

Section 3.1. Regular Meetings. Regular meetings of the Board of Trustees of the Corporation are the official convening of a public body for the purpose of conducting public business and shall include the use of videoconferencing for attendance and participation by the members of the public body. Regular meetings for the transaction of such business as may be set forth in the notice of the meeting shall be held at such time and place as shall be determined by the Board of Trustees and the notice of meeting shall specify. The Board of Trustees will hold no fewer than ten (10) Regular meetings each year between July 1 and June 30.

Section 3.2. Special Meetings. Special meetings of the Board of Trustees may be called at any time by the Chairperson, or in his or her absence or disability, the Vice-Chairperson, and must be called by such officer on written request by three (3) Trustees. Such request shall state the purpose or purposes for which the Special meeting is to be called. Each Special meeting of the Board of Trustees shall be held at such time and place as the person calling the meeting shall determine and the notice of the meetings shall specify.

Section 3.3. Annual Meeting. The Annual meeting of the Board of Trustees shall be the Regular meeting held in July of each year, or such other Regular meeting as the Board of Trustees shall designate.

Section 3.4. Notice of Meetings. Notice of each Regular, Annual or Special meeting of the Board of Trustees stating the time and place thereof shall be given by the Chairperson, the Vice Chairperson or the Secretary to each member of the Board not less than seven (7) days before the meeting by mailing the notice, postage prepaid, addressed to each member of the Board at his or her residence or usual place of business, or not less than five (5) days before the meeting, by delivering the notice to each member of the Board personally, or by telephone.

Section 3.5. Quorum and Action of the Board of Trustees. At all meetings of the Board of Trustees, except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws, a quorum shall be required for the transaction of business, which quorum shall consist of a simple majority of Trustees not including vacancies, and the vote of a majority of the Trustees present in person or by videoconference shall decide any question that may come before the meeting. Meetings at which videoconferencing will be used to conduct the meetings shall be permissible provided that all Board members in attendance and any members of the public wishing to attend any such meeting are able to attend, listen, observe and participate from and at any site at which any member of the Board may be located.

Trustees who participate in Board meetings by telephone will be counted for the purposes of meeting a quorum and shall be permitted to vote.

Section 3.6. Procedure. The order of business and all other matters of procedure at every meeting of the Board may be determined by the person presiding at the meeting.

Section 3.7. Public Notice. In addition to the notice requirements set forth above, public notice of any and all meetings of the Board of Trustees, and of any committee or subcommittee shall be given as required by the Open Meetings Law of the State of New York

ARTICLE IV: COMMITTEES OF THE BOARD OF TRUSTEES

Section 4.1. Executive Committee. There shall be an Executive Committee that shall consist of the officers of the Corporation, the chair of the Human Resources/Personnel Committee if not an officer and, at the discretion of the Chairperson one or more other Board members selected by the Chairperson of the Board. In no event shall the Executive Committee consist of fewer than five (5) members. Except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws, all

acts done and power and authority conferred by the Executive Committee from time to time within the scope of its authority shall be, and may be deemed to be, and may be specified as being, an act under the authority of the Board of Trustees.

Section 4.2. Audit and Finance Committee. The Board of Trustees, by resolution or resolutions adopted by a majority of the entire Board, shall designate from among its members an Audit and Finance Committee that shall consist of a chairperson and at least two (2) other Trustees. The Audit and Finance Committee shall be responsible for the fiscal health of the Rochester College and Career Charter School. This committee will monitor finances, review budgets and financial statements and make financial recommendations to the Board of Trustees as necessary. The Treasurer shall chair this committee.

Section 4.3. Human Resources/Personnel Committee. The Board of Trustees, by resolution or resolutions adopted by a majority of the entire Board, shall designate from among its members a Human Resources/Personnel Committee that shall consist of a chairperson and at least two (2) other Trustees. The Human Resources/Personnel Committee shall be responsible for all human resource issues including, but not limited to: (1) recommendations to the Board as to personnel hiring and termination, in consultation with the school Director; (2) recommendations to the Board as to compensation and benefits; (3) recommendations to the Board as to personnel policies and (4) recommendations to the Board as to work place safety. The Chairperson shall designate the chair of the Human Resources/Personnel Committee.

Section 4.4. Academic Accountability Committee. The Board of Trustees, by resolution or resolutions adopted by a majority of the entire Board, shall designate from among its members an Academic Accountability Committee that shall consist of a chairperson and at least two (2) other Trustees. The Academic Accountability Committee shall be responsible for all academic oversight including, but not limited to: (1) monitoring student academic progress toward stated annual achievement goals as reported by NWEA MAP and state assessment data; (2) recommendations to the Board and School Director regarding academic leadership; and (3) recommendations to the Board regarding best educational practices and strategies. The Chairperson shall designate the chair of the Academic Accountability Committee.

Section 4.5. Other Committees. The Board of Trustees, by resolution or resolutions adopted by a majority of the entire Board, shall designate from time to time from among its members such other committees (ad hoc and standing) as the Board of Trustees deems necessary. Any such other committee shall consist of a chairperson and at least two (2) other Trustees. The Chairperson shall designate the chair of any such other committees.

Section 4.6. Acts and Proceedings. Every committee shall, at the discretion of the committee chair, be able to appoint such subcommittee(s) as may be necessary. Each committee and subcommittee shall keep regular minutes of its proceedings and report its actions to the Board of Trustees when required.

Section 4.7. Meetings of Committees and Subcommittees. Committees and subcommittees of Trustees shall meet at such times and places as the chair of each committee shall determine and the notice of the meeting shall specify. Meetings of committees and subcommittees of Trustees shall be governed by the provisions of Sections 5, 6 & 7 of Article II of these bylaws, which govern meetings of the entire Board of Directors.

Section 4.8. Notice and Public Notice of Meetings of Committees and Subcommittees. Reasonable notice of meetings of committees and subcommittees shall be provided by the chair of each such committee or subcommittee. In addition, public notice of any and all meetings of any committee or subcommittee shall be given as required by the Open Meetings Law of the State of New York. To the extent of any conflict between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law shall prevail and control.

ARTICLE V: OFFICERS

Section 5.1. Officers. The Board of Trustees shall, at its Annual meeting, appoint or elect from among its

members a Chairperson, Vice Chairperson, Secretary and Treasurer. The Board of Trustees may from time to time elect or appoint such additional officers as it deems necessary. Such additional officers shall have such authority and perform such duties as the Board of Trustees may from time to time prescribe. The responsibilities of the officers shall be as follows:

Chairperson: The Chairperson shall be the chief executive officer of the Corporation, shall preside at all meetings of the Board of Trustees, and shall, in general, perform such other duties incident to the office of the Chairperson and shall do and perform such other duties as may be assigned to him or her from time to time by the Board of Trustees.

Vice Chairperson: In the absence of the Chairperson, the Vice Chairperson shall perform all of the duties pertaining to the office of the Chairperson. The Vice Chairperson shall have such other duties as may be assigned to him or her by the Board of Trustees. In case of a vacancy in the office of the Chairperson, the Vice Chairperson shall assume the office of the Chairperson.

Secretary: The Secretary shall keep the minutes of all meetings of the Board of Trustees and, unless otherwise directed, the minutes of all meetings of committees of the Board of Trustees; shall give, or cause to be given, notice of all meetings of members of the Board and all other notices required by law or by these bylaws; shall have custody of the Corporate books and records; shall affix the Corporate Seal to all instruments requiring it when authorized by the Board or the Chairman.

Treasurer: The Treasurer shall have care and custody of all monies of the Corporation and deposit same in the name of the Corporation in the depository or depositories selected by the Board of Trustees from time to time; shall disburse said funds as ordered or authorized by the Board of Trustees; shall keep accurate records of receipts and disbursements, submit his or her books and records to the Chairperson and give an itemized statement of his or her accounts at each Annual meeting of the Board; and shall, in general, perform all other duties incident to the office of Treasurer and shall do and perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Treasurer shall have oversight of all financial systems of the Rochester College and Career Charter School, and shall be responsible for reviewing the work of the accounting firm and auditing firm engaged by Rochester College and Career Charter School.

Section 5.2. Term of Office. Unless otherwise determined by the Board of Trustees, the officers shall hold office until the next Annual meeting of the Board and until their successors have been elected or appointed and qualified. Each additional officer appointed or elected by the Board of Trustees shall hold office for such term as shall be determined from time to time by the Board of Trustees and until his or her successor has been elected or appointed and qualified. Any officer, however, may be removed or have his or her authority suspended by the majority of the entire Board in accordance with Education Law 226(8) consistent with principles of due process. If the office of any officer becomes vacant for any reason, the Board of Trustees shall have the power to fill such vacancy.

Section 5.3. Resignation. Any officer may resign at any time by notifying the Chairperson, Vice Chairperson or the Secretary of the Corporation in writing. Such resignation shall take effect at the time specified therein and unless otherwise specified in such resignation, the acceptance thereof shall not be necessary to make it effective.

Section 5.4. Duties of Officers May Be Delegated.

In case of the absence or disability of an officer of the Corporation, or for any other reason that the Board may deem sufficient, the Board may delegate the powers or duties of any officer to any other officer or to any member of the Board, except as otherwise provided by law, the Education Law of the State of New York, the Charter or these bylaws.

Section 5.5. Compensation. No officer of the Corporation shall receive, directly or indirectly, salary, compensation or emolument from the Corporation for acting as an officer, except reimbursement of expenses necessarily incurred in effecting one or more of the corporate purposes of the Corporation.

ARTICLE VI: INDEMNIFICATION OF TRUSTEES AND OFFICERS

Section 6.1. Right of Indemnification. Each Trustee and officer of the Corporation, whether or not then in office, and any person whose testator or intestate was such a Trustee or officer, shall be indemnified by the Corporation for the defense of, or in connection with, any threatened, pending or completed actions or proceedings and appeals therein, whether civil, criminal, administrative or investigative, in accordance with and to the fullest extent permitted by New York State law or other applicable law, as such law now exists or may hereafter be adopted or amended; provided, however, that the Corporation shall provide indemnification in connection with an action or proceeding (or part thereof) initiated by such a Trustee or officer only if such action or proceeding (or part thereof) was authorized by the Board of Trustees.

Section 6.2. Advancement of Expenses. Expenses incurred by a Trustee or officer in connection with any action or proceeding as to which indemnification may be given under Section 1 of this Article VI may be paid by the Corporation in advance of the final disposition of such action or proceeding upon (a) the receipt of an undertaking by or on behalf of such Trustee or officer to repay such advancement in case such Trustee or officer is ultimately found not to be entitled to indemnification as authorized by this Article VI, and (b) approval by the Board of Trustees acting by a quorum consisting of Trustees who are not parties to such action or proceeding or, if such a quorum is not obtainable, then by a vote of a majority of the entire Board of Trustees. To the fullest extent permitted by law, the Board of Trustees shall not be required to find that the Trustee or officer has met the applicable standard of conduct provided by law for indemnification in connection with such action or proceeding before the Corporation makes any advance payment of expenses hereunder.

Section 6.3. Availability and Interpretation. To the extent permitted under applicable law, the rights of indemnification and to the advancement of expenses provided in this Article VI (a) shall be available with respect to events occurring prior to the adoption of this Article VI, (b) shall continue to exist after any rescission or restrictive amendment of this Article VI with respect to events occurring prior to such rescission or amendment, (c) shall be interpreted on the basis of applicable law in effect at the time of the occurrence of the event or events giving rise to the action or proceeding or, at the sole discretion of the Trustee or officer or, if applicable, at the sole discretion of the testator or intestate of such Trustee or officer seeking such rights, on the basis of applicable law in effect at the time such rights are claimed, and (d) shall be in the nature of contract rights that may be enforced in any court of competent jurisdiction as if the Corporation and the Trustee or officer for whom such rights are sought were parties to a separate written agreement.

Section 6.4. Other Rights. The rights of indemnification and to the advancement of expenses provided in this Article VI shall not be deemed exclusive of any other rights to which any Trustee or officer of the Corporation or other person may now or hereafter be otherwise entitled, whether contained in these bylaws, a resolution of the Board of Trustees or an agreement providing for such indemnification, the creation of such other rights being hereby expressly authorized. Without limiting the generality of the foregoing, the rights of indemnification and to the advancement of expenses provided in this Article VI shall not be deemed exclusive of any rights, pursuant to statute or otherwise, of any Trustee or officer of the Corporation or other person in any action or proceeding to have assessed or allowed in his or her favor, against the Corporation or otherwise, his or her costs and expenses incurred therein or in connection therewith or any part thereof.

Section 6.5. Severability. If this Article VI or any part hereof shall be held unenforceable in any respect by a court of competent jurisdiction, it shall be deemed modified to the minimum extent necessary to make it enforceable, and the remainder of this Article VI shall remain fully enforceable. Any payments made pursuant to this Article VI shall be made only out of funds legally available therefore.

ARTICLE VII: CORPORATE FINANCE

Section 7.1. Corporate Funds. The funds of the Corporation shall be deposited in its name with such

banks, trust companies or other depositories as the Board of Trustees may from time to time designate. All checks, notes, drafts and other negotiable instruments of the Corporation shall be signed by such officer or officers, agent or agents, employee or employees as the Board of Trustees from time to time may designate. No officers, agents or employees of the Corporation, alone or with others, shall have the power to make any checks, notes, drafts or other negotiable instruments in the name of the Corporation or to bind the Corporation thereby, except as provided by this section.

Section 7.2. Fiscal Year. The fiscal year of the Corporation shall commence on July 1 and end on June 30.

Section 7.3. Loans to Trustees and Officers. No loans shall be made by the Corporation.

Section 7.4. Gifts. Except as otherwise provided by law or the Charter, the Board of Trustees, the Executive Committee or any authorized officer, employee or agent of the Corporation may accept, on behalf of the Corporation, any lawful contribution, gift, bequest or devise for any general or special purpose or purposes of the Corporation.

Section 7.5. Income from Corporate Activities. All income from activities of the Corporation shall be applied to the maintenance, expansion or operation of the lawful activities of the Corporation.

ARTICLE VIII: CONFLICTS OF INTEREST AND CODE OF ETHICS

Pursuant to requirements of Article 56 of the Education Law of the State of New York, the School shall be subject to the provisions of sections eight hundred, eight hundred one, eight hundred two, eight hundred three, eight hundred four, eight hundred four-a, eight hundred five, eight hundred five-a, eight hundred five-b and eight hundred six of the General Municipal Law of the State of New York to the same extent such sections apply to school districts. In the event that the School adopts any conflict of interest and/or code of ethics policy or policies that are inconsistent with said provisions of law, then, and to the extent of any such inconsistencies, the provisions of applicable New York law shall prevail.

ARTICLE IX: COMPLAINT PROCESS

Any individual shall be able to bring complaints to the Director by submitting a letter addressed to the Director. If he or she is not satisfied with the Director's response, then the individual will be able to bring the complaint to the Board of Trustees by submitting a letter addressed to the Chairperson of the Board of Trustees. Complaints made to the Board of Trustees shall be addressed by the first Board meeting following the meeting at which such complaint was made known.

Any individual not satisfied with any response from the Board of Trustees to a complaint will be able to appeal that decision to the New York State Board of Regents. Notwithstanding any statute, rule, regulation or ordinance to the contrary, all of the requirements, provisions and procedures contained in New York Education Law §3813 governing the presentation of claims against the governing body of any school district or certain state supported schools shall be fully applicable to and shall govern the presentation of claims against the Rochester College and Career Charter School.

ARTICLE X: CLOSURE OR DISSOLUTION

In the event of closure or dissolution of the Corporation for any reason, transfer of students and student records, and disposition of the Corporation's assets shall occur as required under New York State Charter Schools Act (Article 56) of the Education Law of the State of New York.

In the event of closure or dissolution of the Corporation for any reason, the Board and staff of Rochester College and Career Charter School shall take the following steps:

- Engage legal counsel, auditors and any other needed professionals to prepare the Corporation for closure. Responsible Party: Chairperson of the Board of Trustees. Time: Immediately following Board action to close the school.
- Send written notification to families that shall include key dates and an invitation to a meeting to learn about transfer options and enrollment in new schools. Responsible Party: Director. Time: Within two

weeks of Board action to close the school.

- Send written notification to the school district(s) of residence and local private and charter schools that invites representatives to meet with parents to inform and recruit students. Responsible Party: Director. Time: Within two weeks of Board action to close the school.
- Transfer student records to either the student's new school (if enrolled), or to the district of location. Responsibility: Business Manager. Time: Within 30 days of the last school day.
- Send written notification to school employees including key dates and an invitation to a meeting to learn about closure procedures, benefits and employment opportunities at local schools. Responsible Party: Director. Time: Within two weeks of Board action to close the school.
- Send written notification to the school district(s) of residence and local private and charter schools that invites representatives to meet with employees to recruit teachers and other staff. Responsible Party: Director. Time: Within two weeks of Board action to close the school.
- Submit final reports to SED. Responsible Party: Director. Time: Within 60 days of the last day of school.
- Settle debts and close out accounts, including a final audit. Responsible Party: Business Manager, Treasurer. Time: Within 120 days of the end of the final fiscal year.
- Transfer any remaining assets to the closest charter school to Rochester College and Career Charter School in the district of location. Responsible Party: Treasurer. Time: Following the approval of the final audit.

ARTICLE XI: BYLAW AMENDMENTS

These bylaws may be adopted, amended or repealed at any meeting of the Board of Trustees by a vote of two-thirds (2/3) of the entire Board of Trustees. Notice of a meeting to vote on adoption, amendment or repeal of any bylaw(s) shall include details and specification of the proposed action.

I hereby certify that these Bylaws were approved by unanimous vote of the Board of Trustees of Rochester College and Career Charter School on _____, 20__
By: _____, Secretary

Attachment 5c: Code of Ethics - ROCHESTER COLLEGE AND CAREER CHARTER SCHOOL

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of board trustees and their staff as leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of goals.

Therefore, every trustee, officer and employee of the Rochester College and Career Charter School (the "School"), whether paid or unpaid, shall adhere to the following code of conduct:

1. **Gifts:** A trustee, officer or employee shall not directly or indirectly solicit any gifts; nor shall an 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 (12) 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. However, the School welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.
2. **Confidential Information:** An officer or employee shall not 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/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
3. **Representation before the Board:** An 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.
4. **Representation Before the Board for a Contingent Fee:** An 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 Board with respect to such matter, provided that this paragraph shall not prohibit the fixing at a time of fees based upon the reasonable value of the services rendered.
5. **Conflicts of Interest Prohibited.** Except as permitted by law, trustees, officers, and employees may not have any interest in any contract with the School from which they may benefit financially and over which they have authority as a result of their position. Trustees, officers and employees of any single not-for-profit organization shall not hold more than 40 percent of the total seats comprising the Board of the School.
6. **Disclosure of Interest in Matters before the Board.** Where permitted by law, a member of the Board and any 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 private interest he or she has in such matter and abstain from voting on such matter.
7. **Investments in Conflict with Official Duties.** An 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.
8. **Private Employment.** An 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.
9. **Future Employment.** An 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 officer or employee of any claim, account, demand or suit against the district on his or her own 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.

10. **School Operations.** Trustees, officers and employees shall authorize only general or administrative expenses that are reasonable and necessary, and consistent with the Charter Agreement under which the School operates.

11. **Legislative Relations.** Trustees, officers and employees will provide timely, responsive, comprehensive, and truthful responses to any inquiries from the chartering authority or a governing state agency, and accurate and timely reports on the academic and financial status of the School.

This Code of Ethics supersedes all prior Codes of Ethics and applies in addition to all applicable laws.

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into this 13 day of August, 2015 by and between the charter applicants (the "Applicants" or the "Proposed Trustees") on behalf of the proposed Rochester College and Career Charter School (RCCCS), having an address at 153 Yorktown Drive, Webster, New York 14580 and Charter School for Applied Technologies (CSAT), having an address at 2303 Kenmore Avenue, Buffalo, New York 14207.

WHEREAS, in 2001 CSAT was issued an initial five year Provisional Charter by the Board of Regents pursuant to New York Education Law Article 56, has received three (3) full five (5) year charter renewals since that time and is currently a charter school in good standing under Article 56 of the New York Education Law and as such is a federally tax exempt 501(c)(3) organization. Since first opening its doors CSAT has grown to be a highly successful K - 12 charter school with an enrollment of nearly 2000 students and a consistent graduation rate of 98% +/-; and

WHEREAS, the CSAT Board of Trustees is extremely supportive of the Proposed Trustees of RCCCS bringing the CSAT school program model to the City of Rochester, as CSAT is aware of the challenges that exist for students in the Rochester Central School District (RCSD), which challenges are similar to those faced by CSAT students who are largely residents of the City of Buffalo; and

WHEREAS, the Proposed Trustees of RCCCS are acutely aware of the need for high performing elementary and middle school options for RCSD students, and after having studied numerous options and possibilities have concluded that the CSAT school program model is highly appropriate and would be of great benefit to RCSD students; and

WHEREAS, the Proposed Trustees of RCCCS and CSAT explicitly understand that RCCCS must ensure fidelity to the CSAT school program model and must implement CSAT key design elements effectively if RCCCS is to achieve the goals set forth in its mission.

NOW, IT IS AGREED by and between the parties that CSAT will support RCCCS during its pre-operational year and throughout the initial charter term in curriculum development and implementation, including training and use of eDoctrina software; talent recruitment and teacher and leadership development; and establishing and maintaining a positive and productive school culture, where students feel motivated and inspired about college and career opportunities; and



8/13/15

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IT IS FURTHER AGREED, that in order to successfully achieve and accomplish the objectives contemplated by this Memorandum of Understanding and the mission of RCCCS, the CSAT Board of Trustees will provide the RCCCS Board of Trustees the following supports during the pre-operational year (2015-2016) and throughout the charter term (2016-2021):

1. Access to Superintendent, Board Chair, and senior staff members, including Principals and Assistant Principals in the CSAT elementary and middle school programs;
2. All documents and tools necessary to design the academic program, during the application process and once the charter is granted;
3. Participation by CSAT Superintendent and Elementary Principal on the search team for a highly qualified school Principal, including candidate screening, interviewing, and hiring recommendation;
4. Providing professional development and consultation to the selected Principal, including opportunities to visit CSAT, shadow the Principal and senior leaders at CSAT Elementary School in Buffalo, and observe Professional Learning Communities to elicit a complete understanding of the school design, particularly as it relates to the key design elements of RCCCS;
5. Attendance at, "CSAT 101 Orientation" and professional development materials to onboard and support RCCCS teachers;
6. RCCCS participation in CSAT professional development sessions, either Professional Learning Hours, or full days, as permitted by school dates and calendars;
7. Periodic monitoring and site visits from CSAT senior leaders to evaluate the academic program, school culture, and student achievement results, and faithful implementation of the model;
8. Feedback to the RCCCS Board of Trustees and Principal from site visits, around areas of success and opportunities for growth, with corresponding suggestions for improvement; and
9. An open door policy to RCCCS staff and leadership who want to visit CSAT, as a means for professional development or to gain a further understanding of the school model.

The parties further understand, acknowledge and agree that:

1. The scope and timing of any interaction between RCCCS and CSAT is solely at the discretion of CSAT and RCCCS as agreed by both parties.
2. Any and all associated costs of this partnership are expected to be de minimus. However, RCCCS explicitly agrees that it will compensate CSAT staff for any time spent providing services to RCCCS that is outside of their regular work schedule and for any and all travel expenses incurred during visits to Rochester, including mileage, food and lodging, as needed. When RCCCS sends its staff to Buffalo, similar costs will be covered by RCCCS. The RCCCS budget has been developed with a line items to reflect the anticipated costs of this partnership

Sarah Armignacco
8/13/15²

(refer to the Application Budget under budget lines for: Staff Development, Other Purchased/Professional/Consulting, Travel).

Attached to this Memorandum of Understanding and made a part hereof are the following:

1. CSAT Board of Trustees Resolution approving this Memorandum of Understanding;
2. Copy of July 24, 2015 New York State Education Department letter which accompanied CSAT's five (5) year Renewal Charter Agreement; and
3. Copy of April 28, 2014 New York State Education Department recommendation to Board of Regents to approve expansion of CSAT enrollment from 1675 to 2365 students.

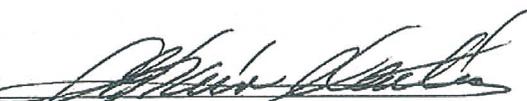
WHEREFORE, the parties have entered into this Memorandum of Understanding as of the date set forth above.

Rochester College and Career Charter School

By: 
Name: Sarah Armignacco
Title: Proposed Trustee and Board Chair

8/13/15

Charter School for Applied Technologies

By: 
Name: Efrain Martinez
Title: Superintendent

Attachment 8A: HIRING AND PERSONNEL POLICIES AND PROCEDURES

I. EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

Equal Employment Opportunity will continue be a fundamental principle at Rochester College and Career Charter School (RCCCS), where employment is based on personal capabilities and qualifications without discrimination because of race, color, religion, sex, age, national origin, disability, marital status, creed, genetic predisposition, carrier status, or any other protected characteristic as established by law.

This policy of Equal Employment Opportunity applies to all policies and procedures relating to recruitment and hiring, compensation, benefits, termination and all other terms and conditions of employment. Appropriate disciplinary action will be taken against any employee willfully violating this policy.

II. RECRUITMENT, DEVELOPMENT AND RETENTION OF EFFECTIVE STAFF

During the inception of RCCCS, the Human Resources Committee of the Board of Trustees and the Principal will coordinate the recruitment, selection, and hiring of personnel. Once the school is established, the Human Resources Committee shall be responsible to:

- Monitor human resource policies and procedures as they relate to the goals and objectives of the organization and good management practices;
- Monitor the school's material policies and procedures that relate to compliance with pertinent human resources laws and regulations, and the ethical conduct of business as it relates to human resources matters;
- Monitor procedures and internal controls that relate to personnel administration, performance management, pay practices, and benefits administration; and
- Produce, with such assistance from management as it determines is appropriate, the compensation committee report on executive and or other compensation in accordance with applicable law and regulation.

RECRUITMENT: RCCCS will create a comprehensive recruitment plan that will ensure advertising vacant positions in an expansive way. In addition to advertising online, the school will send postings to the Minority Reporter, industry organizations, placement offices in the colleges and universities with strong teacher preparation programs, and participate in regional job fairs. Any openings will be advertised for a minimum of two weeks. Determination of the necessary personnel will be the responsibility of the Human Resources/Personnel Committee. RCCCS will not knowingly employ an individual who has with respect to child welfare or safety, resigned from a school in lieu of disciplinary action, or who has been dismissed for just cause by any school. RCCCS will seek to hire the most effective teachers, administrators, and staff to maximize student outcomes. To this end, hiring policies will be stringent and fair. The school will be an equal opportunity employer and will seek to find the best-qualified employees with no discrimination in its hiring policies. The policy of the school to recruit such personnel will include:

- An effective recruitment program to conduct searches;
- Prompt action when vacancies or new positions are created; and
- A set of consistent hiring practices.

In accordance with State Education Law, all teachers will be certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, uncertified teachers with at least three years of elementary, middle, or secondary classroom teaching experience; tenured or tenure track college faculty; individuals with two years of satisfactory experience through the Teach for America program; and individuals who possess exceptional business, professional, science/technology, artistic, and athletic experience. Furthermore, all classroom teachers, teaching assistants, and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind (NCLB Act of 2001 and the Individuals with Disabilities Education Act (IDEA). All

special education teachers will be State-certified in special education and will be Highly Qualified as defined by NCLB and IDEA. The specific hiring process will include the following five phases:

Screening: All applicants will complete an employment application that will request information related to prior work experience, special skills, and educational background, and will also provide consent to a background and reference check. The school will require candidates to attach a résumé to the application. Applications and résumés will be reviewed and candidates selected for interviews based on a telephone interview to determine whether (s)he has the knowledge and experience required, salary expectations are reasonable, and whether (s)he agrees with the instructional philosophies of the school.

Interviewing: The interview process is designed to help the Principal determine whether a candidate possesses the necessary skills to be a productive member of the staff and whether (s)he will fit into the School's culture and environment. The Principal and select teachers, will develop an interview protocol, including (but not limited to) a sample lesson or video, a sample data analysis, a process for checking references, a list of interview questions, and a rubric containing objective criteria. The Principal will solicit staff, Board, parents, and outside consultants with expertise to serve on the interview team.

Reference Checking: To ensure the safety and security of the entire RCCCS community, as well as to assure that high quality instruction is being delivered, the school will implement a rigorous reference-checking policy. The school will call references provided by the applicant and contact former employers. It will also check credentials, certifications, and backgrounds of all applicants.

Offer of Employment: A recommendation to hire a teacher, administrator, or staff member will not be made until a personal interview with the candidate has been conducted and all references have been contacted. The Principal will verify that individuals nominated for employment meet all necessary qualifications for the position being sought. The school will offer employment through a job offer letter and a telephone call. The job offer is contingent on a background check. The school will send rejection letters to those who were not selected.

Fingerprinting and Background Check: Before employees can begin working at the school, they must clear the fingerprint screening and criminal background check as part of the hiring process.

INSURING AND DEVELOPING EFFECTIVE STAFF: Once hired, the performance and efficacy of faculty and staff will systematically be monitored and measured to support the achievement of desired educational outcomes for our students. Each year, every staff member will undergo a thorough summative performance review with his/her supervisor. The performance review will consist of a written review and assessment of job performance, followed by an in-depth discussion. At this time, the employee will receive formal feedback on his/her performance. The performance evaluation will consider evidence gathered throughout the school year, including formal and informal observations of planning and instruction, parent survey results and feedback, student performance data, and attendance and punctuality. The evaluations will be used to determine retention, placement, and performance bonuses.

Continuous improvement is a hallmark of RCCCS academic programs. To ensure that instructional staff continue to grow professionally while also highlighting achievements, professional performance, professional contributions, and opportunities for growth, RCCCS completes two observations and an annual evaluation on all teachers.

Observation: The instructional observations and professional practice reviews are opportunities to highlight a teacher's instructional practices as a catalyst for continued professional growth and reflection. The instructional observation is completed by using a Teacher Observation protocol and rubric. Following the observation, the observer will discuss the results with the teacher; and the teacher will be given the opportunity to respond. If the teacher is rated as having four (or more) Developing ratings on the observation rubric, or one (or more) Insufficient ratings on the observation rubric, an additional observation will be scheduled to promote professional growth and quality instruction. Instructional observations are

supplemented by professional practice reviews. These are observations of various aspects of a teacher's professional practice (e.g., use of data to drive instruction, professional competencies, question types) that can drive reflective conversations to improve instructional practices.

Annual Evaluation: The annual evaluation is completed by an RCCCS supervisor at the end of the academic year. This is a summary of formal and informal instructional observations and overall contributions to student growth and program success. The annual evaluation highlights a teacher's work and instruction during the current academic year, evaluates professional performance, and identifies areas for continued growth. The annual evaluation is completed using the annual evaluation format and shared with the teacher upon completion.

Both the instructional observation and annual performance review is based on the Framework for Teaching proposed by Charlotte Danielson. The framework is grouped into four broad dimensions including: (1) Planning and Preparation (2) Environment (3) Instruction (4) Professional Responsibility.

The first three aspects of the framework are directly observable actions and behaviors in a classroom or instructional context. The domains of planning and preparation, environment, and instruction are all included in the annual observation completed by an RCCCS supervisor. A rubric of expectations relating to each of the domains guides the supervisor's observation across the domains and can guide the coach in targeted areas of professional growth. The fourth domain, professional responsibility, is commented on in both the performance reviewed completed in conjunction with the instructional observation, as well as in the final annual performance evaluations.

The following are criteria for overall domain and performance ratings:

- *Exceeds expectations:* Overall, the staff's professional performance is a positive asset to job performance and program quality.
- *Meets Expectations:* Overall, the staff's professional performance meets expectations. Areas for continued growth are identified, but no areas that negatively impact job performance or program quality.
- *Needs Improvement:* Overall, the staff's performance is not meeting expectations. Areas for concern and consideration are identified and described as negatively impacting job performance and/or program quality.

Corrective Action and Performance Improvement Plan: All employees are expected to meet RCCCS's standards of work performance. Work performance is defined by many factors, including attendance, punctuality, personal conduct, job proficiency, and general compliance with RCCCS's policies and procedures. If an employee does not meet these standards, RCCCS may, under appropriate circumstances, take corrective action, other than immediate dismissal. The intent of corrective action and performance improvement plans is to formally document problems while providing the employee with a reasonable time within which to improve performance. The process is designed to encourage development by providing employees with guidance in areas that need improvement, such as poor work performance, attendance problems, personal conduct, general compliance with RCCCS's policies and procedures, and/or other disciplinary problems. Within this process, the Supervisor will discuss the problem and present a written warning to the employee, which should clearly identify the problem and outline a course of corrective action within a specific timeframe. The written warning should clearly state any consequences (i.e., termination) if the problem is not corrected or reoccurs. A record of the discussion and the employee's comments will be placed in the employee's Personnel File.

Employees who have had formal written warnings requiring corrective action or performance improvement are not eligible for salary increases, bonus awards, promotions, or transfers during the warning period.

RETENTION OF EFFECTIVE STAFF: In order to secure and retain an effective workforce, RCCCS will offer compensation packages that are attractive and competitive while demonstrating fiscal

responsibility. Salaries will be based on benchmarking among similar schools in the region, and budgetary considerations. Likewise, eligible employees at RCCCS will be provided with a wide range of valuable benefits programs.

The following benefits are projected to be available to eligible employees:

- Paid Time Off
- Holidays
- Health Insurance
- Dental Insurance
- Life Insurance
- Retirement Plan
- Section 125 Plan
- Short-term Disability
- Long-term Disability

In addition to these economic elements, RCCCS will invest in its staff and the attainment of its mission by funding training and growth opportunities, recognizing faculty and staff achievement, as well as fostering a work environment founded on collaboration and teamwork.

III. RESPONSIBILITIES AND QUALIFICATIONS OF KEY STAFF

Principal. It is the duty of the Principal to exercise educational and managerial leadership of the RCCCS, in accordance with Board policies and charter provisions necessary to ensure the success of the school. The Principal organizes, administers, supervises, and evaluates all aspects of the school design for the building under his/her charge. The Principal is responsible for the continuous improvement of the school, its staff and for increased student achievement. The Principal reports to the Board of Trustees.

Job Duties

1. Instructional leader

- Set standards for student achievement and provide leadership, direction, and support to the implementation of the school's instructional and program designs
- Ensure teams have time and guidance necessary to be involved in data driven instruction
- Formulate annual preparation, adjustments, and design of instructional and program plans, along with the administrative team
- Observe and monitor instruction of teachers, student growth and achievement regularly
- Continually evaluate the progress on all measures of student and staff performance and take action to achieve improvements as needed
- Coordinate the recruitment, development, motivation, and retention of an effective team of teachers jointly responsible for the attainment of the high school's mission and goals as articulated in the charter
- Provide instructional leadership in advancing proven teaching and learning practices
- Perform any and all other duties consistent with the above duties and those duties and responsibilities of a building school administrator under New York State Laws

2. Site-based manager

- Support and monitor the professional development plans of teachers and teams
- Ensure that continuous improvement processes address the achievement of all students
- Maintain complete and accurate records of operation for the school upholding compliance in areas of testing admissions, special education and other NYS record keeping processes
- Work with lead teachers, department heads/supervisors and professional development specialists to address team and department needs
- Supervise all operations involving the management of the school, including school funds, purchases,

inventories, and office operations

- Support student recruitment and enrollment process
- Develop and maintain procedures that provide for the safety and security of staff and students
- Handle staff and student discipline issues
- Perform other duties and responsibilities as needed to manage the building
- Ensure compliance with federal, state, and local regulations and policies in education and employment laws

3. Builder of School Culture

- Communicate and model the vision that supports the goals of the school
- Lead an effective team jointly responsible for the attainment of school goals, and committed to achieving excellence
- Manage and facilitate group planning and problem-solving sessions
- Engage parents and community in planning and implementing programs, including community use of the school site
- Seek feedback on the progress of the school
- Serve as a spokesperson for RCCCS in the community and elsewhere

4. Professional Responsibilities

- Facilitate collaborative planning and problem-solving processes
- Ensure the implementation of school performance standards for all staff
- Support the culture of professionalism among team members
- Support the development of all staff and implementation of program improvements
- Show professionalism at all times to staff members

Minimum Experience Required

- B.A., B.S. degree
- Master's degree (or within three (3) years)
- Appropriate teacher and building administrator/school leader/principal certification(s)
- Evidence of educational experiences after college desirable (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instruction methodology, curriculum development, special education, technology, etc.)
- Eight (8) to ten (10) years of successful teaching experience with performance ratings that indicate a high level of proficiency; with one (1) year at RCCCS
- Previous experience as a building administrator desirable

Skill Sets and Requirements:

- Demonstrated leadership ability
- Highly organized and independent worker with excellent oral, written and interpersonal skills
- Extensive background in classroom instruction and pedagogical skills
- Ability to maintain confidentiality
- Superior skills to work with diversity of individuals and the ability of being a team player
- PLC model experience (Professional Learning Communities)
- Computer experience with proficiency in Microsoft Office Suite

Other Helpful Education or Experience

- Ability to apply and adapt practices and techniques to meet program needs
- Ability to establish and maintain effective relationships with staff, management and others

Assistant Principal

Under supervision of the building Principal, the Assistant Principal assists in providing the educational and managerial leadership of RCCCS, in accordance with Board policies and charter provisions necessary to ensure the success of the school. The Assistant Principal participates in decision making as part of the leadership team and assumes the responsibilities of principal in the absence of a principal.

Job Duties The Assistant Principal in collaboration with the principal, is responsible for planning improvements that directly address student achievement, school design, financial management, and customer satisfaction; achieving outcomes requiring strong leadership as an instructional leader, site-based manager, and as builder of school culture.

1. Instructional leader

- Assist in setting standards for student achievement and provide leadership, direction, and support to the implementation of the school's instructional and program designs
- Provide instructional leadership in advancing proven teaching and learning practices
- Collaborate and formulate annual preparation, adjustments, and design of instructional and program plans along with the administrative team
- Observe and monitor instruction of teachers, student growth and achievement regularly
- Continually evaluate the progress on all measures of school student and staff performance and take action to achieve improvements as needed
- Assist in the recruitment, development, motivation, and retention of an effective team of teachers jointly responsible for the attainment of the school's mission and goals as articulated in the charter
- Support the professional learning communities and data driven decision making processes
- Perform any and all other duties consistent with the above duties and those duties and responsibilities of a building school administrator under New York State Laws

2. Site-based manager

- Assist with preparing required reports and maintaining complete and accurate records for the school upholding compliance in areas of testing admissions, special education and other NYS record keeping processes
- Work with lead teachers, department heads/supervisors and professional development specialists to address team and department needs
- Assist in developing and maintaining procedures that provide for the safety and security of staff and students
- Handle staff and student discipline issues, including entering student discipline information into the School Information system
- Assist the principal by performing other duties and responsibilities as needed to manage the building

3. Builder of School Culture

- Communicate and model the vision that supports the goals of the school
- Supervise the program of instruction at the school in accordance with the school's design and the RCCCS mission
- Contribute to the development of a comprehensive School Improvement Plan for achieving the school's vision and work to achieve a common understanding of the direction within the broader school community
- Assist the principal in leading an effective team jointly responsible for the attainment of school goals, and committed to achieving excellence
- Support development of student support systems
- Serve as a spokesperson for RCCCS in the community and elsewhere

4. Professional Responsibilities

- Facilitate collaborative planning and problem-solving processes
- Ensure the implementation of school performance standards for all staff
- Support the culture of professionalism among team members
- Support the development of all staff and implementation of program improvements
- Show professionalism at all times to staff members

Experience: The minimum years of experience and type of experience typically required to perform the responsibilities of the position in addition to the education needed to perform the duties of the position.

- B.A., B.S. degree
- Master's degree (or within three (3) years)
- Appropriate teacher and building administrator/school leader/principal certification(s)
- Evidence of educational experiences after college desirable (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instruction methodology, curriculum development, special education, technology, etc.)
- Five (5) to ten (10) years of successful teaching experience with performance ratings that indicate a high level of proficiency; with one year at RCCCS preferred
- Previous experience as a building administrator desirable

Skill Sets and Requirements:

- Demonstrated leadership ability
- Highly organized and independent worker with excellent oral, written and interpersonal skills
- Extensive background in classroom instruction and pedagogical skills
- Ability to maintain confidentiality
- Superior skills to work with diversity of individuals and the ability of being a team player
- PLC model experience (Professional Learning Communities)
- Computer experience with proficiency in Microsoft Office Suite

Other Helpful Education or Experience

- Ability to apply and adapt practices and techniques to meet program needs
- Ability to establish and maintain effective relationships with staff, management and others

Special Education Coordinator

The primary role of the Special Education Coordinator is to ensure that appropriate services are provided to students with Individualized Educational Plans, 504 Plans, or any student who falls under the protection of IDEA, so that they succeed in school. Responsibilities include ensuring compliance with regulations and reporting, supporting the professional development of staff so that they can better serve all students, and parent communication and advocacy. The SEC serves as a member of the Leadership Team and reports to the Principal.

Job Duties

- Demonstrate organizational skills for keeping track of students in different settings, special education paperwork, ongoing anecdotal commentary, instructional trials, planning, etc.
- Maintain current demographics regarding all students on IEPs, as well as those in the referral process
- Provide leadership as a standing member of the school leadership and school achievement teams
- Coordinate special education staff and related service providers within the school
- Promote communication, encouraging frequent and useful exchanges about meeting the needs of students with learning, attention, and behavioral problems
- Oversee anecdotal record keeping and progress tracking of each student with disabilities and tracking of special education teacher-student contacts
- Coordinate assessment of students referred for special educational evaluation

- Coordinate IEP development and updating, annual reviews, and triennials
- Coordinate parent communications and support sessions regarding their child with special needs
- Coordinate professional development activities for increasing classroom effectiveness for students with learning, attention, and behavioral difficulties
- Maintain productive communication about the special education support program with relevant local and/or state special education authorities
- Provide principals and other decision makers in the school with information regarding relevant state and local regulations governing special education, including placements, time lines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards

Intensify Curriculum

- Show increasing skill with all aspects of the curriculum, intensifying and tailoring these for students with disabilities affecting learning, attention, social functioning, and self-regulation
- Show commitment to refining curriculum approaches and materials to increase students' involvement and progress
- Show persistence in learning new and specialized approaches for atypical learners
- Intensify Instruction
- Provide strategic instruction for students with disabilities affecting learning, attention, social functioning, and self-regulation, 1-to-1 or in small groups, within the classroom or through time-limited, focused pull-asides
- Keep fine-grained track of the individual progress of students' with disabilities
- Provide instructional intensity, feedback, and opportunities for practice for students with disabilities across the school's learning environments (classrooms, specials, hallways, lunch, playground, tutoring, intensives, etc.)
- Engage technology creatively for individual students' learning and for tracking individual progress

Support Instruction Across the School

- Establish working relations with colleagues, developing effective systems for reciprocal communication about students with special needs.
- Contribute to strengthening school wide supports for all children, working together with classroom and "specials" teachers so that students with difficulties and vulnerabilities become increasingly active and successful
- Provide ongoing support for classroom teachers, including taking over classroom instruction, so they can provide intensive pull-asides for students with difficulties
- Plan with classroom colleagues, swapping expertise and following up with supportive instruction, strategic modeling, and tailored instructional materials
- Demonstrate creativity, flexibility, and perseverance in dealing with learning, behavioral, family, and classroom situations that are not easily untangled

Communicate

- Maintain productive communication with relevant local and/or state special education authorities about your school's special education program
- Maintain productive communication about the special education support program with principals, teaching colleagues, and other school staff
- Contribute to the improvement of instruction within the school by communicating ideas within and across classrooms and teams

Comply with Special Education Laws and Procedures

- Be knowledgeable of, and comply with, relevant state and local regulations governing special education, including placements, timelines, notifications, IEPs, parental roles, reevaluations, and procedural safeguards
- Provide ongoing support for the parents of students with disabilities, informing them of special education rights and procedures, as well as exchanging insights about the needs and progress of their child

Organize, Maintain, and Develop Specialized Materials

- Become familiar with special education materials in the start-up shipment and determine the need for additional resources
- Coordinate with the media specialist for the inclusion of supplemental resources (books, videos, etc.) in the central library start-up orders placed during the fall of year one
- Keep up-to-date inventory of special education materials and organize orders to replace lost or damaged materials throughout the year
- Develop a checkout system for shared materials
- Oversee use of special education materials throughout the school
- Organize orders in the spring to replace consumables
- Organize suggestions from staff and make recommendations to the principal for additional materials purchases
- Coordinate with media specialist about the use of technology and make recommendations for software/hardware purchases

Requirements

- Master's degree
- Certification in special education
- Experience working with students with disabilities
- Positive professional recommendations

Director of Finance and Operations

Responsible for administering many of the daily non-academic tasks associated with managing the school.

Job Duties

Financial

- Bill school districts 6 times a year
- Accounts Receivable Collection
- Accounts Payable Processing
- Bank Deposits
- Bank Reconciliations Payroll
- Process bi-weekly payroll through third party processor
- Track hourly employees time
- Track employees time off

Manage Annual Student Lottery

- Track, organize, and file all applications for lottery in binder and excel spreadsheet
- Organize and create student tickets based on preference
- Notify applicants of results of the lottery

Oversee Student Records Management

- Collect enrollment packets for new and continuing students; oversee administrative assistant entering into database and file

- Submit transportation forms and associated materials for students to each district's respective transportation department based on school district
- Track and update database class lists NYS MAARS Student Data System Records
- Submit monthly NYS data reports from database to BOCES Compliance with NYS Child Nutrition Reporting
- Submit meals-served data to NYS for monthly reimbursement General Administration
- Coordinate teacher coverages as needed

Minimum Qualifications

- Bachelor's Degree in Human Resources or Business and 3-5 years' experience working in an office setting, preferably in academia
- Experience with use of computers, copiers, and office telephones
- Experience with QuickBooks preferable

Classroom Teachers

Classroom teachers play a significant supporting role in the professional development of their team. The teacher will work as a team member, sharing information with other teachers and helping to improve the teaching of all. The teacher is a communication link between the administrator and the teachers. The teachers will report to the principals.

Skill Sets and Requirements:

- Highly organized and independent worker with excellent oral, written and interpersonal skills
- Extensive background in classroom instruction and pedagogical skills
- Ability to maintain confidentiality
- Superior skills to work with diversity of individuals and the ability of being a team player
- PLC model experience (Professional Learning Communities)
- Computer experience with proficiency in Microsoft Office Suite Other Helpful Education or Experience:
- Ability to apply and adapt practices and techniques to meet program needs
- Ability to establish and maintain effective relationships with staff, management and others
- Three (3) to Five (5) years of successful teaching experience with performance ratings that indicate a high level of proficiency; with one year at RCCCS
- Previous experience as a senior teacher desirable

Minimum Experience

- B.A., B.S. degree, preferably in a subject area (i.e., mathematics, chemistry, literature, etc)
- Master's degree (or within five (5) years
- Appropriate teacher certification(s)
- Evidence of educational experiences after college desirable (fellowships, summer study, or graduate course work to pursue greater depth in a subject area, specific instruction methodology, curriculum development, special education, technology, etc.)

Consultant Teacher

Develop and provide evidence-based and data-driven academic intervention services for youth enrolled at RCCCS. Collect ongoing performance and progress data to inform instruction. Collaborate with instructors to differentiate learning opportunities for RCCCS students.

Job Duties

- Work with school leaders and classroom teachers to develop differentiated and individualized academic interventions for identified students.
- Assess students' strengths, challenges, gaps in skills and knowledge, learning style, and performance

levels using a variety of methods, tools, and data sources. Interpret findings and develop learning plans based upon information gathered.

- Provide intensive, small group tutoring using evidence-based practices and strategies to build skills in specified academic areas; implement any intervention programs identified by school leadership with fidelity.
- Record and/or input student information, assessment data, and other data as required into database systems in timely and accurate manner.
- Engage parents/guardians/family members involved with the, as appropriate.
- Participate in team meetings to discuss the progress and needs of individual students and to share instructional strategies and tools that foster achievement by students with different learning styles.
- Participate in professional development, parent education, and other educational programs offered.
- Perform other duties assigned by the supervisor.

Knowledge, Skills, and Abilities

- Outstanding oral and written communication skill
- Ability to develop and sustain relationships with children and families from different cultures and backgrounds
- Excellent team player with a collaborative approach to service delivery and conflict resolution
- High standards of professionalism in all aspects of performance
- High degree of flexibility and creativity in developing and delivering services and programs
- Familiarity with current research in learning development, educational practice, and learning differences
- Ability to effectively manage time and materials
- Ability to teach using a strengths-based, learner-focused model and strategies to support students who struggle to learn
- Computer skills: Basic Microsoft Office and Word. Must be able to learn/successfully enter student and assessment data into database.

Minimum Qualifications

- Master's degree in Special Education with teaching certification; minimum of a Bachelor's Degree in Special Education with certification in area of placement
- Able to work longer school year
- Fingerprint clearance from NYS Department of Education
- Prior experience working with elementary school students with learning differences in urban settings

ACADEMIC INTERVENTION SPECIALISTS (AIS) TEACHER: Develop and provide evidence-based and data-driven academic intervention services. Collect ongoing performance and progress data to inform instruction. Collaborate with instructors to differentiate learning opportunities for students.

Job Duties

- Work with Leadership Team, Classroom Teachers, and Consultant Teachers to develop differentiated and individualized academic interventions for identified students.
- Assess students' strengths, challenges, gaps in skills and knowledge, learning style, and performance levels using a variety of methods, tools, and data sources. Interpret findings and develop learning plans based upon information gathered.
- Provide intensive, small group tutoring using evidence-based practices and strategies to build skills in specified academic areas; implement any intervention programs identified by school leadership with fidelity.

- Record and/or input student information, assessment data, and other data as required into database systems in timely and accurate manner.
- Engage parents/guardians/family members involved with the, as appropriate.
- Participate in team meetings to discuss the progress and needs of individual students and to share instructional strategies and tools that foster achievement by students with different learning styles.
- Participate in professional development, parent education, and other educational programs offered.
- Perform other duties assigned by the supervisor.

Knowledge, Skills, and Abilities

- Outstanding oral and written communication skills
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- Excellent team player with a collaborative approach to service delivery and conflict resolution
- High standards of professionalism in all aspects of performance
- High degree of flexibility and creativity in developing and delivering services and programs
- Familiarity with current research in learning development, educational practice, and learning differences
- Ability to effectively manage time and materials
- Ability to teach using a strengths-based, learner-focused model and strategies to support students who struggle to learn
- Computer skills: Basic Microsoft Office and Word. Must be able to learn/successfully enter student and assessment data into database.

Minimum Qualifications

- Master's degree in Special Education with teaching certification; minimum of a Bachelor's Degree in Special Education with certification in area of placement
- Able to work longer school year
- Fingerprint clearance from NYS Department of Education
- Prior experience working with elementary school students with learning differences in urban settings

Behavior Intervention Specialist

The Behavior Intervention Specialist is responsible to the Principal for proactive crisis intervention for the program. This position is also responsible for providing assistance to staff such as training of behavioral intervention techniques, program development such as collaboration of school personnel, documentation and providing efficient tracking systems, participating in-service trainings as needed, and for providing on-call back-up coverage as needed in program.

Job Duties

- Implement the behavior intervention program
- Provide consultation regarding student programs to teachers, parents, administrators and counselors including design and implementation of behavior programs
- Carry out appropriate assessment for various behavioral problems and learning problems related to inappropriate behavior
- Provide staff development training for teachers, parents, instructional assistants and support personnel
- Maintain appropriate documentation and submit reports as required
- Perform other related duties as required

Requirements:

- Bachelor's degree from accredited college or university, social science discipline preferred
- Two years related experience in school setting

Counselor

The Counselor leads a school-wide approach to identifying, securing and coordinating resources that ensure success for every child. The Counselor ensures direct support for students, the inclusion of parents through partnership, and the integration of services to children. Specifically, the Counselor should:

Job Duties

Attendance

- Work in collaboration with the office staff and teachers to maintain records of attendance trends
- Oversee school-wide attendance incentive programs
- Work directly with house teams, individual teachers, and families to ensure attendance of every child

Family and Student Support Team

- Apply his or her clinical experience directly to students and guide the development and implementation of initial and ongoing referrals
- Coordination, and follow-up of a variety of services for children needing additional support
- Provide direct services to students and teachers based on the referral process and on the student support manager's own background and experience
- Maintain records, such as referral date and documentation of student support services and interventions work in collaboration with colleagues to coordinate support services for students
- Provide appropriate follow-up to ensure the students' needs are being met and act as a point of contact for outside organizations working with students and their families

Parent and Volunteer Involvement

- Design and oversee opportunities for involving parents, guardians, and volunteers in the life of the school
- Establish a forum for publicizing ways that parents/volunteers can be involved in the school
- Ensure that all parents are informed of relevant issues
- Evaluate effectiveness of parental involvement and volunteer programs
- Strive for continuous improvement of parent relations design parent involvement programs such as Parent orientation and training, family fun and parent/student activities to support school goals work collaboratively with teachers to create workshops and activities that support classroom instruction

Community Connections

- Maintains communication with the Parent Advisory Council and Home-School Association
- Coordinate and oversee the interactions of community organizations with partnership school staff, students, and families to ensure that no student falls through the cracks
- Determine the needs and interests of the partnership school community and present options to the school advisory council that best reflect the desires of the school community
- Form a consortium of service providers to deliver a wide variety of services to the partnership school community based on determined school and student needs seek opportunities for student service in the community and
- Work closely with the faculty to design and coordinate a school-wide student service program

Requirements

- B.A., B.S. degree
- Clinical experience with at-risk children in capacity of social worker, psychologist, counselor, or similar role
- Personal initiative and desire for responsibility
- Strong communication skills; ability to work collaboratively with teachers/staff
- Leadership capacity

- Familiarity with the local community highly desirable
- Master's degree in clinical or school psychology or school adjustment counseling experience in developing and managing community-based initiatives or school-business partnerships
- Teaching experience preferred

Family Support Coordinator

Provide comprehensive services to students and families. Mentor and advise parents about community-based opportunities to support children and families using a positive, proactive, and collaborative model. Collaborate with parents, teachers, school administrators, and other community resources to ensure students' unique learning needs are being met while ensuring compliance with regulations and State and Federal guidelines are followed. Facilitate ongoing educational trainings staff and parents. The Family Support Coordinator reports to the Special Education Coordinator and the Assistant Principal.

Job Duties

- Collect and review all relevant information pertaining to a child's developmental history, school history, and family history; following a family check-up model
- Review and interpret educational, psycho-educational, and therapy based (speech and language, occupational therapy, physical therapy) reports to ensure that proposed classifications and programs are commensurate with the outcomes of school, agency, and private practitioner assessments
- When appropriate, provide information and referrals to other community-based services
- Attend various meetings including the Committee on Special Education Meetings, Superintendent Hearings, and Impartial Hearings, negotiation sessions, and review boards, etc.
- Maintain up-to-date and accurate documentation/ file for each family engagement consultation: Complete routine session logs for meetings and calls with families. Obtain feedback from family at end of engagement
- Teach and monitor parents understanding about the education system, including the special education process and diagnostic reports, and ensure that State and Federal guidelines are followed and a student's educational and civil rights are protected
- Provide training programs (specific courses or workshops) for parents and teachers
- Complete other duties as assigned by supervisor

Knowledge, Skills, and Abilities

- Knowledge of New York State education laws and regulations that oversee education for all children and an in-depth knowledge of State and Federal laws and regulations that govern special education
- Knowledge of classification systems for New York State Special Education
- Knowledge of placement options and the least restrictive environment, for example, resource rooms and consulting teacher models, specific therapies, self-contained classrooms, blended classrooms, special schools, personal aides, and vocational-occupational programs
- Knowledge of community based resources
- Knowledge of how IEP goals and objectives are prepared
- Knowledge of instructional accommodations and instructional or curriculum modifications
- Knowledge of Special Education legal terminology
- Knowledge of New York State's disciplinary procedures followed by school administrators
- High standards of professionalism in all aspects of performance

Minimum Qualifications

- Master's degree in Social Work (school) or related field and one year experience providing educational services, to students who struggle to learn and their families preferred. Bachelor's degree considered with two years of required services

- Working knowledge of special education law and community resources for students who struggle to learn
- Formal training and/or experience working with students with learning differences preferred
- Commitment to teaching within a strengths-based, learner-focused model to support students who struggle to learn
- Able to work longer school day and year, with some night and weekend programming

Physical Education Teacher

To develop in each pupil an understanding of the relationship of good body function and exercise; to motivate each pupil to cultivate physical fitness, hygienic habits, and good social and emotional adjustment; to discover and develop talents of pupils in physical achievement; to develop strength, skill, agility, poise, and coordination in individual, dual, and team physical activities and sports, in accordance with each pupil's ability.

Job Duties

- Teaches knowledge and skills in physical fitness, health education, rhythms and dance, and individual, dual, or team sports, utilizing course of study adopted by the Board of Education and other appropriate learning activities
- Instruct pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school district
- Works cooperatively with other physical education teachers in planning a balanced physical education program
- Analyzes, demonstrates, and explains basic skills, knowledge's, and strategies of formal sports, games rhythms, and fundamentals of body movement
- Provides individualized and small group instruction in order to adapt the curriculum to the needs of each pupil, to the extent feasible
- May teach physical education classes for handicapped pupils, interscholastic athletics, or drill team to senior high pupils
- Provides appropriate safety instruction and makes safety checks on equipment and field areas to ensure the over-all safety of pupils
- Maintains control of storage and use of school-owned property
- Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the physical education areas
- Evaluates each pupil's growth in physical skills, knowledge, and contribution in team sports
- Communicates with parents and school counselors on pupil progress
- Identifies pupil needs and cooperates with other professional staff members in helping pupils solve health, attitude, and learning problems
- Supervises pupils in out-of-classroom activities during the assigned workday
- Participates in curriculum and other developmental programs
- Participates in faculty committees and the sponsorship of student activities.
- Performs other duties as many, from time to time be assigned by the supervisor.

Knowledge, Skills, and Abilities

- Excellent oral and written communication skills
- Ability to work with diverse children, including those with exceptional needs
- Ability to work well with parents
- Ability to work effectively as a team member

- Willingness to be held accountable for student progress

Minimum Qualifications

- Current valid New York State Teaching Certificate in physical education
- Master's Degree in education related field
- Prior experience with high need students in an urban setting prioritized
- Prior experience with project/inquiry based instruction preferred

Arts Teacher

Responsible for developing in each student an interest in and the ability for creative expression in visual terms, using skills and techniques of artistic expression consistent with school guidelines; to develop aesthetic understandings and appreciations; to discover and develop talents of students in the field of art.

Job Duties

- Teach knowledge and skills in art, including drawing, painting, lettering, and art history
- Provide instruction by which students develop aesthetic concepts and appreciations and the ability to make qualitative judgments about art
- Demonstrate techniques in activities such as drawing and painting
- Understand the versatility of acrylic paints: dry brushing, staining, layering, under painting, monoprinting
- Understand a variety of "masters" techniques
- Knows and can apply elements of design and modern principles of art
- Knows the fundamentals and different approaches to drawing media technique
- Provide individual and small-group instruction to adapt the curriculum to the needs of students with varying intellectual and artistic abilities, and to accommodate a variety of instructional activities
- Instruct students in proper care and use of tools and equipment
- Organize storage areas and control use of materials, equipment and tools to prevent loss or abuse, and to minimize time required for distribution and collection
- Evaluate each student's performance and growth in knowledge and aesthetic understandings, and prepare progress reports
- Select and requisition books, instructional materials, tools, instructional aids, and maintain required inventory records
- Plan and present art displays and exhibitions designed to exhibit students' work for the school and the community
- May sponsor exhibits from outside the school
- Maintain professional competence through in-service education activities provided by the school and/or in self-selected professional growth activities
- Communicate with parents and school counselors on pupil progress
- Participate in curriculum and other developmental programs, such as after school art club
- Perform any other duties as may be assigned by the Principal

Knowledge, Skills, and Abilities

- Excellent oral and written communication skills
- Ability to work with diverse children, including those with exceptional needs
- Ability to work well with parents
- Ability to work effectively as a team member
- Willingness to be held accountable for student progress

Minimum Qualifications

- Current valid New York State Teaching Certificate in arts education
- Master's Degree in education related field
- Prior experience with high needs students in an urban setting prioritized
- Prior experience with project/inquiry based instruction preferred

IT Coordinator

Manages the information technology and telecommunications functions and resources at RCCCS.

Job Duties

- Provide technical support to all RCCCS staff. Be on call for system issues 24/7
- Periodically conduct organizational IT/telecom needs assessments
- Develop user-based IT policies and procedures to ensure appropriate use of IT systems and resources. Create and maintain user accounts, as needed
- Hire, train, and supervise a PC Network Technician, and other IT staff if necessary
- Support databases
- Maintain and support LAN/WAN, multiple servers, workstations and networked/stand-alone printers in multiple locations
- Manage network security, desktop security, anti-virus solutions, and email filtering solutions
- Configure, administer and support MS Exchange Server, VM Ware Server, Internet Information Server
- Blackboard Servers, Finance Server, file and print servers, and firewall
- Perform daily back up of all servers, as well as perform data recovery, when necessary. Keep backup data in secure, offsite location
- Evaluate and procure all computer hardware. Interact with vendors regarding the purchase, repair and preventive maintenance of network equipment
- Evaluate and procure all telecommunications systems and equipment used. Interact with vendors regarding the purchase and repair of network equipment
- Maintain detailed inventory of all computer and telecom equipment owned by and/or purchased for RCCCS
- Provide Blackboard support, to include the creation of reports, troubleshooting problems, on-demand user training, entering/updating schedules, facilitation of grade submissions, year-end processing, and school year set-up
- Coordinate with maintenance staff on computer/printer locations and set-up
- Coordinate with outside vendors for necessary technical support and/or new services such as Internet, Smart boards, etc.
- Provide auditorium technical support, to include testing and set up of audio system, projector, and computer presentations
- Perform other network or related duties, as assigned
- Knowledge, Skills, and Abilities
- Strong customer service and problem solving skills
- Excellent communication and interpersonal skills
- Ability to effectively analyze, prioritize and deliver timely issue resolution
- Project management skills
- Knowledge and expertise in all Windows servers and operating systems, MS Exchange Server, MacIntosh OS X and IOS

Minimum Qualifications:

- Bachelors degree in IT or related field preferred; college degree plus five years' experience in IT in an

academic setting will be considered

- Four years' experience working in a network administrator capacity, preferably in a school setting
- Windows & Networking experience required. MacIntosh OS X & IOS experience a definite plus
- Two years prior supervisory experience
- Expert level Microsoft Office software proficiency
- Previous experience in training a broad spectrum of users
- Able to work on call 24/7 and to work occasional flexible hours, including early evening, to accommodate the needs of the business
- Reliable transportation for local travel

Food Service Assistant

Responsible for coordinating food serving and cleanup. The position reports to the Director of Finance and Operations.

Job Duties

Food Serving

- Move food from vendor delivery drop-off to the food staging area
- Record incoming food temperatures
- Place cold food needing refrigeration in cooler and get food in warmers
- Move food from staging area to serving areas according to schedules
- Record food temperatures immediately prior to serving
- Pre-wipe eating surfaces
- Assist teachers while food is being served

Cleanup

- Double wipe eating surfaces
- Place waste in garbage bags
- Place garbage bags in garbage containers
- Put garbage bags in dumpster after each meal
- Ensure that garbage containers are emptied twice daily
- Keep garbage containers clean
- Ensure that empty containers and used utensils are properly returned to food vendor

Other Duties

- Keep an inventory of necessary supplies
- Keep food staging area, including equipment, clean, orderly and in proper working condition
- Assist with other maintenance tasks as needed

Minimum Qualification

- High School Diploma or equivalent
- Prior experience with food services
- Prior experience working with diverse student populations