

ROCHESTER
ACADEMY CHARTER SCHOOL

APPLICATION FOR CHARTER RENEWAL

Presented to The Charter School Office
The New York State Education Department

JULY 6, 2012

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Dear NYSED Charter School Office,

I am writing this letter to request the Board of Regents to renew Rochester Academy Charter School's (RACS) charter for another five-year term. RACS is committed to provide students in grades seven through twelve with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially, and emotionally. We strongly believe that every child can learn and reach high levels of academic achievement; specifically in literacy, Math and Science, which are critical for participation in civic and economic life.

RACS has achieved most of its goals since it has been approved by NYS Board of Regents in 2008. In order to evaluate its progress, RACS has used three main criteria consisting of faithfulness to its mission, educational success and fiscal soundness. As it is stated in all formal and informal site visit reports, RACS Board of Trustees (BOT), administrators and staff evidently showed their faithfulness to the mission in both class activities and extracurricular activities. In addition to these, parents, staff and student survey results clearly proved that RACS' mission was visible through all school actions and activities. More importantly, NYS ELA and Math test results indicated that RACS' meaningful instructional plans and actions helped its students to improve their learning and to reach their goals and highest potential. In addition, by offering dual credit courses in the high school, college visits, and school-wide academic competitions, RACS implements various strategies to academically motivate and equip its students to be college and career ready. Thus, this is reflected on the high college acceptance rates that RACS students achieved.

Another key indicator for success for RACS was its fiscal soundness. During the budget development process, BOT worked with the director and the business manager in collaboration to create and approve a budget that supports student achievement. However, RACS team always went through a thoughtful process by analyzing data from previous years to maintain its fiscal soundness. BOT continually reviewed the financial reports in monthly meetings to ensure that school expenditures and incomes are aligned with the actual budget. Having followed this process, there has been almost no overspending in any items on the budget. RACS BOT and administrators, as well as the school business manager, effectively communicated with each other to modify or revise accordingly throughout the years. Moreover, there were not any major issues in school with the budget and spending. Annual audit reports have been reviewed by the BOT and recommendations have been seriously considered. Audit reports evidently indicate that RACS maintained its fiscal soundness for each school year.

RACS has aimed educational success for all students. Based on NYS test results, RACS proved its on-going progress towards reaching its academic goals while closing the gap. Despite the change in the cut-scores and recruitment of 7th grade students with low reading levels, preliminary results of 2011-2012 NYS ELA and Math tests show that RACS met its academic goals stated in the initial charter. RACS provided high quality instruction to all students including English language learner (ELL) and students with disabilities (SWD) populations. RACS demographic data reflect that RACS ELL and SWD populations are similar the Rochester City

School District averages. This proves that RACS has been welcoming students from various backgrounds. RACS created an effective system to monitor student progress throughout the school year and took actions based on the data analysis. School staff and administrators worked together to implement the monitoring system to help each individual student achieve his or her goals.

RACS also has challenges to overcome. Serving students in two different buildings has been a challenge for the RACS. Finding a suitable building that serves all grades is one of the main goals of RACS. Also, the reading achievement of some students who are recruited to 7th and 8th grades became a challenge for RACS in terms of implementing its actions. However, RACS has been working diligently to monitor and help close this reading achievement gap throughout the years.

Building on a foundation of a carefully crafted environment characterized by teamwork and communication, RACS staff offers rigorous, high-quality, data-driven instruction coupled with meeting students' individual academic, emotional, physical, social, and language-learning needs, resulting in pride-filled achievement. The staff remains united in its dedication to its mission of providing the support, challenges and opportunities, and instilling the necessary skills and knowledge to enable each and every student at RACS to reach his or her highest potential in college, career and citizenship.

RACS strongly believes that it is time to move from the infancy stage to the established stage in which RACS will be one of the high achieving schools in the Rochester area. RACS is committed to achieve its goals and to be an exemplar school in NYS. We would like to be chartered for a new five-year term to maintain our achievements and to continue reaching future goals. This letter indicates that the RACS BOT request a renewal from NYS Board of Regents.

Sincerely,

Mahmut Gedemenli
RACS Board President

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1. Is the school an academic success and able to operate in an educationally sound manner?

1.A. Academic Performance Goals

Standard: Throughout the charter term, the school has met or come close to meeting the academic goals laid out in its performance goals and charter contract, including absolute performance and value-added student growth.

- List each objective and measure contained in the school’s current performance goals relating to the success of the academic program. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure. Provide the data or other evidence supporting the statement. If desired, the data or other evidence may be provided in Appendix B (Evidence on Performance Goals) as a clearly labeled attachment.**

Absolute Goals:

As presented below on Table-1, RACS’ absolute goals for student achievement by the end of the fourth year of operation (2011-2012) were 49% of all students at grade 8th will score at or above Level 3 on NYS ELA assessment, 45% of all students at 8th grade will score at or above level 3 on NYS Math assessment. These goals will be measured by New York State ELA and Math grade 8 Assessments.

Table-1: RACS Charter Goals for 2008-2012								
Exam	ELA				Math			
Years	08-09*	09-10**	10-11	11-12	08-09*	09-10**	10-11	11-12
Goal	28%	35%	42%	49%	18%	27%	36%	45%
Result	53%	5%	23%		64%	7%	41%	
Status	Met Goal	Not Met	Made Progress		Met Goal	Not Met	Met Goal	

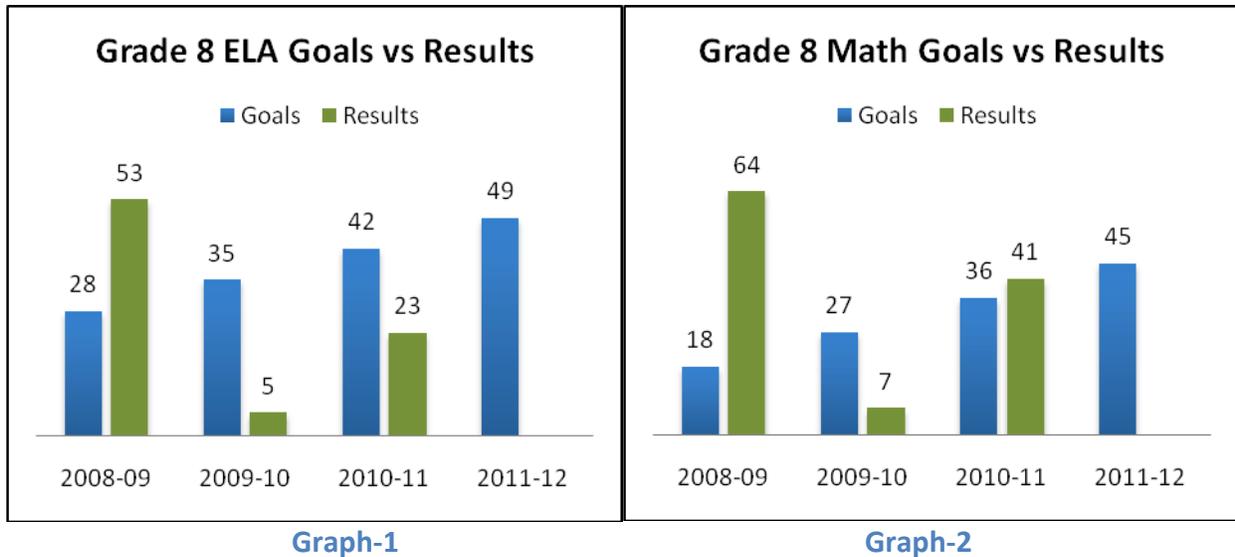
*Grade 8 Math and ELA proficiency scores in RCSD in 2006/07 were 18% and 28% respectively. The first year (2008-09) scores were our base line.

The data show that RACS has exceeded the goals for the 2008-2009, our first year.

**In 2009-10, unexpected changes on Math and English State test cut scores have resulted in drops in proficient and basic performance levels.

In 2010-11, RACS showed improvement in both subject areas and exceeded its goal for Math. (See graphs 1 and 2 below)

- Provide evidence that students at the school demonstrate proficiency or progress toward meeting proficiency targets on state standards as measured by the New York State Testing Program (NYSTP) exams in all subject areas and at all grade levels tested for accountability purposes.**



Growth Goals:

RACS' growth goals for student achievement were to increase student performance by 9% on NYS Math exam and 7% on NY ELA exam. Based on the above data presented on graphs 1 and 2, RACS exceeded its goals for 8th grade ELA and Math during the 2008-2009 by 25% in ELA, 46% in Math. RACS could not meet the growth goal in 2009-2010 due to an unexpected change in the cut scores of the middle school ELA and Math Tests but have taken the necessary steps in order to meet our goals with the raised expectations from the state.

In order to ensure that our students achieved success, RACS have implemented new initiatives immediately. These were:

1. Teachers created their curriculum maps for the whole academic year and then submitted weekly lesson plans to our instructional coach. The instructional coach provided feedback for the implementation of the lesson plans and made sure that the lessons were aligned with state and common core standards.
2. In addition to collection of lesson plans, the instructional coach conducted informal observations often in each teacher's classroom and worked with individual teachers in order to address any weaknesses.
3. Students were regularly tested with benchmark assessments and also Practice tests to assess their progress and provide additional help to those who were in need. Mandatory after-school tutoring and Saturday School, Winter and Spring Academies were held to make sure students were working towards meeting the standards.

We believe that all these extra measures that were put in place provided a positive atmosphere for student learning, therefore improving our scores on the state assessments in 2010-2011.

Though we could not meet our goal in 8th grade ELA in 2010-2011, we improved our scores by 18% from 2009-10. Additionally, we exceeded our goal by 5% in 8th grade Math in 2010-11.

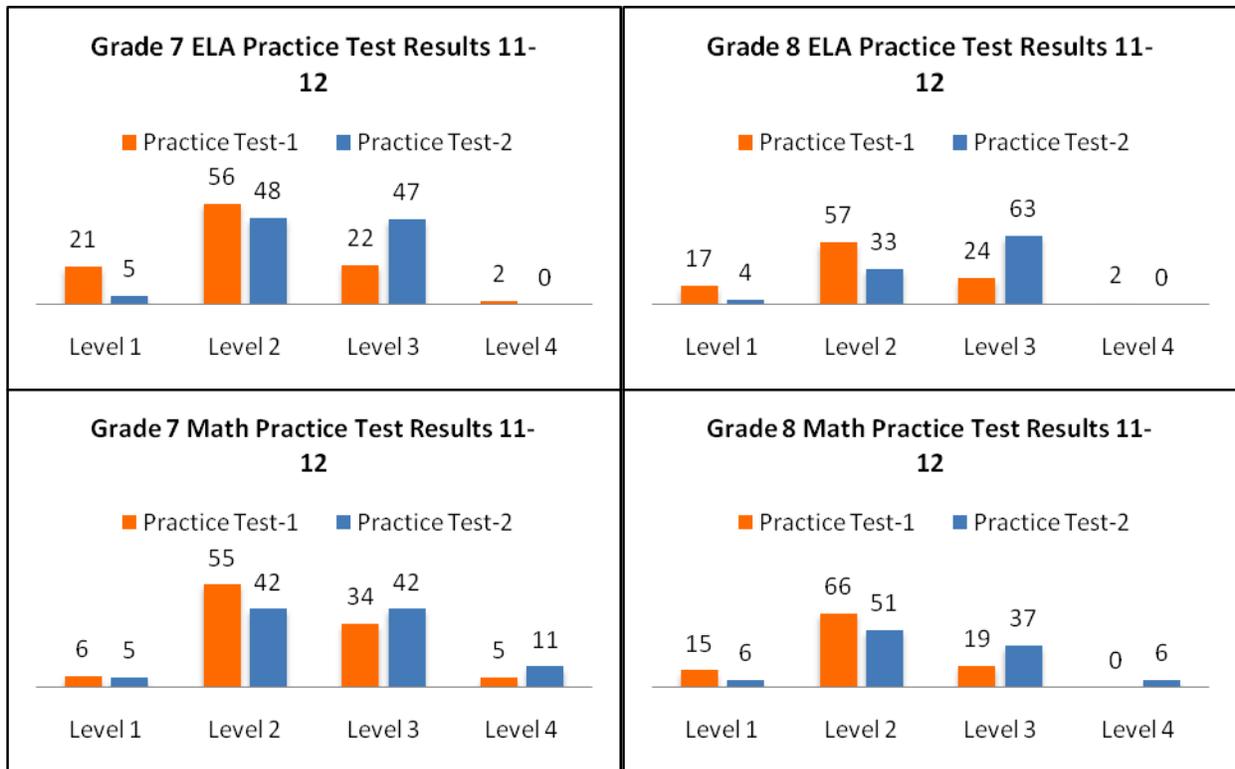
Thus, for this academic year 2011-2012, our internal assessment results show that RACS will meet or exceed its goals for both ELA and Math. Please see the table-2 and the graph-3 below.

Table-2: RACS Internal Assessments 2011-2012

INTERNAL ASSESSMENTS	7 th Grade ELA	7 th Grade Math	8 th Grade ELA	8 th Grade Math
Benchmark 1	Nov 4, 2011	Nov 7, 2011	Nov 2-3, 2011	Oct 28, 2011
Practice Test 1	Dec 6-7, 2011	Dec 8-9, 2011	Dec 6-7, 2011	Dec 8-9, 2011
Benchmark 2	Jan 25, 2012	Jan 26, 2012	Jan 23, 2012	Jan 27, 2012
Practice Test 2	Mar 6-7, 2012	Mar 13-14, 2012	Mar 6-7, 2012	Mar 13-14, 2012
Benchmark 3	Apr 17-18, 2012	Apr 23-24, 2012	Apr 17-18, 2012	Apr 23-24, 2012
Benchmark 4	Jun 19, 2012	Jun 20, 2012	Jun 19, 2012	Jun 20, 2012

As presented above on the internal testing calendar on Table-2, students’ progress was regularly monitored with the use of benchmark and Practice tests. Practice tests are full-scale tests that simulate the state exams. The data derived from these assessments were clearly analyzed and shared with teachers, students and parents through Student Information System (SIS), which is an online system that provides test results and item analysis. Using the data, administrators put in place different Practices in order to provide additional help to the students who were below proficiency on these assessments. Please see graph-3 below for the results of 7th and 8th grade Practice Tests for 2011-2012 academic years.

- If there are additional internal or external assessment measures (beyond NYSTP) that have not already been reported and that provide evidence relating to the success of the academic program, please submit that information in a clear and concise manner as well as an interpretation of the data.**

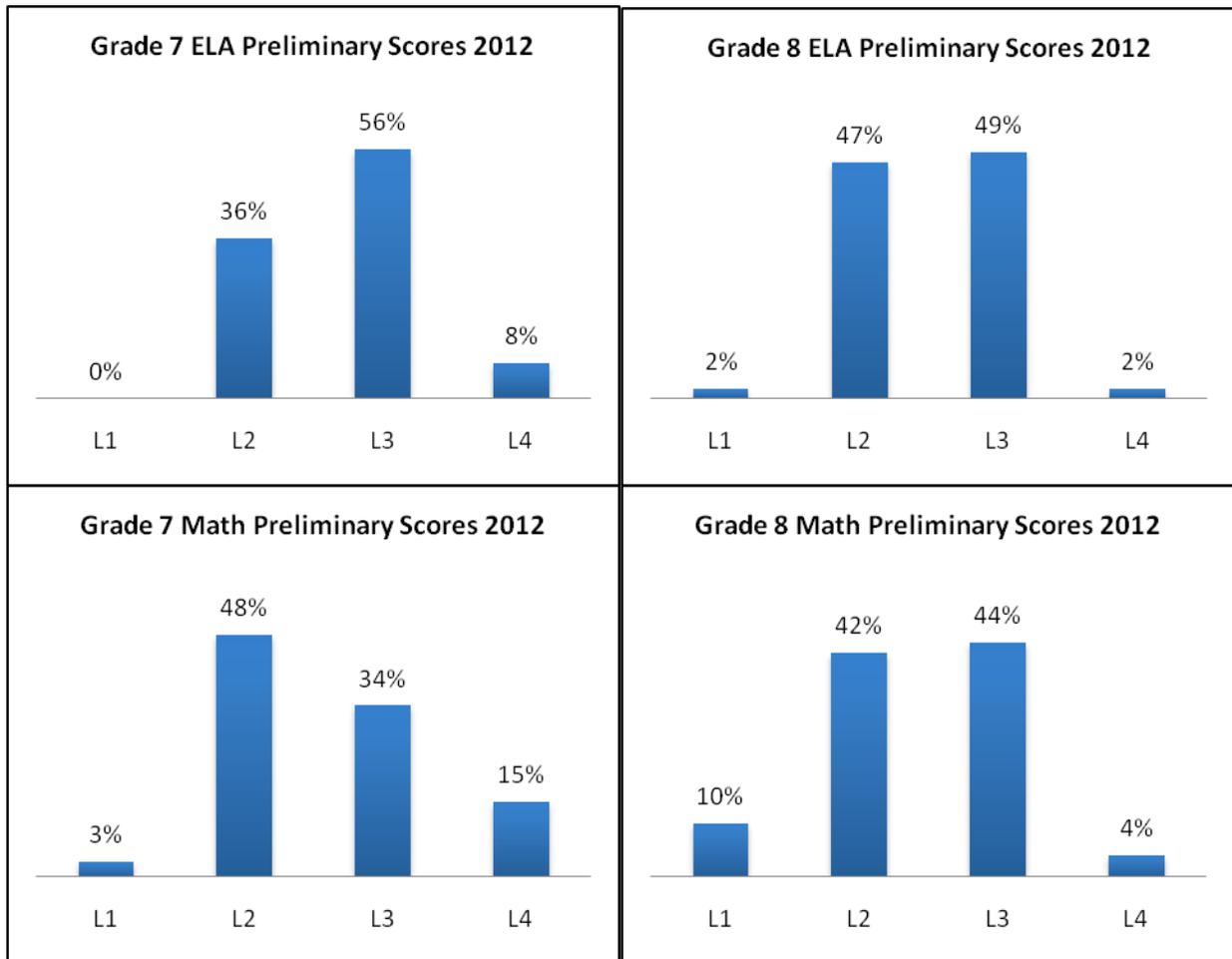


Graph-3

As clearly seen from the graphs above, as a result of the Practice Test 1 conducted in November, necessary steps were taken to provide support to those students who were in danger of not meeting the standards. With additional academic support in the form of after-school tutoring, Saturday School, Winter Academy, and Spring Academy, the students made great progress and we are confident that this progress will be reflected on the results of our NYS Examinations.

Full-scale Practice tests were given a month prior to the actual state tests. Grade 8 ELA Practice 2 scores show that we will exceed our charter goal, which is 49%. Grade 8 Math Practice 2 scores show that we will meet our charter goal, which is 45%.

Preliminary state test scores for middle school reflect similar progress as was evidenced by our internal testing data. Please see graph-4 for preliminary middle school state test scores.



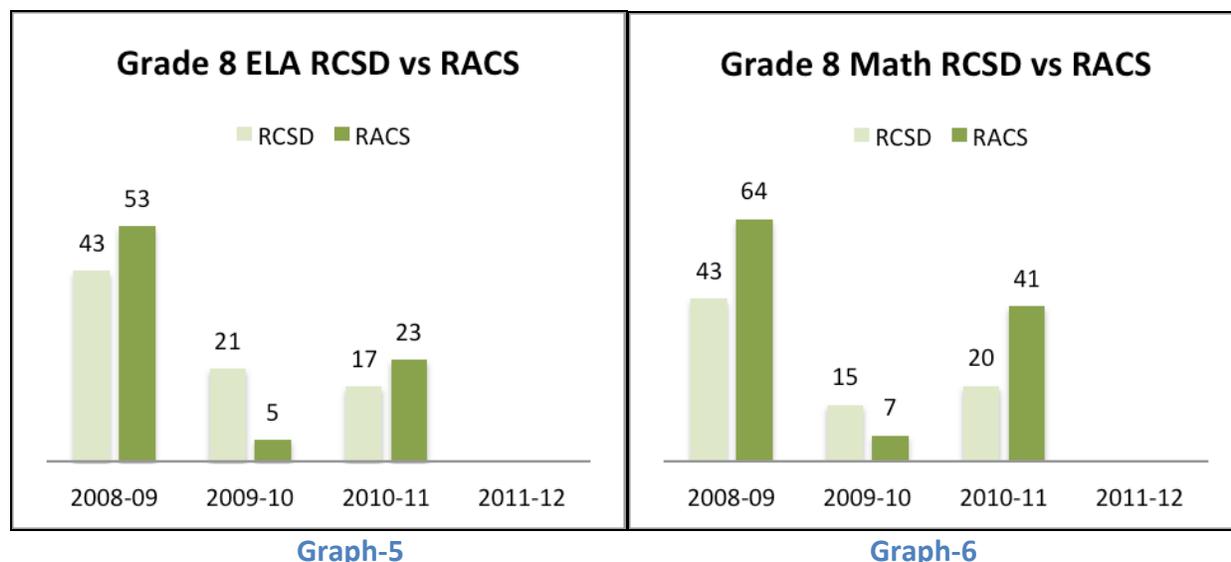
Cut scores were based on 2010-11.

Graph-4

The results of the Terra Nova test administered in September 2011 show that 49% of 7th graders enrolled at RACS were at 5th grade reading level or below and 15% were at 3rd grade reading level or below. Despite the fact that it is a challenge to close this gap, 100% of our students performed at Level 2 or above on the 7th grade ELA state test, according to preliminary data. (See graph-4)

Comparative Goals:

RACS' comparative goals for student achievement were to outperform Rochester City School District (RCSD) by at least 5%. These goals were measured by 8th grade ELA and Math Exams.



As presented on the above graphs 11 and 12, RACS surpassed RCSD on the 8th grade ELA exam by 10% and on 8th grade Math exam by 21% in 2008-2009, and RACS again surpasses the RCSD on the 8th grade ELA exam by 6% and Math exam by 21% in 2010-2011. Overall RACS had met its goal of surpassing RCSD by at least 5% on NYS 7th and 8th grade ELA & Math exams. (See graphs 5 & 6)

Goals for Commencement Performance

Absolute Goals:

No absolute goals for commencement were specified in our charter.

Growth Goals:

RACS' growth goals for secondary level student achievement were to increase student performance by 9% on NYS Math exam and 7% on NYS ELA exam. ELA and Math scores for 2011 are presented on Table-3 below. Our students took secondary level English exam for the first time last year. It is not possible to see whether the goal is met or not until report cards for 2012 are released.

Table-3: Percentage of students scored at or above Level 3 on Secondary Level Exams	
English	76%
Math	69%

Comparative Goals:

RACS' comparative goals for student achievement are by the end of the 4th year of the charter, the % of students scoring at or above Level 3 on all State assessments, or above 65% on Regents Exams in English and Math, will surpass those of the RCSD by at least 5%.

Table-4: Percentage of students scored at or above Level 3 on Secondary Level Exams in 2010-11		
	English	Math
RCS	55%	55%
RACS	76%	69%
Status	Met Goal	Met Goal

As demonstrated on Table-4, RACS has not only met but has exceeded goals in Secondary Level ELA and Math Scores and surpassed RCS by 21% in ELA and 14% in Math.

Graduation and Dropout Rates Goals:

1. Graduation rate from RACS will exceed New York state average by the end of 2011-12.
2. RACS dropout rates will be below the state norm by the end of 2010-11.

Since 2011-12 school year will be our first graduating class, we will not be able to provide the most accurate data until the school report card for 2011-12 is released.

- Summarize evidence of the school’s progress in making Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant subgroups. Provide information on the school’s historical accountability status.**

AYP Status:

Disaggregated school-wide New York State assessment performance is summarized in Table-5 below, which shows that RACS has remained in overall good standing, making AYP each year except in middle level ELA 2009-10 due to the aforementioned changes in the cut scores. (See description of actions taken on page 2) RACS’ general school population reflects one sizable ethnic group to measure our AYP success. Not reflected on the general AYP, RACS has students from diverse backgrounds including Latino, Asian, and white students.

Table-5: AYP Status									
Middle Level									
	2008-09			2009-10			2010-11		
	ELA	Math	Science	ELA	Math	Science	ELA	Math	Science
ALL Students	✓	✓	✓	x	✓	✓	✓	✓	✓
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	x	✓	N/A	x	✓	✓	✓	✓	✓
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian or Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multiracial	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Secondary Level									
	2008-09			2009-10			2010-11		
	ELA	Math	Graduation	ELA	Math	Graduation	ELA	Math	Graduation
ALL Students	N/A	N/A	N/A	N/A	N/A	N/A	✓	✓	N/A
Amer. Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian or Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multiracial	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Key: ✓ = AYP Goal Met, x = AYP Goal Not Met

Overall Accountability Status:

Table-6 below provides the overall accountability status of RACS.

Table-6: Overall Accountability Status						
Years	2008-09		2009-10		2010-11	
Grade Level	Middle Level	Secondary Level	Middle Level	Secondary Level	Middle Level	Secondary Level
ELA	In good standing	N/A	Improvement Comprehensive	N/A	Improvement Comprehensive	In good standing
Math	In good standing	N/A	In good standing	N/A	In good standing	In good standing
Science	In good standing	N/A	In good standing	N/A	In good standing	N/A
Graduation	N/A	N/A	N/A	N/A	N/A	N/A

1.B. Curriculum

Standard: *The school has a clearly documented curriculum that articulates skills and concepts that all students must know and be able to do to master content, meet and exceed state standards, and achieve school-level performance goals.*

- Describe current curriculum documents that assist teachers in long-term and short-term instructional planning.

For each class taught at RACS electronic documents are maintained in the Academic Dean's office containing annual plans aligned to New York State Standards and lesson plans. Each teacher prepares an annual plan for each course prior to the start of Summer Institute for the following school year and the Academic Supervisor and Dean of Academics review these plans to ensure that all standards and performance indicators will be covered appropriately. These documents are utilized at the beginning by the assigned course instructor, and updated by that same teacher at the end of the year to reflect any course content changes.

Each week throughout the year, teachers prepare lesson plans and the Academic Supervisor then reviews these plans. The Academic Supervisor provides feedback to teachers as needed and assists in adapting lesson plans following classroom visits. See Appendix S, Weekly Lesson Plan Template for specific lesson plan components.

☐ Explain how the school revises and updates the curriculum, when/if necessary, as well as how the school ensures the horizontal and vertical alignment of the curriculum.

During end-of-the-year preparation, Summer Institute, and departmental meetings, course curricula are evaluated by departmental teams and reviewed according to their progression and preparation through all grade levels and are realigned or adjusted according to recognized performance and topic gaps or needs. Adjustments are then made to course annual plans and then to lesson plans. As the New York State Standards change and the corresponding exam content and structure changes, departmental teams meet and adjust course and lesson content, as well as benchmark and Practice tests, to align with these changes. Since our school is small, our department meetings include discussions regarding horizontal and vertical alignment of the curriculum.

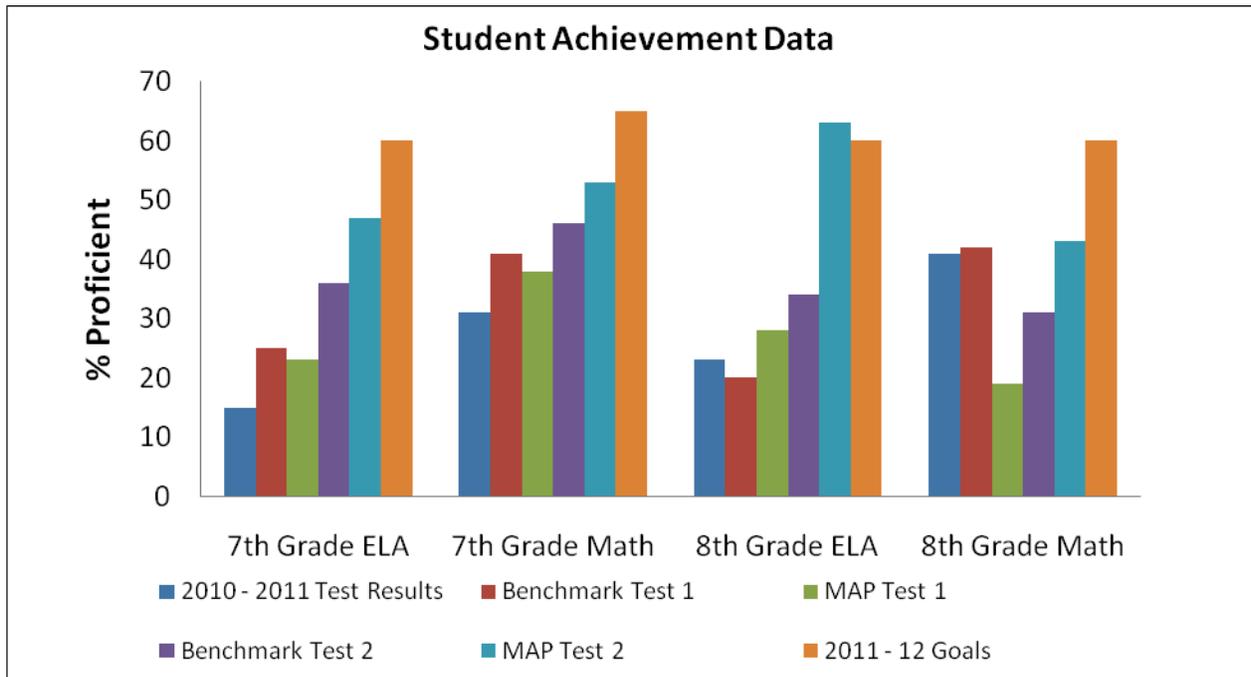
For upcoming school years, 7-8 performance indicators and standards are changing for ELA and Math. Additionally, literacy standards are being integrated into the Science and Social Studies curricula. Therefore, teachers of these subjects have been attending professional developments on these changes prior to the end of the 2011 – 2012 school year, so that proper modifications can be made to annual plans. For example, Math and ELA teachers have viewed EngageNY videos and participated in structured collegial discussions around the new standards. In addition teachers will participate in a two-day intensive summer professional development where teachers will align curricula to the new standards.

☐ Indicate the ways in which the curriculum addresses the needs of all students.

The curriculum addresses the needs of all students through carefully defined, reviewed lesson plans that must not only align with New York State Standards, but also provide students with engaging, meaningful learning opportunities. Minimally, each lesson plan contains daily objectives, standards/ performance indicators, description of class assignments or activities, description of the daily evaluation/ assessment to evaluate student mastery of the performance indicators, and a homework section. Differentiation and lesson modification(s) for any students who have IEPs or are non-proficient ELLs are made in coordination with Special Education and English Language Learner Instructional Staff. More information regarding how the school addresses needs of all students has been provided under the part E.

In order to improve student skills and academic achievement, RACS also has increased the number of weekly classroom instructional hours spent in core courses throughout students' middle school years (grades 7–8), and made available additional enrichment/ complimentary coursework in high school years in all core courses. Every student completing middle school years at RACS has taken more than 450 hours of Math and English courses annually, which is more than the minimum required by traditional public schools. Additionally, to close the achievement gap, all students identified as “at-risk” (as identified by Benchmark and Practice

test scores) of meeting proficiency requirements in middle school ELA, Math, and Science, as well as Regents level courses in the high school, are required to attend mandatory tutoring after-school and on Saturdays. By building additional instructional time in ELA and Math into students’ daily schedules and making after-school tutoring mandatory for “at-risk” students, internal assessment data has demonstrated that we are successfully closing the achievement gap. For specific data on closing the achievement gap for 7-8 ELA and Math, see graph-7:



Graph-7

1.C. Instruction

Standard: The school engages students in high quality, rigorous instruction that is aligned with school design characteristics and curriculum, and is in evidence in all classes throughout the school.

- Describe expectations for school-wide instructional practice and the ways in which expectations for instruction reflect school design characteristics.

Maintaining consistency in the classrooms, training our staff for excellence, and offering motivational experiences and encounters for our students are all elements of RACS’ academic program that reflect the school’s design. RACS is always looking for new ways to accomplish our goal of creating a college-ready student population.

In an effort to increase the quality and consistency of daily classroom instruction, in the 2011-12 school year, an Academic Supervisor was added to the administrative staff. The primary objective of the Academic Supervisor was to increase teacher effectiveness thereby increasing student achievement. In addition to the Director and Dean of Academics, there are now three people observing teachers on a regular basis. Having three observers ensures that lessons align

with the New York State Standards, and that classroom management is conducted in such a way that learning is a primary function of each class. To create consistency between classes, 10 observation criteria were used during the observations and this provided a foundation for which administrators could provide teachers with individualized feedback, professional development, coaching, or mentoring for the specific areas of need. See Appendix O, RACS Best Practices Checklist for specific details.

The observations from the Academic Supervisor and the Director are unannounced and last from 10 minutes through an entire period, depending on the unique needs of the teacher and specific class. The observations are intended to improve teacher effectiveness (and thus student achievement) by identifying individual teacher needs and providing teachers with meaningful mentoring, coaching, training, and/or professional development. Moreover, based on the observation documentation, administration was kept informed of teacher and student performance. Observations do not take place during full period testing.

Throughout the year, each teacher was observed on average seven times by the Academic Supervisor with new staff members receiving more observations than veteran staff. If a teacher was struggling with academic rigor, student engagement and classroom management, the Academic Supervisor observed those classes more frequently. The observation criteria from Appendix O were the foundation for the conversations between the teacher and Academic Supervisor with regard to instructional and/or classroom management improvement. Based on these criteria, teachers received one of two ratings: “Yes” (meets or exceeds expectations) or “Partial” (partially meets expectations). Any observation criterion where teachers received a “partial,” mentoring, coaching, training, or additional professional development was provided. Moreover, the Director and Dean of Academics completed walk-throughs and provided feedback to ensure consistency between the classrooms.

The Director and Dean of Academics completed formal evaluations for each teacher at least two times throughout the year and provided feedback for improvement. These included at least one full-length announced and one full-length unannounced evaluation. The announced evaluations consisted of pre and post-conference meetings with the teachers.

During weekly grade level meetings, teachers also shared best practice advice and experiences with one another, both as observed and as implemented. In addition to being observed themselves, teachers were encouraged to observe their colleagues. The school-wide expectations of all of these observations were to improve instructional and classroom management practices and therefore aimed to increase student achievement.

☐ Indicate how teachers at the school go about planning high-quality, rigorous instruction for all students.

At the end of the school year annual plan and weekly lesson plan templates are given to teachers to prepare for the upcoming school year along with copies of the previous year’s plans. Then, during professional development at the two week Summer Institute, the annual plan and lesson plan templates are reviewed in detail by the Academic Supervisor. Teachers are expected to have their annual plans completed and accurately aligned to state standards prior to the opening day of school. The Academic Supervisor and the Dean of Academics provide any necessary feedback prior to a final recheck.

Teachers also submit weekly lesson plans and these, too, are reviewed by the Academic Supervisor on a weekly basis. Feedback is given and revisions are made, if necessary, prior to a final recheck. In the lesson plan development and review, objectives are clearly defined and are rooted in the higher levels of Bloom's taxonomy (as identified by BL 4, 5, 6 in Appendix I, Sample Weekly Lesson Plan Template). Moreover, the lesson activities match lesson objectives and a daily assessment is used to measure student mastery of the performance indicators. The daily assessment also informs the teacher's instruction for the following day(s). Therefore, during classroom visits, lesson objectives, student engagement via the anticipatory set, rigor, and assessment (among others) are the areas in which RACS' administration focuses and supports teachers in their preparation for a given lesson (See Appendix O, RACS Best Practices Checklist). This is elaborated on in detail in Section C.

During grade level meetings, teachers are expected to share best practices and demonstrate ways in which these best practices can be implemented in other classrooms. Moreover, the grade level meetings provide an opportunity for teachers to plan across various disciplines and to discuss the needs unique to each student. This collaboration is vital in providing a rigorous curriculum that each student can access academically, socially, and emotionally.

After-school instructional activities are planned by teachers and testing coordinator in consultation with the Director. College level programs such as dual credit offerings are planned and executed by the teachers, guidance counselor and dean of academics.

☐ Describe strategies that the school uses to engage all students in high-quality, rigorous instruction.

The RACS middle and high schools offer all students a rigorous academic education with a focus on college preparation. RACS students are motivated through authentic hands-on activities and projects, collaborative small group assignments, on-the-spot assessments and integrating instructional technology as mentioned below. In addition, RACS provides a wide selection of enrichment activities and makes tutoring available during after-school hours, on Saturdays and throughout various school-breaks during the year. The programs detailed in the "Motivational Strategies" section below are also open to all students.

Students are also provided with opportunities to participate in regional competitions. Based on a school-wide emphasis on Science experimentation and presentation skills through its internal and external competitions, MATHCOUNTS, AES Math Contests, Science Olympiad, and the annual Science Fair, RACS' students are quickly becoming a force to be reckoned within local and regional Math and Science competitions.

RACS also provides and integrates additional tutoring services with regular educational services on a daily basis. During the regular SED required course load hours in English, Math, Science and Social Studies, push-in tutors provide assistance to those students who need extra help inside the classroom. Push-in tutors are in the classroom while regular instruction is conducted by the classroom teacher, and the tutors rotate between the students who have been identified as "at-risk" via TerraNova Tests, Benchmark Tests, Practice Tests, and course grades to ensure that these students are able to follow along with instructions, notes, reading, and/or problem solving. Any "at-risk" student who is displaying a deficiency in carrying out classroom instruction is given immediate assistance or remedial instruction.

In addition to in-class remediation and assistance, students in grades 7–12 with disabilities receive daily services (45 minutes per day or according to their IEP plan) from the resource room in the form of additional instruction and complete remedial work in specific knowledge areas where gaps have been identified. English language learners (ELLs) also receive the mandated instruction from a certified ESOL teacher. ELLs in grades 7–12 who have been identified as having significant gaps in English language knowledge also receive after-school and Saturday tutoring.

Teachers were expected to provide and offer rigorous and challenging courses and programs that were aligned with the school’s design, such as college readiness, Science, and Math, via research and after-school programs. The following programs and instructional activities are also part of our school’s instructional expectations, which were regularly assessed and discussed by both administration and the Board of Trustees:

Instructional Technologies:

Current technology available in every classroom is: computer, printer, speakers, access to internet and a projector are attached to the computer. Additionally, many rooms are equipped with SMART Boards. For classes and exercises requiring more intensive computer use, two computer labs are available – one at each of the middle and high school campuses. Clickers are also being used in Math and Science classes to further engage students.

Summer Teacher Institute:

To ensure that instructional quality was at the forefront of each staff member’s mind, RACS administration created a summer teacher program that focused on instruction. Since 2009, RACS’ staff has participated in a summer professional development-training program called Summer Institute, which takes place over one week in August. In preparation for these meetings, all teachers read one professional development text. For example, in 2010 teachers studied *Teach Like a Champion* by Doug Lemov, and in 2011 *Never Work Harder Than Your Students and Other Principles of Great Teaching* by Robyn Jackson. Groups of staff members prepared training sessions for the entire staff, and the methods in these books became the baseline and common instructional language and methodology upon which instructional expectations were developed. Staff also shared best practices and methods of student engagement with each other during this training.

Motivational Programs:

In a city school district, one major challenge is getting students excited about attending college. In order to motivate student interest in attending college, as opposed to getting a job and getting paid, the school has created several motivational programs, such as college visits, guest speakers, summer enrichment programs, Math and Science competitions, field trips, award ceremonies for academic performance and citizenship, and performances for families. These programs aim to instill intrinsic motivation in students so that they were excited about attending college.

Math and Science Competitions:

Since 2008, RACS' students have competed in various Math and Science competitions including: MATHCOUNTS, the AES Math Contest, and the Science Olympiad. These programs inspire excellence, confidence, and curiosity in our students and further support the school's mission in creating college-ready students who excel in the fields of Math and Science. RACS has been the only city school to compete at the Annual Regional Science Olympiad held at St. John Fisher College since 2008.

Summer Enrichment Programs:

During the summer of 2011, RACS students were provided with an opportunity to be part of an intensive summer enrichment program that focused on Math, Science, literacy, and technology to increase our students' competitiveness when applying to colleges. The various activities included, interactive SMART Board lessons, hands-on and construction-based events. These construction based events included: the building of helicopters, lego-robotics, creating perfumes/scents, and identifying the different chemicals to solve problems. Additionally, the enrichment program allowed students to apply their learning to real-world situations at the Rochester Museum and Science Center. In addition to the Math, Science, and technology component, students also created poetry, short stories, and plays.

During the summer of 2012, RACS students will be provided with an opportunity to take remedial and advanced courses. Middle school students will be able to take Integrated Algebra course in order to take advanced courses before graduation and high school students will be able to take Regents review courses to pass August Regents Exams.

Guests Speakers:

Since 2008, RACS has brought in a number of community, academic, and business leaders to speak to our students and encourage them to graduate from college and pursue excellence. Specifically, the speaking engagements have gravitated toward people from backgrounds similar to our students' upbringing. Most of the speakers have included personal stories of meager beginnings but not shying away from responsibility and leadership roles. They have encouraged our students to do likewise. Speakers have included Lieutenant Governor Robert Duffy, Mayor Tom Richards, Assistant to the mayor, Darryl Porter, Rochester City Council President Lovely Warren, New York State Senator Joe Robach, Rochester Chief of Police James Sheppard, Judge Patricia Gallagher, representatives of the Reserve Officers Training Corps, Marines, and the U.S. Naval Academy, among many others.

College Credit Offerings at RACS:

RACS offers two different pathways to earning college credits.

- ✧ Monroe Community College Dual Credit Program: This is a transitional program at the college level that allows students to earn college credit at a discounted rate while attending school. The courses are taught by RACS teachers with MCC curricula, to prepare our students to meet and exceed college level expectations.
- ✧ Independently Registered College Study through Monroe Community College: RACS students are encouraged by the college counselors and teachers to pursue independent

course registration for on campus courses. The credits are added to their transcripts, which allow them to be more competitive for college acceptance.

College Awareness:

College guidance offers grade-level and small group college visits, and coaches and teachers escort students to college visits as well. College awareness begins immediately upon entry into RACS with programming to prepare families for the importance of college. As listed below, in 2011–12, RACS' personnel took our students to the following colleges for study sessions, fairs, tours, and interviews:

1. College Visits:

University of Rochester, Buffalo State College, Le Moyne College, SUNY Cortland, SUNY Oswego, Moore College of Art Design, University of Pennsylvania, Syracuse, NJIT, Harvard, MIT, Brown, Princeton, Yale, New York Universities

2. Representatives to RACS 10/28/2011:

RIT, Roberts, Nazareth, MIT, SUNY Morrisville, Alfred University, Monroe Community College, Cortland, Genesee Community College, US Army, Brown University

3. College Culture Events:

- National College fair at Greece Ridge Mall every year since 2008
- HS Motivational speakers/College Admissions insight about post high schools (Aubrey Wilson, Judge Gallaher, Tyler Lucero re: Brown University)
- Senior Parent meetings Oct-Nov 2012 (topics covered: transcripts, college process, applications, career plans, scholarship how to, letters of recommendations, financial aid information)
- Graduation Requirement Night
- FAFSA appointments
- What Colleges Are Looking for... classroom presentations
- College Application Process ...classroom presentations
- Senior Activity Events... classroom presentations
- SAT Prep classes
- Dual Credit Courses with MCC
- MS trips to visit inspirational leaders in the Rochester area: Police Chief James Sheppard, Mayor Tom Richards, Judge Gallagher

4. College Professional Developments

- College Counselor attended PD on college admissions hosted by Ivy League Universities: Yale, MIT, Vassar and Dartmouth, 2011-2012.
- College Counselor attended the multi-day NYSSCA convention in Syracuse re: building a college program and college admissions 2010-2011.
- College Counselor attended National Charter School Convention 2010-2011 focusing on building a college program.

5. Taste Of College:

RACS high school students experienced a taste of college on October 28, 2011. Colleges came from all over New York State to have the opportunity to meet and recruit RACS students at our first annual college fair. The College reps each gave dozens of reasons why our student should attend their university post high school. It was a wonderful opportunity for the students to think about what they are looking for in a college. Students asked about specific academic programs, admission requirements and campus life. Several seniors filled out college applications right on the spot. It was a day to think about your future and our students were busy discussing careers. RACS students were interested in everything from pre-med to law to engineering and there were college academic programs to address them all. The college representatives thanked RACS for hosting the event and all asked to be invited back in the years to come.

1.D. Assessments and Instructional Decision-making

Standard: The school uses ongoing formative and summative assessments and evaluation data to inform instructional decisions and promote student learning.

- Provide a list of formative and summative assessments administered at the school, as well as the purpose of each assessment.**

All the assessment tools and their purposes used in 7–12 grades at RACS are summarized in Table-7.

Assessment	Purpose Of Each Assessment
TerraNova Tests Grade 7	Given during the first week of school to determine reading levels of students entering RACS and to provide these students with extensive small group literacy instruction that can be built into student schedules
Quarterly Benchmark Tests Grades 7-12	Given as a summative assessment at the end of each of the first three quarters and used to identify performance indicators that students have failed to master – informs instruction for re-teaching
Practice Tests Grades 7-12	Full length Practice tests given (early in year—formative, and later in year—summative) based on best current knowledge of upcoming SED assessments—used to inform instruction, simulate test environment and length, and aims to increase student comfort and confidence for actual exams

- Describe how data from these assessments are used by teachers to inform, guide, and improve instructional practice.**

Based on the results of the formative and summative assessments given in all grade levels, teachers are provided with the tools to strategize ways to meet student needs for the upcoming classes and hone or develop unit and lesson plans accordingly. Summative tests are

given at least three times each year in every subject, as well as two full length Practice tests. The Testing Coordinator provides test and exam results data to teachers. The teachers then are required to come up with and submit Benchmark/ Practice test reflections for questions that students have not mastered. The reflection and data is then reviewed by the teacher, Testing Coordinator, Academic Supervisor, Dean of Academics, and the Director to determine an action plan. The Testing Coordinator and the Academic Supervisor follow up with teachers in the following weeks to check on student progress and the effectiveness of the action plan. Teachers also use assessment results to identify students for additional tutoring (after-school, Saturday school, over breaks) or participation in any other extra-instructional programs.

❑ Describe how school leaders use data from these assessments to monitor the effectiveness of school programs and make school-wide decisions.

Based on the results of the formative and summative assessments (see graph-7 on page 9), school leaders work with teachers to create and implement action plans to improve student proficiency. Also, based on results, schools leaders may spend more time observing, coaching and mentoring teachers whose students appear to be struggling to perform.

Student performance on assessments drives professional development assignments for individuals and the whole staff. For example, in 2009–10, recognizing that a stronger arsenal of instructive techniques would improve student performance; the staff read and implemented *Teach Like a Champion*. Likewise, in 2010–11, based the school leaders’ desire to increase proficiency level performances on Regents and SED examinations, leaders selected *Never Work Harder Than Your Students and Other Principles of Great Teaching* to be implemented as the teachers focused on:

- a) Starting where the students are,
- b) Understanding where students are going,
- c) Expecting students to get there,
- d) Supporting students along the way,
- e) Using feedback to improve instruction,
- f) Focusing on quality rather than quantity,
- g) Never working harder than the students (i.e. the student-centered classroom).

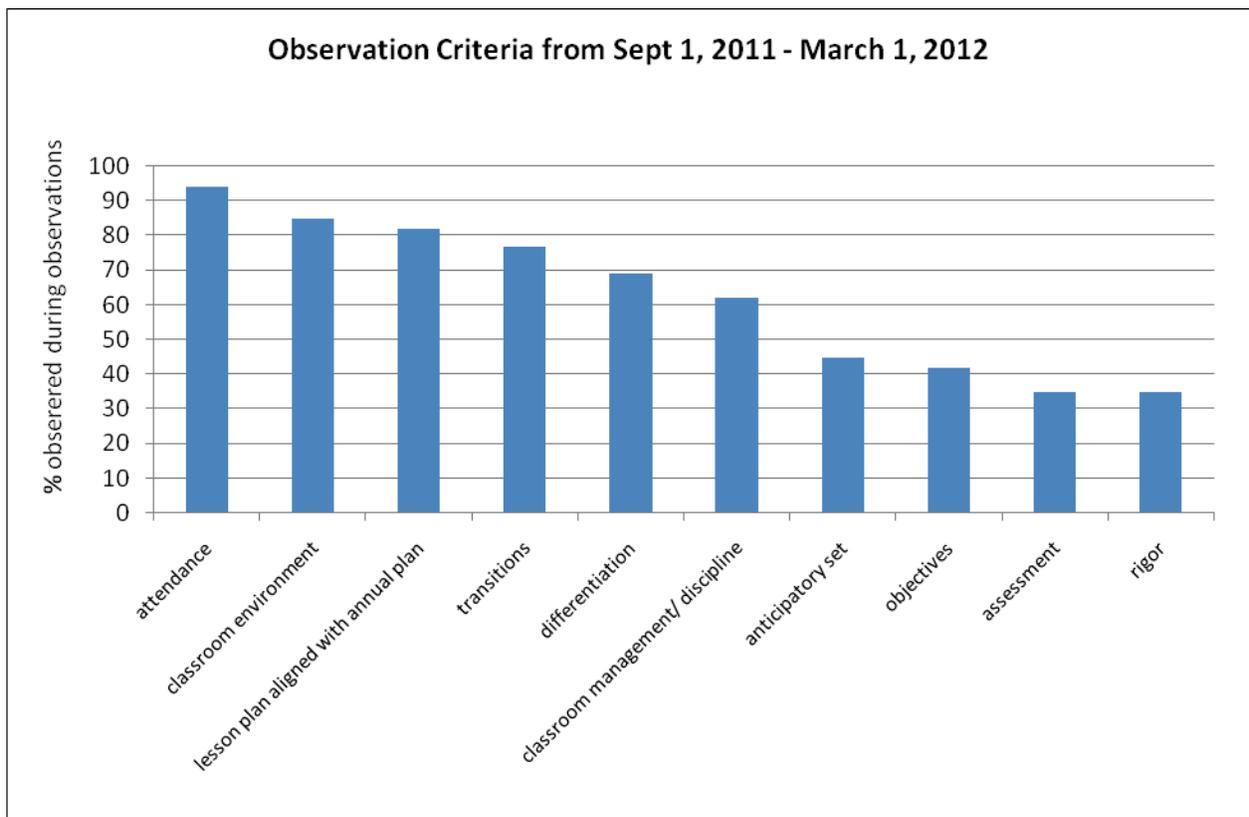
Classroom visit and observation criteria are also used to provide targeted, individual, small or whole group professional development opportunities. For example, based on the data from Benchmark and Practice tests (see graph-7 on page 9) coupled with classroom observations data (see graphs 8) a deficiency in “rigor” was identified by the Academic Supervisor and steps were taken to ensure improvement in this area. These steps included:

- 1) Bringing in a professional development specialist to present on rigor,
- 2) Supplementing the rigor presentation with a presentation on the importance of maintaining high expectations, and
- 3) Creating a renewed focus on Blooms Taxonomy with regard to lesson planning and lesson implementation whereas the Academic Supervisor would evaluate and provide feedback to teachers weekly.

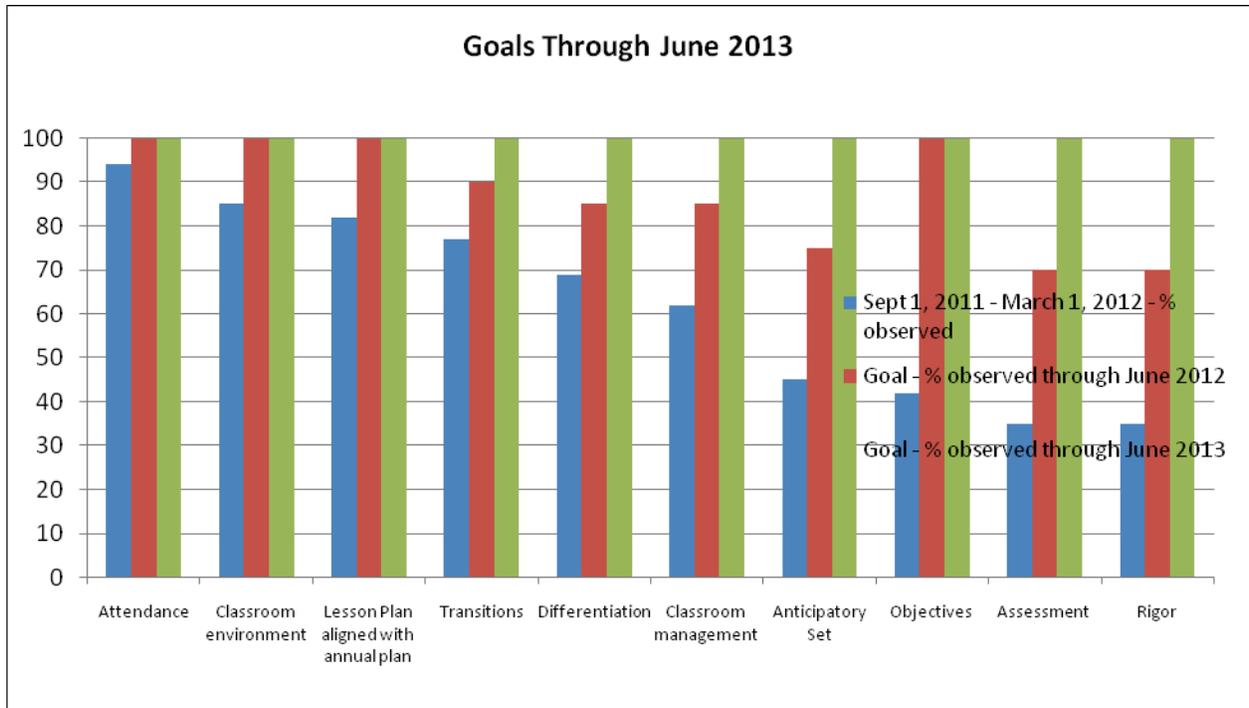
In addition to the focus on rigor and maintaining high expectations, the Academic Supervisor provided whole group and individual teacher professional development on creating effective

objectives, using engaging anticipatory sets at the beginning of class, and establishing the importance of the daily assessment. These have now all become integral components of each teacher’s daily lesson.

Moreover, Table five identifies the targeted two-year goals for the observation criteria for teachers over the remainder of the 2011 – 12 and through the conclusion of the 2012 – 13 school years. This evidences RACS’ belief in continual improvement and the importance of lifelong learning. The observation criteria and subsequent goals may be updated as the New York State Standards change and new challenges present themselves; however, training, professional development, mentoring, and coaching have been and will continue to be an integral part of the administrative staffs’ efforts to assist teachers in meeting or exceeding the goals identified on graph-9.



Graph-8



Graph-9

The decision to hire and assign tutors is also rooted in assessment data. Similarly, based on assessment results, students are selected for supplemental instruction and participation in academic enrichment and remediation programs.

All preparation and performance results for Practice testing in grades 7-8 and SED and Regents exams are reported and presented by the Director to Board of Trustees. Along with the presentation of detailed information regarding teacher preparation for examinations, the Director also recommends specific action such as the hiring of additional staff to allow students to be broken into smaller groups for instruction based on assessment.

Following the 2011 – 2012 school year, SED and Regents exam data will be analyzed and interpreted to determine the impact of this years' professional development and will help to identify the need for additional professional development. The results from these tests will be reported to the Director and Board of Trustees and serve as a basis for decision-making, teacher and curriculum effectiveness, and student performance assessment.

1.E. At-Risk Students and Students with Special Needs

Standard: The school has the same high standards for all students in the school, and has systems to effectively support students who are struggling academically and those that require additional services to meet academic goals.

- Provide an overview of programs and services that the school has established for the following students:

- **Students who are struggling academically;**

RACS provides and integrates push-in tutors with regular educational services on a daily basis. During the regular SED required course load hours in English, Math, Science and Social Studies, the push-in tutors help those students who need extra help inside the classroom. Tutors are in the classroom while the classroom teacher conducts regular instruction, and rotate between the students who have been identified as “at-risk,” making sure that these students are able to follow along with instructions, notes, reading, and/ or problem solving. Any “at-risk” student who is displaying a deficiency in carrying out classroom tasks is given immediate assistance or remedial instruction.

Tutoring services are also provided through our after-school programs which are open to all students, but target our “at-risk” students as determined by below-proficient scores on Benchmark and Practice tests as well as demonstrated by course grades. These after-school programs provide small group tutoring for our students. Through the tutoring program, students who are identified as academically at risk will have the opportunity to work with their teachers to reinforce their academic skills. Teachers base the support they are providing to students who attend tutoring on their knowledge of student performance and achievement through access to the school’s academic reporting database. Students use the after-school time to receive assistance in completing remedial work in specific knowledge areas where gaps have been identified.

All students, especially students at risk, are encouraged by motivational programs including field trips, reward activities, dress-down permits, and breakfasts with teachers.

- **Special education students;**

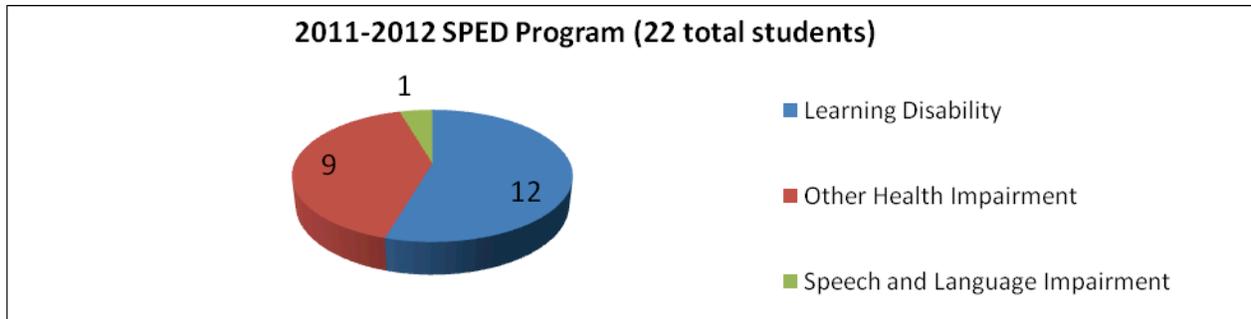
At RACS all of our special education services are contracted through the Rochester City School District. RACS has a coordinator of services who is committed to making sure RACS students with disabilities are receiving the highest level of educational services. RACS has consultant teacher, resource room, speech therapy, and counseling services based on student need as stated in their Individual Education Plan (IEP). In the 2011-2012 school year all of our special education students received resource room services as per their IEPs.

RACS works with RCSD (Rochester City School District) for students with disabilities in a collaborative effort. This is evident at RACS on a daily basis with both formal and informal teacher meetings between RACS and RCSD staff and at CSE meetings to ensure that RACS students with disabilities have all the services, program modifications and test modifications needed in their IEP for academic success.

Special education teachers are available each day to students with special education needs. RCSD special education teachers/service providers are held to the same high standards of RACS teachers. Special education teachers/service providers regularly attend meetings involving special education students, make phone calls home, track progress and grades, meet with RACS teachers regularly (discussing goals, class work, modifications and progress), meet with RACS service coordinator weekly, attend CSE meetings, complete progress notes and write yearly goals for their students based on the students needs as identified in their IEP.

Resource room instruction includes but is not limited to: providing a quiet separate location for learning strategies, assisting in achieving their IEP goals, testing needs as specified in their IEP, teaching study skills, reinforcing new topics and skills, pre-teaching lesson and/or vocabulary,

breaking down large assignments in to smaller segments, improving organization skills, classroom observations, offering general education teachers ideas for modifications and response to intervention strategies. RACS Resource room is one period a day five days a week. RACS resource room pulls students out from class to receive resource room support following a set schedule. RACS Resource room teachers also push in class on occasion to see how the strategies are working in the classroom to further support student learning. RACS resource room is aimed at closing the identified educational gaps and increasing academic success among students with disabilities using their IEP.



Graph-10

○ **English language learners;**

Rochester Academy Charter School (RACS) is committed to ensuring that all of our students including those who are not yet fluent in English — receive the best education possible. The ELLs are identified by first administering the Home Language Questionnaire (HLQ), then conducting an informal interview with the student or parents, using their NYSESLAT scores from previous schools if available or by administering the Language Assessment Battery-Revised (LAB-R) testing on site by a trained ESOL teacher. 8% of RACS students are identified as ELL in 2011-12 education year.

RACS has always made available a certified ESOL teacher to serve ELLs in grades 7-12. The services for ELLs have varied with different models of instruction, including a pull-out and push-in services. In order to meet the mandated minutes for ELLs, our ESOL teachers at RACS made every possible effort to provide the following services for ELLs:

For 7-9th grades:

- Beginner—2 periods a day (360 minutes per week)
- Intermediate—2 periods a day (360 minutes per week)
- Advanced—1 period a day (180 minutes per week)

For 9-12th grades:

- Beginner—3 periods a day (540 minutes per week)
- Intermediate—2 periods a day (360 minutes per week)
- Advanced—1 period a day (180 minutes per week)

In addition to fulfilling the mandated minutes for ELLs, our ESOL teachers provided testing accommodations for ELLs in a form of separate location and extended time. In some instances

if we had readily available teachers who spoke the students' language, ELLs received translations on tests that allowed it. Our ESOL teachers also worked with general education teachers in collaborative teaching, sharing ideas and supporting the general education teachers in making modifications for ELLs. ELLs who struggle with academic subjects are required to attend mandatory after-school and Saturday school tutoring in order to provide additional support for them.

Our ESOL teachers have also provided professional learning experiences for all of our general education teachers during the summer institute and on other professional development days. General education teachers collaborate with ESOL teachers to provide modifications for ELL students. Our ESOL program does not segregate ELLs from their English speaking American peers and includes them in general education classes, therefore allows for easy integration into the American education system.

- **Students who are in a social or emotional crisis.**

The School Counselor and Social Worker provide social and emotional support to Rochester Academy Charter School students. RACS counseling department is committed to continuing the positive development of student's social emotional interpersonal relationship skills, academics skills, college readiness and career exploration. The RACS counseling department has developed a life skills curriculum based on conflict resolution, decisions making, positive attitudes, self-esteem, and character traits to help shape a healthy social emotional culture at Rochester Academy.

RACS also has a behavior life class that includes a case management piece designed to curve the negative behaviors of student demonstrating poor decision making skills at school. RACS has an academic life class that focuses on targeting students who are in need of organizational support each morning aimed to decrease student anxiety throughout the school day, improve grades and create emotional stability.

In addition to providing support to students the counselors consult with teachers, administrators, and parents providing connections and referrals to multiple outside agencies. RACS Counselors also provide: school wide positive reward and recognition program, individual and group counseling services, mediation services, conflict resolution, behavior intervention plans (BIP), Functional Behavior Assessments (FBA), Academic Interventions Plans (AIS), Response to Intervention Plans (RTI) in conjunction with teachers, crisis counseling, suicide assessments, grief and loss counseling, transition services, homeless placement, food baskets, home visits, phone calls home, in-school health insurance enrollment, parent meetings, grade level meetings, student support meetings, student observations, staff meetings, career counseling, college counseling and academic counseling. The overall expectation of RACS counseling department is to maximize the potential of the individual learner in a healthy, safe environment.

- **Describe how the school monitors the effectiveness of services and programs offered to these students. Consider providing data and other evidence that the school effectively supports students who are struggling academically and those that require additional services to meet academic goals.**

RACS monitors the effectiveness of its programs through the different accountability measures put in place, including tutoring logs, bi-weekly administrative & grade-chair meetings, bi-weekly grade level meetings. Students' academic progress is discussed in detail with all staff involved and interventions are put in place if necessary.

In addition to the internal monitoring of students' progress, ELLs at RACS are also assessed by in-house benchmark and Practice tests and New York State examinations.

See graph-3 on page 3 for the progress of the general education students that are struggling academically. See the tables 8 and 9 below for the progress data of the ELL and SWD students.

Table-8: SWD Students' Average Progress on Practice Tests in 2011-12					
	Number of Students	ELA 1	ELA 2	Math 1	Math 2
7 th Grade	6	40%	43%	51%	59%
8 th Grade	6	30%	40%	57%	67%
Secondary Level	10	48%	66%	42%	57%

Table-9: ELL Students' Average Progress on Practice Tests in 2011-12					
	Number of Students	ELA 1	ELA 2	Math 1	Math 2
7 th Grade	8	46%	57%	44%	48%
8 th Grade	4	55%	61%	29%	35%
Secondary Level	9	37%	51%	49%	69%

As seen on both tables, ELL and SWD students showed moderate improvement in 7th grade ELA and Math tests and significant improvement in 8th grade and secondary level tests. The aforementioned test results are from Practice tests or Regents exams.

Complete and submit Appendix C (Enrollment of Students with Special Needs).

See Appendix C.

1.F. Climate, Culture, and Safety

Standard: The school climate and culture reflect the school mission and design, and directly support student learning, development and achievement. The school maintains an environment that is physically safe and free from harassment for all students and school stakeholders.

Identify the tenets behind the school's climate and culture.

The tenets behind the school's climate and culture are:

- Every child can learn and reach high levels of academic achievement
- Literacy in Math and Science is critical for participation in civic and economic life
- Motivation is vital for success
- Families are integral to students' successes

- Students learn when teachers continuously participate in professional development opportunities
 - Every child can make a significant contribution to the school and community
 - All of us grow when we embrace diversity
- ☐ Indicate the ways in which the key components of the school’s climate and culture reflect the school mission and design.**
- Provide students with the skills and experiences necessary that will help them master the knowledge detailed in the New York State Core Curriculum Content Standards
 - Provide a strong focus on Math and Science
 - Use national competitions and Science fairs to motivate students
 - Provide broad tutoring services that will help students address learning needs and/or issues with specific content
 - Build strong parent/student/school relationships
 - Require enhanced professional development for staff members
 - Build partnerships with community organizations and other educational institutions
- ☐ Describe how the school climate and culture directly support student learning, development and achievement.**

Our strong testing culture is utilized to assess student mastery of state standards and provides a clear picture of our students’ progress towards meeting or exceeding college and career readiness goals.

In addition to the extra 3 hours of Math and 4 hours of ELA instruction per week for all students, we also provide mandatory after-school and Saturday tutoring for Math, Science and ELA courses.

Students are provided the opportunity to compete in various Math and Science competitions including annual Science Fair, Regional Science Olympiad and MATHCOUNTS competitions. Recognizing that educational success is built upon the harmony of the triad of students, parents, and teachers, RACS creates a partnership among members of this triad that will help our youth fulfill their highest intellectual, social, emotional, and physical potential. The partnership programs include home visits, reward ceremonies, International Day luncheons, breakfasts with the principal, and other PTO organized events.

Based on the data collected through frequent informal, unannounced, classroom observations throughout the year (See graphs 8 & 9 on page 17 & 18), the administration is able to notice and respond to any professional development needs that may arise for any teacher. Whole group professional development is provided during a week-long summer institute, at least 2 full-days during the year and during teacher focused best practice staff meetings. Moreover, there is funding available for teachers who are seeking additional professional development opportunities.

RACS builds partnership with local leaders, colleges and universities and other school districts. The partnership programs are as listed below:

- Students meet with community leader e.g. Robert Duffy, Thomas Richards and James Sheppard
- Students and staff collected and donated food items for homeless veterans at the Richards House
- Students raised \$560 for Golisano Children’s Hospital
- We attend compact meetings and share best practices with Rochester City Schools and other charter schools
- Dual Credit programs

☐ Describe how the school establishes and maintains an environment for students, staff, and other stakeholders that is physically safe and free from harassment and discrimination.

Student success is the primary goal of the school support specialists (SSS), Dean of Students, Academic Dean, Academic Supervisor, counselor, social worker, teachers and interns. Counseling provides education, prevention, mediation and conflict management throughout the year. Administration and teachers follow the code of conduct and bullying policy to support zero tolerance for bullying and harassment. Dean of students and teachers communicate with the parents to provide a safe learning environment. Individuals entering RACS are welcomed by friendly staff explaining the reason for metal detectors is to ensure outside risks are not allowed within the school walls. There are cameras to monitor and record activity outside the school, in the hallways, and common gathering areas. We have strict policies to prevent discrimination and harassment among students and staff.

☐ Describe how the school effectively addresses the social, emotional, and health needs of its students.

The discipline management system includes: school-wide expectations, positive behavior and intervention support system, merit based point system and the practice of progressive discipline. We have a clearly communicated referral process where students are identified through grade level meetings and are referred to the appropriate staff. Our school-wide expectations include our school’s acronym RACS that stand for Responsibility, Accountability, Communication, and Success. Discipline is taught as an educational tool to help students learn to improve their skills at staying focused, well-rounded students that actively choose to participate in the educational process. Our merit based discipline system rewards students daily, weekly, quarterly, and yearly whose behavior exemplifies success in student achievement. Our discipline point system also holds students accountable for their behaviors that deter themselves or others from becoming college and career ready. Data is reviewed and decisions are made by the grade level teams to ensure continuous quality improvement.

1.G. Professional Development

Standard: The school’s professional development program is aligned to school-wide goals and teachers’ individual professional development needs.

❑ Provide an overview of the school’s professional development program.

RACS starts its professional development each year with an in-depth program called the Summer Institute. The content of the Summer Institute is determined from teacher input via surveys the prior year, trend data from Regents and SED tests, and input based on the data from the Academic Supervisor’s classroom visits during the previous year (See graphs 8 & 9 on page 17 & 18). During the Summer Institute and in the following professional development sessions, the staff debriefs and reflects on each day’s progress and topics. The staff focuses primarily on classroom topics, student engagement, and team building activities.

Team building activities take place through various local agencies. For example, in the 2010 – 2011 school year, teachers participated in Rock Climbing at Rock Ventures as a way of team building. In the establishment of a positive culture, these activities are crucial. RACS administration received feedback from teachers who found these activities helped them bond closer and function as a team. Such activities create energy of trust that helps us to focus on instruction, knowing that we all belong to a supportive atmosphere.

Teachers are also sent to subject matter, pedagogical, and classroom management seminars throughout the year. Additionally, the staff shares best instructional practices and invite colleagues to observe their progress throughout the year.

❑ Describe how school-wide and/or individualized professional development activities and/or initiatives are identified.

First, from data collected through frequent informal, unannounced, classroom observations throughout the year (See graphs 8 & 9 on page 17 & 18), the administration is able to notice and respond to any professional development needs that may arise for any teacher. Second, through regular school wide summative assessments, the administration is able to notice and respond to any academic needs that may arise for any student or class and then provide the additional training, mentoring, or assistance needed to increase overall teacher effectiveness. Common needs are identified and addressed through training and school-wide dissemination through feedback from the teachers, grade chairs, and administrators. Also, during classroom observations throughout the year, administration notices and promotes effective methods and offers help to teachers who are struggling with any aspect of teaching. To empower the staff as contributors and to see each staff member in a leadership role, staff members present methodology or classroom management techniques to the rest of the staff during staff meetings, and also follow any special school-wide project or initiative. Throughout the year, teachers attend educational seminars and conventions and then formally share what they have learned with the rest of the staff at Grade Chair meetings or in longer seminars after school, if needed.

❑ Indicate how school leadership monitors the effectiveness of professional development activities and/or initiatives.

The effectiveness of the professional development activities have been monitored by several measures, such as surveys, informal and formal discussions after the activities were provided,

and the implementation of the recommendations by the teachers in their classroom teaching which were monitored by frequent classroom visits. Teachers and administrators usually refer to a particular program or activity if they change their teaching strategy or introduce a new activity within their class. In addition, teachers may request continuation of a successful program.

2. Is the school organizationally viable and able to operate in a fiscally sound manner?

2.A. Organizational Performance Goals

Standard: Throughout the charter term, the school has met or come close to meeting the organizational goals laid out in its performance goals and charter contract.

- List each objective and measure contained in the school’s current performance goals relating to the school’s organizational viability. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure. Provide data or other evidence supporting the statement. If desired, the data or other evidence may be provided in Appendix B (Evidence on Performance Goals) as a clearly labeled attachment.**

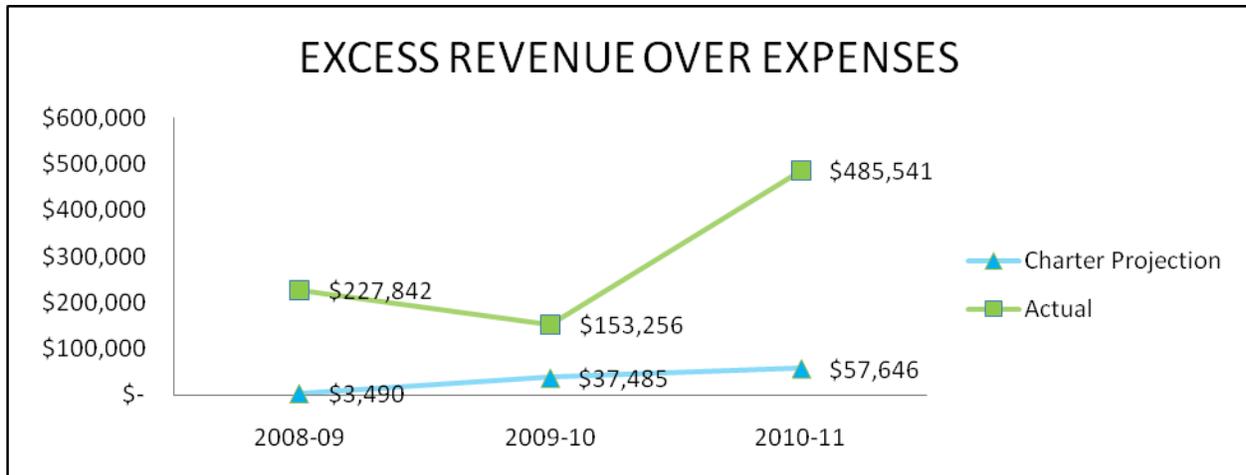
RACS evaluates its performance goals based on three main criteria including faithfulness to its mission, educational success and fiscal soundness. For each criteria, BOT and the director establishes organizational goals, monitors progress toward the goals, and makes adjustments to achieve those goals more effectively and efficiently. BOT makes sure that RACS actions and activities are aligned with the school mission, educational success is achieved through data driven instruction and fiscal soundness is monitored via monthly fiscal reports. See Appendix B.

2.B. Financial Performance Goals

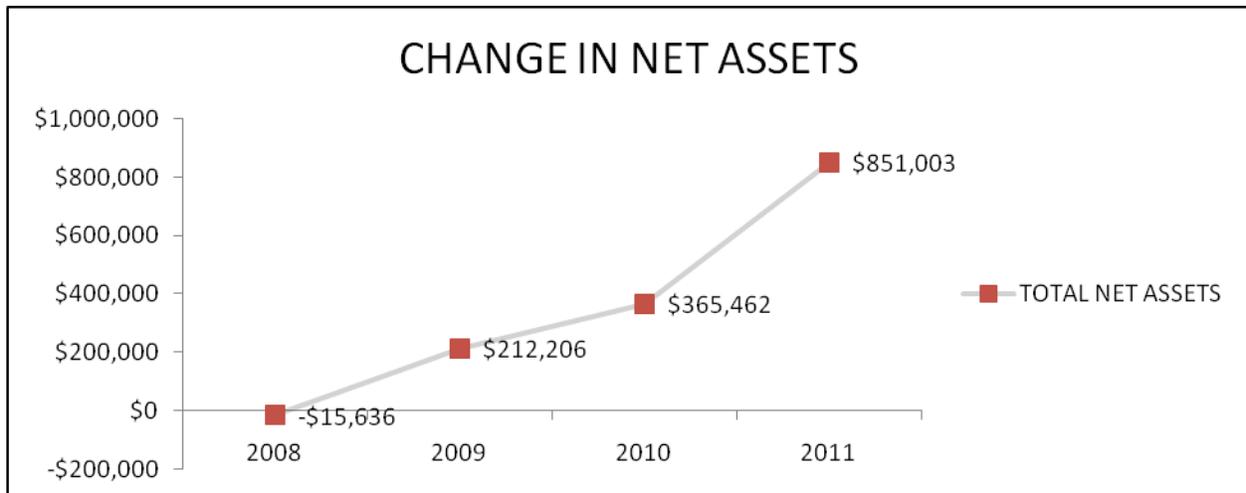
Standard: Throughout the charter term, the school has met or come close to meeting the financial goals laid out in its performance goals and charter contract.

- List each objective and measure contained in the school’s current performance goals relating to the school’s fiscal soundness. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure. Provide data or other evidence supporting the statement. If desired, the data or other evidence may be provided in Appendix B (Evidence on Performance Goals) as a clearly labeled attachment.**

RACS has always operated within its budget along with generating surplus at the end of the school year. We met our goal by operating within the budget and we were able to generate excess revenue to cope with any unforeseen future expenses. Additionally, we have accomplished to have finding free audits since the beginning of the charter term. See Appendix B, and graphs 11 & 12 below.



Graph-11



Graph-12

2.C. Organizational Capacity

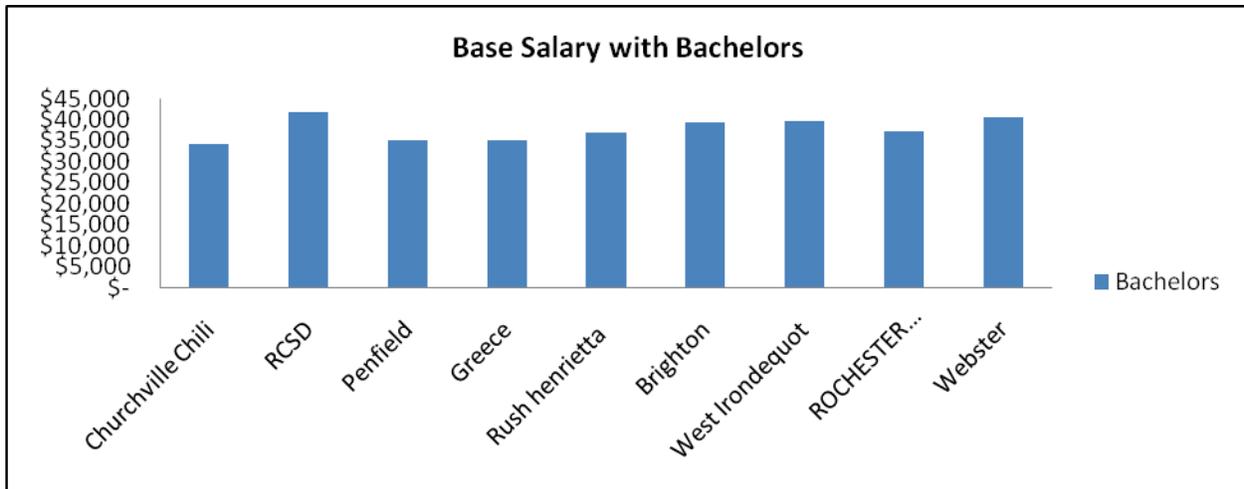
Standard: *The school has established a well-functioning organizational structure with clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and organizational viability.*

- Provide a school organizational chart (including administrators' names and titles) in Appendix D (School Organizational Chart).

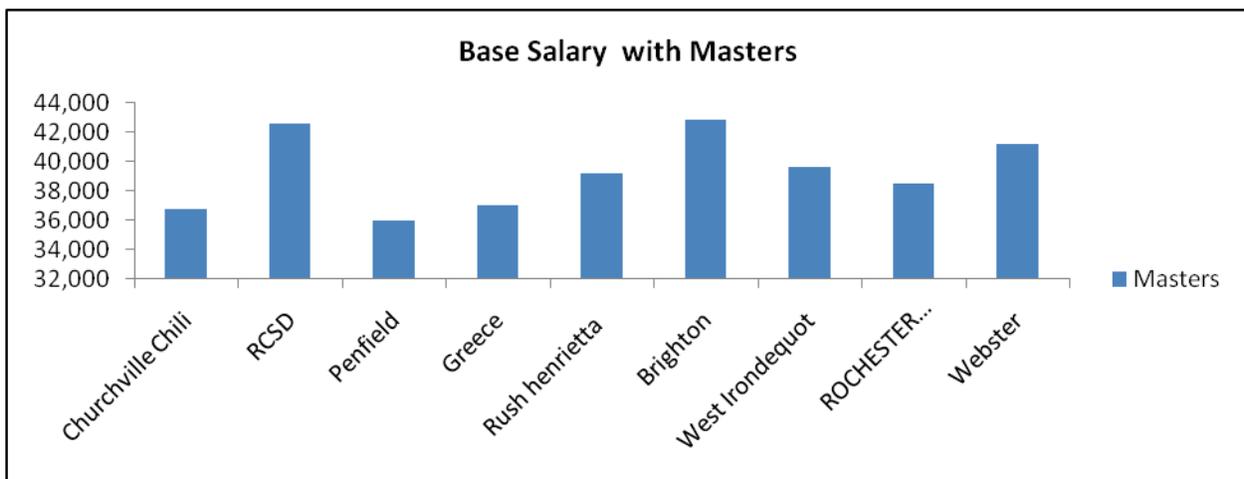
See Appendix D.

- Describe efforts to successfully recruit, hire, and retain key personnel, as well as decisions the school – when warranted – has made about removing ineffective staff members.

RACS administration created a hiring committee to select effective and highly qualified teachers. The committee implements a comprehensive interview process, and then candidates are asked to teach a sample lesson. The committee makes its final decision to select the best candidates and recommends the names to the BOT for approval. RACS provides a safe and supportive professional environment in which teachers play an important role in shared decision making. RACS appreciates and recognizes the effort of the staff through various activities such as social gatherings. In addition, RACS provides a competitive salary scale to retain its staff. See graphs 13 and 14 below.



Graph-13



Graph-14

RACS administrators use observation and evaluation reports to improve teacher effectiveness by identifying individual teacher needs and providing teachers with meaningful mentoring, coaching, training, and/or professional development. The un/announced observations from the Academic Supervisor and the Director are lasting from 10 minutes to an entire period, depending on the unique needs of the teacher and specific class. For those teachers, who are not meeting observation and evaluation criteria, ongoing support and feedback are offered to

improve their effectiveness. Teachers who are not showing improvement based on the Director's evaluation are removed.

The immediate supervisor monitors non-teaching staff's performance and implements corrective action plan if needed. The staff that does not show improvement is removed.

- Indicate how the board of trustees regularly and systematically assesses performance of (the) school leader(s) against clearly defined goals and makes effective and timely use of the evaluations. Note whether the board hired outside consultants, used its own expertise, or took other steps to evaluate and monitor the school leadership.**

RACS BOT worked closely to help our school reach our academic and financial goals. In all monthly meetings of BOT, the Director has a session during which he discusses the student achievement data and provides an analysis of student progress through comparison of benchmark or Practice test scores. This enables BOT to monitor the progress towards the academic goals. Board meeting minutes indicate that board members are actively involved in the decision-making process.

Additionally, a special form is used to evaluate the performance of the school director. This form allows the board to evaluate the performance of the director with respect to the academic performance of the school, community relations, management, educational leadership, professional development, human relations, professional conduct and job knowledge, communication and board relations. The results of this assessment are presented to the Board prior to the end of the year. A copy of this evaluation form is presented in Appendix G.

- Provide a copy of the evaluation form(s) for the school leader as Appendix E (Evaluation Form(s) for the School Leader).**

See Appendix E

- Complete and submit Appendix F (Staffing and Staff Turnover).**

See Appendix F

2.D. Board Oversight and Governance

Standard: The board of trustees provides competent stewardship and oversight of the school while implementing and maintaining policies, systems, and processes to ensure academic success, organizational viability, and faithfulness to the terms of its charter.

- Describe and discuss board membership and turnover during the term of the charter. Discuss processes through which the board recruits and selects new board members in order to maintain adequate skills sets and expertise for effective governance and structural continuity. Reasons for turnover among board members should be detailed.**

The RACS BOT consists of five members with diverse backgrounds and expertise. Since its inception in 2008, only two member changes have occurred. In 2009, after one year of service, one of its board members, Alfred Geier resigned due to personal reasons. He was replaced by Dr. Ibrahim Unal, who was a visiting Math professor at the University of Rochester. Dr. Unal served for a year on board and then he resigned due to job-related relocation. He was replaced by Mustafa Guler, who is a community resident and a parent in the city of Rochester. Persons nominated for membership on the RACS BOT shall possess expertise in such disciplines as education, finance, human resources, administration, and technology. Current board members have expertise in finance (Cheryl Sampson, treasurer, retired engineer and real estate business owner), expertise in K–12 ESOL education and administration (Mr. Gedemenli, chair, teacher in Greece CSD), expertise in college education and leadership (Dr. William Middleton, secretary, chair of anthropology department at RIT), expertise in Science (Dr. Marat Khafizov, vice president, PhD in physics).

The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. The Board may elect any person who has expressed written interest in serving on the board of trustees and who is in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees. A majority vote of all the remaining members of the Board may fill any such vacancy.

The recruitment and orientation of new Board member will include the following:

Need: If the number of members will become less than five or a member with certain expertise will be needed on the Board, the Board chair will ask all Board members to recommend highly qualified individuals to fill the vacancy.

Recommendation: Any Board member may recommend an individual for Board membership. The recommended individual should have expertise in at least one of these areas: education, scientific research, financial services, human resources, nonprofit administration, business administration, law, real estate and building renovation, and technology. The Board may request an informal interview with the recommended individual.

Invitation: After Board discussion, the Board may decide to invite the recommended individual to serve on the Board. Expert individuals who have ties with the communities that the school will serve will be given higher priority. Prospective Board members will be given the Board Member Folder, which includes the school's executive summary, bylaws, educational philosophy, responsibilities of the Board, and organizational structure.

Visit: The prospective member will be asked to visit the school and talk to the director and Board members.

Consent from the school authorizers: The prospective board member will be asked to complete the board member questionnaire and submit it to the charter authorizers.

Acceptance: Prospective Board members may accept the invitation after the information sessions described previously and receiving the approval from the charter authorizers.

Orientation: At this point, the new member should already have extensive knowledge about

Board responsibilities and the school. The Board chair will have a one-day meeting with the new Board member before that person's term starts. In this meeting, they will go over the Board Member Folder and discuss each file in detail. The director will attend a portion of this meeting to present information about the school, such as the parent/student profile, student achievements, staff, and daily routine of the school.

Annual Development: Every summer, the Board will have member development retreats. In these retreats, managerial and educational consultants, community leaders, and professionals from universities and companies will be asked to give seminars related to Board members' functions, such as submitting grants, soliciting funding, evaluating staff, and overseeing school operations. Board members will be encouraged to attend national or state meetings related to school governance, non-profit board development, or New York Charter School's Association meetings.

BOT members will attend a retreat program annually, which will be used for new BOT member recruitment and as a professional development tool for new and existing members.

❑ Describe any goals established by the board outside of the school's performance goals, the tools for understanding progress toward meeting those goals, and the frequency of reporting to the board of trustees.

1. Find a suitable building that will serve all grades.
Tools: possible buildings, cost analysis
2. Transforming school structure from 7-12 to K-12.
Tools: an action plan created to overcome the challenges that were identified by charter schools, which went through expansion process.
The frequency of reporting is on a monthly basis.

❑ Describe any strategic planning efforts undertaken by the board, the results of those efforts, and the current status of any initiatives launched as a result of strategic planning.

BOT completed both short- and long-range strategic planning training through consultants from SUNY Oswego and the assistant superintendent of Onondaga Central Schools in 2011. The board utilizes real-time strategic planning, which includes the development of one-year, three-year and five-year plans, and makes changes to the plans periodically based on the data. During the annual Board Member Retreat, members will focus on evaluation, goals, strategic planning, and professional development for RACS. RACS evaluates its performance goals based on three main criteria including faithfulness to its mission, educational success and fiscal soundness. The Board always aligns its programmatic developments with its mission and key elements design, and maintains a positive financial balance to supports these programmatic developments and the students' needs.

❑ Discuss how the board has avoided creating conflicts of interest where possible and, where not possible, how the school has managed those conflicts of interest in a clear and transparent manner.

RACS has not experienced any issue creating conflict of interest. However, in order to avoid any possible issue creating conflict of interest, RACS shall implement the following procedure. To decide whether one of its members has a prohibited conflict of interest RACS board must determine:

- Whether there is a contract with the school district
 - Whether the board member in question has an interest in that contract
 - Whether the board member is authorized to exercise any of his or her powers or duties with respect to the agreement
 - Whether any exception to the conflict of interest law is applicable
- Describe protocols that have been established to ensure that the board acts in accordance with law, regulations, rules and other policies, including its by-laws, Open Meetings Law, and other school-specific policies.**

RACS understands that policies give direction and goals for the school while regulations give specific orders and procedures to be followed to move in that direction and to attain those goals. Unless otherwise specified by the by-laws of the BOT, it is the power and duty of the director to enforce all provisions of law, rules, and regulations relating to the management of the school and other educational, social, and recreational activities under the direction of BOT. It is important that board policies be both broad enough to allow administrators to exercise discretions in dealing with day-to-day problems, yet specific enough to provide clear guidance. It is equally important that regulations be written to implement, but not to modify, the board's policies.

- Describe how the board evaluates its own effectiveness, and what opportunities for further governance training and development it has pursued over the course of the charter period.**

The BOT uses self-evaluation rubric to assess its own effectiveness. BOT are continually informed about upcoming professional developments opportunities and conferences. BOT attended several training such as creating a strategic plan, media relations, NYCSA and National Charter School Conferences. BOT president received his NYS SBL and SDL degrees.

- Complete and submit Appendix G (Board of Trustees Membership Table).**

See Appendix G.

- Submit Appendix H (Long-term Planning Documents Used by the Board of Trustees).**

See Appendix H.

2.E. School Leadership

Standard: School leaders provide valuable administrative direction and make data-informed decisions based on the needs and best interests of students, staff and families within the community.

- Describe roles and responsibilities of leadership team members, as well as how the school holds all members of staff accountable for meeting school-wide goals.**

Director

1. *Governance:* a) Assists the Board in developing the School's vision, overall direction, and short and long-term goals; b) works with the Board President to establish the Board's role, annual calendar, meeting agenda, and accountability measures; c) keeps the Board fully informed of the condition of the School, including all material legal issues; d) recommends policy positions concerning mission and program, governance and management, and legislation; e) leads the implementation of Board policies; f) works with the Board to recruit, screen, and nominate new trustees and is empowered to require a 2/3 vote of approval for new Trustees; and g) helps the Board monitor and evaluate organizational effectiveness
2. *Personnel:* a) Manages the daily operation of the School and provides general oversight of all programs and scholastic activities; b) manages, evaluates, and leads the creation of professional development programs for the Dean of Academics and Students, Business Manager, and all non-teaching staff; c) oversees the management, evaluation, and creation of professional development programs for all staff; d) recommends the prospective employees to the board of trustees for hiring, and e) reviews and recommends contracted services.
3. *Educational environment, programs, and policies:* a) Sets the tone for the School's culture of achievement; b) ensures that programs adhere to school mission and purposes, board policies, regulatory requirements and the School's charter; and c) assesses the implementation and outcomes of programs and works (with Dean of Academics and Students) to ensure effective design and implementation.
4. *Budget and Finance:* a) directs control of budget upon its approval by the Board; b) monitors and reports the financial status of school accounts and food service; c) works with the Board to ensure financing to support long and short-term goals; and d) helps the Board and its development committee to design, implement, and monitor a viable fundraising plan, policies and procedures.
5. *Legal:* a) leads the preparation of the annual report and charter renewal application; b) assures the filing of all legal and regulatory documents; and c) monitors compliance with relevant laws and regulations.
6. *Community relations and strategic partnerships:* a) Lead spokesperson for the School, responsible for assuring proper representation of the School and the Board to the community, government entities, businesses, foundations, organizations, and potential donors; b) regularly works and communicates with the parental and community-based organizations.
7. *Ethics and values:* embodies the core values and ethics of the School at all times.

Dean of Academics

1. *Management, administration, and teacher development:* a) Oversees all academic programs and scholastic activities; b) directly manages all full-time and part-time educational staff; c) leads the screening of teacher candidates, recommends candidate hires to the School Director; d) leads the review of teachers by conducting evaluations each semester using standardized teacher evaluation rubrics and feedback forms; e) leads the design and implementation of professional development programs for educational personnel.
2. *Educational curriculum and instruction:* a) regularly observes instruction and evaluates educational programs to ensure conformance with state standards; b) initiates and directs an annual review of the curriculum and student academic performance, citing and addressing areas of weakness within the curriculum; c) leads the development of new educational programs.
3. *Ethics and values:* embodies the core values and ethics of the School at all times.

Dean of Students

1. *Educational environment:* a) directly oversees the creation and implementation of code of discipline, dress code, etc.; b) oversees the implementation of emergency procedures, and conducts drill and practice opportunities (e.g. fire drills); c) directs preparation of class schedules, cumulative records, and attendance reports; d) Conducts discussions with parents, teachers, and students concerning the school learning environment; e) counsels and disciplines students; f) gives individual guidance for problems; and g) continuously monitors building safety and security.
2. *Develop the school's relationship with parents and the community:* a) develops a plan for regular administration and faculty communication with parents and parent groups; b) ensures effective structures exist for securing and maintaining parent and community participation; c) seeks feedback from parents and the community on teachers, and specific programs.
3. *Ethics and values:* embodies the core values and ethics of the School at all times.

Academic Supervisor

1. Improve student achievement by providing mentoring, coaching, support, and professional development to teachers on a daily basis.
2. Observe teachers' lessons.
3. Gather, compile, and analyze student performance data, organize and disseminate information regarding upcoming formative and summative assessments in assistance of Dean of Academics.
4. Regularly check for lesson plan alignment and type/timeliness. Identify, track services given to and progress of at-risk students.

Business Manager

1. Budget: a) prepares operating budget draft for submission to the School Director; b) keeps financial records and prepares annual financial report, maintains checking accounts and invoice; c) maintains daily oversight and maintenance of all School accounts; d) prepares monthly reports that include accounts payable reconciliation, accounts receivable

reconciliation, cash flow report, and balance sheet audits; e) responsible for subsidiary ledgers: cash disbursements, cash receipts, accounts payable, month-end payroll summary, accounts receivable summary, and journal entries for adjustments to the general ledger; f) maintains current and capital fund general ledgers, trial balances, financial report, and balance sheets.

2. Procurement: a) supports programs and services to be produced in a cost effective manner while maintaining quality; manages fiscal activities of the School (e.g. annual budget, financial reporting, monitoring and implementation; b) requisitions and allocates supplies, equipment, and instructional materials; and c) coordinates service operations, such as printing, duplicating, mail and messenger service, bindery, and machine computing and tabulating; d) plans and directs building maintenance and negotiates with industry representatives on costs and materials for building construction .
3. Payroll: ensures the timely filing and payment of all employee salaries.
4. Other: a) recruits, supervises, and oversees training of clerical staff; b) formulates and administers policies and procedures for development and management of physical plant, including custodial care, sanitation, and fire and police protection; c) assumes other duties as directed by the School Director; and d) embodies the core values and ethics of the School at all times.

The school leadership team as listed above follows the steps listed below:

- At the beginning of each academic year, the director, dean of academics and academic supervisor formally meet with each subject teacher to review past year and to set school-wide and specific subject-related goals for the current year.
- After every benchmark and Practice tests, the same team formally holds test data meetings with the same teachers to assess the progress on the target goals in order to ensure that all parties involved are working towards meeting school-wide goals.
 - These meetings also allow for identification and review of at-risk students through the analysis of data.
 - The leadership team and teachers collaborate on creating various support mechanisms such as mandatory after-school tutoring, Saturday School, Winter and Spring Academies.

The various measures described above provide transparent accountability for meeting school-wide goals.

☐ Describe how school leadership monitors the effectiveness of the school’s academic program and operations.

In addition to the various accountability measures mentioned on the first part of section 2.e. the leadership has a clear monitoring system in place:

- There are grade chairs assigned to each grade level. Grade chairs meet with teachers from each grade level biweekly to discuss students’ academic and behavioral progress and report to the school leadership team. Grade chairs meet with school leaders biweekly to gather

information from the grade level meetings and make decisions based on student needs. Administrators meet weekly to determine and discuss weekly and monthly agenda. All staff meetings are also held monthly or as need arises.

- Director and Dean of Academics formally evaluates teachers at least two times a year (pre-observation, observation, post-observation)
- Director and Academic Supervisor conduct announced and unannounced classroom observations and provide feedback and coaching as needed. See Appendix O.

Based on the classroom observations and testing data meetings, teachers that do not meet expectations are offered individualized, small group, or whole group PD to improve in identified areas.

❑ Describe how day-to-day operations are managed and the efforts the school has undertaken to ensure that the allocation of staff talent, time, and funding is supportive of the school's mission and key design elements.

Each morning when students arrive at school, our staff is assigned various morning duties to maintain safety and create a welcoming and positive climate. Staff, who will be absent for the day, notifies our secretary by 6:00 am and proper arrangements are made to find substitute staff.

The school has a zero tolerance policy for personal electronics in the building. As the students enter the building, their electronics are collected and placed in designated bins to be returned at the end of the day. There are also two metal detectors that help to maintain the safety and security of the school. Before classes start students report to the cafeteria to have breakfast. After breakfast students go to their lockers, and then report to their first period classes. Teachers welcome and greet their students at the doors and also monitor the hallways. Students who are late to school are scanned by an SSS and report to the main office to sign-in. Secretaries call to notify the parents' of students who are tardy or absent and keep a log. School leaders are visible in the hallways monitoring the clearance of the hallways. School leaders do a quick walk through to make sure students are in proper uniforms. Students are not permitted back into the hallway for the first and last fifteen minutes of the 45-minute class period (this hall-clearing policy is followed for each of the eight periods throughout the day). RACS' policy assigns unexcused tardy students an after-school detention. This practice dramatically eliminated tardiness to class and increased classroom instruction.

There are school support specialists (SSS) assigned for each hallway to maintain the safety in the hallways and to diffuse minor infractions that may take place in the classrooms. Students must present their agendas signed by their teachers to the SSSs.

Students with special needs report to resource room to receive services and ELL students report to ESOL room to receive mandated support from the ESOL teacher.

The Deans and assigned staff on duty monitor and maintain the orderliness of the lunch in the cafeteria.

The Director, Dean of Academics and Academic Supervisor closely monitor the implementation of the lesson plans by conducting regular walk-throughs in the classrooms and provide feedback after the observations.

At the end of the day, students who are assigned detention report to the detention room 5 minutes before dismissal in order to prevent students from skipping detention. The rest of the students either report to tutoring or extracurricular activities that they may be involved in or are dismissed. The Deans, SSSs and assigned staff monitor student behavior in the hallways and outside of the building during dismissal time. Seniors are required to report to the counselor's office to monitor their progress on graduation and college applications. As it has been emphasized, our primary goal is to prepare our students for college and beyond. In order to monitor effectiveness of the school's academic programs, meetings are held after dismissal on designated days. On Mondays, administrators meeting, on Tuesdays biweekly grade chair and grade level meetings, on Thursdays department meetings, once a month on Thursdays whole staff meetings are held.

- Describe how school leaders communicate with all members of the school community, including parents/families, students, and other stakeholders. The response should summarize the ways in which the school leadership solicits feedback as well as the ways in which the school leadership shares out important information regarding individual and school-wide performance, as well as information about school initiatives and programs.**

The various meetings described in the above section summarize the regular communication that takes place between the school leader and staff. The school leader also implements open door policy to maintain continuous and transparent communication with everyone.

The school leaders also foster family partnership in many ways. School leaders maintain communication with parents through regular phone calls home, letters, emails, parent/teachers nights, parent breakfasts with the principal, grade level meetings and support team meetings. Parents are informed about their children's progress via student information system (SIS). They have up-to-date access to SIS to monitor their academic and behavioral progress.

The school leader meets with BOT monthly and our BOT meetings are publicly announced and students, staff and families are welcomed. Additionally, school leaders are visible and available to meet with the students.

Based on the analysis student, staff and parent surveys, proper measures are put in place to improve communication among all stakeholders.

2.F. Solvency and Stability

Standard: The school has operated pursuant to a long-range financial plan and aligns budgeting practices with the school mission and key school design components. Annual budgets are sustained by enrollment, and the school has positive net assets and adequate cash flow to ensure solvency and promote student achievement and growth. Critical financial needs of the school are not dependent on variable income (grants, donations, and fundraising).

- Describe how the school develops budgets that are realistic and support student academic achievement. Indicate how the school goes about setting budgetary priorities and making decisions.**

The Director develops the school budget in conjunction with the Business Manager; Budget assumptions are based on the school's history, specifications and expectations. The BOT approves the annual budget of the charter school by June 1 of the immediately preceding fiscal year. The BOT also approves any amendments proposed during the year. The BOT compare year to date revenues and expenditures to the budget and review significant variations on a monthly basis. The budget has been prepared consistent with the average capacity of the last three years' students' FTEs. We develop a budget that supports academic achievement by allocating funds for more instructional staff, instructional supplies, more instructional equipment, additional tutoring, summer school, AIS classes, enrichment program, club activities, and athletics.

- ❑ **Describe the school's financial history, including the history of net assets, adequate cash flow to sustain operations, support for the academic program, and consistent operation within budget. If there have been financial challenges at the school, please described how they were resolved.**

The unrestricted net assets from the audited financial statements of 2009, 2010 and 2011 were \$212,206, \$365,462 and \$851,003 respectively (See graph 12). The current liabilities from the audited financial statements of 2009, 2010 and 2011 were \$146,181, \$148,548 and \$232,943 respectively. The net cash flow provided by operating activities from the audited financial statements of 2009, 2010 and 2011 were \$322,973, \$83,937 and \$731,451 respectively. We generated excess of cash at the end of 2010 fiscal year although there was a pupil aid freeze for 09-10 school year. As our cash flow statements show, we have generated enough cash throughout the years which eliminated any liquidity issues.

- ❑ **Describe how the school develops a budget that can be sustained by its enrollment. If the school also relies on additional resources, indicate how those resources are secured.**

The budget has been prepared consistent with the average of the last three years' students' FTEs. To be conservative with the revenues that come from public school district, the average student FTEs has been calculated based on 82-85 percent of our maximum capacity. The projections in the budget are kept low which would place revenue estimates on the conservative side. The enrollment has been based on the students' average full time equivalency in a regular school year. We also rely on Title Grants' funding as additional funding. We make sure that we submit our Title Grant applications as well as other documentation on time. We also make sure that all of the expenditures funded by title grants are allowable expenses by the grant guidelines. We check our grant status online periodically to see if there is any amendment needed to our grant application.

2.G. Internal Controls

Standard: The school has maintained appropriate internal controls and procedures. Transactions have been accurately recorded and appropriately documented in accordance with management's direction, laws, regulations, grants, and contracts. Assets have been

safeguarded. The school's annual independent audit is devoid of material or repeated findings that may put the school in fiscal jeopardy.

☐ Describe how the school implements an effective system of internal controls over revenues, expenses, and fixed assets.

When accepting the students, we also ask their school district residence. After receiving the information, admissions officer checks with the school district if the student is registered to that district or not. Before we send an invoice to a district for tuition, we find the students' FTEs through NYSED website and submit an invoice accordingly. All the checks received logged in a book by the administrative assistant and handed in to the business office. All the deposits are approved by the Director before they are deposited to the bank. Grant expenses are checked periodically and amended if necessary by getting approval from the BOT or the Director. All of the purchases have to be pre-approved by the Business Manager and Director before the order is placed, in order to make sure that the requested expense is within the budget.

There is a two-signature requirement for any expense that exceeds \$5,000, which may be the Director as well as any member of BOT, who is authorized to sign checks. Any expense or contract that exceeds \$5,000 has to be presented to the BOT along with three cost estimates and need to be approved by the BOT. The bank statements have been opened by the Director, and monthly reconciliations for all accounts also have been done by the Director. Payroll is processed by the Business Manager; however it is approved by the Director before it is submitted for processing. Paychecks are delivered to the school secretary and all the paychecks are distributed by the school secretary. Opening/closing a bank account is approved by the BOT's approval. The Director, President of BOT and some of the members of BOT are authorized to sign checks; Business Manager does not have authority to sign checks.

RACS records fixed asset account values at cost or fair market value at the time of acquisition. RACS has a depreciation policy that is in conformity with GAAP and requires the documentation be maintained. An annual physical inspection is performed to determine that all assets are present, in usable condition, located in the assigned area, and accurately recorded on the fixed asset records. The Business Manager is assigned with the responsibility for maintaining the inventory system. All assets are marked or tagged with ownership identification decals. The inventory roster includes all of the information necessary to maintain complete and accurate records including a sufficient description (make, model, and serial number); the class of property (machinery, equipment, etc.); the year of purchase; accumulated depreciation and current year depreciation computations; and the source of financing or acquisition (general funds, federal funds, gift, etc.). School property, equipment, and inventory are secured in a safe location. Procedures are in place to ensure that changes in assets, such as location, disposition, etc., are reflected in the inventory system. The RACS has a policy for the use of school-owned assets, such as computers, that limit the use to conducting official school business only. Treasurer is provided a cash flow projection for the school year, and Treasurer transfers the funds to the appropriate accounts according to the projection. Business Manager itemizes the expenses in the projection, which enables the BOT to see what the school expenses are throughout the year.

There has not been any finding or significant deficiency found in the internal controls of the school during the course of the audits. See Appendix P for the annual financial audit.

- Provide evidence that the school has received annual independent audits that are free of material or repeated findings throughout the charter term. If deficiencies or audit findings have been noted, indicate how they were corrected in a timely manner.**

The RACS has no material findings or significant deficiencies reported in any of the financial audits. Please see Appendix P for the annual financial audit reports from 2009, 2010 and 2011 fiscal years.

2.H. Financial Oversight

Standard: The board is accountable for long-term financial oversight and solvency through appropriate planning processes.

- Describe how the board is structured and operates to conduct due diligence in its role as fiscal stewards of the school.**

The BOT of RACS consists of 5 members. The Treasurer is responsible for financial matters of RACS. The Treasurer is a member of the financial audit committee and oversees the business office at RACS. The school Director and Business Manager report to the Treasurer first for matters related to BOT's concern in the committee. Any matters, which need BOT approval, go to the meeting afterwards. The Treasurer also receives a cash flow projection for all of the expenses from various accounts and the Treasurer transfers the funds according to the projection. The Treasurer, the Board President and the Director have online access to the bank accounts, which enable them review the bank statements any time they wish. Any long term contracts and purchases over five-thousand dollars are approved by the BOT. RACS has a policy regarding the checks signing. If the amount of the check is over \$5,000, it has to be signed by two board members or a board member and the Director.

The Business Manager attends all BOT meetings to present fiscal information. All annual budgets and interim modifications are approved by the BOT.

At every BOT meeting, the BOT reviews the financial report submitted by the Business Manager. The BOT makes sure that they are complete and seem reasonable based on the committee's understanding of the school's financial health.

BOT reviews and compares budget to actual revenues and expense on a regular basis follow up on inquiries that may result on budgetary actions.

BOT monitors matters that could affect the school's financial status or reports.

After completing the audit, RACS requires the external auditor to provide a draft independent audit report to the financial audit committee and also to provide final copies of the audit to BOT. BOT will prepare a corrective action plan in response to any finding in an independent audit or RACS Management letter. The plan will be prepared within 90 days of receipt of the audit report or letter and filed with the Department. To the extent practicable, the BOT must begin implementation of the corrective action plan as soon as possible and prior to the end of the next fiscal year.

- Describe how the board demonstrates long-term fiscal oversight through appropriate planning processes.**

The BOT of RACS understands the importance of the fiscal oversight this is why BOT implemented Board Budgetary Procedure and Investment policies in place. The BOT has a procedure in place for budget preparations. The Director and the School Business Manager will submit the draft budget recommendations to the Board in March, and final budget must be approved in June Board meeting. The proposed expenditures and anticipated revenues in the budget will be supported by sufficient explanatory information to enable the Board to determine their validity. BOT also adopted an investment policy to determine how the school's funds are to be invested. The policy enables BOT exercise ordinary care and prudence under the facts and circumstances at the time of any investment decision.

2.I. Financial Reporting

Standard: The school has complied with state and federal financial reporting requirements. The school has provided the State Education Department with required financial reports on time, and such reports have been complete and have followed generally accepted accounting principles.

- Provide evidence that the school has met all financial reporting requirements. If reports have been incomplete and/or late, please describe any measures that have been established to assure that all reporting moving forward will be timely and complete.**

The school has been filing form 990s with the IRS on timely basis and complies with IRS regulations since the beginning of its charter term. The audited financial statements have been submitted to the NYSED by the deadline throughout the years. As it is stated in the report of financial audit, the audit for Rochester Academy Charter School was conducted in accordance with auditing standards generally accepted in the USA and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. The annual charter school reports have been submitted to the NYSED by the deadline. All of the grant expenditure forms have been submitted to NYSED by the deadlines. To our best knowledge there is no late or incomplete report that is currently pending.

2.J. Facilities

Standard: The school provides facilities and physical conditions that allow students to maximize their learning potential.

- Describe the school's facility and how the facility meets applicable state and federal requirements, is suited to the school's programs, and is sufficient to serve diverse student needs.**

We currently have two locations for the school. The first location is at 841 Genesee St. Rochester, NY 14611, the grade span for this location will be 7 through 8 starting from 2012-13

school year. The second location is at 901 Portland Ave. Rochester NY, 14621, the grade span for this building will be 9 through 12. Both of the buildings were used as a school building for parochial schools before we moved in.

We have 15 classrooms, 1 cafeteria, 1 gym, 7 offices, 1 library, and 1 staff lounge at Genesee St. location. We have 15 classrooms, 4 offices, 1 cafeteria, and 1 staff lounge at Portland Ave. location.

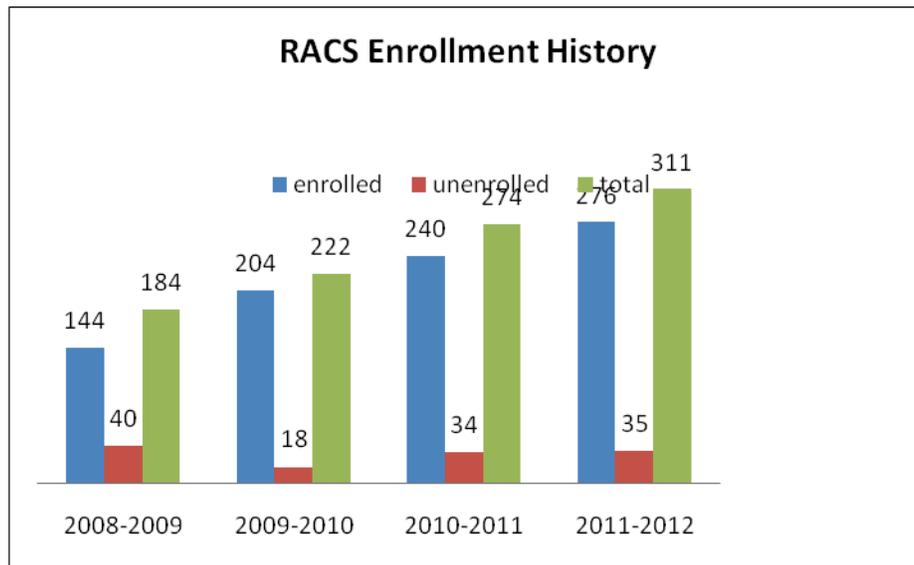
☐ Submit Appendices I through N (Facility-related Certificates and Inspections).

See Appendices I through N.

2.K. Parent/Family and Student Satisfaction

Standard: The school demonstrates that parents/families and students are engaged in the school community and are satisfied with the school’s academic and organizational practices.

☐ Provide a history of the school’s enrollment during the term of its charter, as well as a comprehensive assessment of demand and persistence patterns. Provide data on a year-to-year basis of the number of students who stayed in the school and those who left over the life of the charter term.



Graph-15

RACS Student Retention Rate:

- 2008-2009: 78%
- 2009-2010: 91%
- 2010-2011: 88%
- 2011-2012: 88%

❑ Describe the ways in which the school involves families as partners in the education of their children.

RACS maximizes our school and family partnership in many ways. RACS maintains high academic standards in parent contact through regular phone calls home, letters, emails, parent/teachers nights, parent breakfasts with the principal, grade level meetings and support team meetings. The grade level and support team meetings provide an opportunity for the teachers and the families to discuss educational plans for individual student success. RACS also invites parents on field trips and has an open door policy for parents to shadow their children during the school day.

RACS has established an active Parent Teacher Organization (PTO). The PTO meets monthly and collaborates with teachers and administrators to support various school initiatives and events. The various school initiatives and events include traditions such as; the Annual Pancake Breakfast, International Day, Holiday Celebrations, Quarterly Student Recognition Celebrations and Commencement Ceremony. The attendance to these events has grown significantly each year, which has helped to establish positive communication between families and the school community.

RACS principal hosts breakfast with families every Friday, where parents and staff communicate school initiatives and goals. These breakfasts also provide an opportunity for parents to provide suggestions and feedback about their children's educational program. The breakfasts have been successful among the parents as evidenced by their attendance.

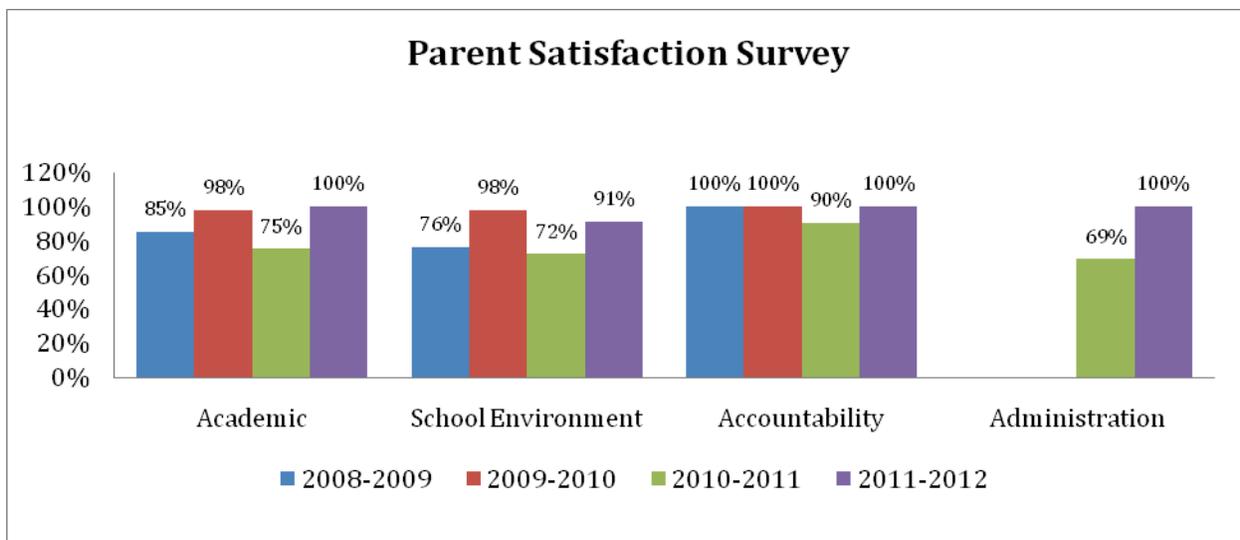
RACS also conducts home visits to foster positive relationship with families and increase the communication bond between school and home. RACS offers to meet parents at their local job sites when they are not available during the day to come into school.

RACS maintains a state-of-the-art database system where parents can get updated information pertaining to their children concerning: grades, homework, missing assignments, daily merit/demerit points, upcoming events, past events and all test data (including test question and their student's answer). This allows parents to have 24-hour up-to-date access of their children's academic progress. RACS also has created an application for this database so parents can access the information from their mobile devices.

❑ Describe how the school demonstrates that parents and/or families are satisfied with the school's program. Summarize the results of any parent or family surveys conducted during the current charter term. Include the number of parents and/or families who participated, as well as the response rate (taking into account families who have multiple students enrolled at the school).

Parent/Student Satisfaction Survey Results

As evidenced by the annual parent survey results in graph-16, parents are generally satisfied with academics, school environment, accountability and administration. Eighty-five parents participated in the survey.



Graph-16

- Summarize any formal grievances filed by families with the board and/or Charter School Office over the term of the charter. Do not include identifying information.

No formal grievances have been filed by families.

3. Is the school faithful to the terms of its charter and has it adhered to applicable laws and regulations?

3.A. Charter-Specific Performance Goals

Standard: Throughout the charter term, the school has met or come close to meeting the charter-specific goals laid out in its performance goals and charter contract.

- List each objective and measure contained in the school’s current performance goals relating to the school’s unique mission and vision and design elements as described in the charter. For each listed measure, state whether the school has met, is making progress toward meeting, or has not met the measure. Provide data or other evidence supporting the statement. If desired, the data or other evidence may be provided in Appendix B (Performance Evidence Goals) as a clearly labeled attachment.

See pages 1-6 for academic performance goals and Appendix B for non-academic performance goals.

3.B. Mission and Key Design Elements

Standard: The school is faithful to its mission, vision and educational philosophy, and has implemented the key design elements included in its charter.

- ❑ **Provide the mission statement of the school. Describe and provide evidence of how the school is faithful to the mission, vision, and educational philosophy defined in the charter application and subsequent approved amendment(s), if applicable.**

Our Mission:

The mission of RACS is to provide students in grades seven through twelve with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide students with the skills necessary to be successful academically, socially, and emotionally.

The school’s mission is a living statement for all RACS staff and administrators. It has been revisited often in order to ensure our focus on the school’s mission. All instructional plans and activities, professional development and extracurricular activities are aligned with the school’s mission. One of the main criteria of teacher observation is creating meaningful, challenging and rigorous learning activities. Having three observers ensures that lessons align with the New York State Standards, and that classroom management is conducted in such a way that learning is a primary function of each class. To create consistency between classes, 10 observation criteria were used during the observations and this provided a foundation for which administrators could provide teachers with individualized feedback, professional development, coaching, or mentoring for the specific areas of need. See Appendix O, RACS Best Practices Checklist for specific details.

Teachers use technology such as SMART Boards and clickers to prepare meaningful and differentiated lesson plans in order to improve students’ academic skills. Teacher observation reports clearly prove that there has been improvement in rigorous instruction. The discipline management system includes: school-wide expectations, positive behavior and intervention support system, merit based point system and the practice of progressive discipline. We have a clearly communicated referral process where students are identified through grade level meetings and are referred to the appropriate staff. Our school wide expectations include our school’s acronym RACS that stand for Responsibility, Accountability, Communication, and Success. Discipline is taught as an educational tool to help students learn to improve their skills at staying focused, well-rounded students that actively choose to participate in the educational process. Our merit based discipline system rewards students daily, weekly, quarterly, and yearly whose behavior exemplifies success in student achievement. Our discipline point system also holds students accountable for their behaviors that deter themselves or others from becoming college and career ready. Data is reviewed and decisions are made by the grade level teams to ensure continuous quality improvement.

- ❑ **Describe key design elements of the school. Indicate whether they have been fully implemented, partially implemented, or not implemented.**

Table-10: Implementation of Key Design Elements		
Key Design Elements	Measures	Implementation
Provide students with the skills and experiences necessary that will help them master the NYS Core Curriculum Content Standards	Annual plans, Lesson plans, internal and state assessments	Fully Implemented

Provide a strong focus on Math and Science and use national competitions and Science fairs to motivate students	Extended hours of instruction in Math and Science, annual Science fair, regional Science Olympiad, MATHCOUNTS, regional Math competitions, computer and technology contest	Fully Implemented
Build a strong supervisory and monitoring system that will provide individualized attention to each student	Grade level and student support meetings, merit-based point system, Life Class	Fully Implemented
Provide broad tutoring services that will help students address learning needs and/or issues with specific content	Push-in tutors, targeted small group literacy instruction, after-school tutoring , Saturday tutoring, Tutoring during school breaks, Summer Enrichment Program	Fully Implemented
Build strong parent/student/school relationships	Parent teacher conferences, parent breakfasts, home visits, parent surveys, robo-calls, letters, grade level meetings, support team meetings, translator provided for ELL families, community center visits, PTO meetings, parent involvement in Charter School Advocacy Day	Fully Implemented
Require enhanced professional development for staff members	Summer Teacher Institute, Two full-day Professional Developments during the year, weekly best-practice staff meetings, individualized PD based on classroom visits, internal PD as needed, external PD as needed.	Fully Implemented
Build partnerships with community organizations and other educational institutions	RCSD and charter schools collaboration through compact meetings, Genesee Corridor Business Association meetings, fundraisers for community organizations, meetings with community leaders and elected officials, collaboration with local colleges and universities.	Fully Implemented

3.C. Admissions and Enrollment

Standard: The school has implemented the student enrollment strategy and admissions policy laid out in its charter and required by statute and regulations.

- Summarize student recruitment efforts and evaluate the extent to which the school has maintained adequate levels of enrollment per the terms of its charter, statute and regulations.**

RACS gives students an equal opportunity to attend, is open and accessible to all students, and admits students on the basis of a lottery if more students apply for admission than can be accommodated.

RACS has implemented multi-channel marketing approach for student recruitment during the terms of its charter.

- Visit feeder schools and meet with guidance counselors
- Conduct family events
- Attend community events
- Advertise in local publications that focus on our target population
- Mail flyers and brochures
- Meet local advocates and politicians
- Provide school tour opportunities
- Advertisement via social media
- Use lawn-signs in multiple languages

In its first year, RACS showed similar efforts to recruit students to reach targeted enrollment. However, full enrollment was not accomplished due to its infancy stage and this created a gap that affected its enrollment targets for the following three years. The largest gaps are in the senior and junior grade levels, which will be completely closed by the end of 2012-13 school year.

Year	2009		2010		2011	
School	RACS	RCSD	RACS	RCSD	RACS	RCSD
FRPL	78	82	92	85	75	84
ELL	5	10	5	10	8	11
SWD	4	16	5	17	9	17

As seen in the table above, the rate of FRPL is relatively close to RCSD’s average. RACS’ ELL and SWD population is growing over the years. In order to reach ELL student population, flyers and lawn-signs were prepared in Spanish. Another strategy has been to approach community and faith-based organizations and recent immigrant support services. We hired bilingual teachers and aids to better serve our ELL students and offered extended hours of instruction.

3.D. Legal Compliance

Standard: The school has complied with applicable laws, rules, and regulations and the provisions of its charter.

- Summarize the school’s record of legal compliance with the terms of its charter and applicable state and federal laws, rules and regulations, including:
 - Teacher certification requirements (including NCLB highly qualified status) and background check requirements;

Table-12: Teacher Certification			
Year	Number of non certified Teachers	Total number of Teachers	Ratio of non-certified to certified Teachers
2008-09	4	17	24%
2009-10	3	21	14%
2010-11	2	22	9%
2011-12	3	27	11%

All of the new employees receive a package, which consists of various forms to fill out in order to start employment with Rochester Academy Charter School. This package includes OSPRA 101/102 whichever applies to the potential employee. If potential employee fills out an OSPRA 102, we request the fingerprint clearance from TEACHONLINE. If potential employee fills out an OSPRA 101, we give them fingerprint cards and the instructions explaining how to get fingerprinted. We make sure that we keep the roster of employees up to date on TEACHONLINE. See Appendix Q for the staff roster.

○ **Freedom of Information Law; and**

There has been no FOIL request from Rochester Academy Charter School since the beginning of the charter term. We will make sure that we are in full compliance if such a request exists.

○ **Open Meetings Law.**

We post the time and date of the BOT meetings on our Website. We are in full compliance with Articles Six and Seven of the Public Officers Law. See Appendix R for BOT meeting public notice.

□ **Discuss systems that have been designed and established to ensure that legal requirements are met. If the school has an active and ongoing relationship with legal counsel to review relevant policies, documents, transactions or incidents, please describe that relationship.**

We worked with Damon & Morey located in Buffalo as our legal counsel. They had knowledge and expertise with the charter school operations in NY State. Our latest transactions with Damon & Morey included Employee Handbook, Personnel Issues, Student Expulsion, Special Education, Current Lease Agreements. Numerous policies have also been communicated with Damon & Morey for review before adoption. We made sure that we had received legal advice from Damon & Morey before we adopted any policies or procedures.

Starting from June 2012, BOT decided to work with Hiscock and Barkeley, which was recommended by Syracuse Academy Charter School for future legal counseling needs. We already received legal counsel from them regarding an employment issue. All of the current policies and our employee handbook were also sent for review.

4. Should the school's charter be renewed, what are its plans for the term of the future charter?

4.A. Key Structural Elements of the Charter

Standard: Key structural elements of the school, as defined in the Renewal Charter

Application Exhibits, are reasonable, feasible, and achievable.

Include the following as Exhibits to the Renewal Charter Application:

- Mission Statement (Exhibit 1): See Exhibit 1
- Projected Enrollment (Exhibit 2): See Exhibit 2
- School Calendar (Exhibit 3): See Exhibit 3
- School Schedule (Exhibit 4): See Exhibit 4
- Key Design Elements (Exhibit 5): See Exhibit 5

4.B. Academic Program

Standard: The school has clearly specified plans for successfully implementing changes to its academic program in the next charter term, and these changes indicate that the school will be able to operate in an educationally sound manner.

- As noted above, if the school is requesting changes to its maximum enrollment, grades served, curriculum model and/or school design changes that are inconsistent with those approved in the current charter, please respond to the Evaluation Criteria listed on pages 6 and 7 of NYSED's Charter School Revisions Technical Advisory.**

The following criteria define the basis on which the revision request will be evaluated:

Section A: Statement of Need

RACS would move from a 7 – 12 to a K – 12 educational institution, adding grades K & 6 in 2013-14, grades 1 & 5 in 2014-15 and grades 2, 3 & 4 in 2015-16.

1. How will this revision enhance or expand the educational opportunities currently available to the targeted student population?

At the beginning of 2011 – 12 school year, all 7th grade students' reading levels were measured by the TerraNova test. The tests revealed that 49% of 7th graders enrolled at RACS were reading at or below the 5th grade and 15% were reading at or below the 3rd grade.

Research has clearly stated that students with reading difficulties can make significant progress when they are provided with systematic and small group explicit instruction, early intensive reading interventions and additional instructional time in elementary years of school. Thus, the earlier we identify reading difficulties in our student population, the sooner we can provide the aforementioned supports and the more likely these students are to meet or exceed state proficiency standards.

At the current time, we are focused on closing the achievement gap in the middle and high school grades, and we have had moderate success as evidence by increased Level 2 and 3 students on middle school ELA and Math benchmark tests, Practice tests, and preliminary scores on state tests. However, if we could identify “at-risk” students earlier in a K-6 program, and provide these students with targeted small group explicit instruction, intensive reading interventions, and additional instructional time, we may be able to eliminate the middle – high school achievement gap altogether by closing the achievement gap in the earlier grades.

2. How has the need for the revision request been determined?

The need has been identified via the TerraNova test, Development Reading Assessment 2 (DRA2), benchmark tests, Practice tests, state tests, and teacher surveys. Multiple measures have been used to identify student readability levels as a major concern within our student population, as nearly 50% of our students enter RACS reading significantly below grade level. Though we have been able implement an instructional program that has had reasonable success in closing the achievement gap, we have not been able to implement this program prior to the start of the 7th grade where students are already considerably behind.

Section B: Educational Philosophy and Evidence of Academic Program Success

1. How does the educational program meet the diverse needs of individual students?

For information on how the educational program meets the diverse needs of struggling students, students with special needs, English language learners, and students in social or emotional crisis, see pages 18 – 21.

2. What evidence shows that the school's instructional approach has led to improved student performance?

In order to improve student skills and increase overall academic achievement, RACS’ middle school students have received an increased number of weekly classroom instructional hours in ELA and Math. Moreover, in high school students have received additional enrichment/ complimentary coursework in all core courses. Every student completing middle school years at RACS has taken more than 450 hours of Math and English courses annually, which is more than the minimum required by traditional public schools. Additionally, to close the achievement gap, all students identified as “at-risk” (as identified by Benchmark and Practice test scores) of meeting proficiency requirements in middle school ELA, Math, and Science, as well as Regents level courses in the high school, are required to attend mandatory tutoring after school and on Saturdays. By building additional instructional time in ELA and Math into students’ daily schedules and making after school tutoring mandatory for “at-risk” students, internal assessment data has demonstrated that we are successfully closing the achievement gap. For specific data on closing the achievement gap for 7-8 ELA and Math, see graph-7 on page 9.

Section C: Curriculum (if also proposing to expand grades served)

1. What is the curriculum that will be used and how does it provide clear content and skills that are ambitious yet realistic for each grade or performance level?

This is the ideal time to create and implement a K-6 curriculum as New York State has adopted the Common Core Standards. In preparation for implementing the K-6 curriculum, departmental and grade level teams would collaborate with the Academic Supervisor and follow three distinct steps. For example, if including grade six for the 2013-14 school year, first the Academic Supervisor would provide professional development at the end of the 2012 – 13 academic year to prospective (current teachers moving down to 6th grade and/or new hires) grade six teachers on how to unpack the state standards. Then, the teachers would work in teams to accurately unpack the standards and determine the background knowledge and skills that the students would need to master each performance indicator. Finally, after unpacking the standards and identifying potential gaps in student knowledge and/or skill sets, the teams would determine the appropriate content to use for the 6th grade curriculum and create annual plans aligned to the Common Core. The Dean of Academics and the Academic Supervisor would then review the annual plans and provide feedback prior to a final check, as is the current system.

The curriculum and student mastery of the Common Core Standards would be evaluated throughout the year via benchmark and Practice tests, teacher reflections, grade level meetings, department team meetings, and informal and formal observations from the Director, Dean of Academics and Academic Supervisor. Modifications would be made as needed throughout the year and at the end of each year to further support student achievement, as is the current system. See Appendix T for K-6 Curriculum.

2. Is the curriculum described in the amendment request aligned with the New York State Learning Standards?

The curriculum described in the amendment request would be aligned with the Common Core New York State Learning Standards.

3. How is the school's existing curriculum based on rigorous academic standards, in terms of content and implementation?

For information on how the school's existing curriculum is based on rigorous academic standards in terms of content and implementation see pages 7-15.

4. Who will be in charge of implementing this request if granted?

The Director, Dean of Academics, and Academic Supervisor will collaborate with teachers in implementing the request.

Section D: School Characteristics

1. How is the revision request consistent with the school's mission and education program?

The mission of RACS is to provide students in grades seven through twelve with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide students with the skills necessary to be successful academically, socially, and emotionally. The revision request in growing from 7 – 12 to K – 12 is consistent with the school’s mission because an elementary educational program in grades K - 6 would significantly increase student mastery of the skills necessary to be successful academically, socially, and emotionally and therefore graduate RACS college and career ready. With a K-6 elementary program, the majority of students would no longer enroll in our school with significant learning gaps in 7th grade, but would start much earlier, thus creating higher achievement outcomes in the later grades. Moreover, by identifying “at-risk” students earlier in a K-6 program, and providing these students with targeted small group explicit instruction, intensive reading interventions, and additional instructional time, we may be able to eliminate the middle – high school achievement gap altogether by closing the achievement gap in the earlier grades. This will further support RACS’ educational program by increasing 7-8 grade ELA and Math proficiency levels as well as high school graduation rates. The data has proven that RACS current educational program is effectively closing the achievement gap, but to completely close the gap, RACS’ educational program needs to start in earlier grades.

2. How will the school's culture and norms be maintained?

RACS’ culture and norms will be maintained through the systems that RACS has already established and modification/ adaptation of these systems when necessary. The systems, as they have been determined to be successful thus far as evidenced by increases in student achievement data, would be replicated in the K-6 grades. The current systems are explained in detail throughout the renewal document and specific components can be located in the following sections:

- 1.a. Academic Performance Goals – pages 1-7
- 1.b. Curriculum – pages 7 - 9
- 1.c. Instruction – pages 9 - 14
- 1.d. Assessment and Instructional Decision-making – pages 15 - 18
- 1.e. At-Risk Students and Students with Special Needs – pages 18 - 21
- 1.f. Climate, Culture, and Safety – pages 22 - 24
- 1.g. Professional Development – pages 24- 26

Section E: Enrollment and Recruitment

1. Can the school demonstrate that there is sufficient demand for existing seats at the school? How?

GRADE	Anticipated Enrolment for 2012-13
7	67
8	75
9	75
10	54
11	49
12	40

As the table above shows, RACS will fully reach to its existing capacity in 2012-13, based on the applications received.

2. What will be the fiscal impact on the host district?

The calculations above assume that there will be an annual increase of 5% in the charter school basic tuition rate in year one (2013-14) and no annual increase for two years (2014-15 and 2015-16) , 5% average annual increase in the 2016-17 school year and no annual increase in 2017-18 school year.

Year	Number of students enrolled charter school per year	Charter School Basic tuition rate	Total charter School basic tuition	Estimated District Special Education Payment	District General budget	Percent of district budget
2013-14	135	\$12,695	\$1,713,825	-	\$719,828,687	0.24%
2014-15	235	\$12,695	\$2,983,325	-	\$734,225,260	0.41%
2015-16	375	\$12,695	\$4,760,625	-	\$748,909,765	0.64%
2016-17	400	\$13,330	\$5,332,000	-	\$763,887,961	0.70%
2017-18	420	\$13,330	\$5,598,600	-	\$779,165,720	0.72%

After reviewing the RCSD’ budgets from 2010-11 to 2012-13, there has been 2% increase from the prior year. As a result we projected that there will be 2% increase in the RCSD’s budget for the following years.

It should be noted that, given the nature of district-based per-pupil funding, the estimates made by the Department in conducting this analysis are subject to unpredictable financial fluctuations. For forecasting purposes, the fiscal impact of this charter school on the district in which it will be located assumes that:

There will be no fluctuations in the grade levels served by existing charter schools over the course of the school's charter term; the charter school will be able to meet its projected maximum enrollment; all students will come from RCSD; and, all students will attend every day for a 1.0 FTE.

The specifics of the proposed school's enrollment composition are not yet available; however, the Department acknowledges that the programmatic and fiscal impact of the proposed charter school on other public and private schools in the same area will also be influenced by the proportion of charter school enrollees that would have attended a same-district public or private school had it not been for the presence of this charter school.

Section F: Capacity

1. How will the school's staff and governing board implement the request effectively and evaluate its success?

RACS administration created a hiring committee to select effective and highly qualified teachers. The committee implements a comprehensive interview process, and then candidates are asked to teach a sample lesson. The committee makes its final decision to select the best candidates and recommends the names to the BOT for approval. RACS provides a safe and supportive professional environment in which teachers play an important role in shared decision making.

RACS administrators use observation and evaluation reports to improve teacher effectiveness by identifying individual teacher needs and providing teachers with meaningful mentoring, coaching, training, and/or professional development. The un/announced observations from the Academic Supervisor and the Director are lasting from 10 minutes to an entire period, depending on the unique needs of the teacher and specific class. For those teachers, who are not meeting observation and evaluation criteria, ongoing support and feedback are offered to improve their effectiveness.

The immediate supervisor monitors non-teaching staff's performance and implements corrective action plan if needed.

At the end of each educational year, the staff and BOT will check if the school is meeting proficiency targets on state standards as measured by the New York State Testing Program (NYSTP) exams.

2. Has the school managed public funds effectively and responsibly?

RACS has always operated within its budget along with generating surplus at the end of the school year. We met our goal by operating within the budget and we were able to generate excess revenue to cope with any unforeseen future expenses. Additionally, we have accomplished to get finding free audits since the beginning of the charter term. See Appendix B.

3. Does the school's governance model utilize viable processes for policy development and a strong plan for ongoing Board self-evaluation and development?

RACS understands that policies give direction and goals for the school, while regulations give specific orders and procedures to be followed to move in that direction and to attain those goals. Unless otherwise specified by the by-laws of the BOT, it is the power and duty of the director to enforce all provisions of law, rules, and regulations relating to the management of the school and other educational, social, and recreational activities under the direction of BOT. It is important that board policies be both broad enough to allow administrators to exercise discretions in dealing with day-to-day problems, yet specific enough to provide clear guidance. It is equally important that regulations be written to implement, but not to modify, the board's policies.

The BOT uses self-evaluation rubric to assess its own effectiveness. BOT are continually informed about upcoming professional developments opportunities and conferences. BOT attended several training such as creating a strategic plan, media relations, NYCSA and National Charter School Conferences. BOT president received his NYS SBL and SDL degrees.

Section G: Facilities

1. What are the options for an adequate school facility that is accessible to and will accommodate all students?

Two current buildings were used as parochial schools in the past and both do not meet the ADA requirements. Two buildings have enough space to accommodate all students.

2. Is there evidence that the school has secured appropriate and adequate facilities for the proposed expansion for subsequent school years?

We are planning to have K through 6 grades in Genesee building and 7 through 12 grades in Portland building.

3. Will the change in enrollment alter the Building Utilization Plan (BUP) in cases where school is located in a NYC-DOE facility?

Not Applicable.

Section H: School Finances

1. What financial resources are necessary to implement the school's expansion?

The excess revenues over expenses throughout the charter term and per pupil aid monies will enable us to implement the school's expansion. See Appendix B.

2. What are the projected sources of revenue that are adequate to ensure the fiscal viability of the School?

Per pupil aid, federal and state grants are the projected resources of revenue. In 2013-14 school year, for additional 120 students, anticipated revenue from per pupil aid is \$1,523,400 and from the Title grants is about \$60,000. In every upcoming year two grade levels will be added and per pupil aid monies will increase accordingly. See table below.

Year	Number of Students	Per Pupil Aid	Pupil Aid Total	Title Grants	Total Revenue
2013-14	135	12,695	1,713,825	70,000	1,783,825
2014-15	235	12,695	2,983,325	130,000	3,113,325
2015-16	375	12,695	4,760,625	205,000	4,965,625
2016-17	400	13,330	5,332,000	220,000	5,552,000
2017-18	420	13,330	5,598,600	230,000	5,828,600

Section I: Action Plan for Implementation

1. What is the proposed strategy and timeline that will lead to a successful implementation of the proposed changes?

RACS would move from a 7 – 12 to a K – 12 educational institution, adding grades K & 6 in 2013-14, grades 1 & 5 in 2014-15 and grades 2, 3 & 4 in 2015-16. RACS will fully reach its cap in 2017-18. Based on the grades expanded, we will hire additional teachers, aids, administrative staff and security.

2. Provide information that defines an action plan that is specific and consistent with the proposal's objectives.

Teacher recruitment advertisements will run starting the first week of April until positions are filled. School Director, Dean of elementary school and Academic Supervisor will attend teaching recruitment events which are held in local colleges in April. Interviews will start with applicants in a rolling basis. Teachers will be hired before the Summer Teacher Institute, a 5-day long professional development program to ease their adjustment to school culture. Instructional materials, furniture, fixture and equipment will be purchased over the summer proceeding school year.

Section J: Compliance

1. How does the school identify, assess, and serve special student populations?

CSE referral forms are filled out prior to requesting testing for special education. Grade level teams compile this data (most of it is what has been done in the classroom), and then turn

them into Special Education Coordinator for direct submission. There is a referral application and a checklist of documentation that needs to be completed. The checklist needs years of data. We are collaborating with RCSD to gain access to this information from the cumulative files.

The initial process for identifying ELL students starts within the first two weeks of a student's enrollment and it includes the following four steps:

1. Administration of the Home Language Questionnaire (HLQ);
2. Conducting an informal interview in English and in the native language;
3. Administration of a formal English assessment;
4. Placement in an appropriate program;

The HLQ is administered to determine whether there is another language spoken at home and represents the first step in the identification process. The HLQ is completed by the parent or guardian of each new student at the time of the enrollment. If the responses on the HLQ indicate that a language other than English is spoken at home or that the student understands a language other than English, then an informal interview in the native language and English is conducted. If the informal interview indicates that the student is possibly LEP/ELL, then the assessment of the students' level of English language proficiency is conducted using the LAB-R. Based on the results of the LAB-R, students are identified either as ELL or English proficient (EP).

For services, see pages 19 to 22.

2. Does the school maintain an enrollment process that is open, fair, and in accordance with charter school statute?

The only form, that is required for application, is almost the same with the template prepared by CSO. Once a parent applies through our website or in person, the application is placed in the applicant lottery. For each school year there will be a designated date for the drawing of students to attend RACS. This year applications were due on April 2, 2012, and the lottery was held the same day. RACS pulls names from the applicant pool to fill all of the available spots in each grade level. The names of the applicants are on slips of paper that are placed in a bowl for the drawing by grade level. Siblings of students already admitted are exempted from the lottery process. In cases when one of the siblings' names is pulled, the others are automatically accepted.

A list of the winning applicants and a waiting list are created at the end of the lottery.

3. Has the school met its enrollment and retention targets for students with disabilities, ELLs and students living in poverty? What outreach and recruitment efforts has the school employed to ensure that it will meet these enrollment and retention targets?

RACS has implemented multi-channel marketing approach for student recruitment during the terms of its charter.

- Visit feeder schools and meet with guidance counselors
- Conduct family events

- Attend community events
- Advertise in local publications that focus on our target population
- Mail flyers and brochures
- Meet local advocates and politicians
- Provide school tour opportunities
- Advertisement via social media
- Use lawn-signs in multiple languages

In its first year, RACS showed similar efforts to recruit students to reach targeted enrollment. However, full enrollment was not accomplished due to its infancy stage and this created a gap that affected its enrollment targets for the following three years. The largest gaps are in the senior and junior grade levels, which will be completely closed by the end of 2012-13 school year.

Table-11: Comparison of Special Populations						
Year	2009		2010		2011	
School	RACS	RCSD	RACS	RCSD	RACS	RCSD
FRPL	78	82	92	85	75	84
ELL	5	10	5	10	8	11
SWD	4	16	5	17	9	17

As seen in the table above, the rate of FRPL is relatively close to RCSD’s average. RACS’ ELL and SWD population is growing over the years. In order to reach ELL student population, flyers and lawn-signs were prepared in Spanish. Another strategy has been to approach community and faith-based organizations and recent immigrant support services. We hired bilingual teachers and aids to better serve our ELL students and offered extended hours of instruction.

4.C. Organizational Viability and Fiscal Soundness

Standard: The school has provided a reasonable, feasible and achievable organizational and fiscal plan for the next charter term.

- Budget (Exhibit 6).**

See Exhibit 6.

- If the school is making significant changes to its financial management practices, or organizational and/or governance structure, describe the proposed changes as well as the reasons for those changes. The response should address renewal standards 2a through 2k as outlined in these Guidelines. If the school is not making significant changes to its financial management practices, organizational or governance structure, the narrative response should so indicate and describe plans for sustaining and (where possible) improving its financial viability or organizational success.**

Provide an updated staffing plan (Exhibit 7).

See Exhibit 7.

Provide the school's by-laws for the proposed charter term (Exhibit 8).

See Exhibit 8.

Provide the Code of Ethics (Exhibit 9).

See Exhibit 9.

Provide the Enrollment and Admissions Policy (Exhibit 10).

See Exhibit 10.

Provide the school's proposed contract with its Educational Service Provider (if applicable) (Exhibit 11).

Not Applicable

Management Table (if applicable) (Exhibit 12).

Not Applicable.

Code of Conduct and/or Disciplinary Policy (Exhibit 13).

See Exhibit 13.

Personnel Policy (if applicable) (Exhibit 14).

See Exhibit 14.

Complaint Policy (if applicable) (Exhibit 15).

See Exhibit 15.

Transportation Policy (Exhibit 16).

See Exhibit 16.

Enrollment and Retention Targets Plan (Exhibit 17).

See Exhibit 17.

APPENDICES

Appendix A: Application for Charter Renewal Certification Statement

Charter School Name	Rochester Academy Charter School
School Location (City/Town/Borough if NYC)	Rochester
Date School Opened	September 2008
Charter Term History (list terms of initial and all renewal current charters)	First Term 2008-2012
Current Enrollment	277
Charter Maximum Enrollment*	360
Charter District(s) or Region* or Community School District if NYC	Rochester City School District
Charter Grade Span*	7 through 12
Current Grades Served *	7 through 12
District(s) Served or Community School Districts if NYC	Rochester City School District
*Maximum enrollment, grade span, and district(s) or region for which the school is chartered.	

I hereby certify that the information submitted in this Application for Charter Renewal is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Trustees; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Chair of Board of Trustees (or designated signatory)	
Date	7/2/2012
Print/Type Name	Mahmut Gedemenli
Title (if designated)	Board President
Date of approval by Board of Trustees	7/2/2012

Appendix B: Performance Goals Evidence

Organizational Goals Table

Evidence of Attainment of Organizational Goals during Current Charter Term			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
The school will create an environment for student and adult learning with a welcoming culture, high levels of trust, and rigorous standards.	<ul style="list-style-type: none"> • Perception data of students, parents and teachers • Benchmark and Practice test results • NYS ELA and Math results • Observations and evaluations • Site visit report 	Based on the staff, student and parent surveys, RACS has created a safe, welcoming and challenging school environment. Based on the test results, observation and evaluation reports and site visit feedback, RACS has been showing ongoing progress in implementing rigorous standards.	<p>RACS is making progress toward meeting its goal.</p> <p>RACS will continue to analyze multiple data measures to maintain rigorous instruction and a safe and welcoming environment. In addition, these measures also provide valuable feedback ensuring continual teacher growth.</p>
Teachers and staff will be highly qualified, demonstrate high expectations for all students, and have a positive attitude toward the school and their colleagues.	<ul style="list-style-type: none"> • Teacher recruitment criteria • Teacher observations and evaluations • Perception data (parent and student surveys) • Student achievement data 	RACS hired highly qualified teachers who demonstrated high instructional quality through observations and worked in collaboration with their colleagues to increase student achievement. Parent and student surveys and teacher observations indicated that RACS teachers mostly had high expectations for all students.	<p>RACS is making progress toward meeting its goal.</p> <p>RACS will continue maintaining teacher effectiveness through observations and evaluations and students achievement data. RACS has replaced three teachers based on evaluation reports.</p>
Families will see themselves as partners in their child's education and will be actively involved in the life of the school.	<ul style="list-style-type: none"> • Parent teacher conferences • Parent breakfasts • Home visits • Parent surveys • Robo-calls 	RACS PTO worked actively in collaboration with RACS administrators and staff to increase family involvement. RACS' PTO organized breakfasts,	RACS has exceeded its goal and will continue to maintain parental involvement.

	<ul style="list-style-type: none"> • Letters and emails • Parent/teachers nights • Grade level meetings • Support team meetings • Translator provided for ELL families • Community center visits • PTO meetings • Parent involvement in Charter School Advocacy Day 	<p>picnics, celebrations and fundraisers to mobilize parents to be actively involved in their children’s education.</p> <p>Parent surveys indicated overall parent satisfaction for RACS programs and activities.</p>	
The school will be led by a strong, active Board of Trustees.	<ul style="list-style-type: none"> • Resumes of Board members • Board member selection process • Board Minutes • Audit reports • Site visit reports • Student achievement 	<p>RACS BOT worked closely to help our school reach our academic and financial goals. Fiscal audit reports showed that RACS maintained fiscal soundness. Board meeting minutes indicate that board members are actively involved in the decision-making process. Internal assessment and preliminary state test results indicate that RACS has met the academic goals in the charter.</p>	RACS has met its goal.
The school will strive to recruit and retain a diverse group of students, teachers, staff, administrators, and board members.	<ul style="list-style-type: none"> • Student demographic data • Teacher demographic data • Selection process of the board members • Selection of school director • Selection of school leaders 	<p>RACS demographic data and school report card clearly indicate that RACS recruited a diverse group of students. Board members have various backgrounds and expertise including education, finance, real estate, technology and community relations. RACS staff members reflect various backgrounds.</p>	RACS has met its goal.

<p>The school will be responsible in contributing to the local community and sharing its math and science expertise with the larger educational community.</p>	<ul style="list-style-type: none"> • Science Olympiad and Fair • MathCounts and regional math competitions • RCSD and charter schools collaboration through compact meetings • Genesee Corridor Business Association Meetings • Fundraisers for community organizations • Meetings with community leaders and elected officials 	<p>RACS organized and participated in local and regional science and math fairs to share the best practices and projects with the community.</p> <p>RACS BOT and administrators continually invited community leaders, organizations, local colleges and schools to share experiences, best practices to increase collaboration.</p>	<p>RACS has met its goal.</p>
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Financial Goals Table

Evidence of Attainment of Financial Goals during Current Charter Term			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	Progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Excess revenue over expense	Monthly financial statement review End of year income statement	Goal Met We outperformed our goals by having excess revenues reported in the audited statements as \$227,842, \$153,256 and \$485,541 respectively	
Net asset increase	Monthly financial statement review End of year balance sheet	Goal Met Net assets at the beginning of the 2008-09 fiscal year was -\$15,636 and net assets at the end of the 08-09 fiscal year was \$212,206. Net assets went up to \$365,462 at the end of the 2009-10 fiscal year and it went up to \$851,003 at the end of the 2010-11 fiscal year.	
Audit with minimum findings	Annual Audit Report	We met our goal by having finding free audits. Three independent audits have taken	

		place since the charter renewal and there has not been any material findings or significant deficiencies reported in any of the independent auditor's report or internal controls audit.	
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Academic Performance Goals are mentioned on pages 1 through 7.

The table below provides the revised student achievement goals based on revised 2009–10 standards. RACS is changing its annual percentage increase expectations to 4% due to the significant increase in SED expectations required for a student to earn a passing grade. RACS will increase the student achievements by 4% each year of the second charter term for both Grade 8 ELA and Math. We should note that the baseline for this increase is set as 45%, which is more than twice higher than its local district for both subjects.

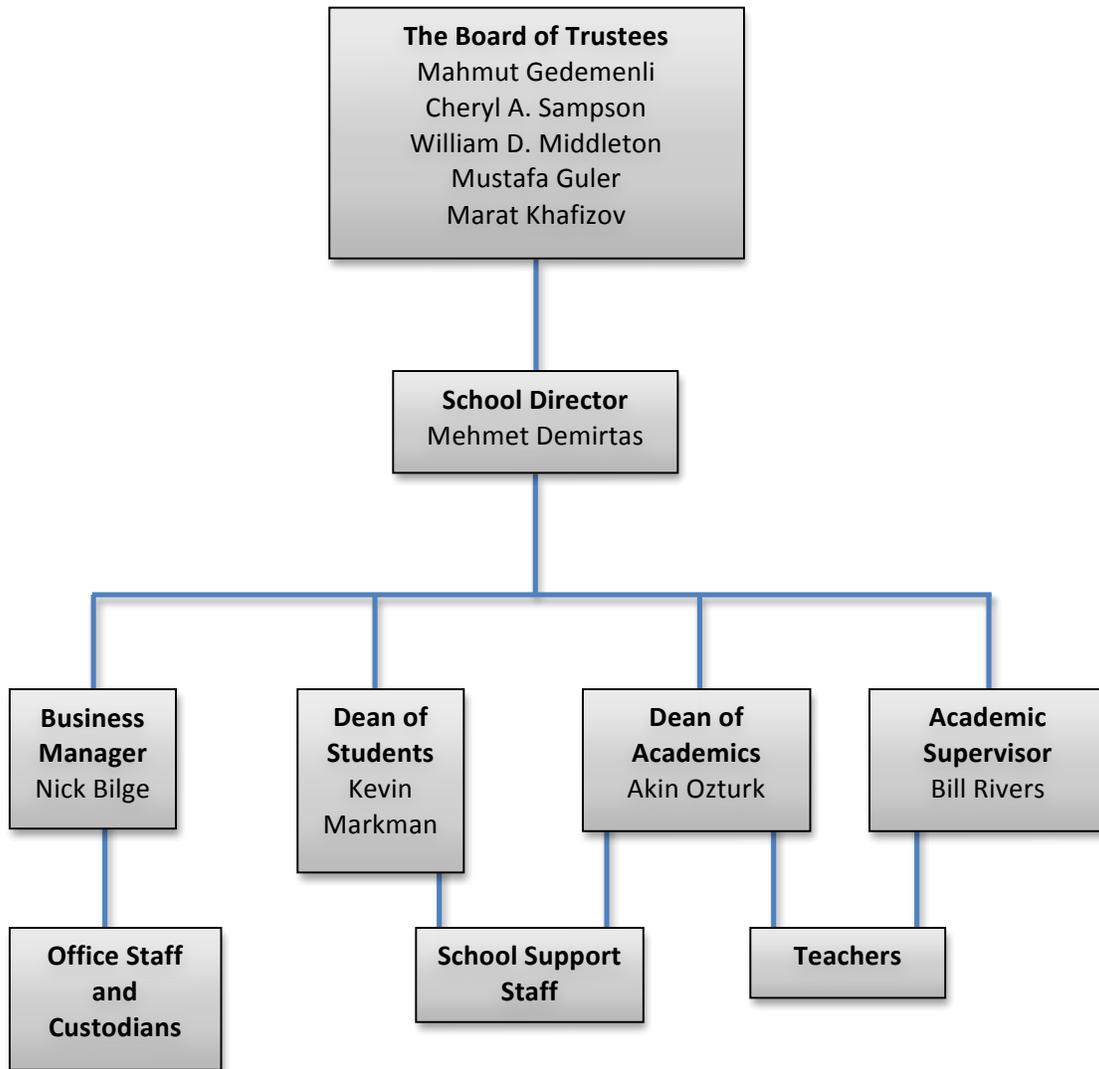
RACS Revised Student Achievement Goals (L3 + L4)					
Grade 8	2012-13	2013-14	2014-15	2015-16	2016-17
ELA	45%	49%	53%	57%	61%
Math	45%	49%	53%	57%	61%

Rochester City School District Grade 8 ELA and Math Scores in 2011	
ELA	Math
17%	20%

Appendix C: Enrollment of Students with Special Needs

School Year	Year 1 2008-2009	Year 2 2009-2010	Year 3 2010-2011	Year 4 2011-2012
Student Enrollment				
Special Education	6	11	21	22
Section 504				4
English Language Learners	6	9	19	21
Total School Enrollment	144	204	240	276

Appendix D: Rochester Academy Charter School Organizational Chart



Appendix E: Evaluation form(s) for the school leader

Rochester Academy Charter School
School Director
Responsibilities, Duties Evaluation

1. General

	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
Models and demonstrates commitment to the vision, mission, and philosophy of Rochester Academy Charter School as defined in the School's Charter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a visible leader who maintains frequent contact with the staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizes a participatory management style with administrative staff and other supervisory personnel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively both orally and in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models and supports behaviors that reflect creative thinking and effective problem solving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Takes active and appropriate steps to institute needed change without being prompted, and maintains efforts until resolution or completion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fosters a climate of innovation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitates activities that build a sense of community between and among staff at all levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Facilitates activities for families that encourage a sense of community and shared purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Community Relations

	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
Promotes and develops a professional relationship with the Rochester City School District, serving as primary contact for administrative, operational, and educational matters.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes and develops a professional relationship between the RACS Board and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates effectively to the school community, community at large, and media about the school's programs and its progress toward goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a commitment to the school community through participation in school events and functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes clear lines of authority, communication, and responsibilities for the administrative team (Dean of Students, Dean of Academics, business manager and clerical staff).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In consultation with the staff, prepares a master school calendar that reflects the school's values and goals and presents the calendar to the RACS Board for approval.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Management

	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
Files timely reports required by regulatory agencies, foundations, or the District.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works in collaboration with the relevant staff to develop a plan for building maintenance and repair.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates accuracy, thoroughness, and effective use of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analyzes relevant information, makes decisions, delegates responsibility, and provides appropriate support and follow through.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses sound judgment to guide daily work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively delegates administrative duties to support staff and supervises their responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies problems in a timely manner and seeks corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manages competing demands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oversees and manages budget effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recruits, interviews, and recommends quality individuals for administrative and administrative support positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models to staff the commitment to examining ways to always improve quality at Rochester Academy Charter School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consistently adheres to all applicable laws, rules, and regulations, the charter, and RACS Board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively communicates school policies to staff, parents, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains accurate financial, corporate, and policy records for the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Educational Leadership

	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
Provides perspective on educational issues for the RACS Board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulates Rochester Academy Charter School's vision for the educational program to staff, parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates commitment to Rochester Academy Charter School's vision of success for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures that standards have been established for all of the curricula and that staff members are using these standards as a basis for instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documents that expectations have been established for and are being met by staff members regarding the use of quality assessments to measure student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages cooperation, coordination of instruction, and teamwork among staff to support the school's content-based educational philosophy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervises the teaching staff to ensure a fair and consistent grading system for assessing student academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervises the Special Education staff to ensure the academic needs of all students are met and to ensure compliance with Special Education laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models good character for staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conveys the value for quality character development among students to staff, parents, and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Professional Development

	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
Provides staff development that prepares staff to use the curriculum and model content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops a quality yearly professional development plan that is communicated to the RACS Board and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages and provides professional development for the staff that furthers the vision and mission of Rochester Academy Charter School.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Human Relations

	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
Works collaboratively with Teacher Evaluation Committee's to hire and evaluate staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates strong knowledge of all applicable New York and federal statues and RACS Board policy as they pertain to the responsibilities of school staff and hiring practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds a safe and cooperative staff environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides regular performance feedback to staff and motivates them to perform well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Professional Conduct and Job Knowledge

	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
Exhibits good listening skills and accepts feedback from the RACS Board, staff, and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applies feedback to improve job performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a high level of job knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates knowledge of educational pedagogy, classroom methodology, instructional practices, and a content-rich educational program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates a high level of knowledge for the use of standards and assessments and their role in student academic achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Communication

	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
Communicates effectively with students, staff, parents, and community members using appropriate communication methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides consistent and timely communication to school families through newsletters, memos, or scheduled reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication exhibits diplomacy and sound judgment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocates charter schools in the public arena whenever possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Board Relations

	Exceeds Expectations	Meets Expectations	Needs Improvement	NA
Presents proposed program or curriculum changes to the RACS Board for approval prior to implementation of such changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to RACS Board policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates relevant issues to the RACS Board in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes and meets yearly job performance goals as communicated to the RACS Board at the August board meeting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively carries out the yearly objectives as articulated in the School's Charter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix F: Staffing and Staff Turnover

School Year	Year 1 2009	Year 2 2010	Year 3 2011	Year 4 2012
Administrators				
Number and FTEs	4	6-3.75	4-3.5	5-4.0
Departures during school year	0	2-0.85	0	1-0.25
Departures at end of school year	0	0	0	0
Explanation:	In 2009 and 10, the Dean of Students resigned due to career change, the Business Manager resigned due to job-relocation. In 2011, the Director resigned due to career change.			
Teachers				
Number and FTEs	17-13.1	21-18.6	30-21.5	28-25.7
Departures during school year	3-1.1	2-0.9	6-2.05	1- 0.6
Departures at end of school year	5-3.5	9-7.7	6-4.5	5-3.9
Explanation:	Resignation due to moving, job related-relocation, career change, and also termination due to low performance.			
Other Staff				
Number and FTEs	10-8.2	16-13.6	16-10.9	19-15.7
Departures during school year	2-0.6	3-1.1	5-1.9	3-1.3
Departures at end of school year	3-2.3	4-3.5	1-1.0	2-1.5
Explanation:	Resignation due to moving, job related-relocation, career change, and also termination due to low performance.			

Appendix G: Board of Trustees Membership Table

List the board membership and the number of board members joining and leaving the board in each school year of the current charter period.

Current Board Members					
Trustee Name	Trustee Email Address	Position on the Board (e.g., Officers or constituent representatives)	Voting (Yes/ No)	Committee affiliation(s)	Number of terms served and length of each, including date of election and expiration
Mahmut Gedemenli	[REDACTED]	President	Yes	Educational Excellence	First - 3 Second - 1 August 2014
Cheryl Sampson	[REDACTED]	Treasurer	Yes	Financial and Audit	First - 3 Second - 1 August 2014
William Middleton	[REDACTED]	Secretary	Yes	Educational Excellence	First – 2 Second - 2 August 2013
Mustafa Guler	[REDACTED]	Member	Yes	Financial and Audit	First - 1 August 2013
Marat Khafizov	[REDACTED]	Vice-president	Yes		First - 2 Second - 2 August 2012
Total Members joining the board during charter term					2
Total Members departing the board during charter term					2

Appendix H: Long-term Planning Documents Used by the Board of Trustees

- One of the long-term goals of RACS is to expand to include grades K-12. In RACS's history, one of the challenges that prevented the school from reaching its full potential is the fact that RACS is a 7-12 school. The students who enroll at the 7th grade are mostly below reading level. The results of the Terra Nova test administered in September 2011 show that 49% of 7th graders enrolled at RACS were at 5th grade reading level or below and 15% were at 3rd grade reading level or below. This data clearly lays out that while RACS makes a great contribution to its students' academic growth this contribution is not carried out at its fullest extent simply due to the fact that they come to RACS at a later stage in their education. Therefore the RACS BOT deems it necessary to educate students from the very beginning of their educational lives in order to reflect the full potential and benefit of math and science emphasized education at RACS. Thus the five-year plan of RACS includes expansion of the school to K-12.
- Another long-term goal is to find a suitable building that will accommodate all grades.
- Another long-term goal is to initiate more innovative programs in ELA, Math and Science education. RACS is proud to make a leading focus in math and science education. The school's performance in science fairs has been outstanding and in numerous ways math and science education is enhanced. RACS will also become a local center of math competition. RACS will continue to work with other worldwide and nationwide organization to bring more math and science oriented initiatives to Rochester and the larger region.
- Another long-term goal is to be one of the high achieving schools in Rochester area.

Appendix I: Up-to-date Certificate of Occupancy

FEB-08-2012 11:04

BUREAU OF NET

5854286287 P.01/01



CITY OF ROCHESTER

CERTIFICATE NO.: 74857
DATE ISSUED: JULY 20, 2011
EXPIRATION: NOT APPLICABLE
LEGAL USE: SCHOOL

CASE NO.: 435250
PERMIT:
SBL NO: 13526000030330010000

CERTIFICATE OF OCCUPANCY

PROPERTY LOCATION: 0841 GENESEE ST

This is to certify that the above property may be legally occupied in the following manner:

BRICK 3 STORIES
CERTIFICATE FOR ROCHESTER ACADEMY CHARTER SCHOOL

This Certificate is issued and based on the application made by:
BOLKAN BOLKANLI, {OWNER'S AGENT}, ON OCTOBER 20, 2008

The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above and must be renewed, if applicable, no later than that expiration date of this Certificate.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.

CODE COMPLIANCE COORDINATOR

NOTICE AND DISCLAIMER

PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE HIDDEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION, CERTIFICATION OR GUARANTEE TO ANY PERSON OF ANY ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS, WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY. PROPERTY INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE, BY ENHANCING THE CITY'S HOUSING STOCK AND RESIDENTIAL NEIGHBORHOODS.

LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.
EEO Employer/Handicapped

TOTAL P. 01



CITY OF ROCHESTER

CERTIFICATE NO.: 79246
DATE ISSUED: JANUARY 13, 2011
EXPIRATION: NOT APPLICABLE
LEGAL USE: EDUCATIONAL FACILITY
CASE NO.: 479384
PERMIT: 1105379
SBL NO: 09175000010920000000

CERTIFICATE OF OCCUPANCY

PROPERTY LOCATION: 0901-935 PORTLAND AV

This is to certify that the above property may be legally occupied in the following manner:

BRICK 3 STORIES **AKA 925 PORTLAND AVENUE**
CERTIFICATE FOR ROCHESTER ACADEMY CHARTER SCHOOL GRADE 10-12

This Certificate is issued and based on the application made by:

ERIC PATLHKE, (OWNER'S AGENT), ON AUGUST 26, 2010

The Certificate of Occupancy remains in effect from the date of issuance until the expiration date noted above and must be renewed, if applicable, no later than that expiration date of this Certificate.

This is to certify that the above property conforms to issued building permits and substantially conforms with the requirements of the following codes of the City of Rochester: Zoning Ordinance, Building Code, Property Code, and, where applicable, the N.Y.S Multiple Residency Law.

CODE COMPLIANCE COORDINATOR

NOTICE AND DISCLAIMER
PROPERTY INSPECTIONS ARE VISUAL AND NON-DESTRUCTIVE ONLY AND ARE NOT INTENDED TO PROVIDE INFORMATION CONCERNING POSSIBLE HIDDEN DEFECTS WITHIN OR BEHIND WALLS, CEILINGS, PARTITIONS OR FLOORS. IN ADDITION, THE CITY MAKES NO REPRESENTATION, CERTIFICATION OR GUARANTEE TO ANY PERSON OR ENTITY, AND ASSUMES NO LIABILITY FOR REAL OR CLAIMED FAILURE TO OBSERVE OR CITE ANY DEFECTS, WHETHER HIDDEN OR OBVIOUS, IN CONJUNCTION WITH ANY INSPECTION REQUISITE FOR ISSUANCE OF A CERTIFICATE OF OCCUPANCY. PROPERTY INSPECTIONS MAY RESULT IN CERTAIN DEFICIENCIES BEING NOTED BUT NOT CITED AS VIOLATIONS BASED ON THEIR CATEGORIZATION AS MINOR IN NATURE. CITY INSPECTIONS ARE DONE TO PROMOTE THE HEALTH, SAFETY AND WELFARE OF THE PUBLIC AS A WHOLE, BY ENHANCING THE CITY'S HOUSING STOCK AND RESIDENTIAL NEIGHBORHOODS.
LENDERS AND PURCHASERS ARE STRONGLY ENCOURAGED TO CONSULT INDEPENDENT INSPECTORS.

EEO Employer/Handicapped

Part 1 – General Information
 (To be completed by school official annually)
Facility Profile

1. Indicate the primary use of this facility

- | | | | |
|----------------------------|---|--|------------------------------|
| a. Instruction of students | <input checked="" type="checkbox"/> (0) | f. Bus maintenance w/ or w/o storage | <input type="checkbox"/> (5) |
| b. Administration | <input type="checkbox"/> (1) | g. Public Library | <input type="checkbox"/> (6) |
| c. Storage | <input type="checkbox"/> (2) | h. Other _____ (specify) | <input type="checkbox"/> (7) |
| d. Maintenance | <input type="checkbox"/> (3) | i. Leased instructional | <input type="checkbox"/> (8) |
| e. Bus storage, only | <input type="checkbox"/> (4) | j. Vacant | <input type="checkbox"/> (9) |

2. If this facility is not used for instruction, go to question 3.

- a. Indicate grades housed in this facility 10-12
- b. Number of teaching stations in this facility 14
- c. Number of students in this facility 125
- d. Number of staff in this facility 13

3. Indicate ownership status of this facility:

Owned Leased Other Specify _____

If leased, specify leasee PENTECOSTAL MIRACLE DELIVERENCE CHURCH

4. Enter the name and full mailing address of the fire department which affords protection to this facility.

Name ROCHESTER FIRE DEPT.

Address 30 CHURCH ST.

City ROCH Zip Code _____

5. Indicate the fire department organizational status by checking the appropriate box:

- | | | | |
|---------------------|-------------------------------------|----------------------|--------------------------|
| Manned full-time | <input checked="" type="checkbox"/> | Unmanned (volunteer) | <input type="checkbox"/> |
| Manned and unmanned | <input type="checkbox"/> | Unmanned part-time | <input type="checkbox"/> |

PART I – GENERAL INFORMATION – continued
 (To be completed by School Official)
FIRE/LIFE SAFETY HISTORY

6. If this facility is used for instruction, complete (a) – (d); otherwise go to question 7.

- | | Yes | No |
|---|-------------------------------------|--------------------------|
| a. Fire drills were held in accordance with section 807 of the Education Law and F405 of the Fire Code of New York State | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| b. Average time to evacuate facility was: <input type="text" value="02"/> Minutes and <input type="text" value="00"/> Seconds | | |
| c. Arson and fire prevention instruction was provided in accordance with section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson, fire prevention, injury prevention, and life safety for each month school is in session. Rev. 7/1/07 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| d. Employee fire prevention, evacuation, and fire safety training was provided, and records maintained, in accordance with Section F406 of the New York State Fire Code. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

7. Have there been any fires in this facility since the last annual fire inspection report?

Yes No

a. If yes, indicate:

- (1) Number of fires (a1)
- (2) Total number of injuries (a2)
- (3) Total cost of property damage , , (a3)
- (4) Was the fire department notified of all fires? *N/A* Yes No (a4)

8. If the fire alarm system was activated, was the fire department immediately notified? *N/A* Yes No

Public School

Report of Observed Non-Conformances with Fire Code of New York State

Instructions: Complete below information and forward to NYS Education Department

Attn: Carl T. Thurnau FAX 518-486-5918

E-Mail: c.thurnau@mail.nysed.gov

Date of Observed Non-Conformance 11/2/11	Time
School District CITY OF ROCHESTER	
Building Name ROCHESTER ACADEMY CHARTER SCHOOL	
Building Address 901 PORTLAND AVE. ROCH. NY 14621	
Your Name/Title STEPHEN R. ERSTENIUC FIRE MARSHAL	
Contact Telephone No: (585) 509-4650	
e-mail ERSTENS@CITYOFROCHESTER.GOV	
Non-Conformance (List specific code section - FC or PMC of New York State):	
Code Section(s): NYFC 906.2	Picture(s) Taken: Yes No
Description FIRE EXTINGUISHERS REQUIRE ANNUAL INSPECTION	
Was a school official notified: <input checked="" type="radio"/> Yes <input type="radio"/> No	
If yes, Official Notified NICK BILGE	
Date/Time 11/2/11	Position
Action Taken by Official	
Signature	Date
Code Certification #	Enforcement Jurisdiction

PART III -- CERTIFICATIONS

Appropriate section to be completed and signed by each person as identified below.

Section III-A. Local Municipal Code Enforcement Official

This inspector shall enter below the name, full business mailing address and phone number of the local municipal code enforcement official having jurisdiction over this facility.

Name: STEPHEN R. ER STENIUK
 Address: RM 125-B 30 CHURCH ST.
 City/State: ROCHESTER NY Zip Code: 14608 (26A-4)

Section III-B. Fire Safety Inspector

I hereby certify that I inspected this building on 11/2/2011 (date) and the information noted in this Fire Safety Report represents, to the best of my knowledge and belief, an accurate description of the building and conditions observed.

Name: STEPHEN ERSTENIUK Telephone No.: (585) 509-4650
 (Please Print) (Include Area Code)
 Title: FIRE MARSHAL
 Address: RM 125 B 30 CHURCH ST. Signature: [Signature] (26B-4)
ROCHESTER 14608
 Zip Code

Section III-C. Building Administrator, or Designee

I hereby certify that this building was inspected 11/2/11 (date) as indicated in Section A above.

Name: Nina Brzy Telephone No.: (585) 235-1141
 (Please Print) (Includes Area Code)
 Title: Business Manager
 Address: 841 Genesee St
Rochester, NY 14611 Signature: [Signature] (26C-4)
 Zip Code

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, NYS Education Department, 89 Washington Avenue, Albany, NY 12254.

Part I – General Information
 (To be completed by school official annually)
Facility Profile

1. Indicate the primary use of this facility
- | | | | |
|----------------------------|---|--|------------------------------|
| a. Instruction of students | <input checked="" type="checkbox"/> (0) | f. Bus maintenance w/ or w/o storage | <input type="checkbox"/> (5) |
| b. Administration | <input type="checkbox"/> (1) | g. Public Library | <input type="checkbox"/> (6) |
| c. Storage | <input type="checkbox"/> (2) | h. Other _____ (specify) | <input type="checkbox"/> (7) |
| d. Maintenance | <input type="checkbox"/> (3) | i. Leased instructional | <input type="checkbox"/> (8) |
| e. Bus storage, only | <input type="checkbox"/> (4) | j. Vacant | <input type="checkbox"/> (9) |

2. If this facility is not used for instruction, go to question 3.

- | | |
|---|----------------|
| a. Indicate grades housed in this facility | <u>7, 8, 9</u> |
| b. Number of teaching stations in this facility | <u>15</u> |
| c. Number of students in this facility | <u>182</u> |
| d. Number of staff in this facility | <u>30</u> |

3. Indicate ownership status of this facility:

- Owned Leased Other Specify _____
 If leased, specify leasee ST. MONICA'S

4. Enter the **name and full mailing address of the fire department** which affords protection to this facility.

Name CITY OF ROCHESTER FIRE DEPT.
 Address CITY HALL, 30 CHURCH ST.
 City ROCHESTER, NY Zip Code 14608

5. Indicate the fire department organizational status by checking the appropriate box:

- | | | | |
|---------------------|-------------------------------------|----------------------|--------------------------|
| Manned full-time | <input checked="" type="checkbox"/> | Unmanned (volunteer) | <input type="checkbox"/> |
| Manned and unmanned | <input type="checkbox"/> | Unmanned part-time | <input type="checkbox"/> |

PART I – GENERAL INFORMATION – continued
 (To be completed by School Official)
FIRE/LIFE SAFETY HISTORY

6. If this facility is used for instruction, complete (a) – (d); otherwise go to question 7.

- | | | | | | | |
|--|---|--------------------------|---|---|---|---|
| | Yes | No | | | | |
| a. Fire drills were held in accordance with section 807 of the Education Law and F405 of the Fire Code of New York State | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| b. Average time to evacuate facility was: | | | | | | |
| | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"> </td><td style="width: 20px; height: 20px;">4</td></tr> </table> | | 4 | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;">0</td><td style="width: 20px; height: 20px;">0</td></tr> </table> | 0 | 0 |
| | 4 | | | | | |
| 0 | 0 | | | | | |
| | Minutes | and Seconds | | | | |
| c. Arson and fire prevention instruction was provided in accordance with section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson, fire prevention, injury prevention, and life safety for each month school is in session. Rev. 7/1/07 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |
| d. Employee fire prevention, evacuation, and fire safety training was provided, and records maintained, in accordance with Section F406 of the New York State Fire Code. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | |

7. Have there been any fires in this facility since the last annual fire inspection report? Yes No

a. If yes, indicate:

- | | | | | | | | | | | | | |
|--|--|-----------------------------|------|------|---|--|--|--|--|--|--|------|
| (1) Number of fires | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"> </td><td style="width: 20px; height: 20px;"> </td></tr> </table> | | | (a1) | | | | | | | | |
| | | | | | | | | | | | | |
| (2) Total number of injuries | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"> </td><td style="width: 20px; height: 20px;"> </td></tr> </table> | | | (a2) | | | | | | | | |
| | | | | | | | | | | | | |
| (3) Total cost of property damage | <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"> </td><td style="width: 20px; height: 20px;"> </td><td style="width: 20px; height: 20px;"> </td></tr> </table> | | | | , <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"> </td><td style="width: 20px; height: 20px;"> </td><td style="width: 20px; height: 20px;"> </td></tr> </table> , <table border="1" style="display: inline-table; border-collapse: collapse;"> <tr><td style="width: 20px; height: 20px;"> </td><td style="width: 20px; height: 20px;"> </td><td style="width: 20px; height: 20px;"> </td></tr> </table> | | | | | | | (a3) |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| (4) Was the fire department notified of all fires? | Yes <input type="checkbox"/> | No <input type="checkbox"/> | (a4) | | | | | | | | | |

8. If the fire alarm system was activated, was the fire department immediately notified? Yes No

Public School**Report of Observed Non-Conformances with Fire Code of New York State**

Instructions: Complete below information and forward to NYS Education Department

Attn: Carl T. Thurnau FAX 518-486-5918

E-Mail: cthurnau@mail.nysed.gov

Date of Observed Non-Conformance 11/2/11	Time
School District CITY OF ROCHESTER	
Building Name ROCHESTER ACADEMY CHARTER SCHOOL	
Building Address 841 GENESEE ST. ROCH. NY 14619	
Your Name/Title STEPHEN R. ERSTENIUK FIRE MARSHAL	
Contact Telephone No: (585) 509-4650	
e-mail ERSTENS @ CITY OF ROCHESTER . GOV	
Non-Conformance (List specific code section - FC or PMC of New York State):	
Code Section(s): NYFC 901.8	Picture(s) Taken: Yes No
Description FIRE DOORS BLOCKED OPEN	
Was a school official notified: <input checked="" type="radio"/> Yes <input type="radio"/> No	
If yes, Official Notified NICK BILGE	
Date/Time 11/2/11	Position Business Manager
Action Taken by Official	
Signature	Date
Code Certification #	Enforcement Jurisdiction

Public School**Report of Observed Non-Conformances with Fire Code of New York State**

Instructions: Complete below information and forward to NYS Education Department

Attn: Carl T. Thurnau FAX 518-486-5918

E-Mail: cthurman@mail.nysed.gov

Date of Observed Non-Conformance	11/2/11	Time
School District	CITY OF ROCHESTER	
Building Name	ROCHESTER ACADEMY CHARTER SCHOOL	
Building Address	841 GENESEE ST. ROCH. NY 14619	
Your Name/Title	STEPHEN R. ERSTENIUK FIRE MARSHAL	
Contact Telephone No:	(585) 509-4650	
e-mail	ERSTENS @ CITY OF ROCHESTER . GOV	
Non-Conformance (List specific code section - FC or PMC of New York State):		
Code Section(s):	NYFC 901.6.2	Picture(s) Taken: Yes <input type="radio"/> No <input checked="" type="radio"/>
Description	REQUIRE COPY OF ANNUAL SPRINKLER INSPECTION REPORT	
Was a school official notified:	<input checked="" type="radio"/> Yes <input type="radio"/> No	
If yes,	Official Notified	
	NICK BILGE	
Date/Time	11/2/11	Position
Action Taken by Official		
Signature	Date	
Code Certification #	Enforcement Jurisdiction	

Public School

Report of Observed Non-Conformances with Fire Code of New York State

Instructions: Complete below information and forward to NYS Education Department

Attn: Carl T. Thurnau FAX 518-486-5918

E-Mail: cthurau@mail.nysed.gov

Date of Observed Non-Conformance 11/2/11		Time
School District CITY OF ROCHESTER		
Building Name ROCHESTER ACADEMY CHARTER SCHOOL		
Building Address 841 GENESEE ST. ROCH. NY 14619		
Your Name/Title STEPHEN R. ERSTENIUK FIRE MARSHAL		
Contact Telephone No: (585) 509-4650		
e-mail ERSTENS @ CITY OF ROCHESTER . GOV		
Non-Conformance (List specific code section - FC or PMC of New York State):		
Code Section(s): NYFC 901.6.2	Picture(s) Taken: Yes <input type="radio"/> No <input checked="" type="radio"/>	
Description REQUIRE COPY OF ANNUAL FIRE ALARM INSPECTION		
Was a school official notified: <input checked="" type="radio"/> Yes <input type="radio"/> No		
If yes, Official Notified NICK BILGE		
Date/Time 11/2/11	Position	
Action Taken by Official		
Signature	Date	
Code Certification #	Enforcement Jurisdiction	

PART III – CERTIFICATIONS

Appropriate section to be completed and signed by each person as identified below.

Section III-A. Local Municipal Code Enforcement Official

This inspector shall enter below the **name, full business mailing address and phone number of the local municipal code enforcement official** having jurisdiction over this facility.

Name: CITY OF ROCHESTER
Address: 30 CHURCH ST.
City/State ROCHESTER, NY Zip Code 14617 (26A-4)

Section III-B. Fire Safety Inspector

I hereby certify that I inspected this building on 11/21/11 (date) and the information noted in this Fire Safety Report represents, to the best of my knowledge and belief, an accurate description of the building and conditions observed.

Name: STEPHEN R. ERSTENIUK Telephone No.: (585) 509-4650
(Please Print) (Include Area Code)
Title: CEO
Address: 30 CHURCH ST, RM 121B Signature: [Signature] (26B-4)
ROCHESTER, NY 14603
Zip Code

Section III-C. Building Administrator, or Designee

I hereby certify that this building was inspected 11/21/11 (date) as indicated in Section A above.

Name: Nick Bilge Telephone No.: (585) 235-4141
(Please Print) (Include Area Code)
Title: Business Manager
Address: 841 Genesee St
Rochester, NY 14611 Signature: Nick Bilge (26C-4)
Zip Code

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender, or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, NYS Education Department, 89 Washington Avenue, Albany, NY 12234.

Appendix K: Up-to-date Health Inspection

MONROE COUNTY DEPARTMENT OF PUBLIC HEALTH
111 Westfall Road
Rochester, New York 14692

PERMIT

No. 270113002 C
M

AS PROVIDED IN CHAPTER 1, PART 14 OF THE NEW YORK STATE SANITARY CODE THIS PERMIT IS GRANTED TO ROCHESTER ACADEMY CHARTER SCHOOL TO OPERATE A FOOD SERVICE ESTABLISHMENT KNOWN AS:

ROCHESTER ACADEMY CHARTER SCHOOL
841 GENESEE STREET
ROCHESTER NY 14611

PART 14 OF THE NEW YORK STATE SANITARY CODE REQUIRES THAT THIS PERMIT BE PROMINENTLY DISPLAYED AT EACH FOOD SERVICE ESTABLISHMENT WHERE IT CAN BE SEEN BY THE CONSUMER.

ISSUE DATE: 1/1/2012
12/31/2012
DATE OF EXPIRATION

As Doniger M.D.
DIRECTOR OF HEALTH
Robert E. Mauro
ISSUED BY

WARNING: ANY ALTERATION INVALIDATES THIS CERTIFICATE. THIS PERMIT IS NOT TRANSFERABLE

IMPORTANT!

HEALTH PERMITS ARE NOT TRANSFERABLE FROM ONE OPERATOR TO ANOTHER. PLEASE NOTIFY THE FOOD PROTECTION SECTION OF ANY CHANGES IN OPERATOR OR NAME OF ESTABLISHMENT, INCLUDING ADDITIONS/DELETIONS OF OPERATORS/PARTNERS.

NEW YORK STATE HAS SMOKING REGULATIONS THAT WENT INTO EFFECT ON JULY 24, 2003. RESTAURANTS AND BARS ARE NOW REQUIRED TO PROHIBIT SMOKING IN ALL AREAS INSIDE THE FACILITY. DESIGNATED OUTDOOR DINING AREAS WITH AN OVERHEAD COVERING (EXCLUDING TABLE UMBRELLAS) MUST ALSO BE SMOKE FREE. IN UNCOVERED OUTDOOR DINING AREAS, SMOKING MAY BE ALLOWED IN NO MORE THAN 25% OF THE SEATING WITH A 3 FOOT BUFFER BETWEEN SMOKING AND NON-SMOKING AREAS. SMOKING IS ALLOWED IN OUTDOOR AREAS OF BARS AND RESTAURANTS THAT ARE NOT DESIGNATED FOR DINING. FOR MORE INFORMATION CALL 753-5065.

Please note: The Food Worker Training requirements are as follows:
All establishments classified as "High Risk" (H) or "Medium Risk" (M) must have a Level I certified food handler in charge and enough Level II trained employees to have one present at all operating times. "Low Risk" (L) classified establishments must have enough Level II trained employees at all operating times.
If you have any questions concerning training, please contact our office at 753-5869.

REMEMBER: YOU MUST POST YOUR TRAINING CERTIFICATE(S) ALONG WITH YOUR PERMIT TO OPERATE.

MONROE COUNTY DEPARTMENT OF PUBLIC HEALTH

111 Westfall Road

Rochester, New York 14692

PERMIT

No. 270114002 C
M

AS PROVIDED IN CHAPTER 1, PART 14 OF THE NEW YORK STATE SANITARY CODE THIS PERMIT IS GRANTED TO ROCHESTER ACADEMY CHARTER SCHOOL TO OPERATE A FOOD SERVICE ESTABLISHMENT KNOWN AS:

ROCHESTER ACADEMY CHARTER SCHOOL
901 PORTLAND Avenue
ROCHESTER NY 14621

PART 14 OF THE NEW YORK STATE SANITARY CODE REQUIRES THAT THIS PERMIT BE PROMINENTLY DISPLAYED AT EACH FOOD SERVICE ESTABLISHMENT WHERE IT CAN BE SEEN BY THE CONSUMER.

ISSUE DATE: 1/1/2012

12/31/2012

DATE OF EXPIRATION

AS Donighan M.D.

DIRECTOR OF HEALTH

Robert E. Magano

ISSUED BY

WARNING: ANY ALTERATION INVALIDATES THIS CERTIFICATE. THIS PERMIT IS NOT TRANSFERABLE

Appendix L: Up-to-date Flammable Compounds and Liquids Certificate (if applicable)

NOT APPLICABLE



CERTIFICATE OF LIABILITY INSURANCE

ROCHA1C OP ID: DMM

DATE (MM/DD/YYYY)

06/05/12

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Austin & Co., Inc. 20 Corporate Woods Blvd. Albany, NY 12211-2350 Tina M. Payne, CPCU	518-465-3591	CONTACT NAME:	
	518-465-3968	PHONE (A/C, No, Ext):	FAX (A/C, No):
		E-MAIL ADDRESS:	
		INSURER(S) AFFORDING COVERAGE	NAIC #
		INSURER A : Hartford Insurance Group	29424
		INSURER B : United Educators Insurance	10020
		INSURER C :	
		INSURER D :	
		INSURER E :	
		INSURER F :	

INSURED
Rochester Academy Charter School
841-857 Genesee Street
Rochester, NY 14611

COVERAGES

CERTIFICATE NUMBER:

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
B	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR	X		CGL201200428500	07/01/12	07/01/13	EACH OCCURRENCE \$ 1,000,000
	DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000						
							MED EXP (Any one person) \$ 5,000
							PERSONAL & ADV INJURY \$ 1,000,000
							GENERAL AGGREGATE \$ 3,000,000
							PRODUCTS - COMP/OP AGG \$ 3,000,000
							Emp Ben. \$ 1,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS			01UUNIE4820	07/01/12	07/01/13	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS						BODILY INJURY (Per person) \$
							BODILY INJURY (Per accident) \$
							PROPERTY DAMAGE (Per accident) \$
							\$
B	UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			GLU201200428500	07/01/12	07/01/13	EACH OCCURRENCE \$ 5,000,000
							AGGREGATE \$ 5,000,000
							\$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) <input type="checkbox"/> If yes, describe under DESCRIPTION OF OPERATIONS below	N/A		01WBFV4354	07/01/12	07/01/13	WC STATUTORY LIMITS OTH-ER
							E.L. EACH ACCIDENT \$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
							E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

Per Policy Terms, Conditions & Exclusions. Certificate Holder is included as Additional Insured/Landlord on the General Liability policy, if required by written contract.

CERTIFICATE HOLDER**CANCELLATION**

<p>STMON01</p> <p>St. Monica's Church 34 Monica Street Rochester,, NY 14619</p>	<p>SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.</p> <p>AUTHORIZED REPRESENTATIVE</p> 
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Appendix N: Asbestos Inspection and Management Plan

**LIMITED
ASBESTOS SURVEY**

at

**St. Monica School
841 Genesee Street
Rochester, New York**

Prepared for:
**Diocese of Rochester
1150 Buffalo Road
Rochester, New York 14624**

January 17, 2012

Report Prepared By:
**Paradigm Environmental Services, Inc.
179 Lake Avenue, Rochester, New York 14608 (585) 647-2530
Job Number 12-0077**

**ST. MONICA SCHOOL
841 GENESEE STREET
ROCHESTER, NEW YORK**

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**** This asbestos survey is a multi-page document which must be viewed in its entirety; see limitations.
Paradigm Job Number 12-0077**

INTRODUCTION

Paradigm Environmental Services, Inc. was retained by **Diocese of Rochester** on **January 17, 2012** to conduct an inspection for the detection of asbestos containing wall plaster, window caulk and window glaze materials located at **St. Monica School, 841 Genesee Street, Rochester, New York.**

The objective of this inspection was to identify and assess with due diligence the locations, quantities, friability and condition of all types of asbestos containing materials at the above referenced location. Paradigm Environmental performed all sample analysis and analytical reports for this project. Field services and survey reports were generated by Envoy Environmental Consultants as a subcontractor to Paradigm. Envoy Environmental Consultants inspectors Chris Enright (AH#06-08603) and Greg Lindsay (AH#06-08692) and conducted this inspection with the procedures and guidelines dictated by state and federal regulatory agencies. The inspectors of Envoy Environmental Consultants, Inc. selected materials for inclusion in this report through an understanding of the scope of the renovation as indicated by the building owner and the historical uses of asbestos in general. Generally, if a building material within a structure could contain asbestos the material was included in the survey.

Samples were collected from locations within each homogeneous sampling area. Samples consist of a small amount of the subject material. Sampling points were recorded and cross-referenced to prepared sketches. Individual samples were also recorded on a chain of custody document. Samples were then transported to the Paradigm analytical laboratory for asbestos analysis.

The Paradigm laboratory is accredited through NYSDOH/ELAP (Lab ID# 10958) for Solid and Hazardous Waste and Air and Emissions for Bulk Asbestos Fiber Analysis. The chain of custody record accompanies all samples from the point collected until they reach the laboratory. Samples are stored at the laboratory for 90 days then disposed of according to authoritative regulations.

The analysis methodology used is as follows:

Asbestos Bulk Samples:

New York State Department of Health, ELAP Method 198.1 and 198.6 ("Polarized Light Microscopy Methods for Identifying and Quantitating Asbestos in Bulk Samples and in Non-Friable Organically Bound Bulk Samples").
New York State Department of Health, ELAP Method 198.4 ("Transmission Electron Microscope Method for Identifying and Quantitating Asbestos in Non-Friable Organically Bound Bulk Samples").

**** This asbestos survey is a multi-page document which must be viewed in its entirety; see limitations.
Paradigm Job Number 12-0077**

LIMITATIONS

The information provided in this report was compiled from field and laboratory data and was prepared for and referenced to **St. Monica School, 841 Genesee Street, Rochester, New York**. Materials noted and recorded are intended to represent subject site at the time and date that the observations were made. Conclusions and recommendations provided in this report are based on the assumption that materials identified are homogenous throughout their application. Determinations of suspect asbestos containing materials within the building were subject to the accessibility of each individual area or space. Determinations of asbestos containing materials were made by means of bulk sampling, physical assessment or visual assessment if the materials were not accessible. Envoy Environmental Consultants Inc. and Paradigm Environmental Services, Inc. accepts no responsibility for the content of building materials within areas or spaces that were unknown to us, not reasonably accessible, or not part of the scope of the project as defined by the client. Envoy Environmental Consultants Inc. and Paradigm Environmental Services, Inc. assumes no liability for any buildings that were not identified by the client that may fall under state or federal regulation. All conclusions provided in this report are based on the bulks sampling that was performed at the above mentioned site on the above mentioned dates. **This survey was limited to suspect asbestos containing wall plaster, window caulk and window glaze materials impacted by the window renovation of St. Monica School as per the direction of the client.**

All quantities are approximations and must be field verified by the contractor prior to the submittal of bids. Contractor bids are expected to be based on their own determination of quantities and not the quantities stated in this report.

This asbestos survey report is not intended to be a bid document for a scope of work for the asbestos abatement contractor. The survey report only identifies and assesses the location, quantity and condition of ACM, PACM or asbestos materials at the subject site. The asbestos survey report is intended to be used as a tool in the development of an asbestos abatement project design or work scope. Under the Code Rule regulation this task can only be performed by a Certified Project Designer.

**** This asbestos survey is a multi-page document which must be viewed in its entirety; see limitations.
Paradigm Job Number 12-0077**

CONCLUSIONS

Paradigm Environmental Services, Inc. was retained to perform a limited asbestos survey from **St. Monica School, 841 Genesee Street, Rochester, New York** on **January 17, 2012**. A New York State certified inspector sampled suspect asbestos containing materials from the above mentioned site. Sample locations and custody information were recorded and the samples were transported to the Paradigm laboratory for analysis.

The following is a brief description of the space by space survey.

<i>Col. 1</i>	<i>Col. 2</i>	<i>Col. 3</i>	<i>Col. 4</i>	<i>Col. 5</i>	<i>Col. 6</i>	<i>Col. 7</i>	<i>Col. 8</i>	<i>Col. 9</i>	<i>Col. 10</i>	<i>Col. 11</i>
<i>Room #</i>	<i>Sample #'s taken in Room</i>	<i>Positive Sample ID #</i>	<i>Positive Material Description</i>	<i>Location of Material</i>	<i>Condition</i>	<i>Friable Non-Friable NOB</i>	<i>Type of Material</i>	<i>SQ FT</i>	<i>Lin FT</i>	<i>Units</i>

1. Column 1: indicates the Room number, room description and estimated square footage of the room referenced to the attached map/drawing.
2. Column 2: indicates the bulk sample numbers that were taken in the Room indicated in column 1. I.e. 001-007 means samples one through seven were sampled in the room, none would indicate that no samples were taken in the room. You will not see the first three letters of the sample in this column. If you would like to know the materials that were tested in the room please refer to the analytical results which are documented in numerical order.
3. Column 3: indicates the sample number that proves the material is positive for asbestos content. This sample may have taken in the space in column 1 or determined a homogeneous area (material) by the inspector to a sample that was taken in another space. For the purpose of this report all samples are assigned a six digit alphanumeric sample identification number. The first three letters/numbers indicate the material, found in column 4. The last three numbers indicate the sample number in the sequence in which they were taken. If there is a letter after the last three numbers, this indicates that the laboratory or the inspector determines that there were multiple layers within the sample, requiring additional sampling under EPA protocols.
4. Column 4: gives a brief description of the asbestos containing material or the material that is to be treated as asbestos containing as determined by the inspector. At times non-asbestos materials are contaminated with asbestos, therefore must be treated as asbestos.
5. Column 5: indicates a brief description of the location of the material in the room and not the location where the sample was taken from. You will find locations of where each sample was taken from on the analytical sampling results.
6. Column 6: indicates the physical condition of the material as assessed by the inspector in the space indicated in column 1, according to the condition description described below. For the purpose of this report, the condition of the ACM will be reported in good, fair or poor condition. Conditions will be listed in column 6 of the survey report will be as follows;
 - a. **Good:** means material is intact with no visible damage.
 - b. **Fair:** means material contains fewer than 10% distributed damage or 25% localized damage.
 - c. **Poor:** means material contains over 10% distributed damage or 25% localized damage.
 Conditions listed in column 6 of the space by space survey report are only related to the specific material for the specific space.
7. Column 7: indicates the friability of the material in that space as determined by the inspector and the analytical laboratory consistent with Code Rule 56 and EPA regulations.
8. Column 8: indicates the type of material in that space as determined by the inspector and the analytical laboratory consistent with Code Rule 56 and EPA regulations.
9. Column 9: indicates the square footage of ACM material found in the space.
10. Column 10: indicates the linear footage of ACM material found in the space. Pipe insulation that is two feet or greater in diameter is required to be reported in square feet according to code Rule 56.
11. Column 11: indicates the units of ACM material found in the space.

**** This asbestos survey is a multi-page document which must be viewed in its entirety; see limitations.
Paradigm Job Number 12-0077**

MATERIALS TESTED
St. Monica School
841 Genesee Street
Rochester, New York

Sample ID	Description of Material	PLM Asbestos Fibers Type & Percentage	TEM Asbestos Fibers Type & Percentage	Friable Non-Friable NOB
WPL-001	White Wall Plaster	None Detected	Not Required	Non-Friable
WPL-002	Gray Wall Plaster	None Detected	Not Required	Non-Friable
WPL-003	White Wall Plaster	None Detected	Not Required	Non-Friable
WPL-004	Gray Wall Plaster	None Detected	Not Required	Non-Friable
WPL-005	White Wall Plaster	None Detected	Not Required	Non-Friable
WPL-006	Gray Wall Plaster	None Detected	Not Required	Non-Friable
WIG-007	Gray Window Glaze	Chrysotile 5.8%	Not Required	Non-Friable
WIG-008	Gray Window Glaze	Chrysotile 3.1%	Not Required	Non-Friable
WIC-009	Tan Window Caulk	Chrysotile 4.3%	Not Required	Non-Friable
WIC-010	Tan Window Caulk	Chrysotile 4.1%	Not Required	Non-Friable

** This asbestos survey is a multi-page document which must be viewed in its entirety; see limitations.
 Paradigm Job Number 12-0077

ASBESTOS CONTAINING MATERIALS
SPACE BY SPACE SUMMARY

St. Monica School
841 Genesee Street
Rochester, New York

Room	Sample # 's taken in Area	Positive Sample ID #	Positive Material Description	Location of Material	Condition	Friable** Non- Friable NOB	Type of Material	SQ FT	Lin FT	Unit
BASEMENT										
<i>Library</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>24</i>		
<i>002 Cafeteria</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>28</i>		
<i>003</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>20</i>		
<i>005</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>24</i>		
<i>006</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>20</i>		
FIRST FLOOR										
<i>Hallway</i>	<i>None</i>	<i>None</i>	<i>No Asbestos Detected in Materials Tested</i>					<i>0</i>	<i>0</i>	<i>0</i>
<i>Main Office</i>	<i>001-002</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>12</i>		
<i>Girl's Room</i>	<i>None</i>	<i>None</i>	<i>No Asbestos Detected in Materials Tested</i>					<i>0</i>	<i>0</i>	<i>0</i>
<i>Boy's Room</i>	<i>None</i>	<i>None</i>	<i>No Asbestos Detected in Materials Tested</i>					<i>0</i>	<i>0</i>	<i>0</i>
<i>Business Office</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>8</i>		
<i>101</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>28</i>		
<i>102</i>	<i>003-004</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>20</i>		
<i>103 Principal's Office</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>4</i>		
<i>104</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>28</i>		
<i>105</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>28</i>		
<i>106</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>28</i>		
<i>107</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>28</i>		
<i>Nurse's Office</i>	<i>None</i>	<i>AHERA</i>	<i>White Ceiling Plaster</i>	<i>Ceiling</i>	<i>Fair</i>	<i>Friable</i>	<i>Surf</i>	<i>4</i>		

** This asbestos survey is a multi-page document which must be viewed in its entirety; see limitations.
Paradigm Job Number 12-0077

Room	Sample #'s taken in Area	Positive Sample ID #	Positive Material Description	Location of Material	Condition	Friable** Non-Friable NOB	Type of Material	SQ FT	Lin FT	Unit
SECOND FLOOR										
Hallway	None	AHERA	White Ceiling Plaster	Ceiling	Fair	Friable	Surf	8		
Girls' Room	None	None	No Asbestos Detected in Materials Tested					0	0	0
Boys' Room	None	None	No Asbestos Detected in Materials Tested					0	0	0
201	None	AHERA	White Ceiling Plaster	Ceiling	Fair	Friable	Surf	28		
202	None	AHERA	White Ceiling Plaster	Ceiling	Fair	Friable	Surf	28		
203	005-006	AHERA	White Ceiling Plaster	Ceiling	Fair	Friable	Surf	28		
205	None	AHERA	White Ceiling Plaster	Ceiling	Fair	Friable	Surf	28		
206	None	AHERA	White Ceiling Plaster	Ceiling	Fair	Friable	Surf	28		
207	None	AHERA	White Ceiling Plaster	Ceiling	Fair	Friable	Surf	28		
208	None	AHERA	White Ceiling Plaster	Ceiling	Fair	Friable	Surf	28		
EXTERIOR										
Exterior	007-010	WIC-009/010 WIG-007/008	Tan Window Caulk Gray Window Glaze	Windows Windows	Fair Fair	Non-Friable Non-Friable	Misc Misc		440 8101	

Totals	520	8541	0
---------------	------------	-------------	----------

Assume - Indicates materials assumed positive for asbestos containing materials by inspector; inaccessible area.

U - Inspector unable to determine quantity

* Reflects quantifiable locations only; additional material present, but not quantifiable per table.

** *Materials are categorized as friable or non-friable based on their intact condition. For designer abatement purposes materials labeled as non-friable may become friable, based on methods of handling.*

All layers of multi-layered systems are analyzed, quantified and reported separately, as specified by NYS DOL and NYS DOH. In some cases, multi-layered systems may be combined for design and abatement purposes, with effective quantities adjusted accordingly.

All quantities in this report are approximations and must be field verified by the Abatement contractor. Contractor bids are expected to be based on their own determinations of quantities and not the approximate quantities stated in this report.

** This asbestos survey is a multi-page document which must be viewed in its entirety; see limitations.
Paradigm Job Number 12-0077

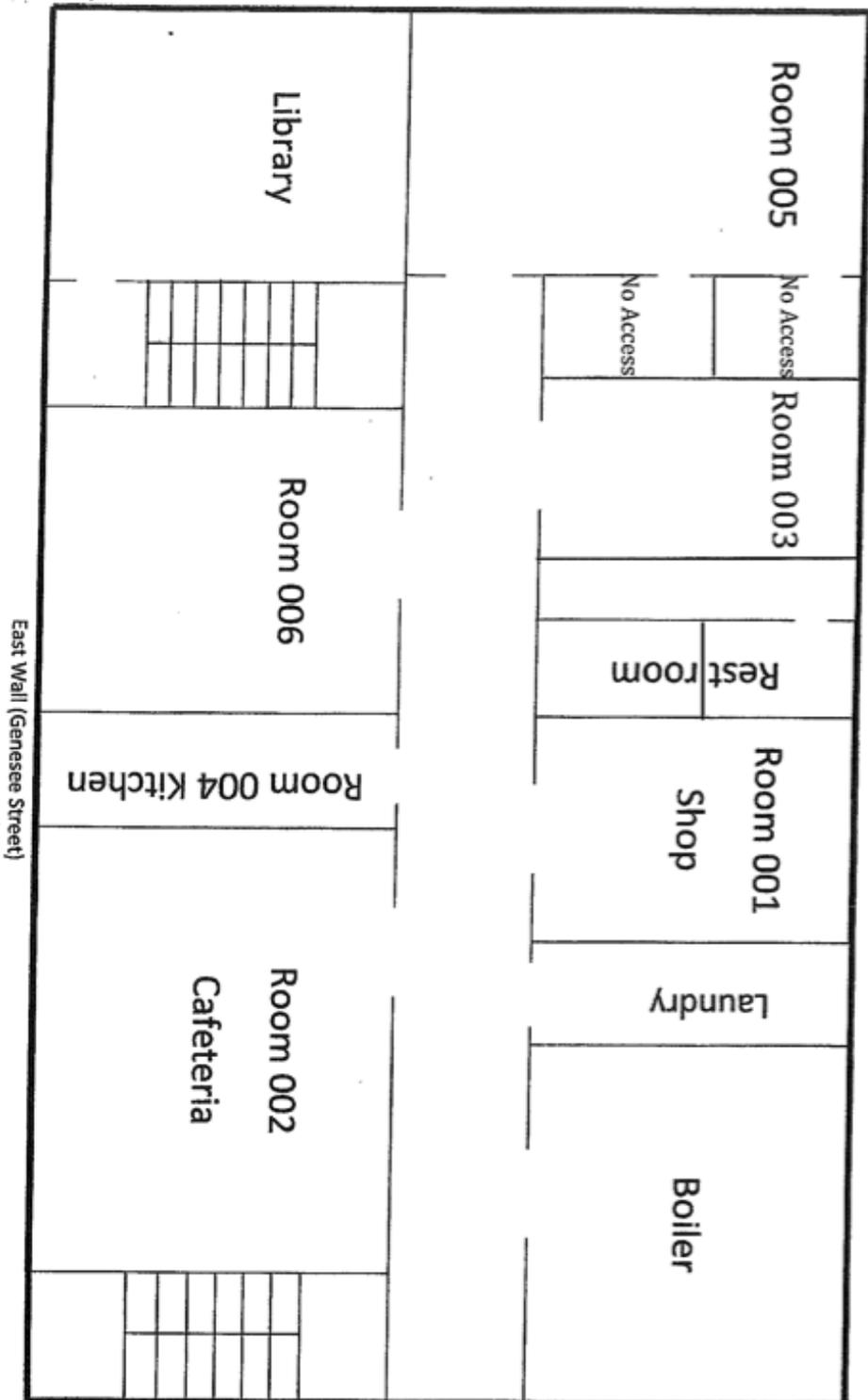
Paradigm certifies that this report regarding St. Monica School, 841 Genesee Street, Rochester, New York based on the observations of the inspector and believes it to be an accurate representation of the conditions as they existed on January 17, 2012.



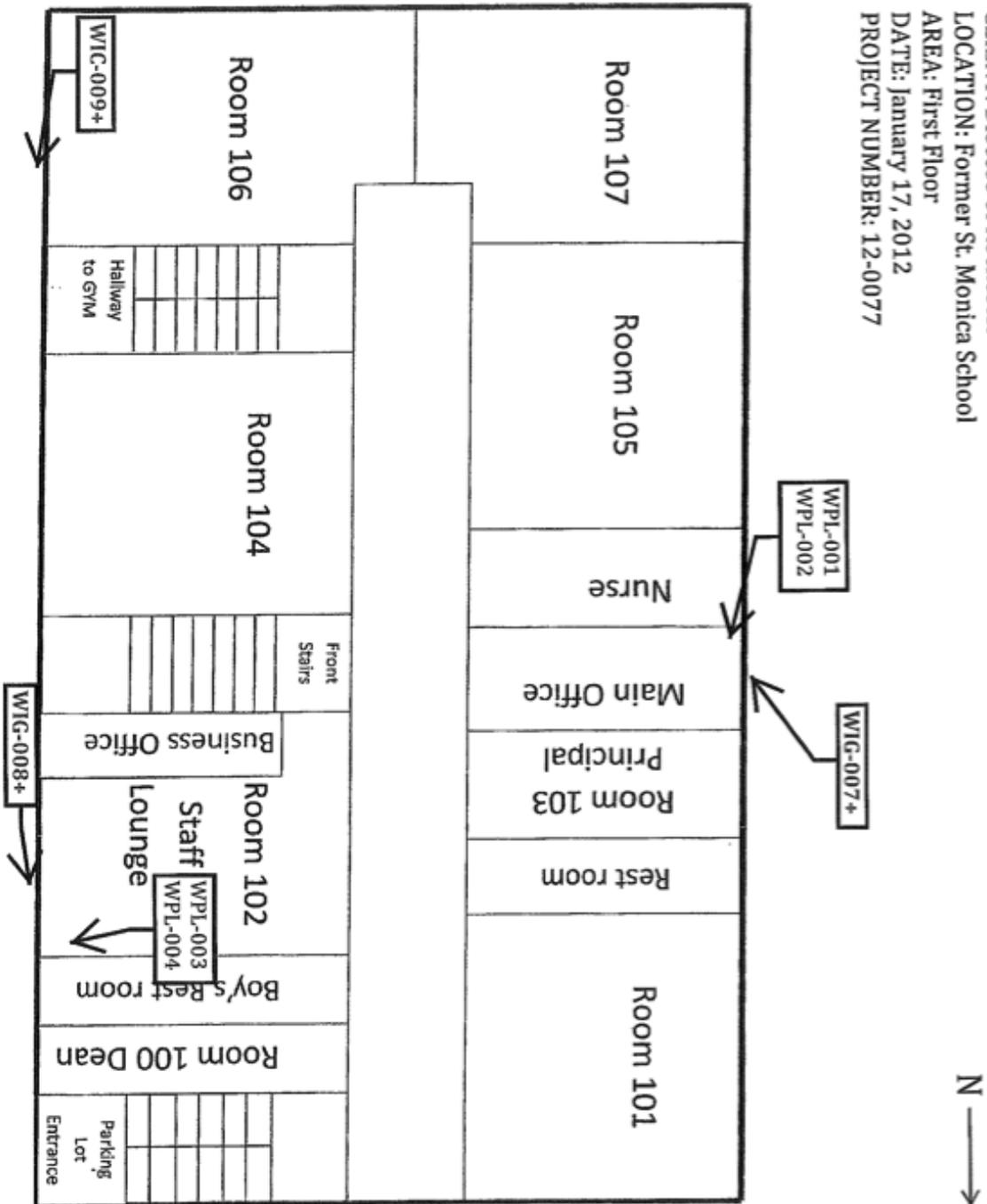
Chris Enright
Envoy Environmental Consultants, Inc.
Inspector #AH 06-08603

** This asbestos survey is a multi-page document which must be viewed in its entirety; see limitations.
Paradigm Job Number 12-0077

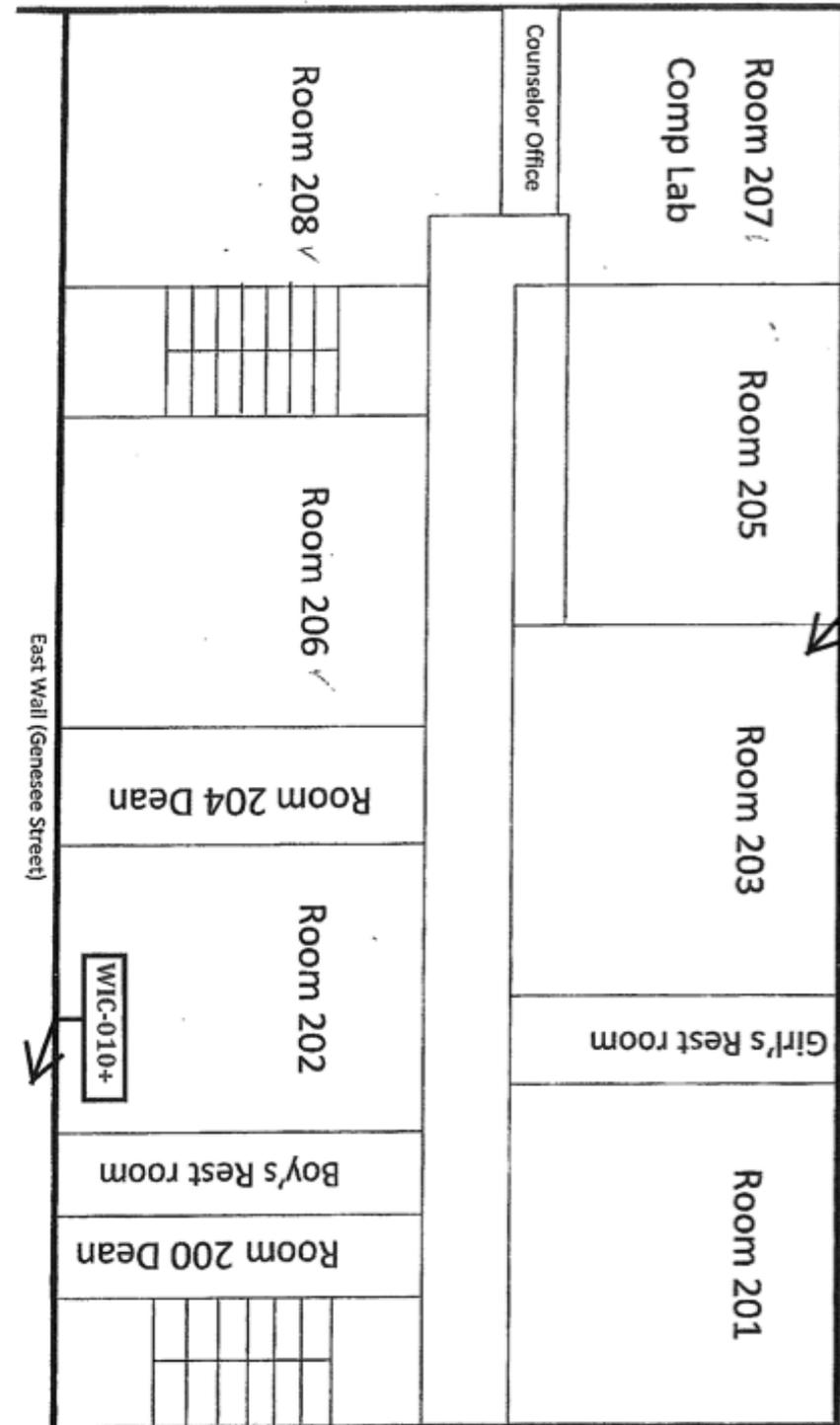
CLIENT: Diocese of Rochester
 LOCATION: Former St. Monica's School
 AREA: Basement
 DATE: January 17, 2012
 PROJECT NUMBER: 12-0077



CLIENT: Diocese of Rochester
 LOCATION: Former St. Monica School
 AREA: First Floor
 DATE: January 17, 2012
 PROJECT NUMBER: 12-0077



CLIENT: Diocese of Rochester
 LOCATION: Former St. Monica School
 AREA: Second Floor
 DATE: January 17, 2012
 PROJECT NUMBER: 12-0077





PLM & TEM BULK ASBESTOS REPORT

Client: Diocese of Rochester
Location: St. Monica Church
841 Genesee Street
Sample Date: 1/17/2012

Job No: 0552-12
Page: 1 of 2

Client ID	Lab ID	Sampling Location	Description	PLM Asbestos Fibers Type & Percentage	PLM Total Asbestos	NOB	TEM Asbestos Fibers Type & Percentage	TEM Total Asbestos	PLM Non-Asbestos Fibers Type & Percentage	PLM Matrix Material %
WPL-001	3494	Main Office Wall Around Windows	White Wall Plaster	None Detected	0%		Not Required	N/A	None Detected	100%
WPL-002	3495	Main Office Wall Around Windows	Gray Wall Plaster	None Detected	0%		Not Required	N/A	None Detected	100%
WPL-003	3496	Room 102 Wall Around Windows	White Wall Plaster	None Detected	0%		Not Required	N/A	None Detected	100%
WPL-004	3497	Room 102 Wall Around Windows	Gray Wall Plaster	None Detected	0%		Not Required	N/A	None Detected	100%
WPL-005	3498	Room 203 Wall Around Windows	White Wall Plaster	None Detected	0%		Not Required	N/A	None Detected	100%
WPL-006	3499	Room 203 Wall Around Windows	Gray Wall Plaster	None Detected	0%		Not Required	N/A	None Detected	100%
WIG-007	3500	Exterior in Windows	Gray Window Glaze	Chrysotile 5.8%	5.8%		Not Required	N/A	None Detected	94.2%
WIG-008	3501	Exterior in Windows	Gray Window Glaze	Chrysotile 3.1%	3.1%		Not Required	N/A	None Detected	96.9%
WIC-009	3502	Exterior Around Window Frames	Tan Window Caulk	Chrysotile 4.3%	4.3%		Not Required	N/A	None Detected	95.7%
WIC-010	3503	Exterior Around Window Frames	Tan Window Caulk	Chrysotile 4.1%	4.1%		Not Required	N/A	None Detected	95.9%



Lab Code 200530-0
for PLM Analysis

ELAP ID No.: 10958

New York State Department of Health, ELAP Method 198.1, 198.4 and 198.6 ("Polarized Light Microscopy and Transmission Electron Microscopy Methods for Identifying and Quantitating Asbestos in Bulk Samples and in Non-Friable Organically Bound Bulk Samples.")

√ NOB (non-friable organically bound) Classified for Analytical Purposes Only.

denotes material analyzed by ELAP Method 198.4 and 198.6 per NYSDOH.

** Polarized-light microscopy is not consistently reliable in detecting asbestos in floor coverings and similar non-friable organically bound materials. *Quantitative transmission electron microscopy* is currently the only method that can be used to determine if this material can be considered or treated as non-asbestos containing.

PLM Date Analyzed: 1/18/2012

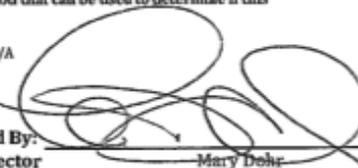
TEM Date Analyzed: N/A

Microscope: Olympus BH-2 #233173

TEM Analyst: N/A

Analyst: E. Weinman

Laboratory Results Approved By:
Asbestos Technical Director



Mary Dolr

Paradigm Environmental Services, Inc. is not responsible for the data supplied by an independent inspector. National Institute of Standards and Technology Accreditation requirements mandate that this report must not be reproduced except in full without the approval of the laboratory. This PLM report relates ONLY to the items tested. This report must not be used to claim product endorsement by NVLAP or any agency of the U.S. Government. Quality control data (including 95% confidence limits and laboratory and analysts' and precision) is available upon request.

0552-12 1/18/2012

ENVOY

environmental consultants, inc.

57 Amherst St., Rochester, NY 14608
915-454-1050 • Fax 915-454-1069

CHAIN OF CUSTODY FOR PLM ASBESTOS ANALYSIS

OFFICE USE ONLY

Client: <u>District of Rochester</u>	Contact: <u>Eric Patchke</u>	Job #: <u>OS2-12</u>
Phone Number: <u>328-3228 x1209</u>	SEND ANALYTICAL DATA TO CLIENT: YES <input checked="" type="checkbox"/> No <input type="checkbox"/>	Page: <u>2</u>
Results To: CALL Tech <input checked="" type="checkbox"/> Client <input type="checkbox"/>	Fax Number or email address:	Date Logged In: <u>1/18/12</u>
Date Sampled: <u>C. Enright</u>	Turn Around Time: <u>Patchke@doc.org</u>	Logged In By: <u>OS</u>
Project Address: <u>1/17/12</u>	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> Immed <input type="checkbox"/>	
Project Location: <u>Rochester, NY 14624</u>	Project Number: <u>12/0072</u>	
General Location: <u>St. Monica Church</u>		

Client ID	Lab ID	Sampling Location	Do not Analyze	Color	Size	Material	Fraility
1 WPL-001	494	Main office, wall around windows	Paint	WHT		WPL	NE
2 WPL-002	495	" "		GRY		"	"
3 WPL-003	496	Room 102	Paint	WHT		"	"
4 WPL-004	497	" "		GRY		"	"
5 WPL-005	498	Room 203	Paint	WHT		"	"
6 WPL-006	499	" "		GRY		"	"
7 WPL-007	500	Exterior, in windows	Paint	GRY		WTL	"
8 WPL-008	501	" "		"		"	"
9 WPL-009	502	" , around window frames		"		WTC	"
10 WPL-010	503	" "		"		"	"

Sampled By: C. Enright Date: 1/17/12

Transported to Paradigm By: C. Enright Date: 1/17/12

Received By: [Signature] Date: 1/17/12

CHECK ONE: SURVEY BULKS ONLY

CHECK TO AUTOMATICALLY PERFORM TEM ON NOBS or provide TEM contact name:

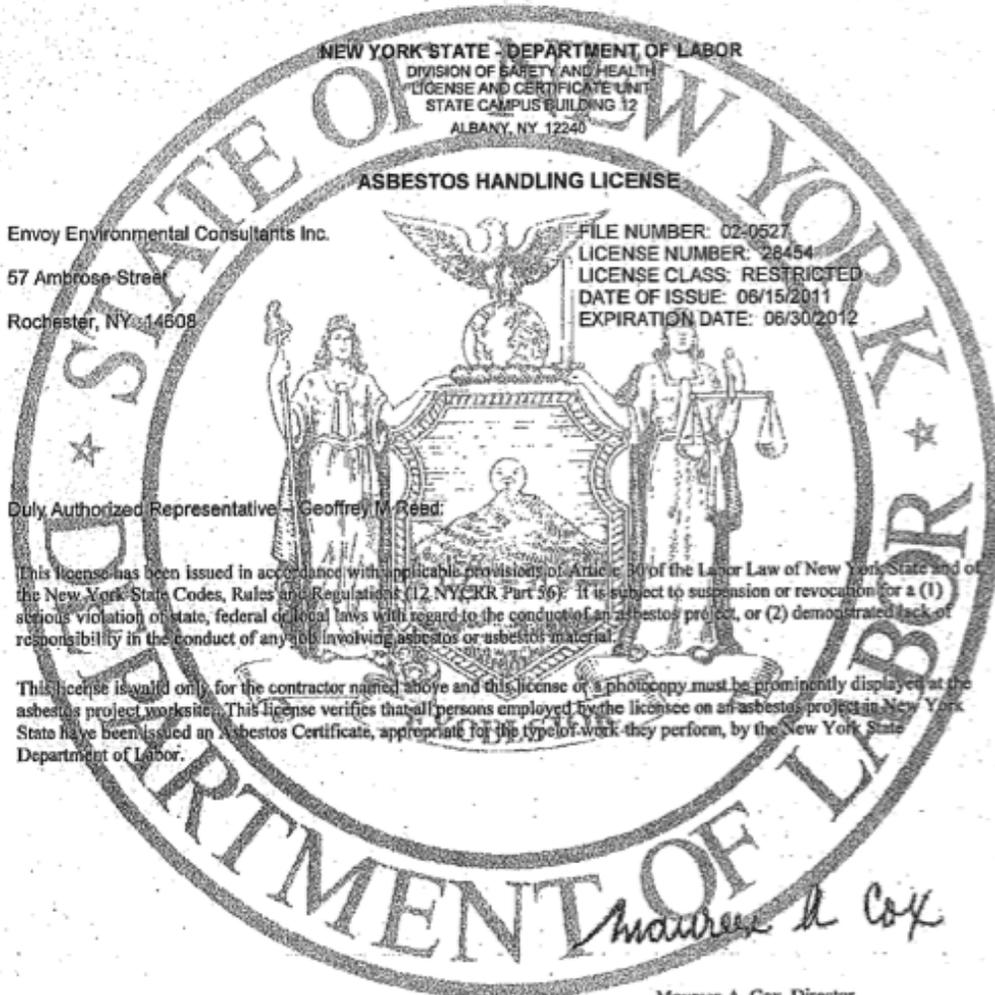
TOTAL NUMBER OF SAMPLES IN SURVEY: 10 Estimated at 10

Containerized materials attached to this Chain of Custody may contain Asbestos. Asbestos is a known carcinogen and should only be handled by trained and authorized personnel under regulated conditions. (Danger; May Contain Asbestos Fibers, Cancer and Lung Disease Hazard)

Rev. 1.0.27.2006

ENVOY Bulk COC 2010

Certifications



NEW YORK STATE - DEPARTMENT OF LABOR
DIVISION OF SAFETY AND HEALTH
LICENSE AND CERTIFICATE UNIT
STATE CAMPUS BUILDING 12
ALBANY, NY 12240

ASBESTOS HANDLING LICENSE

Envoy Environmental Consultants Inc.
57 Ambrose Street
Rochester, NY 14608

FILE NUMBER: 02-0527
LICENSE NUMBER: 28454
LICENSE CLASS: RESTRICTED
DATE OF ISSUE: 06/15/2011
EXPIRATION DATE: 06/30/2012

Duly Authorized Representative - Geoffrey M. Reed:

This license has been issued in accordance with applicable provisions of Article 30 of the Labor Law of New York State and of the New York State Codes, Rules and Regulations (12 NYCRR Part 36). It is subject to suspension or revocation for a (1) serious violation of state, federal or local laws with regard to the conduct of an asbestos project, or (2) demonstrated lack of responsibility in the conduct of any job involving asbestos or asbestos material.

This license is valid only for the contractor named above and this license or a photocopy must be prominently displayed at the asbestos project worksite. This license verifies that all persons employed by the licensee on an asbestos project in New York State have been issued an Asbestos Certificate, appropriate for the type of work they perform, by the New York State Department of Labor.

Maureen A. Cox

Maureen A. Cox, Director
FOR THE COMMISSIONER OF LABOR

SH 432 (4-07)

2011-04-01 12:01:00 PM

NEW YORK STATE DEPARTMENT OF HEALTH
WADSWORTH CENTER



Expires 12:01 AM April 01, 2012
Issued April 01, 2011

CERTIFICATE OF APPROVAL FOR LABORATORY SERVICE

Issued in accordance with and pursuant to section 502 Public Health Law of New York State

MR. BRUCE HOOGESTEGER
PARADIGM ENVIRONMENTAL SERVICES INC
179 LAKE AVENUE
ROCHESTER, NY 14608

NY Lab Id No: 10958
EPA Lab Code: NY01287

is hereby APPROVED as an Environmental Laboratory for the category
ENVIRONMENTAL ANALYSES SOLID AND HAZARDOUS WASTE
All approved subcategories and/or analytes are listed below.

Miscellaneous

- Asbestos in Friable Material EPA 600/M4/62/020
Item 198.1 of Manual
- Asbestos in Non-Friable Material-PLM Item 198.6 of Manual (NOB by PLM)
- Asbestos in Non-Friable Material-TEM ITEM 198.4 OF MANUAL

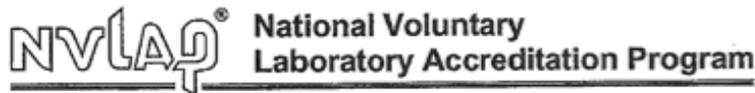
- Lead in Dust Wipes EPA 6010B
- Lead in Paint EPA 6010B

Sample Preparation Methods

- APP. 14.2, HUD JUNE 1995
- EPA 3050B

Serial No.: 44099

Property of the New York State Department of Health. Certificates are valid only at the address shown, must be conspicuously posted, and are printed on secure paper. Continued accreditation depends on successful ongoing participation in the Program. Consumers are urged to call (516) 486-5070 to verify the laboratory's accreditation status.



SCOPE OF ACCREDITATION TO ISO/IEC 17025:2005

Paradigm Environmental Services, Inc.
179 Lake Avenue
Rochester, NY 14608
Ms. Rebecca Roztocil
Phone: 585-647-2530 Fax: 585-647-3311
E-Mail: RRoztocil@paradigmenv.com
URL: http://www.paradigmenv.com

BULK ASBESTOS FIBER ANALYSIS (PLM)

NVLAP LAB CODE 200530-0

Table with 2 columns: NVLAP Code, Designation / Description. Row 1: 18/A01, EPA-600/M4-82-020: Interim Method for the Determination of Asbestos in Bulk Insulation Samples

2011-07-01 through 2012-06-30

Effective dates

Page 1 of 1

Sally A. Bruce
For the National Institute of Standards and Technology

NVLAP-01S (REV. 2005-05-19)

United States Department of Commerce
National Institute of Standards and Technology



Certificate of Accreditation to ISO/IEC 17025:2005

NVLAP LAB CODE: 200530-0

Paradigm Environmental Services, Inc.
Rochester, NY

*is accredited by the National Voluntary Laboratory Accreditation Program for specific services,
listed on the Scope of Accreditation, for:*

BULK ASBESTOS FIBER ANALYSIS

*This laboratory is accredited in accordance with the recognized International Standard ISO/IEC 17025:2005.
This accreditation demonstrates technical competence for a defined scope and the operation of a laboratory quality
management system (refer to joint ISO-ILAC-IAF Communiqué dated January 2009).*



2011-07-01 through 2012-06-30
Effective dates

Jolly S. Busec
For the National Institute of Standards and Technology



Appendix O: RACS Best Practices Checklist

1. Annual plan is posted, NYS standards/ performance indicators are highlighted, and lesson is aligned with the annual plan.
2. Lesson plan objectives/ goals are clearly posted.
3. Classroom environment is structured, organized, and conducive to learning.
4. Anticipatory set at the beginning of class engages students.
5. Daily vocabulary is explicitly taught.
6. Lesson is differentiated to meet students' academic/ behavioral needs.
7. Students demonstrate higher-level thinking/ rigorous activity is observed.
8. Teacher uses multiple on-the-spot assessments that match the lesson's objectives/ goals.
9. Students are actively engaged throughout the lesson.
10. Student behavior and transitions are managed effectively and school-wide discipline policies are enforced.

Appendix P: RACS Financial Audit Reports

ROCHESTER ACADEMY CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2009

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Heveron & Heveron

Certified Public Accountants

A Professional Corporation
Since 1972

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Rochester, New York 14608-2239
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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Rochester Academy Charter School
Rochester, New York

We have audited the accompanying balance sheet of Rochester Academy Charter School (a New York nonprofit organization) as of June 30, 2009 and the related statements of activities, cash flows and functional expenses for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Rochester Academy Charter School as of June 30, 2009 and the results of its operations and changes in net assets and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

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Members of: American Institute of Certified Public Accountants • New York State Society of CPAs



In accordance with *Government Auditing Standards*, we have also issued a report dated *October 20, 2009* on our consideration of Rochester Academy Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.



Heveron & Heveron
Certified Public Accountants, P.C.

Rochester, New York
October 20, 2009

**ROCHESTER ACADEMY CHARTER SCHOOL
BALANCE SHEET
June 30, 2009**

ASSETS

<u>Current Assets</u>	
Cash and Cash Equivalents	\$ 191,068
Federal Aid Receivable	<u>45,000</u>
 Total Current Assets	 <u>236,068</u>
 <u>Property and Equipment</u>	
Furniture, Fixtures and Equipment	109,296
Computers	28,513
Software	3,281
Less: Accumulated Depreciation	<u>(18,771)</u>
 Net Property and Equipment	 <u>122,319</u>
 TOTAL ASSETS	 <u>\$ 358,387</u>

LIABILITIES AND NET ASSETS

Current Liabilities

Accounts Payable	\$ 7,729
Accrued Payroll and Benefits	88,262
Federal and State Aid Payable	47,643
Deferred Revenue	<u>28,112</u>
 Total Current Liabilities	 <u>171,746</u>

Net Assets

Unrestricted	<u>186,641</u>
 Total Net Assets	 <u>186,641</u>

TOTAL LIABILITIES AND NET ASSETS \$ 358,387

See Independent Auditors' Report and Notes to Financial Statements.

**ROCHESTER ACADEMY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
For The Year Ended June 30, 2009**

<u>Revenues, Gains and Other Support:</u>	
Public School District:	
Revenue - Resident Student Enrollment	\$ 1,604,479
State Grants	102,388
Contributions	51,028
Federal Food Subsidy	45,000
Interest Income	<u>184</u>
Total Revenues, Gains and Other Support	<u>1,803,079</u>
<u>Expenses:</u>	
<u>Program Services:</u>	
Education	1,111,525
Food Services	<u>71,073</u>
Total Program Services Expense	1,182,598
<u>Supporting Services:</u>	
Management and General	<u>418,204</u>
Total Expenses	<u>1,600,802</u>
Excess of Revenues, Gains and Other Support Over Expenses	202,277
Net Assets - Beginning of Year	<u>(15,636)</u>
Net Assets - End of Year	<u>\$ 186,641</u>

See Independent Auditors' Report and Notes to Financial Statements.

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ROCHESTER ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
For The Year Ended June 30, 2009

	<u>Program Services</u>			<u>Total</u>
	<u>Education</u>	<u>Food Services</u>	<u>Management and General</u>	
Salaries	\$ 593,207	\$ -	\$ 241,450	\$ 834,657
Employee Benefits and Payroll Taxes	<u>118,916</u>	<u>-</u>	<u>48,402</u>	<u>167,318</u>
	<u>712,123</u>	<u>-</u>	<u>289,852</u>	<u>1,001,975</u>
Occupancy	144,854	-	16,095	160,949
Supplies and Materials	102,959	-	21,457	124,416
Food	-	71,073	-	71,073
Outside Services	-	-	44,222	44,222
Maintenance and Repairs	29,977	-	3,331	33,308
Consultants - Education	33,301	-	-	33,301
Insurance	31,910	-	-	31,910
Legal and Accounting	-	-	21,057	21,057
Marketing	-	-	14,126	14,126
Field Trips and Extra Curricular Activities	10,064	-	-	10,064
Staff Development	9,470	-	-	9,470
Staff Recruitment	6,903	-	-	6,903
Equipment Rental	5,614	-	624	6,238
Other Expenses	2,751	-	2,293	5,044
Internet Service	2,905	-	323	3,228
Telephone	-	-	2,947	2,947
Dues	<u>1,800</u>	<u>-</u>	<u>-</u>	<u>1,800</u>
	382,508	71,073	126,475	580,056
Depreciation	<u>16,894</u>	<u>-</u>	<u>1,877</u>	<u>18,771</u>
Total Expenses	<u>\$ 1,111,525</u>	<u>\$ 71,073</u>	<u>\$ 418,204</u>	<u>\$ 1,600,802</u>

See Independent Auditors' Report and Notes to Financial Statements.

ROCHESTER ACADEMY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
For The Year Ended June 30, 2009

<u>Cash Flow From Operating Activities</u>	
Revenue from School Districts	\$1,652,122
Grant Revenues	130,500
Miscellaneous Sources	184
Payments to Vendors for Goods and Services Rendered	(530,119)
Payments to Charter School Personnel for Services Rendered	<u>(929,713)</u>
Net Cash Flow Provided By Operating Activities	<u>322,974</u>
<u>Cash Flow From Investing Activities</u>	
Purchase of Property and Equipment	<u>(141,090)</u>
Cash Flow Used By Investing Activities	<u>(141,090)</u>
Net Increase in Cash and Cash Equivalents	181,884
Cash and Cash Equivalents - Beginning of Year	<u>9,184</u>
Cash and Cash Equivalents - End of Year	<u>\$ 191,068</u>
<u>Reconciliation of Change in Net Assets to Net Cash</u>	
<u>Provided by Operating Activities</u>	
Excess of Support and Revenue Over Expenses	\$ 202,277
Adjustments to Reconcile Excess of Support and Revenue	
Over Expenses to Net Cash Provided by Operating Activities:	
Depreciation	18,771
Decrease/(Increase) In:	
Federal Aid Receivable	(45,000)
Increase/(Decrease) In:	
Accounts Payable	(1,091)
Accrued Payroll and Benefits	72,262
Federal and State Aid Payable	
Deferred Revenue	<u>28,112</u>
Net Cash Flow Provided By Operating Activities	<u>\$ 322,974</u>

See Independent Auditors' Report and Notes to Financial Statements.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2009**

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Rochester Academy Charter School (the School) is a not-for-profit organization that meets a need for a college preparatory school for low achieving students with special emphasis on math and science education in Rochester, New York. The School promotes a safe, caring, and student-centered classroom environment.

The main programs of the School are as follows:

EDUCATION: The School curriculum is focused on mathematics and sciences. The School also integrates multi-cultural themes into the curricula through not only geography and foreign languages but through each subject area. All courses align with the New York State Learning Standards.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are delivered and served every day. The School subscribes to the New York State free and reduced priced meal program.

Basis of Presentation

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

The School also records contributions received as unrestricted, temporarily restricted, or permanently restricted support depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met are recorded in the Unrestricted Net Asset class.

ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2009
(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

The following are descriptions of the School's net asset classifications:

Unrestricted: Unrestricted net assets include undesignated resources that are available for the general support of the School's operations.

Temporarily Restricted Net Assets: Temporarily restricted net assets result from contributions subject to donor's restrictions that expire with the passage of time or by actions of the School. There were no temporarily restricted net assets at June 30, 2009.

When donor restrictions from prior years expire, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Permanently Restricted Net Assets: Permanently restricted net assets include resources from contributions where donors have imposed restrictions which do not expire with the passage of time and are not removed by actions of the School. There were no permanently restricted net assets at June 30, 2009.

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received but not yet earned are reported as deferred revenue.

Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

Contributions

Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value. Contributions are recorded as unrestricted unless they are subject to donor restrictions or are required to be used or expected to be received in future years.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2009
(Continued)**

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code, and has also determined that the School is publicly supported. As a result, no provision for federal or state income taxes has been made.

In accordance with FSP 48-3, the School has elected to defer the implementation of FIN 48, "Accounting for Uncertainty in Income Taxes". The School continues to follow the guidance included in FASB Statement No. 5, "Accounting for Contingencies".

Accounts Receivable

Accounts receivable are stated at the amount management expects to collect. Amounts that management believes to be uncollectible, after collection efforts have been completed, are written off. In addition, management evaluates the need for and, if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at year-end.

Property and Equipment

Property and equipment are stated at cost. The School capitalizes property and equipment with a cost of over \$500 and an estimated life of 2 years or more. Depreciation is computed using the straight-line method based on the estimated useful lives of the assets, as follows.

	<u>Years</u>
Furniture, Fixtures and Equipment	5-10
Computers	3-5
Software	3

Depreciation expense amounted to \$18,771 for the year ended June 30, 2009.

Cash and Cash Equivalents

Cash and cash equivalents include all cash on hand and in banks, which, at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2009
(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents (Continued)

Cash and cash equivalents consisted of the following at June 30, 2009:

Checking	\$ 159,964
Money Market	<u>31,104</u>
Total	<u>\$ 191,068</u>

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program and management and general categories. An immaterial amount of fundraising costs for the year ended June 30, 2009 are included in management and general expenses.

Advertising

Advertising costs are expensed as incurred.

NOTE 2 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System provides retirement, disability, withdrawal and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York.

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after that date and who have less than ten years of service or membership are required to contribute 3% of their annual salary. Employers are required to contribute at an actuarially determined rate, currently 7.63% of the annual covered payroll for the fiscal year ended June 30, 2009. The total required contributions for the year ended June 30, 2009 were \$41,526, including employer contributions of \$31,226.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2009
(Continued)**

NOTE 3 - COMMITMENTS

The School is obligated under a non-cancelable operating lease for facilities. The School is responsible for payment of utilities, maintenance and the first \$15,000 of real property taxes under the terms of the lease. Any real property taxes in excess of \$15,000 are split equally between the lessor and the School. The lease term ends June 30, 2011 with an option to renew for one additional one year term. Rental expense for June 30, 2009 totaled \$120,633.

Future minimum lease payment commitments are as follows:

<u>Year</u>	<u>Amount</u>
2010	\$ 144,400
2011	144,400

NOTE 4 - DONATED SERVICES AND GOODS

The School received a donation of textbooks during the year ended June 30, 2009 from the Rochester City School District that did meet the criteria for recording as revenue and expense under accounting principles generally accepted in the United States of America. The textbooks were valued at \$51,028.

NOTE 5 - CONTINGENCY

The School applied for and submitted vouchers for federal food subsidies in the amount of \$45,000. At the time financial statements were issued, no amounts had been received and no written documentation had been received approving the federal food subsidy. Management expects that amounts vouchered will be received in the 2009-2010 school year.

ROCHESTER ACADEMY CHARTER SCHOOL
FEDERAL FINANCIAL ASSISTANCE
SUPPLEMENTARY INFORMATION
For the Year Ended June 30, 2009



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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors
Rochester Academy Charter School

We have audited the financial statements of Rochester Academy Charter School as of and for the year ended June 30, 2009, and have issued our report thereon dated Pending Your Approval. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Rochester Academy Charter School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rochester Academy Charter School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Rochester Academy Charter School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or combination of control deficiencies, and internal control, such that there is a reasonable possibility that a material misstatement of the entities financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be a material weakness, as defined above.



Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rochester Academy Charter School's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain other matters that we reported to management of Rochester Academy Charter School in a separate letter dated September 17, 2009.

This report is intended for the information of management and federal awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.



Heveron & Heveron
Certified Public Accountants, P.C.

Rochester, New York
October 20, 2009

ROCHESTER ACADEMY CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2010

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Rochester Academy Charter School
Rochester, New York

We have audited the accompanying balance sheets of Rochester Academy Charter School (a New York nonprofit organization) as of June 30, 2010 and 2009 and the related statements of activities and cash flows for the years then ended, and statement of functional expenses for the year ended June 30, 2010. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2009 financial statements, where in our report dated October 20, 2009, we expressed an unqualified opinion on those financial statements.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Rochester Academy Charter School as of June 30, 2010 and 2009 and the results of its operations and changes in net assets and cash flows for the years then ended in conformity with accounting principles, generally accepted in the United States of America.



In accordance with *Government Auditing Standards*, we have also issued a report dated October 22, 2010 on our consideration of Rochester Academy Charter School's internal control over financial reporting, and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Heveron & Heveron

Heveron & Heveron
Certified Public Accountants

Rochester, New York
October 22, 2010

ROCHESTER ACADEMY CHARTER SCHOOL
BALANCE SHEETS
June 30, 2010 and 2009

ASSETS

	<u>2010</u>	<u>2009</u>
<u>Current Assets</u>		
Cash and Cash Equivalents	\$ 143,295	\$ 191,068
Accounts Receivable	69,207	45,000
Grants Receivable	77,633	-
Inventory	<u>9,973</u>	<u>-</u>
Total Current Assets	<u>300,108</u>	<u>236,068</u>
 <u>Property and Equipment</u>		
Furniture, Fixtures and Equipment	209,361	109,296
Computers	59,515	28,513
Software	3,924	3,281
Less: Accumulated Depreciation	<u>(58,898)</u>	<u>(18,771)</u>
Net Property and Equipment	<u>213,902</u>	<u>122,319</u>
TOTAL ASSETS	<u>\$ 514,010</u>	<u>\$ 358,387</u>

LIABILITIES AND NET ASSETS

	<u>2010</u>	<u>2009</u>
<u>Current Liabilities</u>		
Accounts Payable	\$ 6,416	\$ 7,729
Accrued Payroll and Benefits	139,854	88,263
Federal and State Aid Payable	-	47,643
Deferred Revenue	<u>2,278</u>	<u>2,546</u>
Total Current Liabilities	<u>148,548</u>	<u>146,181</u>
<u>Net Assets</u>		
Unrestricted	<u>365,462</u>	<u>212,206</u>
Total Net Assets	<u>365,462</u>	<u>212,206</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 514,010</u>	<u>\$ 358,387</u>

See Independent Auditors' Report and Notes to Financial Statements.

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ROCHESTER ACADEMY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
For The Years Ended June 30, 2010 and 2009

	<u>2010</u>	<u>2009</u>
<u>Revenues, Gains and Other Support:</u>		
Public School District:		
Revenue - Resident Student Enrollment	\$ 2,211,961	\$ 1,604,479
State Grants	256,506	127,954
Contributions	31,939	51,028
Federal Food Subsidy	37,049	45,000
Other Income	<u>2,675</u>	<u>184</u>
Total Revenues, Gains and Other Support	<u>2,540,130</u>	<u>1,828,645</u>
<u>Expenses:</u>		
<u>Program Services:</u>		
Education	1,435,250	1,111,526
Food Services	<u>89,063</u>	<u>71,073</u>
Total Program Services Expense	1,524,313	1,182,599
<u>Supporting Services:</u>		
Management and General	<u>862,561</u>	<u>418,204</u>
Total Expenses	<u>2,386,874</u>	<u>1,600,803</u>
Excess of Revenues, Gains and Other Support Over Expenses	153,256	227,842
Net Assets - Beginning of Year	<u>212,206</u>	<u>(15,636)</u>
Net Assets - End of Year	<u>\$ 365,462</u>	<u>\$ 212,206</u>

See Independent Auditors' Report and Notes to Financial Statements.

ROCHESTER ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
For The Year Ended June 30, 2010
(With Comparative Totals For The Year Ended June 30, 2009)

	<u>Program Services</u>			<u>Totals</u>	
	<u>Education</u>	<u>Food Services</u>	<u>Management and General</u>	<u>2010</u>	<u>2009</u>
Salaries	\$ 773,348	\$ -	\$ 541,841	\$ 1,315,189	\$ 834,657
Employee Benefits and Payroll Taxes	<u>190,023</u>	<u>-</u>	<u>133,138</u>	<u>323,161</u>	<u>167,318</u>
Total Payroll and Related Costs	<u>963,371</u>	<u>-</u>	<u>674,979</u>	<u>1,638,350</u>	<u>1,001,975</u>
Occupancy	187,518	-	20,835	208,353	160,949
Supplies and Materials	122,649	-	17,503	140,152	124,416
Food	-	89,063	-	89,063	71,073
Bad Debt Expense	-	-	45,000	45,000	-
Maintenance and Repairs	38,438	-	4,271	42,709	33,308
Marketing	-	-	34,977	34,977	14,126
Insurance	27,707	-	3,079	30,786	31,910
Outside Services	-	-	26,417	26,417	44,222
Legal and Accounting	-	-	23,496	23,496	21,057
Field Trips and Extra Curricular Activities	14,846	-	-	14,846	10,064
Consultants - Education	14,762	-	-	14,762	33,301
Staff Development	14,427	-	-	14,427	9,470
Equipment Rental	7,255	-	806	8,061	6,238
Telephone	-	-	5,246	5,246	2,947
Other Expenses	1,792	-	1,603	3,395	5,045
Internet Service	3,019	-	336	3,355	3,228
Staff Recruitment	2,847	-	-	2,847	6,903
Dues	<u>505</u>	<u>-</u>	<u>-</u>	<u>505</u>	<u>1,800</u>
Total Expenses Before Depreciation	435,765	89,063	183,569	708,397	580,057
Depreciation	<u>36,114</u>	<u>-</u>	<u>4,013</u>	<u>40,127</u>	<u>18,771</u>
Total Expenses	<u>\$ 1,435,250</u>	<u>\$ 89,063</u>	<u>\$ 862,561</u>	<u>\$ 2,386,874</u>	<u>\$ 1,600,803</u>

See Independent Auditors' Report and Notes to Financial Statements.

ROCHESTER ACADEMY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2010 and 2009

	<u>2010</u>	<u>2009</u>
<u>Cash Flow From Operating Activities</u>		
Revenue from School Districts	\$ 2,132,159	\$ 1,652,122
Grant Revenues	178,605	130,500
Miscellaneous Sources	2,675	184
Payments to Vendors for Goods and Services Rendered	(642,743)	(530,120)
Payments to Charter School Personnel for Services Rendered	<u>(1,586,759)</u>	<u>(929,713)</u>
Net Cash Flow Provided By Operating Activities	<u>83,937</u>	<u>322,973</u>
<u>Cash Flow From Investing Activities</u>		
Purchase of Property and Equipment	<u>(131,710)</u>	<u>(141,089)</u>
Cash Flow Used By Investing Activities	<u>(131,710)</u>	<u>(141,089)</u>
Net Increase/(Decrease) in Cash and Cash Equivalents	(47,773)	181,884
Cash and Cash Equivalents - Beginning of Year	<u>191,068</u>	<u>9,184</u>
Cash and Cash Equivalents - End of Year	<u>\$ 143,295</u>	<u>\$ 191,068</u>
<u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Excess of Support and Revenue Over Expenses	\$ 153,256	\$ 227,842
Adjustments to Reconcile Excess of Support and Revenue		
Over Expenses to Net Cash Provided by Operating Activities:		
Depreciation	40,127	18,771
Decrease/(Increase) In:		
Accounts Receivable	(24,207)	(45,000)
Grants Receivable	(77,633)	-
Inventory	(9,973)	-
Increase/(Decrease) In:		
Accounts Payable	(1,313)	(1,091)
Accrued Payroll and Benefits	51,591	72,262
Federal and State Aid Payable	(47,643)	47,643
Deferred Revenue	<u>(268)</u>	<u>2,546</u>
Net Cash Flow Provided By Operating Activities	<u>\$ 83,937</u>	<u>\$ 322,973</u>

See Independent Auditors' Report and Notes to Financial Statements.

ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2010

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Rochester Academy Charter School (the School) is a not-for-profit organization that meets a need for a college preparatory school for low achieving students with special emphasis on math and science education in Rochester, New York. The School promotes a safe, caring, and student-centered classroom environment.

The main programs of the School are as follows:

EDUCATION: The School curriculum is focused on mathematics and sciences. The School also integrates multi-cultural themes into the curricula not only through geography and foreign languages, but through each subject area. All courses align with the New York State Learning Standards.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are delivered and served every day. The School subscribes to the New York State free and reduced priced meal program.

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Basis of Presentation

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

The School also records contributions received as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met are recorded in the Unrestricted Net Asset class.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2010
(Continued)**

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

The following are descriptions of the School's net asset classifications:

Unrestricted: Unrestricted net assets include undesignated resources that are available for the general support of the School's operations.

Temporarily Restricted Net Assets: Temporarily restricted net assets result from contributions subject to donor's restrictions that expire with the passage of time, or by actions of the School. There were no temporarily restricted net assets at June 30, 2010 and 2009.

When donor restrictions from prior years expire, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Permanently Restricted Net Assets: Permanently restricted net assets include resources from contributions where donors have imposed restrictions which do not expire with the passage of time and are not removed by actions of the School. There were no permanently restricted net assets at June 30, 2010 and 2009.

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received but not yet earned are reported as deferred revenue.

Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

Contributions

Contributions are recorded at the time of receipt or when evidence of a non-conditional promise to give has been received. Promises subject to conditions are not recorded as income until those conditions have been met. Contributions that are expected to be received in future years are recorded at their present value. Contributions are recorded as unrestricted, unless they are subject to donor restrictions, or are required to be used or expected to be received in future years.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2010
(Continued)**

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code, and has also determined that the School is publicly supported. As a result, no provision for federal or state income taxes has been made.

FASB ASC #740, *Income Taxes*, requires entities to disclose in their financial statements the nature of any uncertain tax positions. Tax years including the year ended June 30, 2009 and later are subject to examination by tax authorities. Areas that IRS and state tax authorities consider when examining tax returns of a charity include, but may not be limited to, tax-exempt status and the existence and amount of unrelated business income. The School does not believe that it has any uncertain tax positions with respect to these or other matters, and has not recorded any unrecognized tax benefits or liability for penalties or interest.

The School is not aware of any circumstances or events that make it reasonably possible that tax benefits may increase or decrease within 12 months of the date of these financial statements.

Accounts and Grants Receivable

Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible, after collection efforts have been completed, are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2010 and 2009.

Property and Equipment

Property and equipment are stated at cost. The School capitalizes property and equipment with a cost of over \$500 and an estimated life of 2 years or more. Depreciation is computed using the straight-line method based on the estimated useful lives of the assets, as follows.

	<u>Years</u>
Furniture, Fixtures and Equipment	5-10
Computers	3-5
Software	3

Depreciation expense amounted to \$40,127 and \$18,771 for the years ended June 30, 2010 and 2009, respectively.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2010
(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

Cash and cash equivalents include all cash on hand and in banks, which, at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of the following at June 30:

	2010	2009
Checking	\$ 118,222	\$ 159,964
Money Market	25,073	31,104
Total	\$ 143,295	\$ 191,068

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses, and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program and management and general categories. An immaterial amount of fundraising costs for the years ended June 30, 2010 and 2009 are included in management and general expenses.

Advertising

Advertising costs are expensed as incurred.

NOTE 2 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System provides retirement, disability, withdrawal and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2010
(Continued)**

NOTE 2 - PENSION EXPENSE (Continued)

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after that date and who have less than ten years of service or membership, are required to contribute 3% of their annual salary. Employers are required to contribute at an actuarially determined rate, currently 6.19% and 7.63% of the annual covered payroll for the fiscal years ended June 30, 2010 and 2009, respectively. The total required contributions for the years ended June 30, 2010 and 2009 were \$78,000 and \$41,526, including employer contributions of \$56,100 and \$31,226, respectively.

NOTE 3 - COMMITMENTS

The School is obligated under a non-cancelable operating lease for facilities. The School is responsible for payment of utilities, maintenance, and the first \$15,000 of real property taxes under the terms of the lease. Any real property taxes in excess of \$15,000 are split equally between the lessor and the School. The lease term ends June 30, 2011 with an option to renew for one additional one year term. Rental expense for June 30, 2010 and 2009 totaled \$169,530 and \$120,633, respectively.

Future minimum lease payment commitments are as follows:

<u>Year</u>	<u>Amount</u>
2011	\$ 144,400

Subsequent to June 30, 2010, the School signed a second non-cancelable operating lease for facilities. The lease term is for one year, ending on July 31, 2011, with the option to extend for one more additional year. The annual rent payments total \$125,500.

NOTE 4 - DONATED SERVICES AND GOODS

The School received a donation of textbooks during the years ended June 30, 2010 and 2009 from the Rochester City School District that did meet the criteria for recording as revenue and expense, under accounting principles generally accepted in the United States of America. The textbooks were valued at \$31,939 and \$51,028 for the years ended June 30, 2010 and 2009, respectively.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2010
(Continued)**

NOTE 5 - PRIOR PERIOD ADJUSTMENTS

A prior period adjustment affecting the year ended June 30, 2009 was made. The June 30, 2009 comparative financial statements have been restated to reflect this adjustment. The adjustment was necessary to record income in the proper period. The net adjustment was an increase of \$25,566 in unrestricted net assets.

NOTE 6 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 22, 2010, which is the date the statements were available for issuance.

ROCHESTER ACADEMY CHARTER SCHOOL

FEDERAL FINANCIAL ASSISTANCE

SUPPLEMENTARY INFORMATION

For the Year Ended June 30, 2010



REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Directors
Rochester Academy Charter School

We have audited the financial statements of Rochester Academy Charter School as of and for the year ended June 30, 2010, and have issued our report thereon dated October 22, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Rochester Academy Charter School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rochester Academy Charter School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Rochester Academy Charter School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or combination of control deficiencies and internal control, such that there is a reasonable possibility that a material misstatement of the entities financial statements will not be prevented, or detected and corrected in a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section, and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be a material weakness, as defined above.

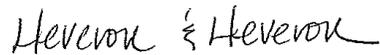


Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rochester Academy Charter School's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain other matters that we reported to management of Rochester Academy Charter School in a separate letter dated October 6, 2010.

This report is intended for the information of management, and federal awarding agencies and pass-through entities, and is not intended to be and should not be used by anyone other than these specified parties.



Heveron & Heveron
Certified Public Accountants

Rochester, New York
October 22, 2010

ROCHESTER ACADEMY CHARTER SCHOOL

FINANCIAL STATEMENTS

June 30, 2011

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Rochester Academy Charter School
Rochester, New York

We have audited the accompanying balance sheets of Rochester Academy Charter School (a New York nonprofit organization) as of June 30, 2011 and 2010 and the related statements of activities and cash flows for the years then ended, and statement of functional expenses for the year ended June 30, 2011. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2010 financial statements, where in our report dated October 22, 2010, we expressed an unqualified opinion on those financial statements.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Rochester Academy Charter School as of June 30, 2011 and 2010 and the results of its operations and changes in net assets and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.



In accordance with *Government Auditing Standards*, we have also issued a report dated October 31, 2011 on our consideration of Rochester Academy Charter School's internal control over financial reporting, and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Heveron & Heveron

Heveron & Heveron
Certified Public Accountants

Rochester, New York
October 31, 2011

ROCHESTER ACADEMY CHARTER SCHOOL
BALANCE SHEETS
June 30, 2011 and 2010

ASSETS

	<u>2011</u>	<u>2010</u>
<u>Current Assets</u>		
Cash and Cash Equivalents	\$ 741,111	\$ 143,295
Accounts Receivable	-	69,207
Grants Receivable	37,138	77,633
Inventory	8,968	9,973
Prepaid Expenses	<u>3,200</u>	<u>-</u>
 Total Current Assets	 <u>790,417</u>	 <u>300,108</u>
<u>Property and Equipment</u>		
Furniture, Fixtures and Equipment	307,044	209,361
Computers	94,594	59,515
Software	4,797	3,924
Less: Accumulated Depreciation	<u>(123,906)</u>	<u>(58,898)</u>
 Net Property and Equipment	 <u>282,529</u>	 <u>213,902</u>
<u>Other Assets</u>		
Security Deposits	<u>11,000</u>	<u>-</u>
 TOTAL ASSETS	 <u>\$1,083,946</u>	 <u>\$ 514,010</u>

LIABILITIES AND NET ASSETS

	<u>2011</u>	<u>2010</u>
<u>Current Liabilities</u>		
Accounts Payable	\$ 32,460	\$ 6,416
Accrued Payroll and Benefits	200,483	139,854
Deferred Revenue	<u>-</u>	<u>2,278</u>
Total Current Liabilities	<u>232,943</u>	<u>148,548</u>
<u>Net Assets</u>		
Unrestricted	<u>851,003</u>	<u>365,462</u>
Total Net Assets	<u>851,003</u>	<u>365,462</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$1,083,946</u>	<u>\$ 514,010</u>

See Independent Auditors' Report and Notes to Financial Statements.

ROCHESTER ACADEMY CHARTER SCHOOL
STATEMENTS OF ACTIVITIES
For The Years Ended June 30, 2011 and 2010

	<u>2011</u>	<u>2010</u>
<u>Revenues, Gains and Other Support:</u>		
Public School District:		
Revenue - Resident Student Enrollment	\$ 2,992,288	\$ 2,211,961
Other Revenue	7,746	31,939
State Grants	346,951	256,506
Federal Food Subsidy	57,111	37,049
Other Income	<u>5,213</u>	<u>2,675</u>
 Total Revenues, Gains and Other Support	 <u>3,409,309</u>	 <u>2,540,130</u>
 <u>Expenses:</u>		
<u>Program Services:</u>		
Education	2,405,967	1,866,572
Food Services	<u>55,586</u>	<u>89,063</u>
 Total Program Services Expense	 2,461,553	 1,955,635
 <u>Supporting Services:</u>		
Management and General	<u>462,215</u>	<u>431,239</u>
 Total Expenses	 <u>2,923,768</u>	 <u>2,386,874</u>
 Excess of Revenues, Gains and Other Support Over Expenses	 485,541	 153,256
 Net Assets - Beginning of Year	 <u>365,462</u>	 <u>212,206</u>
 Net Assets - End of Year	 <u>\$ 851,003</u>	 <u>\$ 365,462</u>

See Independent Auditors' Report and Notes to Financial Statements.

ROCHESTER ACADEMY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
For The Year Ended June 30, 2011
(With Comparative Totals For The Year Ended June 30, 2010)

	<u>Program Services</u>			<u>Totals</u>	
	<u>Education</u>	<u>Food Services</u>	<u>Management and General</u>	<u>2011</u>	<u>2010</u>
Salaries	\$ 1,318,997	\$ -	\$ 246,536	\$ 1,565,533	\$ 1,315,189
Employee Benefits and Payroll Taxes	<u>375,419</u>	<u>-</u>	<u>70,170</u>	<u>445,589</u>	<u>323,161</u>
Total Payroll and Related Costs	<u>1,694,416</u>	<u>-</u>	<u>316,706</u>	<u>2,011,122</u>	<u>1,638,350</u>
Occupancy	294,272	-	32,697	326,969	208,353
Supplies and Materials	86,672	-	22,687	109,359	140,152
Consultants - Education	73,998	-	-	73,998	14,762
Food	16,807	55,586	-	72,393	89,063
Field Trips and Extra Curricular Activities	48,642	-	-	48,642	14,846
Staff Development	39,283	-	-	39,283	14,427
Maintenance and Repairs	34,646	-	3,850	38,496	42,709
Insurance	31,793	-	3,533	35,326	30,786
Legal and Accounting	-	-	26,699	26,699	23,496
Marketing	-	-	16,046	16,046	34,977
Other Expenses	457	-	14,708	15,165	3,395
Equipment Rental	13,016	-	1,446	14,462	8,061
Outside Services	-	-	8,630	8,630	26,417
Staff Recruitment	8,280	-	-	8,280	2,847
Telephone	-	-	8,137	8,137	5,246
Internet Service	5,178	-	575	5,753	3,355
Bad Debt Expense	-	-	-	-	45,000
Dues	-	-	-	-	505
Total Expenses Before Depreciation	<u>653,044</u>	<u>55,586</u>	<u>139,008</u>	<u>847,638</u>	<u>708,397</u>
Depreciation	<u>58,507</u>	<u>-</u>	<u>6,501</u>	<u>65,008</u>	<u>40,127</u>
Total Expenses	<u>\$ 2,405,967</u>	<u>\$ 55,586</u>	<u>\$ 462,215</u>	<u>\$ 2,923,768</u>	<u>\$ 2,386,874</u>

See Independent Auditors' Report and Notes to Financial Statements.

ROCHESTER ACADEMY CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
For The Years Ended June 30, 2011 and 2010

	<u>2011</u>	<u>2010</u>
<u>Cash Flow From Operating Activities</u>		
Revenue from School Districts	\$ 3,026,518	\$ 2,132,159
Grant Revenues	385,168	178,605
Federal Food Subsidy	94,160	-
Miscellaneous Sources	5,213	2,675
Payments to Vendors for Goods and Services Rendered	(829,113)	(642,743)
Payments to Charter School Personnel for Services Rendered	<u>(1,950,495)</u>	<u>(1,586,759)</u>
Net Cash Flow Provided By Operating Activities	<u>731,451</u>	<u>83,937</u>
 <u>Cash Flow From Investing Activities</u>		
Purchase of Property and Equipment	<u>(133,635)</u>	<u>(131,710)</u>
Cash Flow Used By Investing Activities	<u>(133,635)</u>	<u>(131,710)</u>
 Net Increase/(Decrease) in Cash and Cash Equivalents	597,816	(47,773)
 Cash and Cash Equivalents - Beginning of Year	<u>143,295</u>	<u>191,068</u>
 Cash and Cash Equivalents - End of Year	<u>\$ 741,111</u>	<u>\$ 143,295</u>
 <u>Reconciliation of Change in Net Assets to Net Cash</u>		
<u>Provided by Operating Activities</u>		
Excess of Support and Revenue Over Expenses	\$ 485,541	\$ 153,256
Adjustments to Reconcile Excess of Support and Revenue		
Over Expenses to Net Cash Provided by Operating Activities:		
Depreciation	65,008	40,127
Decrease/(Increase) In:		
Accounts Receivable	69,207	(24,207)
Grants Receivable	40,495	(77,633)
Inventory	1,005	(9,973)
Prepaid Expenses	(3,200)	-
Security Deposits	(11,000)	-

ROCHESTER ACADEMY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
For The Year Ended June 30, 2011
(Continued)

	2011	2010
Increase/(Decrease) In:		
Accounts Payable	26,044	(1,313)
Accrued Payroll and Benefits	60,629	51,591
Federal and State Aid Payable	-	(47,643)
Deferred Revenue	(2,278)	(268)
Net Cash Flow Provided By Operating Activities	<u>\$ 731,451</u>	<u>\$ 83,937</u>

See Independent Auditors' Report and Notes to Financial Statements.

ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
June 30, 2011

NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Rochester Academy Charter School (the School) is a not-for-profit organization that meets a need for a college preparatory school for low achieving students with special emphasis on math and science education in Rochester, New York. The School promotes a safe, caring, and student-centered classroom environment.

The main programs of the School are as follows:

EDUCATION: The School curriculum is focused on mathematics and sciences. The School also integrates multi-cultural themes into the curricula not only through geography and foreign languages, but through each subject area. All courses align with the New York State Learning Standards.

FOOD SERVICES: The School believes that healthy meals are an important part of a child's day. Breakfast and lunch are delivered and served every day. The School subscribed to the New York State free and reduced priced meal program during the year ended June 30, 2010. For the year ended June 30, 2011, food services were provided by the Rochester City School District.

Basis of Accounting

The accompanying financial statements have been prepared on the accrual basis of accounting. The significant accounting policies followed are described below to enhance the usefulness of the financial statements to the reader.

Basis of Presentation

In accordance with accounting principles generally accepted in the United States of America, the School reports information regarding its financial position and activities according to the existence and nature of donor restrictions in three classes of net assets: unrestricted, temporarily restricted, and permanently restricted. There were no temporarily or permanently restricted net assets at June 30, 2011 and 2010.

The School also records contributions received as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence and nature of any donor restrictions.

Accounting principles generally accepted in the United States of America allow the School to treat as unrestricted, any restricted revenue where the restrictions are met in the same year. The School has elected to follow that reporting method. As a result, all activities in which restrictions are met are recorded in the Unrestricted Net Asset class.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2011
(Continued)**

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES (Continued)**

The following are descriptions of the School's net asset classifications:

Unrestricted: Unrestricted net assets include undesignated resources that are available for the general support of the School's operations.

Revenue Recognition

A portion of the School's revenue is derived from grants. Amounts received but not yet earned are reported as deferred revenue.

Funding sources may, at their discretion, amend the grant and contract amounts. In addition, reimbursement for expenses or return of funds, or both, may be requested as a result of noncompliance by the School with the terms of the grants and contracts. The School records such amendments, reimbursements, and returns of funds as an adjustment to revenue in the year of the amendment.

Accounts and Grants Receivable

Receivables are stated at the amount management expects to collect. Amounts that management believes to be uncollectible, after collection efforts have been completed, are written off. In addition, management evaluates the need for, and if appropriate, provides an allowance to reduce receivables to amounts management expects will be collected. Management determined that no allowances were necessary at June 30, 2011 and 2010.

Property and Equipment

Property and equipment are stated at cost. The School capitalizes property and equipment with a cost of over \$500 and an estimated life of 2 years or more. Depreciation is computed using the straight-line method based on the estimated useful lives of the assets, as follows:

	<u>Years</u>
Furniture, Fixtures and Equipment	5-10
Computers	3-5
Software	3

Depreciation expense amounted to \$65,008 and \$40,127 for the years ended June 30, 2011 and 2010, respectively.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2011
(Continued)**

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES (Continued)**

Income Taxes

The Internal Revenue Service has determined that the School is qualified as a charity exempt under Section 501(c)(3) of the Internal Revenue Code, and has also determined that the School is publicly supported. As a result, no provision for federal or state income taxes has been made.

Accounting standards require entities to disclose in their financial statements the nature of any uncertain tax positions. Tax years including the year ended June 30, 2008 and later are subject to examination by tax authorities. Areas that IRS and state tax authorities consider when examining tax returns of a charity include, but may not be limited to, tax-exempt status and the existence and amount of unrelated business income. The School does not believe that it has any uncertain tax positions with respect to these or other matters, and has not recorded any unrecognized tax benefits or liability for penalties or interest.

The School is not aware of any circumstances or events that make it reasonably possible that tax benefits may increase or decrease within 12 months of the date of these financial statements.

Cash and Cash Equivalents

Cash and cash equivalents include all cash on hand and in banks, which, at times, may exceed federally insured limits. The School considers all highly liquid investments with a maturity of three months or less when purchased to be cash equivalents. Certain of these accounts are not federally insured. The School has not experienced any losses in these accounts and does not believe it is exposed to any significant credit risk with respect to cash and cash equivalents.

Cash and cash equivalents consisted of the following at June 30:

	2011	2010
Checking	\$ 716,019	\$ 118,222
Money Market	25,092	25,073
Total	\$ 741,111	\$ 143,295

Use of Estimates in the Preparation of Financial Statements

Accounting principles generally accepted in the United States of America require management to make estimates and assumptions that affect the amounts of assets and liabilities, revenues and expenses, and the disclosure of contingent assets and liabilities. Actual results could vary from those estimates.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2011
(Continued)

**NOTE 1 - ORGANIZATION AND SUMMARY OF SIGNIFICANT ACCOUNTING
POLICIES (Continued)**

Functional Expenses

The costs of providing the various program services have been summarized on a functional basis in the statement of functional expenses. Accordingly, certain costs have been allocated among the program and management and general categories. An immaterial amount of fundraising costs for the years ended June 30, 2011 and 2010 are included in management and general expenses.

Advertising

Advertising costs are expensed as incurred.

Deferred Revenue

Deferred revenue consists of amounts received prior to when they are earned. The related revenue is recognized when services are performed.

Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2010 from which the summarized information was derived.

Reclassifications

Certain account balances as of June 30, 2010 have been reclassified to conform with the presentation as of June 30, 2011.

Inventories

Inventories consist of school store items and are recorded at cost.

NOTE 2 - PENSION EXPENSE

The School participates in the New York State Teachers' Retirement System (System), a cost-sharing, multiple-employer, defined benefit pension plan administered by the New York State Teachers' Retirement Board. The System provides retirement, disability, withdrawal and death benefits to plan members and beneficiaries as authorized by the Education Law and the Retirement and Social Security Law of the State of New York.

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

**June 30, 2011
(Continued)**

NOTE 2 - PENSION EXPENSE (Continued)

Plan members who joined the System before July 27, 1976 are not required to make contributions. Those joining after that date and before January 1, 2010 who have less than ten years of service or membership, are required to contribute 3% of their annual salary. Those joining on or after January 1, 2010 are required to contribute 3.5% of their annual salary for their entire working career.

Employers are required to contribute at an actuarially determined rate, currently 8.62% of the annual covered payroll for the fiscal year ended June 30, 2011. Rates applicable to the fiscal years ended June 30, 2010 and 2009 were respectively, 6.19% and 7.63%. The total required contributions for the years ended June 30, 2011, 2010 and 2009 were \$76,669 and \$78,000 and \$-. Total pension expense was \$88,837, \$56,100 and \$30,077 for the years ended June 30, 2011, 2010, and 2009, respectively.

NOTE 3 - COMMITMENTS

The School is obligated under a non-cancelable operating lease for facilities. The School is responsible for payment of utilities, maintenance, and the first \$15,000 of real property taxes under the terms of the lease. Any real property taxes in excess of \$15,000 are split equally between the lessor and the School. The lease term ended June 30, 2011 and the School renewed for one additional one year term. The annual rent payments total \$144,400. The School signed a second non-cancelable operating lease for facilities. The lease term was for one year, ending on July 31, 2011. The annual rent payments total \$125,500. Rental expense for June 30, 2011 and 2010 totaled \$274,964 and \$169,530, respectively.

Future minimum lease payment commitments are as follows:

<u>Year</u>	<u>Amount</u>
2012	\$ 144,400

**ROCHESTER ACADEMY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS**

June 30, 2011

(Continued)

NOTE 4 - SPECIAL EDUCATION AND OTHER SERVICES

Special education services required by students of the School are provided by the Rochester City School District. These financial statements do not reflect revenue or expenses associated with those services.

Beginning in the year ended June 30, 2011, the School also received Federal Food Subsidy in the form of a school lunch program provided by the Rochester City School District. The total aid received for the year ended June 30, 2011 was \$55,586. Prior to June 30, 2011, the School provided their own lunch program.

NOTE 5 - SUBSEQUENT EVENTS

Subsequent events have been evaluated through October 31, 2011, which is the date the statements were available for issuance.



**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

To the Board of Directors
Rochester Academy Charter School

We have audited the financial statements of Rochester Academy Charter School as of and for the year ended June 30, 2011, and have issued our report thereon dated October 31, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Rochester Academy Charter School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Rochester Academy Charter School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of Rochester Academy Charter School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or combination of control deficiencies and internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected in a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section, and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be a material weakness, as defined above.



Compliance and Other Matters

As part of obtaining reasonable assurance about whether Rochester Academy Charter School's financial statements are free of material misstatements, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain other matters that we reported to management of Rochester Academy Charter School in a separate letter dated August 25, 2011.

This report is intended for the information of management, and the NYS Department of Education, and is not intended to be and should not be used by anyone other than these specified parties.

Heveron & Heveron

Heveron & Heveron
Certified Public Accountants

Rochester, New York
October 31, 2011

Appendix Q: RACS Staff Roster

Last Name	First Name	Position	Employment Request Status	OSPRA-101 Status	Name History
BEALE	EMORY	Security Guard	Full Clearance	Your DCJS and FBI results have been received.	
BESLAGIC	EMINA	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	
BILGE	ABDULHASIP	Administrator (Superintendent, Principal, School Business Official)	Full Clearance	Your DCJS and FBI results have been received.	
BOGAN	KATHERINE	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	
BURT	MEGAN	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	LEMAY
DAVIDSON	NICHOLAS	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	
DEMIRTAS	MEHMET	Administrator (Superintendent, Principal, School Business Official)	Full Clearance	Your DCJS and FBI results have been received.	
EVYAPAN	SERDAR	Tutor	Full Clearance	Your DCJS and FBI results have been received.	
FOURNIER	MONIQUE	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	
GEDEMENLI	ZEHRA	Clerical Support Staff (Clerk, Secretary, Aide, Other)	Full Clearance	Your DCJS and FBI results have been received.	
GIARDINO	ANDREA	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	
HARRIS	MARISSA	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	
HAYS	ROBIN	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	
HUSEINOVIC	SAMIR	Building and Grounds Services (Custodian, Janitor, Cleaner, Maintenance, Trades, Laborer)	Full Clearance	Your DCJS and FBI results have been received.	
JOESTEN	KIERSTEN	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	
KENYON	MICHAEL	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	
KLEM	JEFFREY	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	

KUMAS	FATIH	Clerical Support Staff (Clerk, Secretary, Aide, Other)	Full Clearance	Your DCJS and FBI results have been received.
LUCERO	TYLER	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.
MACK	PRISCILLA	Security Guard	Full Clearance	Your DCJS and FBI results have been received.
MARKMAN	KEVIN	Administrator (Superintendent, Principal, School Business Official)	Full Clearance	Your DCJS and FBI results have been received.
MARRIOTT	STEPHEN	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.
MONETTE	DEBORAH	Tutor	Full Clearance	Your DCJS and FBI results have been received.
NORDQUIST	JESSICA	Pupil Personnel (Guidance, Nurse, Social Worker, Psychologist, Librarian, Therapist)	Full Clearance	Your DCJS and FBI results have been received.
ODONNELL	ALICIA	Clerical Support Staff (Clerk, Secretary, Aide, Other)	Full Clearance	Your DCJS and FBI results have been received.
OKSUZ	OZCAN	Building and Grounds Services (Custodian, Janitor, Cleaner, Maintenance, Trades, Laborer)	Full Clearance	Your DCJS and FBI results have been received.
OZTURK	AKIN	Administrator (Superintendent, Principal, School Business Official)	Full Clearance	Your DCJS and FBI results have been received.
PITTMAN	TARA	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.
RIVERS	WILLIAM	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.
ROBBINS	REID	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.
ROSTAN	RONALD	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.
ROWLEY KREGER	ADRIENNE	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.
SCHROEDER	KRISTINA	Tutor	Full Clearance	Your DCJS and FBI results have been received.
SKERITT	DEVON	Security Guard	Full Clearance	Your DCJS and FBI results have been received.
SMITH	OLIVER	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.

SMITH	TINA	Clerical Support Staff (Clerk, Secretary, Aide, Other)	Full Clearance	Your DCJS and FBI results have been received.	
STOLER	VALARIE	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	-
TEKIN	ILKER	Professional Support Staff (Computer/ITS Specialist, Grants Development, Other)	Full Clearance	Your DCJS and FBI results have been received.	
TISA	REBECCA	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	-
VOIGHT	ANDREA ROSE	Pupil Personnel (Guidance, Nurse, Social Worker, Psychologist, Librarian, Therapist)	Full Clearance	Your DCJS and FBI results have been received.	FEENEY
WASHINGTON	DEMONT	Security Guard	Full Clearance	Your DCJS and FBI results have been received.	
ZENGIN	OMER	Teacher (Classroom Teacher, Department Chair)	Full Clearance	Your DCJS and FBI results have been received.	

Appendix R: RACS BOT Meeting Public Notice

Board Meeting Dates

4/21/12 12:43 PM

Contact

Home	About RACS	Admission	Academics	Math & Science	Student Services	Events	Quick Links	
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Board Meeting Dates

Details Published on Monday, 03 January 2011 17:39 Written By Administrator Category: [About RACS](#) Hits: 559



RACS School Board meets at Rochester Academy Charter School Genesee building every month at 6:00 P.M. Unless otherwise stated.

2011-2012 RACS Board of Trustees Meeting Dates

September 9, 2011 @6:00 pm

October 7, 2011 @6:00 pm

November 15, 2011 @6:00 pm

December 15, 2011 @6:00 pm

January 20, 2012 @6:00pm

February 17, 2012 @6:00pm

March 15, 2012 @6:00pm

April 20, 2012 @6:00pm

May 18, 2012 @6:00pm

June 15, 2012 @6:00pm

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Appendix S: Weekly Lesson Plan Template

8TH GRADE ELA DAILY PLAN				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>Objective(s): Students will analyze, interpret, respond to, and discuss the SAT Question of the Day via SAT video (BL 1,2,3,4)</p> <p>Students will read and discuss Narnia Ch p 110 - 128 (8C), Ch p 66 - 84 (8B), p 84 - 99 (8A) via during reading double sided journals as whole group (BL 4, 5, 6)</p> <p>Students will demonstrate comprehension, analysis, and support answers with evidence via exit ticket quiz (BL 3, 4, 5, 6) utilizing today's SAT vocabulary word</p>	<p>Objective(s): Students will analyze, interpret, and respond to, and discuss to the SAT Question of the Day (BL 1,2,3,4) via SAT website</p> <p>Students will read and discuss Narnia p 130 - 146 (8C), 85 - 99 (8B), p 100 - 113 (8A) via "Probable Passage" during reading activity in pairs (BL 4, 5, 6)</p> <p>Students will demonstrate comprehension via exit ticket quiz utilizing today's SAT vocab (BL 3, 4, 5, 6)</p>	<p>Objective(s): Students will analyze, interpret, respond to, and discuss the SAT Question of the Day via SAT website (BL 1,2,3,4)</p> <p>Students will read Narnia p 147 - 160 (8C), p 100 - 113 (8B), p 114 - 128 (8A) (BL 4, 5) via "Making Inferences Bookmarks" independently</p> <p>Students will discuss reading via think, pair share (BL 1, 2, 3, 4, 5)</p> <p>Students will demonstrate comprehension via exit ticket quiz (BL 3, 4, 5, 6) utilizing today's SAT vocab</p>	<p>Objective(s): Students will analyze, interpret, respond to, and discuss the SAT Question of the Day via SAT video (BL 1,2,3,4)</p> <p>Students will review SAT vocabulary words from this week and weeks past via frayer model and sharades game (Narnia style) via paired group activity (BL 1, 2, 3, 4, 5, 6)</p> <p>Students will reflect on words students need to study via exit ticket reflection utilizing four of this week's SAT vocabulary</p>	<p>Objective(s): Students will demonstrate mastery of SAT vocabulary and Narnia comprehension and analysis via test (word match to definition and using vocab words in an essay responding to Narnia prompt) (BL 1, 2, 3, 4, 5, 6)</p>
<p>Performance Indicators R2b, R2a, R2e, R2g, W1e, W3a, L1, L2, L3, L4, S1, S2, S3, S4</p>	<p>Performance Indicators R2b, R2a, R2d, R2e, R2g, W1e, W1h, W3a, L1, L2, L3, L4, S1, S2, S3, S4</p>	<p>Performance Indicators R2b, R2a, R2d, R2e, R2g, R2i, R2h, W1e, W1h, W3a, L1, L2, L3, L4, S1, S2, S3, S4</p>	<p>Performance Indicators R2b, R2a, R2d, R2e, R2g, R2i, R2h, W1e, W1h, W3a, L1, L2, L3, L4, S1, S2, S3, S4</p>	<p>Performance Indicators R2b, R2a, R2d, R2e, R2g, R2i, R2h, W1e, W1h, W3a</p>
<p>Class Assignments: SAT Question of the Day, Journals, exit ticket quiz</p>	<p>Class Assignments: SAT Question of the Day, Probable Passage, exit ticket quiz</p>	<p>Class Assignments: SAT Question of the Day, Making Inferences, exit ticket quiz</p>	<p>Class Assignments: SAT Question of the Day, Frayer Models, Sharades Game, exit ticket quiz</p>	<p>Class Assignments: test</p>
<p>Materials: Index cards, Copies of "Narnia," extra half sheets</p>	<p>Materials: Index cards, Copies of "Narnia," extra half sheets</p>	<p>Materials: Index cards, Copies of "Narnia," extra half sheets</p>	<p>Materials: Index cards, Copies of "Narnia," frayer models, extra half sheets</p>	<p>Materials: Copies of "Narnia," tests</p>
<p>Evaluation/Assessment: exit ticket quiz and discussion</p>	<p>Evaluation/Assessment: exit ticket quiz and discussion</p>	<p>Evaluation/Assessment: exit ticket quiz and discussion</p>	<p>Evaluation/Assessment: exit ticket quiz and discussion</p>	<p>Evaluation/Assessment: test</p>
<p>Homework: Study vocabulary index cards</p>	<p>Homework: Study vocab with family member - be prepared to discuss</p>	<p>Homework: Study vocabulary index cards with a classmate (phone, text, facebook) - be prepared to discuss</p>	<p>Homework: Free-write paragraph using all of this week's vocabulary words</p>	<p>Homework: Free-write paragraph re-write with grammar, word usage, and agreement corrections (from yesterday)</p>

Appendix T: K-6 Curriculum

MATH CURRICULUM

KINDERGARTEN

Problem Solving Strand

Students will build new mathematical knowledge through problem solving.

K.PS.1 Explore, examine, and make observations about a social problem or mathematical situation

K.PS.2 Interpret information correctly, identify the problem, and generate possible solutions

Students will solve problems that arise in mathematics and in other contexts.

K.PS.3 Act out or model with manipulative activities involving mathematical content from literature and/or story telling

K.PS.4 Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class, using the calendar to teach counting).

Students will apply and adapt a variety of appropriate strategies to solve problems.

K.PS.5 Use informal counting strategies to find solutions

K.PS.6 Experience teacher-directed questioning process to understand problems

K.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking

K.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems

K.PS.9 Use drawings/pictures to model the action in problems

Students will monitor and reflect on the process of mathematical problem solving.

K.PS.10 Explain to others how a problem was solved, giving strategies

Reasoning and Proof Strand

Students will recognize reasoning and proof as fundamental aspects of mathematics.

K.RP.1 Understand that mathematical statements can be true or false

Students will make and investigate mathematical conjectures.

K.RP.2 Investigate the use of knowledgeable guessing as a mathematical tool

K.RP.3 Explore guesses, using a variety of objects and manipulatives

Students will develop and evaluate mathematical arguments and proofs.

K.RP.4 Listen to claims other students make

Communication Strand

Students will organize and consolidate their mathematical thinking through communication.

K.CM.1 Understand how to organize their thought processes with teacher guidance

Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

K.CM.2 Share mathematical ideas through the manipulation of objects, drawings, pictures, and verbal explanations

Students will analyze and evaluate the mathematical thinking and strategies of others.

K.CM.3 Listen to solutions shared by other students

K.CM.4 Formulate mathematically relevant questions with teacher guidance

Students will use the language of mathematics to express mathematical ideas precisely.

K.CM.5 Use appropriate mathematical terms, vocabulary, and language

Connections Strand

Students will recognize and apply mathematics in contexts outside of mathematics.

- K.CN.1 Recognize the presence of mathematics in their daily lives
- K.CN.2 Use counting strategies to solve problems in their daily lives
- K.CN.3 Recognize and apply mathematics to objects and pictures

Representation Strand

Students will create and use representations to organize, record, and communicate mathematical ideas.

- K.R.1 Use multiple representations, including verbal language, acting out or modeling a situation, and drawing pictures as representations
 - K.R.2 Use standard and nonstandard representations
- Students will use representations to model and interpret physical, social, and mathematical phenomena.*
- K.R.3 Use objects to show and understand physical phenomena (e.g., guess the number of cookies in a package)
 - K.R.4 Use objects to show and understand social phenomena (e.g., count and represent sharing cookies between friends)
 - K.R.5 Use objects to show and understand mathematical phenomena (e.g., draw pictures to show a story problem, show number value using fingers on your hand)

Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

- K.N.1 Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 10)
 - K.N.2 Count out (produce) a collection of a specified size 1 to 10
 - K.N.3 Numerically label a data set of 1 to 5
 - K.N.4 Verbally count by 1's to 20
 - K.N.5 Verbally count backwards from 10
 - K.N.6 Represent collections with a finger pattern up to 10
 - K.N.7 Draw pictures or other informal symbols to represent a spoken number up to 10
 - K.N.8 Draw pictures or other informal symbols to represent how many in a collection up to 10
 - K.N.9 Write numbers 1-10 to represent a collection
 - K.N.10 Visually determine how many more or less, and then using the verbal counting sequence, match and count 1-10
 - K.N.11 Use and understand verbal ordinal terms, first to tenth
- Students will understand meanings of operations and procedures, and how they relate to one another.*
- K.N.12 Solve and create addition and subtraction verbal word problems (use counting based strategies, such as counting on and to ten)
 - K.N.13 Determine sums and differences by various means

Algebra Strand

Students will recognize, use, and represent algebraically patterns, relations, and functions.

- K.A.1 Use a variety of manipulatives to create patterns using attributes of color, size, or shape
- K.A.2 Recognize, describe, extend, and create patterns that repeat (e.g., ABABAB or ABAABAAAB)

Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

K.G.1 Describe characteristics and relationships of geometric objects

Students will identify and justify geometric relationships, formally and informally.

K.G.2 Sort groups of objects by size and size order (increasing and decreasing)

Students will apply transformations and symmetry to analyze problem solving situations.

K.G.3 Explore vertical and horizontal orientation of objects

K.G.4 Manipulate two- and three-dimensional shapes to explore symmetry

Students will apply coordinate geometry to analyze problem solving situations.

K.G.5 Understand and use ideas such as over, under, above, below, on, beside, next to, and between

Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

K.M.1 Name, discuss, and compare attributes of length (longer than, shorter than)

K.M.2 Compare the length of two objects by representing each length with string or a paper strip

K.M.3 Relate specific times such as morning, noon, afternoon, and evening to activities and absence or presence of daylight

Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

K.S.1 Gather data in response to questions posed by the teacher and students

K.S.2 Help to make simple pictographs for quantities up to 10, where one picture represents 1

K.S.3 Sort and organize objects by two attributes (e.g., color, size, or shape)

K.S.4 Represent data using manipulatives

K.S.5 Identify more, less, and same amounts from pictographs or concrete Models

GRADE 1

Problem Solving Strand

Students will build new mathematical knowledge through problem solving.

1.PS.1 Explore, examine, and make observations about a social problem or mathematical situation

1.PS.2 Interpret information correctly, identify the problem, and generate possible solutions

Students will solve problems that arise in mathematics and in other contexts.

1.PS.3 Act out or model with manipulatives activities involving mathematical content from literature and/or story telling

1.PS.4 Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class or using the calendar to teach counting)

Students will apply and adapt a variety of appropriate strategies to solve problems.

1.PS.5 Use informal counting strategies to find solutions

1.PS.6 Experience teacher-directed questioning process to understand problems

1.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking

1.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems

1.PS.9 Use drawings/pictures to model the action in problems

Students will monitor and reflect on the process of mathematical problem solving.

1.PS.10 Explain to others how a problem was solved, giving strategies and justifications

Reasoning and Proof Strand

Students will recognize reasoning and proof as fundamental aspects of mathematics.

1.RP.1 Understand that mathematical statements can be true or false

1.RP.2 Recognize that mathematical ideas need to be supported by evidence

Students will make and investigate mathematical conjectures.

1.RP.3 Investigate the use of knowledgeable guessing as a mathematical tool

1.RP.4 Explore guesses, using a variety of objects and manipulatives

Students will develop and evaluate mathematical arguments and proofs.

1.RP.5 Justify general claims, using manipulatives

1.RP.6 Develop and explain an argument verbally or with objects

1.RP.7 Listen to and discuss claims other students make

Students will select and use various types of reasoning and methods of proof.

1.RP.8 Use trial and error strategies to verify claims

Communication Strand

Students will organize and consolidate their mathematical thinking through communication.

1.CM.1 Understand how to organize their thought processes with teacher guidance

1.CM.2 Verbally support their reasoning and answer

Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

1.CM.3 Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations

Students will analyze and evaluate the mathematical thinking and strategies of others.

1.CM.4 Listen to solutions shared by other students

1.CM.5 Formulate mathematically relevant questions

Students will use the language of mathematics to express mathematical ideas precisely.

1.CM.6 Use appropriate mathematical terms, vocabulary, and language

Connections Strand

Students will recognize and use connections among mathematical ideas.

1.CN.1 Recognize the connections of patterns in their everyday experiences to mathematical ideas

1.CN.2 Understand the connections between numbers and the quantities they represent

1.CN.3 Compare the similarities and differences of mathematical ideas

Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.

1.CN.4 Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas

1.CN.5 Understand meanings of operations and how they relate to one another

1.CN.6 Understand how mathematical models represent quantitative relationships

Students will recognize and apply mathematics in contexts outside of mathematics.

1.CN.7 Recognize the presence of mathematics in their daily lives

1.CN.8 Recognize and apply mathematics to solve problems

1.CN.9 Recognize and apply mathematics to objects, pictures, and symbols

Representation Strand

Students will create and use representations to organize, record, and communicate mathematical ideas.

1.R.1 Use multiple representations including verbal and written language, acting out or modeling a situation, drawings, and/or symbols as representations

- 1.R.2 Share mental images of mathematical ideas and understandings
- 1.R.3 Use standard and nonstandard representations
Students will select, apply, and translate among mathematical representations to solve problems.
- 1.R.4 Connect mathematical representations with problem solving
Students will use representations to model and interpret physical, social, and mathematical phenomena.
- 1.R.5 Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree)
- 1.R.6 Use mathematics to show and understand social phenomena (e.g., count and represent sharing cookies between friends)
- 1.R.7 Use mathematics to show and understand mathematical phenomena (e.g., draw pictures to show a story problem, show number value using fingers on your hand)

Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

- 1.N.1 Count the items in a collection and know the last counting word tells how many items are in the collection (1 to 100)
- 1.N.2 Count out (produce) a collection of a specified size (10 to 100 items), using groups of ten
- 1.N.3 Quickly see and label with a number, collections of 1 to 10
- 1.N.4 Count by 1's to 100
- 1.N.5 Skip count by 10's to 100
- 1.N.6 Skip count by 5's to 50
- 1.N.7 Skip count by 2's to 20
- 1.N.8 Verbally count from a number other than one by 1's
- 1.N.9 Count backwards from 20 by 1's
- 1.N.10 Draw pictures or other informal symbols to represent a spoken number up to 20
- 1.N.11 Identify that spacing of the same number of objects does not affect the quantity (conservation)
- 1.N.12 Arrange objects in size order (increasing and decreasing)
- 1.N.13 Write numbers to 100
- 1.N.14 Read the number words one, two, three...ten
- 1.N.15 Explore and use place value
- 1.N.16 Compare and order whole numbers up to 100
- 1.N.17 Develop an initial understanding of the base ten system: 10 ones = 1 ten 10 tens = 1 hundred
- 1.N.18 Use a variety of strategies to compose and decompose one-digit numbers
- 1.N.19 Understand the commutative property of addition
- 1.N.20 Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)
- 1.N.21 Use before, after, or between to order numbers to 100 (with or without the use of a number line)
- 1.N.22 Use the words higher, lower, greater, and less to compare two numbers
- 1.N.23 Use and understand verbal ordinal terms, first to twentieth
Students will understand meanings of operations and procedures, and how they relate to one another.
- 1.N.24 Develop and use strategies to solve addition and subtraction word problems
- 1.N.25 Represent addition and subtraction word problems and their solutions as number sentences
- 1.N.26 Create problem situations that represent a given number sentence
- 1.N.27 Use a variety of strategies to solve addition and subtraction problems with one- and two-digit numbers without regrouping
- 1.N.28 Demonstrate fluency and apply addition and subtraction facts to and including 10

1.N.29 Understand that different parts can be added to get the same whole

Students will compute accurately and make reasonable estimates.

1.N.30 Estimate the number in a collection to 50 and then compare by counting the actual items in the collection

Algebra Strand

Students will recognize, use, and represent algebraically patterns, relations, and functions.

1.A.1 Determine and discuss patterns in arithmetic (what comes next in a repeating pattern, using numbers or objects)

Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

1.G.1 Match shapes and parts of shapes to justify congruency

1.G.2 Recognize, name, describe, create, sort, and compare two dimensional and three-dimensional shapes

Students will apply transformations and symmetry to analyze problem solving situations.

1.G.3 Experiment with slides, flips, and turns of two-dimensional shapes

1.G.4 Identify symmetry in two-dimensional shapes

Students will apply coordinate geometry to analyze problem solving situations.

1.G.5 Recognize geometric shapes and structures in the environment

Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

1.M.1 Recognize length as an attribute that can be measured

1.M.2 Use non-standard units (including finger lengths, paper clips, students' feet and paces) to measure both vertical and horizontal lengths

1.M.3 Informally explore the standard unit of measure, inch

Students will use units to give meaning to measurements.

1.M.4 Know vocabulary and recognize coins (penny, nickel, dime, quarter)

1.M.5 Recognize the cent notation as ¢

1.M.6 Use different combinations of coins to make money amounts up to 25 cents

1.M.7 Recognize specific times (morning, noon, afternoon, evening)

1.M.8 Tell time to the hour, using both digital and analog clocks

1.M.9 Know the days of the week and months of the year in sequence

1.M.10 Classify months and connect to seasons and other events

Students will develop strategies for estimating measurements.

1.M.11 Select and use non-standard units to estimate measurements

Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

1.S.1 Pose questions about themselves and their surroundings

1.S.2 Collect and record data related to a question

1.S.3 Display data in simple pictographs for quantities up to 20 with units of one

1.S.4 Display data in bar graphs using concrete objects with intervals of one

1.S.5 Use Venn diagrams to sort and describe data

1.S.6 Interpret data in terms of the words: most, least, greater than, less than, or equal to

- 1.S.7 Answer simple questions related to data displayed in pictographs (e.g., category with most, how many more in a category compared to another, how many all together in two categories)
Students will make predictions that are based upon data analysis.
- 1.S.8 Discuss conclusions and make predictions in terms of the words likely and unlikely
- 1.S.9 Construct a question that can be answered by using information from a graph

GRADE 2

Problem Solving Strand

Students will build new mathematical knowledge through problem solving.

- 2.PS.1 Explore, examine, and make observations about a social problem or mathematical situation
- 2.PS.2 Interpret information correctly, identify the problem, and generate possible solutions
Students will solve problems that arise in mathematics and in other contexts.
- 2.PS.3 Act out or model with manipulatives activities involving mathematical content from literature and/or story telling
- 2.PS.4 Formulate problems and solutions from everyday situations (e.g., counting the number of children in the class, using the calendar to teach counting).
Students will apply and adapt a variety of appropriate strategies to solve problems.
- 2.PS.5 Use informal counting strategies to find solutions
- 2.PS.6 Experience teacher-directed questioning process to understand problems
- 2.PS.7 Compare and discuss ideas for solving a problem with teacher and/or students to justify their thinking
- 2.PS.8 Use manipulatives (e.g., tiles, blocks) to model the action in problems
- 2.PS.9 Use drawings/pictures to model the action in problems
Students will monitor and reflect on the process of mathematical problem solving.
- 2.PS.10 Explain to others how a problem was solved, giving strategies and justifications

Reasoning and Proof Strand

Students will recognize reasoning and proof as fundamental aspects of mathematics.

- 2.RP.1 Understand that mathematical statements can be true or false
- 2.RP.2 Recognize that mathematical ideas need to be supported by evidence
Students will make and investigate mathematical conjectures.
- 2.RP.3 Investigate the use of knowledgeable guessing as a mathematical tool
- 2.RP.4 Explore guesses, using a variety of objects and manipulatives
Students will develop and evaluate mathematical arguments and proofs.
- 2.RP.5 Justify general claims, using manipulatives
- 2.RP.6 Develop and explain an argument verbally or with objects
- 2.RP.7 Listen to and discuss claims other students make
Students will select and use various types of reasoning and methods of proof.
- 2.RP.8 Use trial and error strategies to verify claims

Communication Strand

Students will organize and consolidate their mathematical thinking through communication.

- 2.CM.1 Understand how to organize their thought processes
- 2.CM.2 Verbally support their reasoning and answer
Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

2.CM.3 Share mathematical ideas through the manipulation of objects, drawings, pictures, charts, and symbols in both written and verbal explanations

Students will analyze and evaluate the mathematical thinking and strategies of others.

2.CM.4 Listen to solutions shared by other students

2.CM.5 Formulate mathematically relevant questions

Students will use the language of mathematics to express mathematical ideas precisely.

2.CM.6 Use appropriate mathematical terms, vocabulary, and language

Connections Strand

Students will recognize and use connections among mathematical ideas.

2.CN.1 Recognize the connections of patterns in their everyday experiences to mathematical ideas

2.CN.2 Understand and use the connections between numbers and the quantities they represent to solve problems

2.CN.3 Compare the similarities and differences of mathematical ideas

Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.

2.CN.4 Understand how models of situations involving objects, pictures, and symbols relate to mathematical ideas

2.CN.5 Understand meanings of operations and how they relate to one another

2.CN.6 Understand how mathematical models represent quantitative relationships

Students will recognize and apply mathematics in contexts outside of mathematics.

2.CN.7 Recognize the presence of mathematics in their daily lives

2.CN.8 Recognize and apply mathematics to solve problems

2.CN.9 Recognize and apply mathematics to objects, pictures and symbols

Representation Strand

Students will create and use representations to organize, record, and communicate mathematical ideas.

2.R.1 Use multiple representations, including verbal and written language, acting out or modeling a situation, drawings, and/or symbols as representations

2.R.2 Share mental images of mathematical ideas and understandings

2.R.3 Use standard and nonstandard representations

Students will select, apply, and translate among mathematical representations to solve problems.

2.R.4 Connect mathematical representations with problem solving

Students will use representations to model and interpret physical, social, and mathematical phenomena.

2.R.5 Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree)

2.R.6 Use mathematics to show and understand social phenomena (e.g., count and represent sharing cookies between friends)

2.R.7 Use mathematics to show and understand mathematical phenomena (e.g., draw pictures to show a story problem or show number value using fingers on your hand)

Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

2.N.1 Skip count to 100 by 2's, 5's, 10's

2.N.2 Count back from 100 by 1's, 5's, 10's using a number chart

2.N.3 Skip count by 3's to 36 for multiplication readiness

- 2.N.4 Skip count by 4's to 48 for multiplication readiness
- 2.N.5 Compare and order numbers to 100
- 2.N.6 Develop an understanding of the base ten system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand
- 2.N.7 Use a variety of strategies to compose and decompose two-digit numbers
- 2.N.8 Understand and use the commutative property of addition
- 2.N.9 Name the number before and the number after a given number, and name the number(s) between two given numbers up to 100 (with and without the use of a number line or a hundreds chart)
- 2.N.10 Use and understand verbal ordinal terms
- 2.N.11 Read written ordinal terms (first through ninth) and use them to represent ordinal relations
- 2.N.12 Use zero as the identity element for addition
- 2.N.13 Recognize the meaning of zero in the place value system (0-100)
- 2.N.14 Use concrete materials to justify a number as odd or even
Students will understand meanings of operations and procedures, and how they relate to one another.
- 2.N.15 Determine sums and differences of number sentences by various means (e.g., families, related facts, inverse operations, addition doubles, and doubles plus one)
- 2.N.16 Use a variety of strategies to solve addition and subtraction problems using one- and two-digit numbers with and without regrouping
- 2.N.17 Demonstrate fluency and apply addition and subtraction facts up to and including 18
- 2.N.18 Use doubling to add 2-digit numbers
- 2.N.19 Use compensation to add 2-digit numbers
- 2.N.20 Develop readiness for multiplication by using repeated addition
- 2.N.21 Develop readiness for division by using repeated subtraction, dividing objects into groups (fair share)
Students will compute accurately and make reasonable estimates.
- 2.N.22 Estimate the number in a collection to 100 and then compare by counting the actual items in the collection

Algebra Strand

Students will perform algebraic procedures accurately.

- 2.A.1 Use the symbols $<$, $>$, $=$ (with and without the use of a number line) to compare whole numbers up to 100
Students will recognize, use, and represent algebraically patterns, relations, and functions.
- 2.A.2 Describe and extend increasing or decreasing (+,-) sequences and patterns (numbers or objects up to 100)

Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

- 2.G.1 Experiment with slides, flips, and turns to compare two-dimensional shapes
- 2.G.2 Identify and appropriately name two-dimensional shapes: circle, square, rectangle, and triangle (both regular and irregular)
- 2.G.3 Compose (put together) and decompose (break apart) two dimensional shapes
Students will identify and justify geometric relationships, formally and informally.
- 2.G.4 Group objects by like properties
Students will apply transformations and symmetry to analyze problem solving situations.
- 2.G.5 Explore and predict the outcome of slides, flips, and turns of two dimensional shapes
- 2.G.6 Explore line symmetry

Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

- 2.M.1 Use non-standard and standard units to measure both vertical and horizontal lengths
- 2.M.2 Use a ruler to measure standard units (including whole inches and whole feet)
- 2.M.3 Compare and order objects according to the attribute of length
- 2.M.4 Recognize mass as a qualitative measure (e.g., Which is heavier? Which is lighter?)
- 2.M.5 Compare and order objects, using lighter than and heavier than

Students will use units to give meaning to measurements.

- 2.M.6 Know and recognize coins (penny, nickel, dime, quarter) and bills (\$1, \$5, \$10, and \$20)
- 2.M.7 Recognize the whole dollar notation as \$1, etc.
- 2.M.8 Identify equivalent combinations to make one dollar
- 2.M.9 Tell time to the half hour and five minutes using both digital and analog clocks

Students will develop strategies for estimating measurements.

- 2.M.10 Select and use standard (customary) and non-standard units to estimate measurements

Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

- 2.S.1 Formulate questions about themselves and their surroundings
- 2.S.2 Collect and record data (using tallies) related to the question
- 2.S.3 Display data in pictographs and bar graphs using concrete objects or a representation of the object
- 2.S.4 Compare and interpret data in terms of describing quantity (similarity or differences)

Students will make predictions that are based upon data analysis.

- 2.S.5 Discuss conclusions and make predictions from graphs

GRADE 3

Problem Solving Strand

Students will build new mathematical knowledge through problem solving.

- 3.PS.1 Explore, examine, and make observations about a social problem or mathematical situation
 - 3.PS.2 Understand that some ways of representing a problem are more helpful than others
 - 3.PS.3 Interpret information correctly, identify the problem, and generate possible solutions
- Students will solve problems that arise in mathematics and in other contexts.*
- 3.PS.4 Act out or model with manipulatives activities involving mathematical content from literature
 - 3.PS.5 Formulate problems and solutions from everyday situations
 - 3.PS.6 Translate from a picture/diagram to a numeric expression
 - 3.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms
 - 3.PS.8 Select an appropriate representation of a problem

Students will apply and adapt a variety of appropriate strategies to solve problems.

- 3.PS.9 Use trial and error to solve problems
- 3.PS.10 Use process of elimination to solve problems
- 3.PS.11 Make pictures/diagrams of problems
- 3.PS.12 Use physical objects to model problems
- 3.PS.13 Work in collaboration with others to solve problems
- 3.PS.14 Make organized lists to solve numerical problems
- 3.PS.15 Make charts to solve numerical problems
- 3.PS.16 Analyze problems by identifying relationships

- 3.PS.17 Analyze problems by identifying relevant versus irrelevant information
- 3.PS.18 Analyze problems by observing patterns
- 3.PS.19 State a problem in their own words
- Students will monitor and reflect on the process of mathematical problem solving.*
- 3.PS.20 Determine what information is needed to solve a problem
- 3.PS.21 Discuss with peers to understand a problem situation
- 3.PS.22 Discuss the efficiency of different representations of a problem
- 3.PS.23 Verify results of a problem
- 3.PS.24 Recognize invalid approaches
- 3.PS.25 Determine whether a solution is reasonable in the context of the original problem

Reasoning and Proof Strand

Students will recognize reasoning and proof as fundamental aspects of mathematics.

- 3.RP.1 Use representations to support mathematical ideas
- 3.RP.2 Determine whether a mathematical statement is true or false and explain why
- Students will make and investigate mathematical conjectures.*
- 3.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas
- 3.RP.4 Make conjectures from a variety of representations
- Students will develop and evaluate mathematical arguments and proofs.*
- 3.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions
- 3.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms
- 3.RP.7 Discuss, listen, and make comments that support or reject claims made by other students
- Students will select and use various types of reasoning and methods of proof.*
- 3.RP.8 Support an argument by trying many cases

Communication Strand

Students will organize and consolidate their mathematical thinking through communication.

- 3.CM.1 Understand and explain how to organize their thought process
- 3.CM.2 Verbally explain their rationale for strategy selection
- 3.CM.3 Provide reasoning both in written and verbal form
- Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.*
- 3.CM.4 Organize and accurately label work
- 3.CM.5 Share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form
- 3.CM.6 Answer clarifying questions from others
- Students will analyze and evaluate the mathematical thinking and strategies of others.*
- 3.CM.7 Listen for understanding of mathematical solutions shared by other students
- 3.CM.8 Consider strategies used and solutions found in relation to their own work
- Students will use the language of mathematics to express mathematical ideas precisely.*
- 3.CM.9 Increase their use of mathematical vocabulary and language when communicating with others
- 3.CM.10 Describe objects, relationships, solutions and rationale using appropriate vocabulary
- 3.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning

Connections Strand

Students will recognize and use connections among mathematical ideas.

- 3.CN.1 Recognize, understand, and make connections in their everyday experiences to mathematical ideas

- 3.CN.2 Compare and contrast mathematical ideas
- 3.CN.3 Connect and apply mathematical information to solve problems
Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- 3.CN.4 Understand multiple representations and how they are related
- 3.CN.5 Model situations with objects and representations and be able to make observations
Students will recognize and apply mathematics in contexts outside of mathematics.
- 3.CN.6 Recognize the presence of mathematics in their daily lives
- 3.CN.7 Apply mathematics to solve problems that develop outside of mathematics
- 3.CN.8 Recognize and apply mathematics to other disciplines

Representation Strand

Students will create and use representations to organize, record, and communicate mathematical ideas.

- 3.R.1 Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations
- 3.R.2 Share mental images of mathematical ideas and understandings
- 3.R.3 Recognize and use external mathematical representations
- 3.R.4 Use standard and nonstandard representations with accuracy and detail
Students will select, apply, and translate among mathematical representations to solve problems.
- 3.R.5 Understand similarities and differences in representations
- 3.R.6 Connect mathematical representations with problem solving
- 3.R.7 Construct effective representations to solve problems
Students will use representations to model and interpret physical, social, and mathematical phenomena.
- 3.R.8 Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree)
- 3.R.9 Use mathematics to show and understand social phenomena (e.g., determine the number of buses required for a field trip)
- 3.R.10 Use mathematics to show and understand mathematical phenomena (e.g., use a multiplication grid to solve odd and even number problems)

Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

- 3.N.1 Skip count by 25's, 50's, 100's to 1,000
- 3.N.2 Read and write whole numbers to 1,000
- 3.N.3 Compare and order numbers to 1,000
- 3.N.4 Understand the place value structure of the base ten number system: 10 ones = 1 ten 10 tens = 1 hundred 10 hundreds = 1 thousand
- 3.N.5 Use a variety of strategies to compose and decompose three-digit numbers
- 3.N.6 Use and explain the commutative property of addition and multiplication
- 3.N.7 Use 1 as the identity element for multiplication
- 3.N.8 Use the zero property of multiplication
- 3.N.9 Understand and use the associative property of addition
- 3.N.10 Develop an understanding of fractions as part of a whole unit and as parts of a collection
- 3.N.11 Use manipulatives, visual models, and illustrations to name and represent unit fractions as part of a whole or a set of objects
- 3.N.12 Understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction

- 3.N.13 Recognize fractional numbers as equal parts of a whole
- 3.N.14 Explore equivalent fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$)
- 3.N.15 Compare and order unit fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$) and find their approximate locations on a number line
- 3.N.16 Identify odd and even numbers
- 3.N.17 Develop an understanding of the properties of odd/even numbers as a result of addition or subtraction
Students will understand meanings of operations and procedures, and how they relate to one another.
- 3.N.18 Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)
- 3.N.19 Develop fluency with single-digit multiplication facts
- 3.N.20 Use a variety of strategies to solve multiplication problems with factors up to 12 x 12
- 3.N.21 Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication
- 3.N.22 Demonstrate fluency and apply single-digit division facts
- 3.N.23 Use tables, patterns, halving, and manipulatives to provide meaning for division
- 3.N.24 Develop strategies for selecting the appropriate computational and operational method in problem solving situations
Students will compute accurately and make reasonable estimates.
- 3.N.25 Estimate numbers up to 500
- 3.N.26 Recognize real world situations in which an estimate (rounding) is more appropriate
- 3.N.27 Check reasonableness of an answer by using estimation

Algebra Strand

Students will perform algebraic procedures accurately.

- 3.A.1 Use the symbols $<$, $>$, $=$ (with and without the use of a number line) to compare whole numbers and unit fractions
Students will recognize, use, and represent algebraically patterns, relations, and functions.
- 3.A.2 Describe and extend numeric (+, -) and geometric patterns

Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

- 3.G.1 Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon)
- 3.G.2 Identify congruent and similar figures
- 3.G.3 Name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone
- 3.G.4 Identify the faces on a three-dimensional shape as two-dimensional shapes
Students will apply transformations and symmetry to analyze problem solving situations.
- 3.G.5 Identify and construct lines of symmetry

Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

- 3.M.1 Select tools and units (customary) appropriate for the length measured
- 3.M.2 Use a ruler/yardstick to measure to the nearest standard unit (whole and $\frac{1}{2}$ inches, whole feet, and whole yards)
- 3.M.3 Measure objects, using ounces and pounds
- 3.M.4 Recognize capacity as an attribute that can be measured
- 3.M.5 Compare capacities (e.g., Which contains more? Which contains less?)
- 3.M.6 Measure capacity, using cups, pints, quarts, and gallons

Students will use units to give meaning to measurements.

3.M.7 Count and represent combined coins and dollars, using currency symbols (\$0.00)

3.M.8 Relate unit fractions to the face of the clock: Whole = 60 minutes; $\frac{1}{2}$ = 30 minutes; $\frac{1}{4}$ = 15 minutes
Students will develop strategies for estimating measurements.

3.M.9 Tell time to the minute, using digital and analog clocks

3.M.10 Select and use standard (customary) and non-standard units to estimate measurements

Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

3.S.1 Formulate questions about themselves and their surroundings

3.S.2 Collect data using observation and surveys, and record appropriately

3.S.3 Construct a frequency table to represent a collection of data

3.S.4 Identify the parts of pictographs and bar graphs

3.S.5 Display data in pictographs and bar graphs

3.S.6 State the relationships between pictographs and bar graphs

3.S.7 Read and interpret data in bar graphs and pictographs

Students will make predictions that are based upon data analysis.

3.S.8 Formulate conclusions and make predictions from graphs

GRADE 4

Problem Solving Strand

Students will build new mathematical knowledge through problem solving.

4.PS.1 Explore, examine, and make observations about a social problem or mathematical situation

4.PS.2 Understand that some ways of representing a problem are more helpful than others

4.PS.3 Interpret information correctly, identify the problem, possible solutions

Students will solve problems that arise in mathematics and in other contexts.

4.PS.4 Act out or model with manipulatives activities involving mathematical content from literature

4.PS.5 Formulate problems and solutions from everyday situations

4.PS.6 Translate from a picture/diagram to a numeric expression

4.PS.7 Represent problem situations in oral, written, concrete, pictorial, and graphical forms

4.PS.8 Select an appropriate representation of a problem

Students will apply and adapt a variety of appropriate strategies to solve problems.

4.PS.9 Use trial and error to solve problems

4.PS.10 Use process of elimination to solve problems

4.PS.11 Make pictures/diagrams of problems

4.PS.12 Use physical objects to model problems

4.PS.13 Work in collaboration with others to solve problems

4.PS.14 Make organized lists to solve numerical problems

4.PS.15 Make charts to solve numerical problems

4.PS.16 Analyze problems by identifying relationships

4.PS.17 Analyze problems by identifying relevant versus irrelevant information

4.PS.18 Analyze problems by observing patterns

4.PS.19 State a problem in their own words

Students will monitor and reflect on the process of mathematical problem solving.

4.PS.20 Determine what information is needed to solve a problem

4.PS.21 Discuss with peers to understand a problem situation

4.PS.22 Discuss the efficiency of different representations of a problem

- 4.PS.23 Verify results of a problem
- 4.PS.24 Recognize invalid approaches
- 4.PS.25 Determine whether a solution is reasonable in the context of the original problem

Reasoning and Proof Strand

Students will recognize reasoning and proof as fundamental aspects of mathematics.

- 4.RP.1 Use representations to support mathematical ideas
 - 4.RP.2 Determine whether a mathematical statement is true or false and explain why
- Students will make and investigate mathematical conjectures.*
- 4.RP.3 Investigate the use of knowledgeable guessing by generalizing mathematical ideas
 - 4.RP.4 Make conjectures from a variety of representations
- Students will develop and evaluate mathematical arguments and proofs.*
- 4.RP.5 Justify general claims or conjectures, using manipulatives, models, and expressions
 - 4.RP.6 Develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms
 - 4.RP.7 Discuss, listen, and make comments that support or reject claims made by other students
- Students will select and use various types of reasoning and methods of proof.*
- 4.RP.8 Support an argument by trying many cases
 - 4.RP.9 Disprove an argument by finding counterexamples

Communication Strand

Students will organize and consolidate their mathematical thinking through communication.

- 4.CM.1 Understand and explain how to organize their thought process
 - 4.CM.2 Verbally explain their rationale for strategy selection
 - 4.CM.3 Provide reasoning both in written and verbal form
- Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.*
- 4.CM.4 Organize and accurately label work
 - 4.CM.5 Share organized mathematical ideas through the manipulation of objects, drawing, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form
 - 4.CM.6 Answer clarifying questions from others
- Students will analyze and evaluate the mathematical thinking and strategies of others.*
- 4.CM.7 Restate mathematical solutions shared by other students
 - 4.CM.8 Consider strategies used and solutions found in relation to their own work
- Students will use the language of mathematics to express mathematical ideas precisely.*
- 4.CM.9 Increase their use of mathematical vocabulary and language when communicating with others
 - 4.CM.10 Describe objects, relationships, solutions, and rationale using appropriate vocabulary
 - 4.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning

Connections Strand

Students will recognize and use connections among mathematical ideas.

- 4.CN.1 Recognize, understand, and make connections in their experiences to mathematical ideas
 - 4.CN.2 Compare and contrast mathematical ideas
 - 4.CN.3 Connect and apply mathematical information to solve problems
- Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.*
- 4.CN.4 Understand multiple representations and how they are related
 - 4.CN.5 Model situations with objects and representations and be able to make observations
- Students will recognize and apply mathematics in contexts outside of mathematics.*

- 4.CN.6 Recognize the presence of mathematics in their daily lives
- 4.CN.7 Apply mathematics to solve problems that develop outside of mathematics
- 4.CN.8 Recognize and apply mathematics to other disciplines

Representation Strand

Students will create and use representations to organize, record, and communicate mathematical ideas.

4.R.1 Use verbal and written language, physical models, drawing charts, graphs, tables, symbols, and equations as representations

4.R.2 Share mental images of mathematical ideas and understandings

4.R.3 Recognize and use external mathematical representations

4.R.4 Use standard and nonstandard representations with accuracy and detail

Students will select, apply, and translate among mathematical representations to solve problems.

4.R.5 Understand similarities and differences in representations

4.R.6 Connect mathematical representations with problem solving

4.R.7 Construct effective representations to solve problems

Students will use representations to model and interpret physical, social, and mathematical phenomena.

4.R.8 Use mathematics to show and understand physical phenomena (e.g., estimate and represent the number of apples in a tree)

4.R.9 Use mathematics to show and understand social phenomena (e.g., determine the number of buses required for a field trip)

4.R.10 Use mathematics to show and understand mathematical phenomena (e.g., use a multiplication grid to solve odd and even number problems)

Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

4.N.1 Skip count by 1,000's

4.N.2 Read and write whole numbers to 10,000

4.N.3 Compare and order numbers to 10,000

4.N.4 Understand the place value structure of the base ten number system: 10 ones = 1 ten; 10 tens = 1 hundred; 10 hundreds = 1 thousand; 10 thousands = 1 ten thousand

4.N.5 Recognize equivalent representations for numbers up to four digits and generate them by decomposing and composing numbers

4.N.6 Understand, use, and explain the associative property of multiplication

4.N.7 Develop an understanding of fractions as locations on number lines and as divisions of whole numbers

4.N.8 Recognize and generate equivalent fractions (halves, fourths, thirds, fifths, sixths, and tenths) using manipulatives, visual models, and illustrations

4.N.9 Use concrete materials and visual models to compare and order unit fractions or fractions with the same denominator (with and without the use of a number line)

4.N.10 Develop an understanding of decimals as part of a whole

4.N.11 Read and write decimals to hundredths, using money as a context

4.N.12 Use concrete materials and visual models to compare and order decimals (less than 1) to the hundredths place in the context of money

4.N.13 Develop an understanding of the properties of odd/even numbers as a result of multiplication

Students will understand meanings of operations and procedures, and how they relate to one another.

- 4.N.14 Use a variety of strategies to add and subtract numbers up to 10,000
- 4.N.15 Select appropriate computational and operational methods to solve problems
- 4.N.16 Understand various meanings of multiplication and division
- 4.N.17 Use multiplication and division as inverse operations to solve problems
- 4.N.18 Use a variety of strategies to multiply two-digit numbers by one digit numbers (with and without regrouping)
- 4.N.19 Use a variety of strategies to multiply two-digit numbers by two digit numbers (with and without regrouping)
- 4.N.20 Develop fluency in multiplying and dividing multiples of 10 and 100 up to 1,000
- 4.N.21 Use a variety of strategies to divide two-digit dividends by one digit divisors (with and without remainders)
- 4.N.22 Interpret the meaning of remainders
- 4.N.23 Add and subtract proper fractions with common denominators
- 4.N.24 Express decimals as an equivalent form of fractions to tenths and Hundredths
- 4.N.25 Add and subtract decimals to tenths and hundredths using a hundreds chart
Students will compute accurately and make reasonable estimates.
- 4.N.26 Round numbers less than 1,000 to the nearest tens and hundreds
- 4.N.27 Check reasonableness of an answer by using estimation

Algebra Strand

Students will represent and analyze algebraically a wide variety of problem solving situations.

- 4.A.1 Evaluate and express relationships using open sentences with one operation
Students will perform algebraic procedures accurately.
- 4.A.2 Use the symbols $<$, $>$, $=$, and \neq (with and without the use of a number line) to compare whole numbers and unit fractions and decimals (up to hundredths)
- 4.A.3 Find the value or values that will make an open sentence true, if it contains $<$ or $>$
Students will recognize, use, and represent algebraically patterns, relations, and functions.
- 4.A.4 Describe, extend, and make generalizations about numeric (, , ,) and geometric patterns
- 4.A.5 Analyze a pattern or a whole-number function and state the rule, given a table or an input/output box

Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes

- 4.G.1 Identify and name polygons, recognizing that their names are related to the number of sides and angles (triangle, quadrilateral, pentagon, hexagon, and octagon)
- 4.G.2 Identify points and line segments when drawing a plane figure
- 4.G.3 Find perimeter of polygons by adding sides
- 4.G.4 Find the area of a rectangle by counting the number of squares needed to cover the rectangle
- 4.G.5 Define and identify vertices, faces, and edges of three-dimensional shapes
Students will identify and justify geometric relationships, formally and informally.
- 4.G.6 Draw and identify intersecting, perpendicular, and parallel lines
- 4.G.7 Identify points and rays when drawing angles
- 4.G.8 Classify angles as acute, obtuse, right, and straight

Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

- 4.M.1 Select tools and units (customary and metric) appropriate for the length being measured

- 4.M.2 Use a ruler to measure to the nearest standard unit (whole, $\frac{1}{2}$ and $\frac{1}{4}$ inches, whole feet, whole yards, whole centimeters, and whole meters)
- 4.M.3 Know and understand equivalent standard units of length: 12 inches = 1 foot 3 feet = 1 yard
- 4.M.4 Select tools and units appropriate to the mass of the object being measured (grams and kilograms)
- 4.M.5 Measure mass, using grams
- 4.M.6 Select tools and units appropriate to the capacity being measured (milliliters and liters)
- 4.M.7 Measure capacity, using milliliters and liters
- Students will use units to give meaning to measurements.*
- 4.M.8 Make change, using combined coins and dollar amounts
- 4.M.9 Calculate elapsed time in hours and half hours, not crossing A.M./P.M.
- 4.M.10 Calculate elapsed time in days and weeks, using a calendar

Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

- 4.S.1 Design investigations to address a question from given data
- 4.S.2 Collect data using observations, surveys, and experiments and record appropriately
- 4.S.3 Represent data using tables, bar graphs, and pictographs
- 4.S.4 Read and interpret line graphs
- Students will make predictions that are based upon data analysis.*
- 4.S.5 Develop and make predictions that are based on data
- 4.S.6 Formulate conclusions and make predictions from graphs

GRADE 5

Problem Solving Strand

Students will build new mathematical knowledge through problem solving.

- 5.PS.1 Know the difference between relevant and irrelevant information when solving problems
- 5.PS.2 Understand that some ways of representing a problem are more efficient than others
- 5.PS.3 Interpret information correctly, identify the problem, and generate possible strategies and solutions
- Students will solve problems that arise in mathematics and in other contexts.*
- 5.PS.4 Act out or model with manipulatives activities involving mathematical content from literature
- 5.PS.5 Formulate problems and solutions from everyday situations
- 5.PS.6 Translate from a picture/diagram to a numeric expression
- 5.PS.7 Represent problem situations verbally, numerically, algebraically, and/or graphically
- 5.PS.8 Select an appropriate representation of a problem
- 5.PS.9 Understand the basic language of logic in mathematical situations (and, or, not)
- Students will apply and adapt a variety of appropriate strategies to solve problems.*
- 5.PS.10 Work in collaboration with others to solve problems
- 5.PS.11 Translate from a picture/diagram to a number or symbolic expression
- 5.PS.12 Use trial and error and the process of elimination to solve problems
- 5.PS.13 Model problems with pictures/diagrams or physical objects
- 5.PS.14 Analyze problems by observing patterns
- 5.PS.15 Make organized lists or charts to solve numerical problems
- Students will monitor and reflect on the process of mathematical problem solving.*
- 5.PS.16 Discuss with peers to understand a problem situation

- 5.PS.17 Determine what information is needed to solve problem
- 5.PS.18 Determine the efficiency of different representations of a problem
- 5.PS.19 Differentiate between valid and invalid approaches
- 5.PS.20 Understand valid counterexamples
- 5.PS.21 Explain the methods and reasoning behind the problem solving strategies used
- 5.PS.22 Discuss whether a solution is reasonable in the context of the original problem
- 5.PS.23 Verify results of a problem

Reasoning and Proof Strand

Students will recognize reasoning and proof as fundamental aspects of mathematics.

- 5.RP.1 Recognize that mathematical ideas can be supported using a variety of strategies
- 5.RP.2 Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking

Students will make and investigate mathematical conjectures.

- 5.RP.3 Investigate conjectures, using arguments and appropriate mathematical terms
- 5.RP.4 Make and evaluate conjectures, using a variety of strategies

Students will develop and evaluate mathematical arguments and proofs.

- 5.RP.5 Justify general claims or conjectures, using manipulatives, models, expressions, and mathematical relationships
 - 5.RP.6 Develop and explain an argument verbally, numerically, and/or graphically
 - 5.RP.7 Verify claims other students make, using examples and counterexamples when appropriate
- Students will select and use various types of reasoning and methods of proof.*
- 5.RP.8 Support an argument through examples/counterexamples and special cases

Communication Strand

Students will organize and consolidate their mathematical thinking through communication.

- 5.CM.1 Provide an organized thought process that is correct, complete, coherent, and clear
 - 5.CM.2 Explain a rationale for strategy selection
 - 5.CM.3 Organize and accurately label work
- Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.
- 5.CM.4 Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form
 - 5.CM.5 Answer clarifying questions from others

Students will analyze and evaluate the mathematical thinking and strategies of others.

- 5.CM.6 Understand mathematical solutions shared by other students
 - 5.CM.7 Raise questions that elicit, extend, or challenge others' thinking
 - 5.CM.8 Consider strategies used and solutions found by others in relation to their own work
- Students will use the language of mathematics to express mathematical ideas precisely.*
- 5.CM.9 Increase their use of mathematical vocabulary and language when communicating with others
 - 5.CM.10 Use appropriate vocabulary when describing objects, relationships, mathematical solutions, and rationale
 - 5.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning

Connections Strand

Students will recognize and use connections among mathematical ideas.

- 5.CN.1 Understand and make connections and conjectures in their everyday experiences to mathematical ideas
- 5.CN.2 Explore and explain the relationship between mathematical ideas
- 5.CN.3 Connect and apply mathematical information to solve problems
Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.
- 5.CN.4 Understand multiple representations and how they are related
- 5.CN.5 Model situations with objects and representations and be able to draw conclusions
Students will recognize and apply mathematics in contexts outside of mathematics.
- 5.CN.6 Recognize and provide examples of the presence of mathematics in their daily lives
- 5.CN.7 Apply mathematics to problem situations that develop outside of mathematics
- 5.CN.8 Investigate the presence of mathematics in careers and areas of interest
- 5.CN.9 Recognize and apply mathematics to other disciplines and areas of interest

Representation Strand

Students will create and use representations to organize, record, and communicate mathematical ideas.

- 5.R.1 Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations
- 5.R.2 Explain, describe, and defend mathematical ideas using representations
- 5.R.3 Read, interpret, and extend external models
- 5.R.4 Use standard and nonstandard representations with accuracy and detail
Students will select, apply, and translate among mathematical representations to solve problems.
- 5.R.5 Use representations to explore problem situations
- 5.R.6 Investigate relationships between different representations and their impact on a given problem
Students will use representations to model and interpret physical, social, and mathematical phenomena.
- 5.R.7 Use mathematics to show and understand physical phenomena (e.g., determine the perimeter of a bulletin board)
- 5.R.8 Use mathematics to show and understand social phenomena (e.g., construct tables to organize data showing book sales)
- 5.R.9 Use mathematics to show and understand mathematical phenomena (e.g., find the missing value that makes the equation true: $(3 + 4) + 5 = 3 + (4 + \underline{\quad})$)

Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

- 5.N.1 Read and write whole numbers to millions
- 5.N.2 Compare and order numbers to millions
- 5.N.3 Understand the place value structure of the base ten number system
 - 10 ones = 1 ten
 - 10 tens = 1 hundred
 - 10 hundreds = 1 thousand
 - 10 thousands = 1 ten thousand
 - 10 ten thousands = 1 hundred thousand
 - 10 hundred thousands = 1 million
- 5.N.4 Create equivalent fractions, given a fraction
- 5.N.5 Compare and order fractions including unlike denominators (with and without the use of a number line)
- 5.N.6 Understand the concept of ratio

- 5.N.7 Express ratios in different forms
- 5.N.8 Read, write, and order decimals to thousandths
- 5.N.9 Compare fractions using $<$, $>$, or $=$
- 5.N.10 Compare decimals using $<$, $>$, or $=$
- 5.N.11 Understand that percent means part of 100, and write percents as fractions and decimals
- 5.N.12 Recognize that some numbers are only divisible by one and themselves (prime) and others have multiple divisors (composite)
- 5.N.13 Calculate multiples of a whole number and the least common multiple of two numbers
- 5.N.14 Identify the factors of a given number
- 5.N.15 Find the common factors and the greatest common factor of two numbers
- Students will understand meanings of operations and procedures, and how they relate to one another.*
- 5.N.16 Use a variety of strategies to multiply three-digit by three-digit numbers
- 5.N.17 Use a variety of strategies to divide three-digit numbers by one and two-digit numbers Note: Division by anything greater than a two digit divisor should be done using technology.
- 5.N.18 Evaluate an arithmetic expression using order of operations including multiplication, division, addition, subtraction and parentheses
- 5.N.19 Simplify fractions to lowest terms
- 5.N.20 Convert improper fractions to mixed numbers, and mixed numbers to improper fractions
- 5.N.21 Use a variety of strategies to add and subtract fractions with like denominators
- 5.N.22 Add and subtract mixed numbers with like denominators
- 5.N.23 Use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths
- Students will compute accurately and make reasonable estimates.*
- 5.N.24 Round numbers to the nearest hundredth and up to 10,000
- 5.N.25 Estimate sums and differences of fractions with like denominators
- 5.N.26 Estimate sums, differences, products, and quotients of decimals
- 5.N.27 Justify the reasonableness of answers using estimation

Algebra Strand

Students will represent and analyze algebraically a wide variety of problem solving situations.

- 5.A.1 Define and use appropriate terminology when referring to constants, variables, and algebraic expressions
- 5.A.2 Translate simple verbal expressions into algebraic expressions
- Students will perform algebraic procedures accurately.*
- 5.A.3 Substitute assigned values into variable expressions and evaluate using order of operations
- 5.A.4 Solve simple one-step equations using basic whole-number facts
- 5.A.5 Solve and explain simple one-step equations using inverse operations involving whole numbers
- 5.A.6 Evaluate the perimeter formula for given input values
- Students will recognize, use, and represent algebraically patterns, relations, and functions.*
- 5.A.7 Create and explain patterns and algebraic relationships (e.g., 2, 4, 6, 8...) algebraically: $2n$ (doubling)
- 5.A.8 Create algebraic or geometric patterns using concrete objects or visual drawings (e.g., rotate and shade geometric shapes)

Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

- 5.G.1 Calculate the perimeter of regular and irregular polygons
- Students will identify and justify geometric relationships, formally and informally.*
- 5.G.2 Identify pairs of similar triangles

- 5.G.3 Identify the ratio of corresponding sides of similar triangles
- 5.G.4 Classify quadrilaterals by properties of their angles and sides
- 5.G.5 Know that the sum of the interior angles of a quadrilateral is 360 degrees
- 5.G.6 Classify triangles by properties of their angles and sides
- 5.G.7 Know that the sum of the interior angles of a triangle is 180 degrees
- 5.G.8 Find a missing angle when given two angles of a triangle
- 5.G.9 Identify pairs of congruent triangles
- 5.G.10 Identify corresponding parts of congruent triangles
- Students will apply transformations and symmetry to analyze problem solving situations.*
- 5.G.11 Identify and draw lines of symmetry of basic geometric
- Students will apply coordinate geometry to analyze problem solving situations.*
- 5.G.12 Identify and plot points in the first quadrant
- 5.G.13 Plot points to form basic geometric shapes (identify and classify)
- 5.G.14 Calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)

Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

- 5.M.1 Use a ruler to measure to the nearest inch
- 5.M.2 Identify customary equivalent units of length
- 5.M.3 Measure to the nearest centimeter
- 5.M.4 Identify equivalent metric units of length
- 5.M.5 Convert measurement within a given system
- 5.M.6 Determine the tool and technique to measure with an appropriate level of precision: lengths and angles
- Students will use units to give meaning to measurements.*
- 5.M.7 Calculate elapsed time in hours and minutes
- 5.M.8 Measure and draw angles using a protractor
- Students will develop strategies for estimating measurements.*
- 5.M.9 Determine personal references for customary units of length (e.g., your pace is approximately 3 feet, your height is approximately 5 feet, etc.)
- 5.M.10 Determine personal references for metric units of length
- 5.M.11 Justify the reasonableness of estimates

Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

- 5.S.1 Collect and record data from a variety of sources (e.g., newspapers, magazines, polls, charts, and surveys)
- 5.S.2 Display data in a line graph to show an increase or decrease over time
- 5.S.3 Calculate the mean for a given set of data and use to describe a set of data
- Students will make predictions that are based upon data analysis.*
- 5.S.4 Formulate conclusions and make predictions from graphs
- Students will understand and apply concepts of probability.*
- 5.S.5 List the possible outcomes for a single-event experiment
- 5.S.6 Record experiment results using fractions/ratios
- 5.S.7 Create a sample space and determine the probability of a single event, given a simple experiment (e.g., rolling a number cube)

GRADE 6

Problem Solving Strand

Students will build new mathematical knowledge through problem solving.

6.PS.1 Know the difference between relevant and irrelevant information when solving problems

6.PS.2 Understand that some ways of representing a problem are more efficient than others

6.PS.3 Interpret information correctly, identify the problem, and generate possible strategies and solutions

Students will solve problems that arise in mathematics and in other contexts.

6.PS.4 Act out or model with manipulatives activities involving mathematical content from literature

6.PS.5 Formulate problems and solutions from everyday situations

6.PS.6 Translate from a picture/diagram to a numeric expression

6.PS.7 Represent problem situations verbally, numerically, algebraically, and/or graphically

6.PS.8 Select an appropriate representation of a problem

6.PS.9 Understand the basic language of logic in mathematical situations (and, or, and not)

Students will apply and adapt a variety of appropriate strategies to solve problems.

6.PS.10 Work in collaboration with others to solve problems

6.PS.11 Translate from a picture/diagram to a number or symbolic expression

6.PS.12 Use trial and error and the process of elimination to solve problems

6.PS.13 Model problems with pictures/diagrams or physical objects

6.PS.14 Analyze problems by observing patterns

6.PS.15 Make organized lists or charts to solve numerical problems

Students will monitor and reflect on the process of mathematical problem solving.

6.PS.16 Discuss with peers to understand a problem situation

6.PS.17 Determine what information is needed to solve problem

6.PS.18 Determine the efficiency of different representations of a problem

6.PS.19 Differentiate between valid and invalid approaches

6.PS.20 Understand valid counterexamples

6.PS.21 Explain the methods and reasoning behind the problem solving strategies used

6.PS.22 Discuss whether a solution is reasonable in the context of the original problem

6.PS.23 Verify results of a problem

Reasoning and Proof Strand

Students will recognize reasoning and proof as fundamental aspects of mathematics

6.RP.1 Recognize that mathematical ideas can be supported using a variety of strategies

6.RP.2 Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking

Students will make and investigate mathematical conjectures.

6.RP.3 Investigate conjectures, using arguments and appropriate mathematical terms

6.RP.4 Make and evaluate conjectures, using a variety of strategies

Students will develop and evaluate mathematical arguments and proofs.

6.RP.5 Justify general claims or conjectures, using manipulatives, models, expressions, and mathematical relationships

6.RP.6 Develop and explain an argument verbally, numerically, algebraically, and/or graphically

6.RP.7 Verify claims other students make, using examples and counterexamples when appropriate

Students will select and use various types of reasoning and methods of proof.

6.RP.8 Support an argument through examples/counterexamples and special cases

6.RP.9 Devise ways to verify results

Communication Strand

Students will organize and consolidate their mathematical thinking through communication.

6.CM.1 Provide an organized thought process that is correct, complete, coherent, and clear

6.CM.2 Explain a rationale for strategy selection

6.CM.3 Organize and accurately label work

Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

6.CM.4 Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts, graphs, tables, diagrams, models, and symbols in written and verbal form

6.CM.5 Answer clarifying questions from others

Students will analyze and evaluate the mathematical thinking and strategies of others.

6.CM.6 Understand mathematical solutions shared by other students

6.CM.7 Raise questions that elicit, extend, or challenge others' thinking

6.CM.8 Consider strategies used and solutions found by others in relation to their own work

Students will use the language of mathematics to express mathematical ideas precisely.

6.CM.9 Increase their use of mathematical vocabulary and language when communicating with others

6.CM.10 Use appropriate vocabulary when describing objects, relationships, mathematical solutions, and rationale

6.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning

Connections Strand

Students will recognize and use connections among mathematical ideas.

6.CN.1 Understand and make connections and conjectures in their everyday experiences to mathematical ideas

6.CN.2 Explore and explain the relationship between mathematical ideas

6.CN.3 Connect and apply mathematical information to solve problems

Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.

6.CN.4 Understand multiple representations and how they are related

6.CN.5 Model situations with objects and representations and be able to draw conclusions

Students will recognize and apply mathematics in contexts outside of mathematics.

6.CN.6 Recognize and provide examples of the presence of mathematics in their daily lives

6.CN.7 Apply mathematics to problem situations that develop outside of mathematics

6.CN.8 Investigate the presence of mathematics in careers and areas of interest

6.CN.9 Recognize and apply mathematics to other disciplines and areas of interest

Representation Strand

Students will create and use representations to organize, record, and communicate mathematical ideas.

6.R.1 Use physical objects, drawings, charts, tables, graphs, symbols, equations, or objects created using technology as representations

6.R.2 Explain, describe, and defend mathematical ideas using representations

6.R.3 Read, interpret, and extend external models

6.R.4 Use standard and nonstandard representations with accuracy and detail

Students will select, apply, and translate among mathematical representations to solve problems.

6.R.5 Use representations to explore problem situations

6.R.6 Investigate relationships between different representations and their impact on a given problem

Students will use representations to model and interpret physical, social, and mathematical phenomena.

6.R.7 Use mathematics to show and understand physical phenomena (e.g., determine the perimeter of a bulletin board)

6.R.8 Use mathematics to show and understand social phenomena (e.g., construct tables to organize data showing book sales)

6.R.9 Use mathematics to show and understand mathematical phenomena (e.g., Find the missing value: $(3 + 4) + 5 = 3 + (4 + \underline{\quad})$)

Number Sense and Operations Strand

Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems.

6.N.1 Read and write whole numbers to trillions

6.N.2 Define and identify the commutative and associative properties of addition and multiplication

6.N.3 Define and identify the distributive property of multiplication over addition

6.N.4 Define and identify the identity and inverse properties of addition and multiplication

6.N.5 Define and identify the zero property of multiplication

6.N.6 Understand the concept of rate

6.N.7 Express equivalent ratios as a proportion

6.N.8 Distinguish the difference between rate and ratio

6.N.9 Solve proportions using equivalent fractions

6.N.10 Verify the proportionality using the product of the means equals the product of the extremes

6.N.11 Read, write, and identify percents of a whole (0% to 100%)

6.N.12 Solve percent problems involving percent, rate, and base

6.N.13 Define absolute value and determine the absolute value of rational numbers (including positive and negative)

6.N.14 Locate rational numbers on a number line (including positive and negative)

6.N.15 Order rational numbers (including positive and negative)

Students will understand meanings of operations and procedures, and how they relate to one another.

6.N.16 Add and subtract fractions with unlike denominators

6.N.17 Multiply and divide fractions with unlike denominators

6.N.18 Add, subtract, multiply, and divide mixed numbers with unlike denominators

6.N.19 Identify the multiplicative inverse (reciprocal) of a number

6.N.20 Represent fractions as terminating or repeating decimals

6.N.21 Find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100)

6.N.22 Evaluate numerical expressions using order of operations (may include exponents of two and three)

6.N.23 Represent repeated multiplication in exponential form

6.N.24 Represent exponential form as repeated multiplication

6.N.25 Evaluate expressions having exponents where the power is an exponent of one, two, or three

Students will compute accurately and make reasonable estimates.

6.N.26 Estimate a percent of quantity (0% to 100%)

6.N.27 Justify the reasonableness of answers using estimation (including rounding)

Algebra Strand

Students will represent and analyze algebraically a wide variety of problem solving situations.

6.A.1 Translate two-step verbal expressions into algebraic expressions

Students will perform algebraic procedures accurately.

6.A.2 Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)

6.A.3 Translate two-step verbal sentences into algebraic equations

- 6.A.4 Solve and explain two-step equations involving whole numbers using inverse operations
- 6.A.5 Solve simple proportions within context
- 6.A.6 Evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.)

Geometry Strand

Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes.

- 6.G.1 Calculate the length of corresponding sides of similar triangles, using proportional reasoning
 - 6.G.2 Determine the area of triangles and quadrilaterals (squares, rectangles, rhombi, and trapezoids) and develop formulas
 - 6.G.3 Use a variety of strategies to find the area of regular and irregular polygons
 - 6.G.4 Determine the volume of rectangular prisms by counting cubes and develop the formula
 - 6.G.5 Identify radius, diameter, chords and central angles of a circle
 - 6.G.6 Understand the relationship between the diameter and radius of a circle
 - 6.G.7 Determine the area and circumference of a circle, using the appropriate formula
 - 6.G.8 Calculate the area of a sector of a circle, given the measure of a central angle and the radius of the circle
 - 6.G.9 Understand the relationship between the circumference and the diameter of a circle
- Students will apply coordinate geometry to analyze problem solving situations.*
- 6.G.10 Identify and plot points in all four quadrants
 - 6.G.11 Calculate the area of basic polygons drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths)

Measurement Strand

Students will determine what can be measured and how, using appropriate methods and formulas.

- 6.M.1 Measure capacity and calculate volume of a rectangular prism
 - 6.M.2 Identify customary units of capacity (cups, pints, quarts, and gallons)
 - 6.M.3 Identify equivalent customary units of capacity (cups to pints, pints to quarts, and quarts to gallons)
 - 6.M.4 Identify metric units of capacity (liter and milliliter)
 - 6.M.5 Identify equivalent metric units of capacity (milliliter to liter and liter to milliliter)
 - 6.M.6 Determine the tool and technique to measure with an appropriate level of precision: capacity
- Students will develop strategies for estimating measurements.*
- 6.M.7 Estimate volume, area, and circumference (see figures identified in geometry strand)
 - 6.M.8 Justify the reasonableness of estimates
 - 6.M.9 Determine personal references for capacity

Statistics and Probability Strand

Students will collect, organize, display, and analyze data.

- 6.S.1 Develop the concept of sampling when collecting data from a population and decide the best method to collect data for a particular question
- 6.S.2 Record data in a frequency table
- 6.S.3 Construct Venn diagrams to sort data
- 6.S.4 Determine and justify the most appropriate graph to display a given set of data (pictograph, bar graph, line graph, histogram, or circle graph)
- 6.S.5 Determine the mean, mode and median for a given set of data
- 6.S.6 Determine the range for a given set of data

6.S.7 Read and interpret graphs

Students will make predictions that are based upon data analysis.

6.S.8 Justify predictions made from data

Students will understand and apply concepts of probability.

6.S.9 List possible outcomes for compound events

6.S.10 Determine the probability of dependent events

6.S.11 Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probabilities of events when the outcomes have equal probability

SCIENCE CURRICULUM

SCIENCE STANDARD 4: ELEMENTARY

Physical Setting

1. The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Students: describe patterns of daily, monthly, and seasonal changes in their environment.

Performance Indicator:

Conduct a long-term weather investigation, such as running a weather station or collecting weather data.

Keep a journal of the phases of the moon over a one-month period. This information is collected for several different one month periods and compared.

2. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Students: describe the relationships among air, water, and land on Earth.

Performance Indicator:

Observe a puddle of water outdoors after a rainstorm.

On a return visit after the puddle has disappeared, students describe where the water came from and possible locations for it now.

Assemble rock and mineral collections based on characteristics such as erosion features or crystal size features.

3. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Students:

Observe and describe properties of materials using appropriate tools.

Describe chemical and physical changes, including changes in states of matter.

Performance Indicator:

Compare the appearance of materials when seen with and without the aid of a magnifying glass.

Investigate simple physical and chemical reactions and the chemistry of household products, e.g., freezing, melting, and evaporating; a comparison of new and rusty nails; the role of baking soda in cooking.

4. Energy exists in many forms, and when these forms change energy is conserved.

Students:

Describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.

Observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy).

Performance Indicator:

Investigate the interactions of liquids and powders that result in chemical reactions (e.g., vinegar and baking soda) compared to interactions that do not (e.g., water and sugar). In order to demonstrate the transformation of chemical to electrical energy, construct electrical cells from objects, such as lemons or potatoes, using pennies and aluminum foil inserted in slits at each end of fruits or vegetables; the penny and aluminum are attached by wires to a milliammeter.

Students can compare the success of a variety of these electrical cells.

5. Energy and matter interact through forces that result in changes in motion.

Students

Describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.

Describe how forces can operate across distances.

Performance Indicator:

Investigate simple machines and use them to perform tasks.

The Living Environment

1. Living things are both similar to and different from each other and nonliving things.

Students:

Describe the characteristics of and variations between living and nonliving things.

Describe the life processes common to all living things.

Performance Indicator:

Grow a plant or observe a pet, investigating what it requires to stay alive, including evaluating the relative importance and necessity of each item.

Investigate differences in personal body characteristics, such as temperature, pulse, heart rate, blood pressure, and reaction time.

2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

Students:

Recognize that traits of living things are both inherited and acquired or learned.

Recognize that for humans and other living things there is genetic continuity between generations.

Performance Indicator:

Interact with a classroom pet, observe its behaviors, and record what they are able to teach the animal, such as navigation of a maze or performance of tricks, compared to that which remains constant, such as eye color, or number of digits on an appendage.

Use breeding records and photographs of racing horses or pedigreed animals to recognize that variations exist from generation to generation but “like begets like”.

3. Individual organisms and species change over time.

Students:

Describe how the structures of plants and animals complement the environment of the plant or animal. Observe that differences within a species may give individuals an advantage in surviving and reproducing.

Performance Indicator:

Relate physical characteristics of organisms to habitat characteristics (e.g., long hair and fur color change for mammals living in cold climates).

Visit a farm or a zoo and make a written or pictorial comparison of members of a litter and identify characteristics that may provide an advantage.

4. The continuity of life is sustained through reproduction and development.

Students:

Describe the major stages in the life cycles of selected plants and animals.

Describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.

Performance Indicator:

Grow bean plants or butterflies; record and describe stages of development.

5. Organisms maintain a dynamic equilibrium that sustains life.

Students:

Describe basic life functions of common living specimens (guppy, mealworm, gerbil).

Describe some survival behaviors of common living specimens.

Describe the factors that help promote good health and growth in humans.

Performance Indicator:

Observe a single organism over a period of weeks and describe such life functions as moving, eating, resting, and eliminating.

Observe and demonstrate reflexes such as pupil dilation and contraction and relate such reflexes to improved survival.

Analyze the extent to which diet and exercise habits meet cardiovascular, energy, and nutrient requirements.

6. Plants and animals depend on each other and their physical environment.

Students:

Describe how plants and animals, including humans, depend upon each other and the nonliving environment.

Describe the relationship of the sun as an energy source for living and nonliving cycles.

Performance Indicator:

Investigate how humans depend on their environment (neighborhood), by observing, recording, and discussing the interactions that occur in carrying out their everyday lives.

Observe the effects of sunlight on growth for a garden vegetable.

7. Human decisions and activities have had a profound impact on the physical and living environment.

Students:

Identify ways in which humans have changed their environment and the effects of those changes.

Performance Indicator:

Give examples of how inventions and innovations have changed the environment;

Describe benefits and burdens of those changes.

TECHNOLOGY CURRICULUM

TECHNOLOGY – STANDARD 5: ELEMENTARY

Engineering Design

Engineering design is an iterative process involving modeling and optimization used to develop technological solutions to problems within given constraints.

Students:

Describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.

Investigate prior solutions and ideas from books, magazines, family, friends, neighbors, and community members.

Generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices.

Plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools.

Discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better.

Performance Indicators:

Read a story called Humpty's Big Day wherein the readers visit the place where Humpty Dumpty had his accident, and are asked to design and model a way to get to the top of the wall and down again safely. Generate and draw ideas for a space station that includes a pleasant living and working environment. Design and model footwear that they could be used to walk on a cold, sandy surface.

Tools Resources and Technological Processes

Technological tools, materials, and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms.

Students:

Explore, use, and process a variety of materials and energy sources to design and construct things. Understand the importance of safety, cost, ease of use, and availability in selecting tools and resources for a specific purpose.

Develop basic skill in the use of hand tools.

Use simple manufacturing processes (e.g., assembly, multiple stages of production, quality control) to produce a product.

Use appropriate graphic and electronic tools and techniques to process information.

Performance Indicator:

Explore and use materials, joining them with the use of adhesives and mechanical fasteners to make a cardboard marionette with moving parts.

Explore materials and use forming processes to heat and bend plastic into a shape that can hold napkins.

Explore energy sources by making a simple motor that uses electrical energy to produce continuous mechanical motion.

Develop skill with a variety of hand tools and use them to make or fix things.

Process information electronically such as using a video system to advertise a product or service.

Process information graphically such as taking photos and developing and printing the pictures.

Computer Technology

Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.

Students:

Identify and describe the function of the major components of a computer system.

Use the computer as a tool for generating and drawing ideas.

Control computerized devices and systems through programming.

Model and simulate the design of a complex environment by giving direct commands.

Performance Indicators:

Control the operation of a toy or household appliance by programming it to perform a task.

Execute a computer program, such as SimCity, Theme Park, or The Factory to model and simulate an environment.

Model and simulate a system using construction modeling software, such as The Incredible Machine.

Technological Systems

Technological systems are designed to achieve specific results and produce outputs, such as products, structures, services, energy, or other systems.

Students:

Identify familiar examples of technological systems that are used to satisfy human needs and wants, and select them on the basis of safety, cost, and function.

Assemble and operate simple technological systems, including those with interconnecting mechanisms to achieve different kinds of movement.

Understand that larger systems are made up of smaller component subsystems.

Performance Indicators:

Assemble and operate a system made up from a battery, switch, and doorbell connected in a series circuit.

Assemble a system with interconnecting mechanisms, such as a jack-in-the box that pops up from a box with a hinged lid.

Model a community-based transportation system which includes subsystems such as roadways, rails, vehicles, and traffic controls.

History and Evolution Of Technology

Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.

Students:

Identify technological developments that have significantly accelerated human progress.

Performance Indicators:

Construct a model of an historical or future-oriented technological device or system and describe how it has contributed or might contribute to human progress.

Make a technological timeline in the form of a hanging mobile of technological devices.

Model a variety of timekeeping devices that reflect historical and modern methods of keeping time.

Make a display contrasting early devices or tools with their modern counterparts.

Impact of Technology

Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development.

Students:

Describe how technology can have positive and negative effects on the environment and on the way people live and work.

Performance Indicators:

Handmake an item and then participate in a line production experience where a quantity of the item is mass produced; compare the benefits and disadvantages of mass production and craft production.

Describe through example, how familiar technologies (including computers) can have positive and negative impacts on the environment and on the way people live and work.

Identify the pros and cons of several possible packaging materials for a student-made product.

Management of Technology

Project management is essential to ensuring that technological endeavors are profitable and that products and systems are of high quality and built safely, on schedule, and within budget.

Students:

Participate in small group projects and in structured group tasks requiring planning, financing, production, quality control, and follow-up.

Speculate on and model possible technological solutions that can improve the safety and quality of the school or community environment.

Performance Indicators:

Help a group to plan and implement a school project or activity, such as a school picnic or a fund-raising event.

Plan as a group, division of tasks and construction steps needed to build a simple model of a structure or vehicle.

Redesign the work area in their classroom with an eye toward improving safety.

SOCIAL STUDIES CURRICULUM

STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

STANDARD 2: WORLD HISTORY

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

STANDARD 3: GEOGRAPHY

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

STANDARD 4: ECONOMICS

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT:

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

STANDARD 1: HISTORY OF THE UNITED STATES AND NEW YORK

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Key Ideas:

Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it

Understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
Explain those values, practices, and traditions that unite all Americans.

Performance Indicators:

Read stories about the early days of American society and discuss the way of life of those times
Discuss how basic ideals of American democracy are shown in such speeches as Lincoln’s Gettysburg Address and Martin Luther King’s —I Have a Dream speech
Explain ways that families long ago expressed and transmitted their beliefs and values through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language
(Taken from National Standards for History for Grades K-4)
Compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the time found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the story.
(Adapted from National Standards for History for Grades K-4).

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Key Ideas:

Gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
Recognize how traditions and practices were passed from one generation to the next
Distinguish between near and distant past and interpret simple timelines.

Performance Indicators:

Conduct interviews with family members, collect family memorabilia such as letters, diaries, stories, photographs, and keepsakes; classify information by type of activity: social, political, economic, cultural, or religious; discuss how traditions and practices were passed from one generation to the next;
Determine the extent to which the traditions and practices are shared by other members of the class
Study the history and traditions of their neighborhoods and local communities.
Consider the school and school community by describing who attends school (diversity, demographics); the histories of their schools and school communities (then and now); what was taught; and rights, rules, and responsibilities (then and now).
Research the neighborhood or local community, considering location and the significance of its location; its demographics (e.g., ethnicity, languages, religions, levels of education, age groups); the history of why it was settled, when and by whom; economic patterns and changes in employment; social and cultural life; and government and politics
Create personal and family timelines to distinguish between near and distant past and identify family origins; interpret simple timelines by recognizing correct chronological order of major events such as Native American settlement of North America, Columbus’s voyage in 1492, the American Revolution, writing the Constitution, the presidency of Abraham Lincoln, World War I, and the beginning of space exploration.

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Key Ideas:

Gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
Classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious
Identify individuals who have helped to strengthen democracy in the United States and throughout the world.

Performance Indicators:

Listen to and participate in classroom debates and discussions of important events and people in U. S. history and New York history, and examine more than one viewpoint on some events and people
Discuss heroes, why some people are heroes, and why some individuals might be heroes to certain groups and not to others
Conduct a historical case study about an important environmental concern affecting their city's or neighborhood's water supply, housing accommodations, or transportation system, and examine competing views on the issues
Investigate the importance of scientific and technological inventions such as the compass, steam engine, internal combustion engine, and computer chip.

4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causations; understand the importance of changing and competing interpretations of different historical developments.

Key Ideas:

Consider different interpretations of key events and/or issues in history and understand the differences in these accounts
Explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State
View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Performance Indicators:

Read historical narratives, literature, and many kinds of documents and investigate building, tools, clothing, and artwork to explore key events and/or issues in the history of their city, community, neighborhood, state, and nation; summarize the main ideas evident in the source and identify the purpose or point of view from which the source was created; discuss how interpretations or perspectives develop and change as new information is learned. (Based on National Standards for History Grades K-4)
Visit historic sites, museums, libraries, and memorials to gather information about important events that affected their neighborhoods, communities, or region
Explore the literature, oral traditions, drama, art, architecture, music, dance, and other primary sources of a particular historic period.

STANDARD 2: WORLD HISTORY

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and
Examine the broad sweep of history from a variety of perspectives.

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Key Ideas:

Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop
Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.

Performance Indicators:

Create a list of characteristics for the concept of civilization, focusing on the early civilizations that developed in Mesopotamia, Egypt, and the Indus Valley
Analyze pictures and maps of the civilizations of Kush and Egypt, including information about their architectural, artistic, and technological achievements
Assume the roles of citizens, merchants, foreign residents, or slaves in ancient Sparta or Athens, describing life in these citystates, the rights and responsibilities of a citizen in each city, and their social and political roles research different kinds of sources (archaeological, artistic, written) about the civilizations in the Americas before the coming of the Europeans (Taken from National Standards for World History)
Study about the major cultural achievements of an ancient civilization (e.g., West African, Japanese, Chinese, European).

2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Key Ideas:

Distinguish between past, present, and future time periods
Develop timelines that display important events and eras from world history
Measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points
Compare important events and accomplishments from different time periods in world history.

Performance Indicators:

Arrange the events in a historical narrative, biography, or autobiography in correct chronological order
group important historic events in world history according to clearly defined time periods (periodization). For example, periods might include early civilizations, rise of empires, age of exploration, the twentieth century

Create, as part of a class, a mural-sized, illustrated timeline of important achievements, inventions, and accomplishments of nineteenth century Europe and America (Adapted from National Standards for World History) identify key turning points and important events in world history and explain their significance

Create personal and family timelines to distinguish between near and distant past and interpret simple timelines that show a progression of events in world history; create a picture timeline tracing developments in world history, such as the appearance of the wheel, making simple tools out of iron (Hittites), building the pyramids, building Roman aqueducts, inventing paper in China, astronomical discoveries in the Muslim world, metallurgy advances in West Africa, and the invention of the steam engine in England. (Adapted from National Standards for History for Grades K-4)

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Key Ideas:

Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities

Gather and present information about important developments from world history

Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices.

Performance Indicators:

Read historical stories, myths, legends, and fables to learn how individuals have solved problems, made important contributions, and influenced the lives of others

Listen to historical narratives about the history of children and families in different cultures throughout the world to learn about different family structures; children's, women's, and men's roles; daily life; religious or spiritual beliefs and practices; customs and traditions

Read biographies about famous historical figures, focusing on their personal lives, goals, and accomplishments and the effects of their achievements on the lives of others

Write historical narratives in the form of letters, diary accounts, or news reports from the point of view of a child who lived during a particular historic time period and who witnessed an important event or development

Listen to and participate in classroom debates and discussions of important myths, legends, people, and events in world history; determine admirable traits and identify examples of courage.

4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Key Ideas:

Consider different interpretations of key events and developments in world history and understand the differences in these accounts

Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world

View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Performance Indicators:

Explain different perspectives on the same phenomenon by reading myths from several civilizations, recognizing the different ways those people explained the same phenomenon (e.g., how the world was created)

Listen to historical stories, biographies, or narratives to identify who was involved, what events occurred, where the events took place, and the outcomes or consequences

List analytical questions to guide their investigations of historical documents, pictures, diary accounts, artifacts, and other records of the past

Construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they were important.

STANDARD 3: GEOGRAPHY

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)

Key Ideas:

Study about how people live, work, and utilize natural resources

Draw maps and diagrams that serve as representations of places, physical features, and objects Locate places within the local community, State, and nation; locate the Earth’s continents in relation to each other and to principal parallels and meridians. (Adapted from National Geography Standards, 1994)

Identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from National Geography Standards, 1994)

Investigate how people depend on and modify the physical environment.

Performance Indicators:

Draw simple maps of their communities or regions showing the major landmarks, industries, residential areas, business districts, transportation networks, health and educational facilities, and recreation areas

Examine different kinds of maps to identify and define their components, including key, title, legend, cardinal and intermediate directions, scale, and grid

Use cardboard, wood, clay, or other materials to make a model of their community or region showing their physical characteristics (Taken from National Geography Standards, 1994)

Read about children living in other cultures to learn about their customs, beliefs, and traditions; natural resource use; food; shelter; socialization and schooling; and other important components of culture

Draw maps and pictures showing how people make use of and modify their physical environments (e.g., land use for agriculture, mining, residential developments, transportation networks, recreation).

2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: The National Geography Standards, 1994: Geography for Life)

Key Ideas:

Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from National Geography Standards, 1994)

Gather and organize geographic information from a variety of sources and display in a number of ways

Analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. (Adapted from National Geography Standards, 1994)

Performance Indicators: read historical narratives and talk about the importance of where places are located, try to determine why they are located where they are, and assess the relationship of location to other locations and people in the story

Use a map grid (e.g., latitude and longitude or an alphanumerical system) to answer questions about location and place

Use different types of map scales (linear, fractional, and word) to measure the distance between two places

Map the locations of places in the community or region, using appropriate symbols (e.g., dots or points for cities and towns; different shapes for residential and business areas; lines for transportation networks)

Present oral and written reports using maps, charts, tables, graphs, and other visual displays showing spatial relationships, locations, and other geographic information.

STANDARD 4: ECONOMICS

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Key Ideas:

Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources

Explain how people's wants exceed their limited resources and that this condition defines scarcity

Know that scarcity requires individuals to make choices and that these choices involve costs

Study about how the availability and distribution of resources is important to a nation's economic growth

Understand how societies organize their economies to answer three fundamental economic questions:

What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

Performance Indicators:

Role-play a family or group situation in which group members make an economic decision about whether to purchase a new car, plan a family or group trip, or invest the money discuss the differences between capital, human, and natural resources and

Classify pictures of each resource type in the appropriate category

Use map symbols to locate and identify natural resources found in different regions of the United States and in other countries in the Western Hemisphere

Identify several personal as well as family buying choices, list their associated costs and benefits, and explain how and why particular decisions are/have been made; clarify how prices and one's own values influence individual and family decision making

Describe the characteristics of at least two of the following economic units: a family, a worker, a small business, a labor union, a large corporation, a government agency (local, state, or national); identify the kinds of economic choices each economic unit must make and explain the positive and negative results of at least one choice

Organize information based on interviews of a laborer, a service provider, a small business owner, a banker, a business executive, an elected government official, or a government employee to identify how individuals produce and distribute goods and services, why individuals make the kinds of decisions they make, and how individuals describe the effects of their decisions on others

Observe economic characteristics of places; draw conclusions about how people in families, schools, and communities all over the world must depend on others to help them meet their needs and wants.

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Key Ideas:

Locate economic information, using card catalogues, computer databases, indices, and library guides

Collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources

Make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary

Present economic information by developing charts, tables, diagrams, and simple graphs.

Performance Indicators:

Collect and discuss newspaper articles about economic issues and problems affecting their community, region, or the State design a display board showing how they might acquire and spend income

Research a local industry to determine what it produces, how it makes this product, its distribution system, and how the finished product is marketed

Analyze a set of graphs or tables showing selected imports and exports for the United States to make hypotheses about what might happen if these imports or exports increase or decrease in value

Use a variety of textbooks and news articles to identify a list of potential economic problems or issues facing the United States or other nations in the Western Hemisphere. Working in groups, brainstorm a list of possible solutions, the potential effects of these solutions, and rank order the solutions in terms of their likelihood of success.

STANDARD 5: CIVICS, CITIZENSHIP, AND GOVERNMENT

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and

place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994)

Key Ideas:

Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice

Explain the probable consequences of the absence of government and rules

Describe the basic purposes of government and the importance of civic life

Understand that social and political systems are based upon people's beliefs

Discuss how and why the world is divided into nations and what kinds of governments other nations have.

Performance Indicators:

Create a chart on newsprint listing the reasons for creating governments and the reasons why all groups and societies create rules and laws

Create a class constitution and develop class rules role-play a day without rules or laws

Collect and discuss newspaper cartoons dealing with rules and laws compile a list of different nations of the world and identify the type of government each nation has

Compare governmental structures of the United States and Canada, and selected nations of Latin America

Hold a mock trial focusing on situations that embody such concepts as fairness, justice, or equality.

2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994)

Key Ideas:

Explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States

Understand the basic civil values that are the foundation of American constitutional democracy

know what the United States Constitution is and why it is important. (Adapted from The National Standards for Civics and Government, 1994)

Understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government

Understand the structure of New York State and local governments, including executive, legislative, and judicial branches

Identify their legislative and executive representatives at the local, state, and national governments. (Adapted from The National Standards for Civics and Government, 1994)

Performance Indicators:

Create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level

Create a chart comparing the organization of local, state, and federal governments given a list of local, county, state, and national leaders, determine which are elected and which are appointed

Identify those branches of government responsible for making, enforcing, and interpreting local, state, and national laws

Compare and contrast New York State government with the federal government by creating charts of each level simulate or role-play an activity dealing with the functions of the branches of government Create a timeline that charts events leading up to the writing of the Declaration of Independence and the United States Constitution.

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Key Ideas:

Understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation

Examine what it means to be a good citizen in the classroom, school, home, and community

Identify and describe the rules and responsibilities students have at home, in the classroom, and at school

Examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State

Understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service

Identify basic rights that students have and those that they will acquire as they age.

Performance Indicators:

Interview or survey adults in the community to identify some ways they participate in political action, voluntary activities, or community service

Draft a classroom charter, a constitution, or a set of laws that defines a code of conduct

Discuss and agree on a classroom charter and compare it to the United Nations Convention on the Rights of the Child

Use dramatic play with puppets to investigate the consequences of breaking a rule (e.g., a child arrives home late for dinner)

Make pages for a big book for each holiday

Understand the significance of and recite the Pledge of Allegiance

Discuss the colors of the American flag and make personal flags as symbols of themselves

Examine the flags of other nations

Undertake a mock trial based on themes from classroom books.

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Key Ideas:

Show a willingness to consider other points of view before drawing conclusions or making judgments

Participate in activities that focus on a classroom, school, or community issue or problem

Suggest alternative solutions or courses of action to hypothetical or historic problems

Evaluate the consequences for each alternative solution or course of action

Prioritize the solutions based on established criteria

Propose an action plan to address the issue of how to solve the problem.

Performance Indicators:

Brainstorm a list of alternative solutions for a real classroom or school problem

Write letters to the local paper suggesting preferred alternatives in a local issue
Develop a historic walking tour of the neighborhood or community
Role-play the main characters involved in an actual community controversy, attempting to generate alternatives in their roles
Create a school newspaper or school-wide gallery showing student and faculty works of art
Debate topics important to students
Hold a mock trial including witnesses, attorneys, jurors and a judge.

LANGUAGE ARTS CURRICULUM

KINDERGARTEN

READING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Students will

Locate and use classroom and library media center resources to acquire information, with assistance
Read familiar informational texts to begin to collect data, facts, and ideas, with assistance
Interpret information represented in simple charts and webs
Draw on a prior experience to understand new data, facts, and ideas

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Students will

Comprehend and respond to literary texts and performances
Engage in pre-reading and reading activities to

- o select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic
- o make connections between personal experiences and stories read
- o predict what might happen next in a story read aloud
- o retell a story, with assistance

Dramatize or retell stories, using puppets, toys, and other props

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Students will

Identify and explain ideas and experiences from texts and performances
Engage in pre-reading and reading activities to

- o identify what they know and have learned about a specific story or topic
- o use illustrations to assist in understanding the content of a text and to anticipate what will happen next
- o predict what could happen next or the outcome of a story or article read aloud
- o change the sequence of events in a story to create a different ending, with assistance
- o form an opinion about the differences between events in a story and events in own life
- o evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as topic, author, and illustrations
- o distinguish between real and imaginary stories

Standard 4: Students will read, write, listen, and speak for social interaction.

Share reading experience to establish, maintain, and enhance personal relationships

Respect the age, gender, and cultural traditions of the writer, with assistance
Recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance

KINDERGARTEN LITERACY COMPETENCIES - READING

Performance Indicators:

Phonological and Phonemic Awareness

Identify and produce spoken words that rhyme

Blend beginning sound (onset) with ending sound (rime) to form known words in rhyming word families (k-it, s-it, b-it)

Count or tap the number of syllables in spoken words

Isolate individual sounds within spoken words (—What is the first sound in can?)—Phoneme Isolation

Identify the same sounds in different spoken words (—What sound is the same in sit, sip, and sun?)—Phoneme Identity

Categorize the word in a set of three or four words that has a different sound (—Which word doesn't belong: doll, dish, pill?)—Phoneme Categorization

Blend spoken phonemes to form words using manipulatives (e.g., counters) to represent each sound: /b/ /i/ /g/—Phoneme Blending

Segment spoken words into component sounds using manipulatives (e.g., counters) to represent each sound (—How many sounds are there in big?

Move three counters.)—Phoneme Segmentation

Recognize the remaining word when a phoneme is removed (—What is cat without the /k/?)—Phoneme Deletion

Make a new word by adding a phoneme to an existing word (—What word do you have if you add /s/ to mile?—Phoneme Addition

Substitute one phoneme for another to make a new word (—The word is rug. Change /g/ to /n/. What is the new word?)—Phoneme Substitution

Print Awareness

Understand the purpose of print is to communicate

Follow left-to-right and top-to-bottom direction when reading English

Distinguish between letters and words

Distinguish between print and pictures

Track print by pointing to written words when texts are read aloud by self or others

Identify the parts of a book and their functions (e.g., front cover, back cover, and title page)

Alphabet Recognition and Phonics

Recognize and name automatically all uppercase and lowercase manuscript letters

Recognize that individual letters have associated sounds

Recognize that the sequence of letters in written words represents the sequence of sounds in spoken words

Identify some consonant letter-sound correspondences

Fluency

Read own name and names of family or friends

Recognize and identify some sight words

Read automatically a small set of high-frequency sight words (e.g., a, the, I, my, use, is, are)

Read familiar kindergarten-level texts at the emergent level

Background Knowledge and Vocabulary Development

Learn the meaning of new words and use them in own speech

Learn new words from books

Use new vocabulary words to talk about life experiences

Connect vocabulary and life experiences to ideas in books

Use a picture dictionary to learn the meanings of words in books

Comprehension Strategies

Notice when sentences do not make sense

Make predictions about story events

Answer questions about text read aloud

Retell or dramatize stories or parts of stories

Motivation to Read

Show interest in reading a range of kindergarten-level texts from a variety of genres, such as alphabet books, stories, poems, and informational texts

Read voluntarily familiar kindergarten-level texts

Show familiarity with some book titles and authors

KINDERGARTEN WRITING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Locate and use classroom and library media center resources to acquire information, with assistance

Read familiar informational texts to begin to collect data, facts, and ideas, with assistance

Interpret information represented in simple charts and webs

Draw on a prior experience to understand new data, facts, and ideas

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Comprehend and respond to literary texts and performances

Engage in pre-reading and reading activities to

- o select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic

- o make connections between personal experiences and stories read

- o predict what might happen next in a story read aloud

- o retell a story, with assistance

Dramatize or retell stories, using puppets, toys, and other props

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Identify and explain ideas and experiences from texts and performances

Engage in pre-reading and reading activities to

- o identify what they know and have learned about a specific story or topic

- o use illustrations to assist in understanding the content of a text and to anticipate what will happen next

- o predict what could happen next or the outcome of a story or article read aloud

- o change the sequence of events in a story to create a different ending, with assistance

- o form an opinion about the differences between events in a story

and events in own life

- o evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as topic, author, and illustrations

- o distinguish between real and imaginary stories

Standard 4: Students will read, write, listen, and speak for social interaction.

Share reading experience to establish, maintain, and enhance personal relationships
Respect the age, gender, and cultural traditions of the writer, with assistance
Recognize the vocabulary and writing conventions (e.g., greetings and closings) of social communication, with assistance

KINDERGARTEN LITERACY COMPETENCIES - WRITING

Print Awareness

Use left-to-right and top-to-bottom direction when writing English
Use spacing between letters and words when writing on a line

Spelling

Use developing knowledge of letter-sound correspondences to spell independently (e.g., sound or invented spelling)

Use conventional spelling to spell some common or familiar words

Write correctly own first and last names and the names of some friends or family

Handwriting

Write legibly some uppercase and lowercase letters

Composition

Label drawings with letters or words

Write as part of play (e.g., playing school, store, restaurant)

Write compositions that include letters or words and drawings to communicate for different purposes (e.g., tell stories, communicate feelings, provide information)

Motivation to Write

Write voluntarily to communicate for different purposes

Share writing with others

KINDERGARTEN LISTENING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Acquire information from nonfiction text

- o Identify words and sentences on a chart, with assistance

- o Follow a two step direction

- o Identify and respond to environmental sounds, such as a school bell or a fire alarm, that provide information

- o Identify similarities in information about people, places, and events

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Listen to literary texts and performances to

- o appreciate and enjoy literary works

- o match spoken words with pictures, with assistance

- o recall a sequence of events from a personal experience or story

- o identify character and setting

- o respond to vivid language (e.g., nonsense words and rhymes)

- o identify specific people and places

- o distinguish between a story and a poem, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Form an opinion or evaluate information on the basis of information in the world

Form an opinion about a book or play read aloud by using established criteria, such as title and vocabulary, to judge books

Recognize differences in two or more versions of a familiar story, song, or finger play

Identify messages in advertisements by listening to the words

Standard 4: Students will read, write, listen, and speak for social interaction.

Respect the age, gender, and culture of the speaker

Listen to friendly notes, cards, letters, and personal narratives read aloud to get to know the writer and/or classmates

Listen for the tone of voice and content that signal friendly communication

KINDERGARTEN LITERACY COMPETENCIES - LISTENING

Listen attentively to spoken language (e.g., books read aloud, rhyming words, songs, video- and audio cassettes)

Listen attentively for different purposes (e.g., to track individual words as they are spoken, to gain information)

Understand and follow oral directions

Listen respectfully without interrupting others

KINDERGARTEN SPEAKING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Dictate information from personal experience

Report information briefly to peers and familiar adults, with assistance

Connect information from personal experiences to information from nonfiction texts, with assistance

Retell more than one piece of information in sequence

Share observations from classroom and home

Ask questions to clarify directions and/or classroom routines

Respond orally to simple questions and/or directions

Share information, using appropriate visual aids, such as, puppets, toys, and pictures, to illustrate a word or concept, with assistance

Dramatize an experience or event

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Interpret words of characters in stories

Engage in conversations with adults and peers regarding pictures, books, and experiences

Role-play characters or events from stories

Express feelings about a work of fiction or poetry

Respond to stories, legends, and songs from different cultural and ethnic groups, with assistance

Compare stories from personal experience with stories heard

Dictate stories with a beginning, middle, and end

Express the mood of a story by using a variety of words, with assistance

Describe the actions of characters in a story

Tell real or imaginative stories on the basis of response to illustrations

Retell familiar stories

Describe familiar persons, places, or objects

Recite short poems, nursery rhymes, and finger plays

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

- Share what they know and have learned about a topic
- Express an opinion or judgment about a story, poem, finger play, or poster
- Compare characters or events in two or more stories
- Express an opinion about the color, form, and style of illustrations
- Explain personal criteria (e.g., color and pictures) for choosing a book, poem, or story
- Dramatize differences and similarities in characters
- Brainstorm to create an experience chart
- Compare different versions of the same story
- Explain why two different characters view an event differently
- Compare events or characters in a story with their lives, with assistance

Standard 4: Students will read, write, listen, and speak for social interaction.

- Participate in small or large group storytelling, singing, and finger play, in order to interact with classmates and adults in the classroom and school environment
- Share favorite anecdotes, riddles, and rhymes with peers and familiar adults
- Respect the age, gender, and interests of the listener
- Discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other

KINDERGARTEN LITERACY COMPETENCIES –SPEAKING

- Use kindergarten-level vocabulary and grammar in own speech
- Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event)
- Speak audibly
- Speak with speed and expression appropriate for the purpose
- Take turns speaking in a group

GRADE 1

READING

Standard 1: Students will read, write, listen, and speak for information and understanding.

- Locate and use classroom and library media center resources to acquire information, with assistance
- Read grade-level informational texts to begin to collect data, facts, and ideas, with assistance
- Distinguish between texts with stories and texts with information
- Use a picture dictionary as a resource for vocabulary development
- Select books to meet informational needs, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

- Comprehend and respond to imaginative texts and performances; interpret, with assistance
- Engage in pre-reading and reading activities to
 - o select books, tapes, and poems on the basis of personal choice/interest or teacher-selected criteria, such as a theme/topic
 - o predict what might happen next in a story read aloud or independently
 - o draw conclusions from a story

- o identify characters, settings, and events in a story
- o retell a story
- o distinguish between what is real and what is imaginary

Dramatize or retell stories, using puppets, toys, and other props

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Identify, explain, and evaluate ideas, themes, and experiences from texts and performances

Engage in pre-reading and reading activities to

- o identify what they know, want to know, and have learned about a specific story, theme, or topic
- o predict what could happen next or the outcome of a story or article
- o change the sequence of events in a story to create a different ending
- o compare a character in a story or article to a person with the same career or experience
- o evaluate and select books, poems, or tapes on the basis of personal choice or teacher-selected criteria, such as theme, topic, author, and illustrations
- o identify the characters in a story and explain what each contributes to the events of the story
- o recognize different plots in books by the same author

Standard 4: Students will read, write, listen, and speak for social interaction.

Share reading experiences (e.g., reading together silently or aloud) to establish, maintain, and enhance personal relationships with peers or adults

Respect the age, gender, and cultural traditions of the writer

Recognize the vocabulary of social communication (e.g., the language of salutations and closings)

GRADE 1 LITERACY COMPETENCIES - READING

Phonemic Awareness

Count the number of syllables in a word

Blend spoken sounds to form words, manipulating letters to represent each sound of most one-syllable words

Segment spoken words into component sounds, manipulating letters to represent each sound of most one-syllable words

Decoding Including Phonics and Structural Analysis

Identify and produce letter-sound correspondences, including consonants and short and long vowels

Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, one-syllable grade-level words

Read common word families by blending the onset (/s/) and the rime (/it/, /at/) in grade-level words (s-it, s-at)

Decode grade-level words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds

Check accuracy of decoding using context to monitor and self-correct

Print Awareness

Identify parts of a book and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings

Fluency

Sight-read automatically grade-level common, high-frequency words

Sight-read automatically grade-level irregularly spelled words

Sight-read automatically 300–500 words including sight and decodable words (Snow, C. E., Burns, M. S., & Griffin, P. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press, p. 81.)

Use punctuation clues to read connected text with expression, accuracy and fluency

Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy and expression (target benchmark at grade 1: 71 WPM) (Davidson, M., & Towner, J. (2000). Reading Screening Test. Bellingham, WA: Applied Research and Development Center.)

Background Knowledge and Vocabulary Development

Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary

Study categories of words (e.g., animals, place names) to learn new grade level vocabulary

Study root words, prefixes, suffixes, verb endings, and plural nouns to learn new grade-level vocabulary

Connect words and ideas in books to prior knowledge

Learn new words indirectly from reading books and other print sources

Increase background knowledge by elaborating and integrating new vocabulary and ideas from texts

Use a dictionary to learn the meanings of words

Comprehension Strategies

Read grade-level texts for different purposes

Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text

Work cooperatively with peers (e.g., peer pairs or small groups) to comprehend text

Use graphic or semantic organizers to organize and categorize information

Ask questions in response to texts

Answer simple questions (such as how? why? what if?) in response to texts

Sequence events in retelling stories

Summarize main ideas from informational texts

Follow simple written instructions

Use own perspectives and opinions to comprehend text

Motivation to Read

Show interest in reading a range of grade-level children's texts from a variety of genres, such as stories, folktales, fairy tales, poems, and informational texts

Read voluntarily familiar grade-level texts

Show familiarity with title and author of grade-level books

GRADE 1 WRITING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Copy words, phrases, and sentences from books, magazines, signs, charts, and own dictation

Write data, facts, and ideas gathered from personal experiences

Maintain a portfolio of informational writings and drawings, with assistance

Take notes to record facts from lessons, with assistance

Write words or draw pictures in order to capture important understandings

State the main idea, with assistance

Use resources such as a picture dictionary or word wall to find and write words, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Develop original literary texts to create a story with a beginning, middle, and end, using words that can be understood by others

o create poems or jingles, using words that can be understood by others

Write to respond to text to

- o express feelings about characters or events in one or more stories
- o describe characters, settings, or events
- o list a sequence of events in a story
- o retell a story, using words
- o identify the problem and solution in a simple story

Maintain a portfolio of writings and drawings in response to literature, with assistance

Use personal experiences to stimulate own writing, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Write to express opinions and judgments to share what they know, want to know, and have learned about a theme or topic

- o respond in words to an experience or event shared by a classmate
- o depict an opinion about statements, illustrations, characters, and events in written and visual texts

texts

- o compare characters, settings, and events within and between stories
- o describe the differences between real and imaginary experiences
- o describe the connections between personal experiences and ideas and information in written and visual texts

and visual texts

Maintain a portfolio of writings and drawings that express opinions and judgments, with assistance

Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information, with assistance

Standard 4: Students will read, write, listen, and speak for social interaction.

Share the process of writing with peers or adults; for example, write with a partner or in a cooperative group

Respect the age, gender, and culture of the recipient

Write friendly letters to others, using salutations and closings

Maintain a portfolio of writings and drawings for social interaction, with assistance

GRADE 1 LITERACY COMPETENCIES – WRITING

Spelling

Use developing knowledge of letter-sound correspondence (e.g., sound spelling or invented spelling) to spell independently grade-level decodable words, including words in word families

Represent most phonemes in invented spelling, although not necessarily with conventional spellings (e.g., /k/ /a/ /t/ for cat)

Use conventional spelling to spell common grade-level irregularly spelled content and high-frequency words

Spell correctly three- and four-letter short vowel words

Understand the difference between conventional spelling, and sound or invented spelling

Handwriting

Write legibly most uppercase and lowercase manuscript letters

Write letters legibly when dictated

Composition

Write stories and informational text that establish a topic and use words that can be understood by others

Write compositions, beginning to use the writing process (e.g., prewriting, drafting, revising, proofreading, editing)

Use conventional capitalization and punctuation to begin and end sentences
Write compositions for different purposes and include text, illustrations, and other graphics
Motivation to Write
Write voluntarily to communicate to others
Write voluntarily for different purposes (e.g., tell stories, share information, give directions, write to a friend)
Share writing with others (e.g., participate in author's circle)

GRADE 1 LISTENING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Acquire information from nonfiction text
Identify words and sentences on a chart
Follow directions involving a few steps
Identify similarities and differences in information about people, places, and events

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Listen to literary texts and performances to appreciate and enjoy literary works match spoken words with pictures identify a character, setting, plot respond to vivid language identify specific people, places, and events distinguish between a story, a poem, and a play

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Form an opinion and evaluate information on the basis of information in the world
Identify messages in advertisements by listening to the words, music, and sound effects

Standard 4: Students will read, write, listen, and speak for social interaction.

Respect the age, gender, and culture of the speaker
Listen to friendly notes, cards, letters, and personal narratives read aloud
to get to know the writer and/or classmates and fellow listeners
Listen for the tone of voice and content that signal friendly communication

GRADE 1 LITERACY COMPETENCY – LISTENING

Listen attentively to spoken language, including grade-level books read aloud
Listen attentively for different purposes
Listen respectfully without interrupting when others speak
Attend to a listening activity for a specified period of time

GRADE 1 SPEAKING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Dictate information
Report information to peers and familiar adults
Connect information from personal experiences to information from nonfiction texts
Retell multiple pieces of information in sequence; for example, retell a story
Share observations from the classroom, home, or community
Ask questions to clarify topics, directions, and/or classroom routines
Respond orally to questions and/or directions

Share information using appropriate visual aids (e.g. puppets, toys, and pictures) to illustrate a word or concept

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Converse with adults and peers regarding pictures, books, and experiences

Role-play characters and events from stories

Express feelings about works of fiction and poetry

Respond to stories, legends, and songs from different cultural and ethnic groups

Compare stories from personal experience with stories heard or read

Express the mood or emotion of a story by using a variety of words

Retell familiar stories in a logical sequence

Ask for clarification of events in a story or poem

Describe familiar persons, places, or objects

Recite poems and nursery rhymes

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Share what they know, want to know, and have learned about a theme or topic

Express an opinion or judgment about a story, poem, poster, or advertisement

Compare characters, settings, or events in two or more stories

Explain personal criteria (e.g., color, pictures, and vocabulary) for choosing a book, poem, or story

Compare and contrast different versions of the same story

Explain why two different characters view the same action or event differently

Compare and contrast events or characters in a story with their lives

Standard 4: Students will read, write, listen, and speak for social interaction.

Participate in small or large group storytelling, in order to interact with classmates and adults in the classroom and school environment

Share favorite anecdotes, riddles, and rhymes with peers and familiar adults

Respect the age, gender, and culture of the listener

Discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or in a small group, to get to know the writer and each other

GRADE 1 LITERACY COMPETENCY – SPEAKING

Use grade-level vocabulary and conventional grammar in own speech

Speak for different purposes (e.g., share ideas or information, retell a story, dramatize an experience or event)

Vary language style (e.g., formal or informal) according to purpose of communication (e.g., conversation with peers or presentation to a group)

Speak audibly

Speak with speed and expression appropriate to the purpose and audience

Take turns in conversation or speaking in a group

Respond appropriately to what others are saying

GRADES 2–4

Core Performance Indicators: common to all four ELA standards. Throughout grades 2, 3, and 4, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

WRITING

Begin to develop a voice in writing

Spell frequently used words correctly

Use basic punctuation correctly, such as

- o -commas in a series, in simple/compound sentences, and in friendly letters
- o -periods, exclamation points, and question marks
- o -apostrophes for contractions and singular possessives
- o -quotation marks for titles and simple dialogue

Use, in writing simple/compound sentences,

- o -correct tense of regular/irregular verbs
- o -subject-verb agreement
- o -varied vocabulary and sentence structure
- o -various parts of speech, including personal pronouns

Capitalize words such as literary titles, holidays, and product names

Write sentences in logical order and create paragraphs to develop ideas

Use an organizational format that reflects a beginning, middle, and end

Develop an idea within a brief text

Learn and use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)

Use revision strategies to develop writing, including conferring with teachers and peers, and cutting and pasting

Determine the intended audience before writing

Use legible print and/or cursive writing

Use word processing

SPEAKING

Respond respectfully

Initiate communication with peers and familiar adults

Use age-appropriate vocabulary

Speak in grammatically correct sentences

Use gestures appropriate to conveying meaning

Establish eye contact, when appropriate, to engage the audience

Speak loudly enough to be heard by the audience

READING

Identify purpose for reading

Use letter-sound correspondence, knowledge of grammar, and overall context to determine meaning

Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts, such as root words, prefixes, and suffixes

Use self-monitoring strategies, such as rereading and cross-checking

Apply corrective strategies, using classroom resources, such as teachers, peers, and reference tools

Recognize the difference between phrases and sentences

Read with attention to sentence structure and punctuation, such as periods, question marks, and commas, to assist in comprehension

Engage in independent silent reading

Locate the name of the author, illustrator, title page, table of contents, index, and chapter headings

Recognize and discriminate among a variety of informational texts

Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources

Read aloud at appropriate rate
Read with increasing fluency and confidence from a variety of texts
Maintain a personal reading list to reflect reading goals and accomplishments
Use computer software to support reading

LISTENING

Listen respectfully and responsively
Attend to a listening activity for an extended period of time
Avoid interrupting
Respond appropriately to what is heard

GRADE 2 READING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Locate and use library media resources to acquire information, with assistance
Read unfamiliar informational texts to collect and interpret data, facts, and ideas, with assistance
Read and understand written directions
Locate information in a text that is needed to solve a problem, with assistance
Identify main ideas and supporting details in informational texts, with assistance
Recognize and use organizational features of texts, such as page numbers and chapter headings/subheadings, to locate information, with assistance
Relate data and facts from informational texts to prior information and experience, with assistance
Compare and contrast information on one topic from two different sources, with assistance
Identify a conclusion that summarizes the main idea, with assistance
Select books to meet informational needs, with assistance
Identify and interpret facts taken from maps, graphs, charts, and other visuals, with assistance
Use graphic organizers to record significant details from informational texts, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Select literature on the basis of personal needs and interests from a variety of genres and by different authors, with assistance
Engage in purposeful oral reading in small and large groups
Read print-based and electronic literary texts silently on a daily basis for enjoyment
Recognize differences among the genres of stories, poems, and plays, with assistance
Relate characters in literature to own lives, with assistance
Explain the difference between fact and fiction, with assistance
Use previous reading and life experiences to understand literature, with assistance
Make predictions and draw conclusions and inferences about characters, with assistance
Recognize the value of illustration in literary text
Use specific evidence from stories to describe characters and relate sequences of events, with assistance
Use knowledge of story structure and story elements to interpret stories, with assistance
Use graphic organizers to record significant details to compare and contrast characters and events in stories, with assistance
Summarize main ideas and supporting details from literary text, both orally and in writing, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Evaluate the content by identifying, with assistance

- o -the author's purpose
- o -important and unimportant details
- o -whether events, actions, characters, and/or setting are realistic

Compare characters in literary works

Judge the accuracy of content, with assistance from teachers and parents/ caregivers

Standard 4: Students will read, write, listen, and speak for social interaction.

Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud

Respect the age, gender, position, and cultural traditions of the writer

Recognize the types of language (e.g., formal and informal vocabulary) that are appropriate to social communication

GRADE 2 LITERACY COMPETENCIES - READING

Decoding Including Phonics and Structural Analysis

Identify and produce all letter-sound correspondences, including consonant blends/digraphs and vowel digraphs/diphthongs

Blend sounds using knowledge of letter-sound correspondences in order to decode unfamiliar, but decodable, multisyllabic grade-level words

Decode by analogy using knowledge of known words in word families to read unfamiliar grade-level words (e.g., given the known word boat, read coat, moat, goat)

Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)

Check accuracy of decoding using context to monitor and self-correct

Print Awareness

Identify book parts and their purposes including identification of author, illustrator, title page, table of contents, index, and chapter headings

Fluency

Sight-read automatically grade-level, common, high-frequency words

Sight-read automatically grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 2: 82 WPM) (Davidson, M., & Towner, J. (2000). Reading Screening Test. Bellingham, WA: Applied Research and Development Center.)

Background Knowledge and Vocabulary Development

Study antonyms, synonyms, and homonyms to learn new grade-level vocabulary

Study categories of words (e.g., transportation, sports) to learn new grade level vocabulary

Study root words, prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary

Connect words and ideas in books to spoken language vocabulary and background knowledge

Learn new words indirectly from reading books and other print sources.

Use a dictionary to learn the meanings of words

Comprehension Strategies

Read grade-level texts with comprehension and for different purposes

Use comprehension strategies to monitor own reading (e.g., predict/ confirm, reread, self-correct) to clarify meaning of text

Work cooperatively with peers (e.g., peer pairs or groups) to comprehend text

Organize text information by using graphic or semantic organizers

Compare and contrast similarities and differences among characters and events across stories

Compare and contrast similarities and differences in information from more than one informational text
Comprehend and interpret information from a variety of graphic displays including diagrams, charts, and graphs

Ask questions when listening to or reading texts

Answer literal, inferential, and critical/application questions after listening to or reading imaginative and informational texts

Summarize main ideas and supporting details from imaginative or informational text, both orally and in writing

Support point of view with text information

Lead or participate in discussion about grade-level books, integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)

Demonstrate comprehension of grade-level text through creative response, such as writing, drama, and oral presentation

Motivation to Read

Show interest in a wide range of grade-level texts, including historical fiction, science fiction, folktales, fairy tales, poetry, and other imaginative and informational texts

Read voluntarily for own purposes and interests

Show familiarity with the title and author of grade-level books

Read independently and silently

GRADE 2 WRITING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Use two sources of information in writing a report

Take notes to record facts by following teacher directions, with assistance

State a main idea and support it with facts, with assistance

Use organizational patterns, such as time/order, for expository writing

Connect personal experiences to new information from school subject areas, with assistance

Use spelling resources, such as dictionaries, word walls, and/or computer software, to spell words correctly

Produce clear, well-organized, short reports to demonstrate understanding of a topic

Support explanations with evidence from text

Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

o Develop original literary texts that

o -create characters, simple plot, and setting, with assistance

o -use rhythm and rhyme to create short poems and songs, with assistance

o -use descriptive language

Write interpretive and responsive essays that

o -identify the title, author, and illustrator

o -describe literary elements, such as plot and characters, with assistance

o -express a personal response to literature

Create clear, well-organized responses to stories read or listened to, supporting understanding of genres, characters, and events with details from the story, with assistance

Create imaginative stories and personal narratives that show development and organization, with assistance

Use resources such as personal experiences to stimulate own writing
Use a computer to create, research, and interpret literary texts
Maintain a portfolio that includes imaginative writing as a method of reviewing work with teachers and parents/caregivers

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Use prewriting tools, such as semantic webs and concept maps, to organize ideas and information
State a main idea and provide supporting details from the text
Use relevant examples, such as reasons to support ideas, with assistance
Express opinions and make judgments that demonstrate a personal point of view, with assistance
Analyze and evaluate the author's use of plot and character in written and visual text
Use effective vocabulary in expository writing, with assistance
Use details from stories or informational texts to predict events
Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers

Standard 4: Students will read, write, listen, and speak for social interaction.

Share the process of writing with peers and adults; for example, write with a partner
Respect the age, gender, social position, and cultural traditions of the recipient
Use the tone, vocabulary, and sentence structure of informal conversation, with assistance
Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers

GRADE 2 LITERACY COMPETENCIES - WRITING

Spelling

Spell correctly previously studied words (e.g., grade-level multisyllabic, decodable words; irregularly spelled content and high-frequency words) in writing

Use spelling patterns (e.g., word families) in writing

Represent all the sounds in a word when spelling independently

Handwriting

Write legibly all uppercase and lowercase manuscript letters

Composition

Write in response to the reading of imaginative and informational texts

Write a variety of compositions with assistance, using different organizational patterns (e.g., informational reports, such as compare/contrast, and sequence of events; correspondence; and imaginative stories)

Write original text using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)

Make judgments about relevant and irrelevant content to include in writing

Write sentences in logical order and use paragraphs to organize topics

Use capitalization, punctuation, and spelling rules to produce final products

Vary the formality of language depending on purpose of writing (e.g., friendly letter, report)

Begin to convey personal voice in writing

Participate in writing conferences with teachers and peers to improve own writing and that of others

Motivation to Read

Write voluntarily to communicate ideas and emotions to a variety of audiences

Write voluntarily for different purposes (e.g., tell stories, share information, give directions)

Share writing with others (e.g., participate in author's circle)

GRADE 2 LISTENING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Acquire information and/or understand procedures

Identify essential details, with assistance

Determine a sequence of steps given, with assistance

Identify main ideas and supporting details, with assistance

Interpret information by drawing on prior knowledge and experience, with assistance

Collect information, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Identify elements of character, plot, and setting to understand the author's message, with assistance

Connect literary texts to previous life experiences to enhance understanding

Identify the author's use of repetition and rhyme

Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Form a personal opinion about the quality of texts read aloud, on the basis of criteria, such as characters and plot

Form an opinion about the message of advertisements, on the basis of the language used

Distinguish between fact and opinion, with assistance

Evaluate the speaker's style of delivery by using criteria such as volume and tone of voice

Standard 4: Students will read, write, listen, and speak for social interaction.

Respect the age, gender, social position, and culture of the speaker

Listen to friendly notes, cards, longer letters, and narratives read aloud to get to know the writer and/or classmates and fellow listeners

Listen for the tone of voice and content that signal friendly communication

GRADE 2 LITERACY COMPETENCIES – LISTENING

Listening

Listen attentively to spoken language, including grade-level books read aloud

Listen attentively for different purposes

Listen respectfully without interrupting when others speak

Attend to a listening activity for a specified period of time

GRADE 2 SPEAKING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Provide simple directions

Express an opinion

Ask questions

Summarize, with assistance

Provide a sequence of steps

Describe a problem and suggest a solution

State a main idea with supporting examples and details, with assistance

Present a short oral report, using at least one source of information, such as a person, book, magazine article, television program, or electronic text

Use complete sentences, using age- and content-appropriate vocabulary

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Present original works, such as stories, poems, and plays, to classmates

Describe characters

Compare literary texts and performances to personal experiences and prior knowledge, with assistance

Identify cultural and ethnic features in literary texts

Ask questions to clarify literary texts and performances

Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Explain the reasons for a character's actions, considering the situation

Express an opinion or judgment about a character and plot in a variety of works, with assistance

Discuss the impact of illustrations and titles in evaluating ideas, information, and experiences

Use personal experience and knowledge to analyze new ideas

Role-play to communicate an interpretation of real or imaginary people or events

Ask and respond to questions

Speak with appropriate rate and volume for the audience

Take turns speaking in a group

Standard 4: Students will read, write, listen, and speak for social interaction.

Respect the age, gender, social position, and cultural traditions of the listener when speaking

Discuss the content of friendly notes, cards, letters, and personal narratives, with a partner or small group, in order to get to know the writer and each other

Avoid interrupting in social conversation

GRADE 2 LITERACY COMPETENCIES - SPEAKING

Speaking

Speak in response to the reading of imaginative and informational texts

Use grade-level vocabulary to communicate ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)

Use conventional grammar in own speech

Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults)

Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience

Take turns in conversation and respond respectfully when speaking in a group

Participate in group discussions

Offer feedback to others during conferences

GRADE 3 READING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Locate and use library media resources to acquire information, with assistance

Read unfamiliar texts to collect data, facts, and ideas

Read and understand written directions
Locate information in a text that is needed to solve a problem
Identify main ideas and supporting details in informational texts
Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information, with assistance
Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand informational texts, with assistance
Relate data and facts from informational texts to prior information and experience
Compare and contrast information on one topic from two different sources
Identify a conclusion that summarizes the main idea
Identify and interpret facts taken from maps, graphs, charts, and other visuals
Use graphic organizers to record significant details from informational texts

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Select literature on the basis of personal needs and interests from a variety of genres and by different authors

Engage in purposeful oral reading in small and large groups

Read print-based and electronic literary texts silently on a daily basis for enjoyment

Recognize the differences among the genres of stories, poems, and plays

Relate the setting, plot, and characters in literature to own lives, with assistance

Explain the difference between fact and fiction

Use previous reading and life experiences to understand and compare literature

Make predictions, draw conclusions, and make inferences about events and characters

Identify cultural influences in texts and performances, with assistance

Maintain a personal reading list to reflect reading accomplishments

Use specific evidence from stories to describe characters, their actions, and their motivations; relate sequences of events

Use knowledge of story structure, story elements, and key vocabulary to interpret stories

Use graphic organizers to record significant details about characters and events in stories

Summarize main ideas and supporting details from imaginative texts, both orally and in writing

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

- o Evaluate the content by identifying

- o the author's purpose

- o important and unimportant details

- o whether events, actions, characters, and/or settings are realistic

- o statements of fact and opinion

Compare and contrast characters, plot, and setting in literary works, with assistance

Analyze information on the basis of new or prior knowledge and/or personal experience

Recognize how language and illustrations are used to persuade in printed and filmed advertisements, with assistance

Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers

Use opinions of teachers and classmates to evaluate personal interpretation of ideas and information

Standard 4: Students will read, write, listen, and speak for social interaction.

Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud

Respect the age, gender, social position, and cultural traditions of the writer

Recognize the types of language (e.g., informal vocabulary and jargon) that is appropriate to social communication

GRADE 3 LITERACY COMPETENCIES - READING

Decoding Including Phonics and Structural Analysis

Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar, but decodable, grade-level words

Decode by analogy using knowledge of syllable patterns (e.g., CVC, CVCC, CVVC) to read unfamiliar words, including multisyllabic grade level words that are part of word families

Decode grade-level words using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, and compounds)

Fluency

Sight-read automatically grade-level high-frequency words and irregularly spelled content words

Read grade-level texts with decodable and irregularly spelled words at appropriate speed, accuracy, and expression (target benchmark at grade 3: 115 WPM) (Davidson, M., & Towner, J. (2000). Reading Screening Test. Bellingham,

WA: Applied Research and Development Center.)

Background Knowledge and Vocabulary Development

Study categories of words to learn grade-level vocabulary

Analyze word structure (e.g., roots, prefixes, suffixes) to learn word meaning

Connect words and ideas in books to spoken language vocabulary and background knowledge

Learn new vocabulary and concepts indirectly by reading books and other print sources

Identify specific words causing comprehension difficulties in oral or written language

Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms

Comprehension Strategies

Read grade-level texts with comprehension and for different purposes

Use comprehension strategies to monitor own reading (e.g., predict/ confirm, reread, attend to vocabulary, self-correct) to clarify meaning of text

Work cooperatively with peers to comprehend text

Organize and categorize text information by using knowledge of a variety of text structures (e.g., cause and effect, fact and opinion, directions, time sequence)

Use knowledge of structure of imaginative text to identify and interpret plot, character, and events

Listen to or read grade-level texts and ask questions to clarify understanding

Listen to or read grade-level texts and answer literal, inferential, and critical/ application questions

Summarize main ideas of informational text and details from imaginative text orally and in writing

Support point of view with details from the text

Lead and participate in discussion about grade-level texts by integrating multiple strategies (e.g., ask questions, clarify misunderstandings, support point of view, summarize information)

Demonstrate comprehension of grade-level text through creative responses, such as writing, drama, and oral presentations

Infer underlying theme or message of written text

Motivation to Read

Show interest in a wide range of grade-level texts, including historical and science fiction, folktales and fairy tales, poetry, and other imaginative and informational texts

Read voluntarily for own purposes and interests

Show familiarity with titles and authors of well-known grade-level literature

Read independently and silently, including longer fiction and chapter Books

GRADE 3 WRITING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Use at least two sources of information in writing a report

Take notes to record data, facts, and ideas, following teacher direction

State a main idea and support it with facts and details

Use organizational patterns such as compare/contrast and time/order for expository writing

Connect personal experiences to new information from school subject areas

Use a variety of resources to support spelling, such as dictionaries and spell-check tools in word processing programs

Produce clear, well-organized reports and accounts that demonstrate understanding of a topic

Support interpretations and explanations with evidence from text

Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers

Compare and contrast ideas between two sources, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

- o Develop original literary texts that

- o -contain characters, simple plot, and setting

- o -use rhythm and rhyme to create short poems and songs

- o -use dialogue

- o -use vivid language

- o -use descriptive language to create an image

Write interpretive and responsive essays that

- o -describe literary elements such as plot, setting, and characters

- o -express a personal response

- o -describe themes of literary texts, with assistance

- o -compare and contrast elements of texts, with assistance

Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from story

Produce imaginative stories and personal narratives that show development, organization, and effective language

Use resources such as personal experiences and elements from other texts and performances to stimulate own writing

Use computer to create and respond to literary texts

Maintain a portfolio that includes imaginative and interpretive writing as a method of reviewing work with teachers and parents/caregivers

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Use a variety of prewriting tools to organize ideas and information

State a main idea, theme, or opinion and provide supporting details from the text

Use relevant examples, reasons, and explanations to support ideas

Express opinions and make judgments that demonstrate a personal point of view

Use personal experiences and knowledge to analyze new ideas

Analyze the author's use of setting, plot, character, rhyme, and rhythm in written and visual text

Create an advertisement, using words and pictures, to illustrate an opinion about a product

Use effective vocabulary in expository writing

Use details from stories or informational texts to predict or explain relationships between information and events

Use ideas from two sources of information to generalize about causes, effects, or other relationships

Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers

Standard 4: Students will read, write, listen, and speak for social interaction.

Share the process of writing with peers and adults; for example, write with a partner

Respect the age, gender, social position, and cultural traditions of the recipient

Develop a personal voice that enables the reader to get to know the writer, with assistance

Use the tone, vocabulary, and sentence structure of informal conversation

Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers

GRADE 3 LITERACY COMPETENCIES - WRITING

Spelling

Spell correctly previously studied decodable and irregularly spelled words and spelling patterns in own writing

Handwriting

Write legibly all uppercase and lowercase manuscript letters

Write legibly all uppercase and lowercase cursive letters

Composition

Write in response to the reading of imaginative and informational texts

Write a variety of compositions, such as literary responses and informational reports, using different organizational patterns (e.g., cause and effect, compare/contrast)

Write in a variety of formats, such as print and multimedia

Write stories and reports using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)

Use grade-level vocabulary and sentence patterns in writing

Write sentences in logical order and use paragraphs to organize topics

Review work independently for spelling and conventional capitalization and punctuation

Vary the formality of language depending on audience and purpose of writing (e.g., friendly letter, report)

Convey personal voice in writing

Begin to use literary elements in creative writing (e.g., figurative language)

Combine information from multiple sources when writing reports

Present and discuss own writing in conferences with teacher and peers, and respond with feedback

Motivation to Write

Write voluntarily to communicate ideas and emotions to a variety of audiences

Write voluntarily for different purposes (e.g., tell stories, share information, give directions)

Publish writing for classroom or school display

GRADE 3 LISTENING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Acquire information and/or understand procedures

Identify essential details

Determine a sequence of steps given
Identify main ideas and supporting details
Identify a conclusion that summarizes the main idea, with assistance
Interpret information by drawing upon prior knowledge and experience
Collect information

Standard 2: Students will read, write, listen, and speak for literary response and expression.
Identify elements of character, plot, and setting to understand the author's message or intent
Connect literary texts to personal experiences and previously encountered texts to enhance understanding and appreciation
Identify the author's use of rhythm, repetition, and rhyme
Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
Form a personal opinion about the quality of texts read aloud on the basis of criteria such as characters, plot, and setting
Recognize the perspective of others, with assistance
Distinguish between fact and opinion

Standard 4: Students will read, write, listen, and speak for social interaction.
Respect the age, gender, position, and culture of the speaker
Get to know the writer through friendly notes, cards, longer letters, and personal narratives read aloud to classmates and fellow listeners
Identify the tone of voice and content that signal friendly communication

GRADE 3 LITERACY COMPETENCIES - LISTENING

Listening
Listen attentively to books read aloud
Listen attentively for different purposes
Listen respectfully, without interrupting, when others speak
Attend to a listening activity for a specified period of time

GRADE 3 SPEAKING

Standard 1: Students will read, write, listen, and speak for information and understanding.
Provide directions
Ask questions
Summarize, with assistance
Describe a problem and suggest one or more solutions
State a main idea with supporting details
Present a short oral report, using at least two sources of information, such as a person, book, magazine article, or electronic text
Speak loudly enough to be heard by the audience
Use complete sentences, using age- and content-appropriate vocabulary
Use logical order in presentations

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Present original works, such as stories, poems, and plays, to classmates

Give book reviews, with assistance

Describe characters and plot

Make inferences

Compare literary texts and performances to personal experiences and prior knowledge

Explain cultural and ethnic features in literary texts, with assistance

Ask questions to clarify and interpret literary texts and performance

Discuss themes of literary texts, with assistance

Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Explain the reasons for a character's actions, considering both the situation and motivation of the character

Express an opinion or judgment about a character, setting, and plot in a variety of works

Discuss the impact of format, illustrations, and titles in evaluating ideas, information, and experiences

Express an opinion about school and community issues

Analyze and evaluate new ideas by using personal experiences and knowledge

Express an opinion, supporting it with text, about the accuracy of the content of literary works

Communicate an interpretation of real or imaginary people or events through role play

Use appropriate eye contact and gestures in presentations and responses

Speak with appropriate rate and volume for the audience

Take turns speaking in a group

Standard 4: Students will read, write, listen, and speak for social interaction.

Respect the age, gender, social position, and cultural traditions of the listener when speaking

Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other

Use the rules of conversation, such as avoid interrupting and respond respectfully

GRADE 3 LITERACY COMPETENCIES - SPEAKING

Speaking

Speak in response to the reading of imaginative and informational texts

Use grade-level vocabulary to communicate orally ideas, emotions, or experiences for different purposes (e.g., share ideas about personal experience, books, or writing)

Use conventional grammar

Recognize what is relevant and irrelevant for a particular audience

Communicate ideas in an organized and cohesive manner

Vary formality of language according to purpose (e.g., conversation with peers, presentation to adults)

Speak with expression, volume, pace, and facial or body gestures appropriate to the purpose of communication, topic, and audience

Take turns in conversation and respond respectfully when speaking in a group

Participate in group discussions

Offer feedback to others during conferences

GRADE 4 READING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Acquire information by locating and using library media resources, with some assistance

Collect and interpret data, facts, and ideas from unfamiliar texts

Understand written directions and procedures

Locate information in a text that is needed to solve a problem

Identify a main idea and supporting details in informational texts

Recognize and use organizational features, such as table of contents, indexes, page numbers, and chapter headings/subheadings, to locate information

Compare and contrast information on one topic from two different sources

Identify a conclusion that summarizes the main idea

Select books independently to meet informational needs

Make inferences and draw conclusions on the basis of information from the text, with assistance

Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts

Use graphic organizers to record significant details from informational texts

Use text features, such as headings, captions, and titles, to understand and interpret informational texts, with assistance

Distinguish between fact and opinion, with assistance

Identify missing information and irrelevant information, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Select literature on the basis of personal needs and interests from a variety of genres and by different authors

Engage in purposeful oral reading in small and large groups

Read print-based and electronic literary texts silently, on a daily basis, for enjoyment

Relate the setting, plot, and characters in literature to own lives

Explain the difference between fact and fiction

Make predictions, draw conclusions, and make inferences about events and characters

Identify cultural influences in texts and performances

Maintain a personal reading list to reflect reading accomplishments

Use specific evidence from stories to identify themes; describe characters, their actions, and their motivations; relate a sequence of events

Use knowledge of story structure, story elements, and key vocabulary to interpret stories

Read, view, and interpret literary texts from a variety of genres, with assistance

Define the characteristics of different genres, with assistance

Identify literary elements, such as setting, plot, and character, of different genres, with assistance

Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning, with assistance

Recognize how different authors treat similar themes, with assistance

Identify literary elements, such as setting, plot, and character, of different genres, with assistance

Use graphic organizers to record significant details about characters and events in stories

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Evaluate the content by identifying

- o the author's purpose

- o whether events, actions, characters, and/or settings are realistic

- o important and unimportant details
 - o statements of fact, opinion, and exaggeration, with assistance
 - o recurring themes across works in print and media
- Compare and contrast characters, plot, and setting in literary works
- Analyze ideas and information on the basis of prior knowledge and personal experience
- Recognize how language and illustrations are used to persuade in printed and filmed advertisements and in texts, such as letters to the editor
- Judge accuracy of content to gather facts, with assistance from teachers and parents/caregivers
- Use opinions and reactions of teachers and classmates to evaluate personal interpretation of ideas, information, and experience
- Evaluate information, ideas, opinions, and themes in texts by identifying, with assistance,
- o a central idea and supporting details
 - o missing or unclear information
- Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in more than one text, with assistance

Standard 4: Students will read, write, listen, and speak for social interaction.

Share reading experiences to build relationships with peers or adults; for example, read together silently or aloud

Respect the age, gender, position, and cultural traditions of the writer

Recognize the types of language (e.g., informal vocabulary and jargon) that are appropriate to social communication

GRADE 4 LITERACY COMPETENCIES – READING

Decoding Including Phonics and Structural Analysis

Use knowledge of letter-sound correspondence to blend sounds when reading unfamiliar but decodable words

Use decoding strategies (e.g., knowledge of syllable patterns, decoding by analogy and word structure) to read unfamiliar words

Identify unfamiliar words using syntactic (grammar) cues

Identify unfamiliar words using semantic (meaning) cues

Integrate sources of information when word reading to decode and crosscheck

Fluency

Sight-read automatically high-frequency words and irregularly spelled content words

Read with confidence from a variety of grade-level texts with appropriate speed, accuracy, and expression

Background Knowledge and Vocabulary Development

Learn grade-level vocabulary through a variety of means

Use word structure such as roots, prefixes, and suffixes to determine meaning

Use prior knowledge and experience in order to understand ideas and vocabulary found in books

Acquire new vocabulary by reading books and other print sources

Use self-monitoring strategies to identify specific vocabulary that cause comprehension difficulties

Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources

Use a thesaurus to identify synonyms and antonyms

Comprehension Strategies

Read a variety of grade-level texts with understanding

Use self-monitoring strategies, such as rereading, attending to vocabulary, and cross-checking, to determine meaning of text

Work cooperatively with others to determine meaning

Use text structure to recognize differences among a variety of texts

Ask questions to clarify understanding of grade-level texts

Read grade-level texts and answer literal, inferential, and evaluative questions

State a main idea and support it with details from the text

State a point of view and support it with details from the text

Participate in discussions about grade-level texts

Demonstrate comprehension of grade-level texts through a variety of responses, such as writing, drama, and oral presentations

Recognize the theme or message of a text

Motivation to Read

Show interest in a wide range of grade-level texts, both literary and informational

Read voluntarily for differing purposes

Be familiar with titles and authors of well-known grade-level texts

Engage in independent silent reading

GRADE 4 WRITING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Take notes to record data, facts, and ideas both by following teacher direction and by writing independently

State a main idea and support it with details

Use organizational patterns such as compare/contrast, cause/effect, and time/order, for expository writing

Use a variety of resources, such as age-appropriate dictionaries and/or computer software, to spell words correctly

Produce clear, well-organized, and well-developed explanations, reports, accounts, and directions that demonstrate understanding of a topic

Support interpretations and explanations with evidence from text

Maintain a portfolio that includes informational writing as a method of reviewing work with teachers and parents/caregivers

Compare and contrast ideas and information from two sources

Write labels and captions for graphics to convey information, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Write original literary texts that

- o use dialogue to create short plays

- o use vivid and playful language

Write interpretive and responsive essays that

- o describe literary elements such as plot, setting, and characters

- o describe themes of literary texts

- o compare and contrast elements of texts

Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story

Produce imaginative stories and personal narratives that show insight, development, organization, and effective language

Use resources such as personal experiences and themes from the text and performances to stimulate own writing

Use a computer to create, respond to, and interpret literary texts

Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers

Summarize the plot, with assistance

Describe the characters and explain how they change, with assistance

Describe the setting and recognize its importance to the story, with assistance

Draw a conclusion about the work, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Use prewriting strategies, such as semantic webs and Venn diagrams, to organize ideas and information and to plan writing

State a main idea, theme, or opinion and provide supporting details

Use relevant examples, reasons, and explanations to support ideas

Express opinions and make judgments that demonstrate a personal point of view

Use personal experiences and knowledge to analyze and evaluate new ideas

Analyze and evaluate the author's use of setting, plot, character, rhyme, rhythm, and language in written and visual text

Use effective vocabulary in persuasive and expository writing

Use details from stories or informational texts to predict, explain, or show relationships between information and events

Use ideas from two or more sources of information to generalize about causes, effects, or other relationships

Maintain a portfolio that includes written analysis and evaluation as a method of reviewing work with teachers and parents/caregivers

Standard 4: Students will read, write, listen, and speak for social interaction.

Share the process of writing with peers and adults; for example, write with a partner

Respect the age, gender, position, and cultural traditions of the recipient

Develop a personal voice that enables the reader to get to know the writer

Maintain a portfolio that includes writing for social interaction as a method of reviewing work with teachers and parents/caregivers

GRADE 4 LITERACY COMPETENCIES – WRITING

Spelling

Correctly spell words within own writing that have been previously studied and/or frequently used

Correctly spell words within own writing that follow the spelling patterns of words previously studied

Handwriting

Use legible print and/or cursive writing

Composition

Respond in writing to prompts that follow the reading of literary and informational texts

Write in a variety of styles, using different organizational patterns, such as chronological order, cause/effect, and compare/contrast

Use a variety of media, such as print and electronic, when writing

Write a variety of compositions, using the writing process (e.g., prewriting, drafting, revising, proofreading, editing)

Use grade-level vocabulary and varied sentence structure
Develop ideas by writing sentences that are in logical order and organized into paragraphs
Review writing independently in order to edit for the correct use of gradeappropriate spelling, punctuation, capitalization, and verb tense
Vary the tone, vocabulary, and sentence structure according to the audience and purpose of writing
Exhibit personal voice when writing
Begin to use literary devices such as simile and figurative language
Use at least two sources of information when writing a report
Review writing with teachers and peers and be able to respond to feedback
Motivation to Write
Write voluntarily to communicate ideas and emotions to a variety of audiences
Write voluntarily for different purposes
Publish writing suitable for a variety of display purposes, such as within a classroom, or school, or on the Internet

GRADE 4 LISTENING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Acquire information and/or understand procedures
Identify a main idea, essential details, and supporting details
Determine a sequence of steps given
Identify a conclusion that summarizes the main idea
Interpret information by drawing upon prior knowledge and experience
Distinguish between fact and opinion, with assistance
Identify information that is implicit, rather than stated, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Identify elements of character, plot, and setting to understand the author's message or intent
Compare and contrast ideas of others to own ideas
Use note taking and graphic organizers to record and organize information and ideas recalled from stories read aloud
Identify a character's motivation, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Distinguish between information in media texts, such as live news coverage, and in fictional material, such as dramatic productions
Recognize the perspective of others distinguish between fact, opinion, and exaggeration
Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations, with assistance

Standard 4: Students will read, write, listen, and speak for social interaction.

Respect the age, gender, position, and culture of the speaker
Listen to friendly notes, cards, longer letters, and personal narratives read aloud to get to know the writer and/or classmates and fellow listeners
Listen for the tone of voice and content that signal friendly communication

GRADE 4 LITERACY COMPETENCIES - LISTENING

Listening

- Listen attentively and respond appropriately to books read aloud
- Listen attentively for different purposes and for an extended period of time
- Respond appropriately to what is heard
- Listen respectfully, and without interrupting, when others speak

GRADE 4 SPEAKING

Standard 1: Students will read, write, listen, and speak for information and understanding.

- Ask clarifying questions
- Summarize
- State a main idea with supporting examples and details
- Explain a line of reasoning
- Present a short oral report, using a variety of sources
 - o speak loudly enough to be heard by the audience
 - o use gestures appropriate to convey meaning
- Use complete sentences, using age- and content-appropriate vocabulary
- Use logical order in presentations

Standard 2: Students will read, write, listen, and speak for literary response and expression.

- Present original works, such as stories, poems, and plays, to classmates
- Give book reviews
- Describe characters, setting, and plot
- Make inferences and draw conclusions
- Explain cultural and ethnic features in literary texts
- Ask questions to clarify and interpret literary texts and performances and respond to the questions of classmates
- Use complete sentences, correct verb tense, age-appropriate vocabulary, and logical order in oral presentation

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

- Discuss the impact of vocabulary, format, illustrations, and titles in evaluating ideas, information, and experiences
- Express an opinion about school and community issues
- Express an opinion about the accuracy of the content of literary works, editorials, reviews, and advertisements supported by the text
- Speak with appropriate rate and volume for the audience
- Take turns speaking in a group

Standard 4: Students will read, write, listen, and speak for social interaction.

- Respect the age, gender, position, and cultural traditions of the listener when speaking
- Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
- Use the rules of conversation, such as avoid interrupting and respond respectfully

GRADE 4 LITERACY COMPETENCIES - SPEAKING

Speaking

- Speak in response to the reading of a variety of texts
- Use age-appropriate vocabulary to communicate ideas
- Use grammatically correct sentences when speaking
- Include details that are relevant for the audience
- Communicate ideas in an organized and cohesive manner
- Vary the formality of language according to the audience and purpose for speaking
- Speak with expression, volume, pace, and gestures appropriate for the audience and purpose of communication
- Respond respectfully and avoid interrupting when speaking in a group
- Participate in group discussions on a variety of topics
- Offer feedback to others

GRADES 5–6

Core Performance Indicators: common to all four ELA standards. Throughout grades 5 and 6, students demonstrate the following core performance indicators in the key ideas of reading, writing, listening, and speaking.

Writing

- Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings
 - Determine the intended audience before writing
 - Use tone and language appropriate for audience and purpose
 - Use prewriting activities (e.g., brainstorming, note taking, freewriting, outlining, and paragraphing)
 - Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
 - Use teacher conferences and peer review to revise written work
 - Observe the rules of punctuation, capitalization, and spelling, such as
 - o punctuation of compound sentences, friendly/business letters, simple dialogue, and exact words from sources (quotations); use italics/underlining for titles
 - o capitalization of proper nouns such as key words in literary and/or book titles, languages, and historical events
 - o spelling of commonly misspelled words, homonyms, and content area vocabulary
 - Use correct grammatical construction in
 - o parts of speech such as nouns; adjectives and adverbs (comparative/superlative); pronouns (indefinite/nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; and interjections
 - o simple/compound/complex sentences, using, correct subject-verb agreement, verb tense, punctuation, and pronouns with clear antecedents
 - Use signal/transitional words (e.g., in addition, for example, finally, as a result, similarly, and on the other hand) to provide clues to organizational format
 - Use dictionaries, thesauruses, and style manuals
 - Use word processing skills
- ### Reading
- Identify purpose of reading
 - Adjust reading rate according to purpose for reading
 - Use word recognition and context clues to read fluently

Determine the meaning of unfamiliar words by using context clues, a dictionary, or a glossary
Identify signal words, such as finally or in addition, that provide clues to organizational formats such as time order
Use knowledge of punctuation to assist in comprehension
Apply corrective strategies (e.g., rereading and discussion with teachers, peers, or parents/caregivers) to assist in comprehension
Read aloud, using inflection and intonation appropriate to text read and to audience
Maintain a personal reading list to reflect reading goals and accomplishments

Listening
Listen respectfully and responsively
Identify own purpose for listening
Recognize content-specific vocabulary or terminology
Listen for unfamiliar words and learn their meaning

Speaking
Respond respectfully
Initiate communication with peers, teachers, and others in the school community
Use language and grammar appropriate to purpose for speaking
Use facial expressions and gestures that enhance communication
Establish eye contact during presentations and group discussions
Use audible voice and pacing appropriate to content and audience
Use visual aids to support the presentation

GRADE 5 READING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Locate and use school and public library resources, with some direction, to acquire information
Use the table of contents and indexes to locate information
Read to collect and interpret data, facts, and ideas from multiple sources
Read the steps in a procedure in order to accomplish a task such as completing a science experiment
Skim material to gain an overview of content or locate specific information
Use text features, such as headings, captions, and titles, to understand and interpret informational texts
Recognize organizational formats to assist in comprehension of informational texts
Identify missing information and irrelevant information
Distinguish between fact and opinion
Identify information that is implied rather than stated
Compare and contrast information on one topic from multiple sources
Recognize how new information is related to prior knowledge or experience
Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
Make inferences and draw conclusions, on the basis of information from the text, with assistance
Identify information that is implied rather than stated, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Read, view, and interpret literary texts from a variety of genres
Define characteristics of different genres
Select literary texts on the basis of personal needs and interests and read silently for enjoyment for extended periods
Read aloud from a variety of genres; for example, read the lines of a play or recite a poem

Use inflection and intonation appropriate to text read and audience
Recognize that the same story can be told in different genres, such as novels, poems, or plays, with assistance
Identify literary elements, such as setting, plot, and character, of different genres
Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
Recognize how different authors treat similar themes
Identify the ways in which characters change and develop throughout a Story
Compare characters in literature to people in own lives

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Evaluate information, ideas, opinions, and themes in texts by identifying

- o a central idea and supporting details
- o details that are primary and those that are less important
- o statements of fact, opinion, and exaggeration
- o missing or unclear information

Use established criteria to analyze the quality of information in text

Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text

Standard 4: Students will read, write, listen, and speak for social interaction.

Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups

Respect the age, gender, position, and cultural traditions of the writer

Recognize conversational tone in friendly communication

Recognize the types of language (e.g., jargon, informal vocabulary, and email conventions) that are appropriate to social communication

GRADE 5 LITERACY COMPETENCIES - READING

Word Recognition

Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words

Integrate sources of information to decode unfamiliar words and to crosscheck, self-correcting when appropriate

Use word recognition skills and strategies, accurately and automatically, when decoding unfamiliar words

Recognize at sight a large body of high-frequency words and irregularly spelled content vocabulary

Background Knowledge and Vocabulary Development

Learn grade-level vocabulary through both direct and indirect means

Use word structure knowledge, such as roots, prefixes, and suffixes, to determine meaning

Use prior knowledge and experience in order to understand ideas and vocabulary found in books

Acquire new vocabulary by reading a variety of texts

Use self-monitoring strategies to identify specific vocabulary that causes comprehension difficulties

Determine the meaning of unfamiliar words by using context clues, dictionaries, glossaries, and other resources

Use a thesaurus to identify synonyms and antonyms

Comprehension Strategies

Read a variety of grade-level texts, for a variety of purposes, with understanding

Use self-monitoring strategies, such as cross-checking, summarizing, and self-questioning, to construct meaning of text

Recognize when comprehension has been disrupted and initiate self correction strategies, such as rereading, adjusting rate of reading, and attending to specific vocabulary

Use knowledge of text structures to recognize and discriminate differences among a variety of texts and to support understanding

Ask questions to clarify understanding and to focus reading

Make connections between text being read and own lives, the lives of others, and other texts read in the past

Use prior knowledge in concert with text information to support comprehension, from forming predictions to making inferences and drawing conclusions

Read grade-level texts and answer literal, inferential, and evaluative questions

State or summarize a main idea and support/elaborate with relevant details

Present a point of view or interpretation of a text, such as its theme, and support it with significant details from the text

Participate cooperatively and collaboratively in group discussions of texts

Note and describe aspects of the writer's craft

Read aloud, accurately and fluently, with appropriate rate of reading, intonation, and inflection

Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and oral presentations

Motivation to Read

Show interest in a wide range of texts, topics, and genres for reading

Read voluntarily for a variety of purposes

Be familiar with titles and authors of a wide range of literature

Engage in independent silent reading for extended periods of time

GRADE 5 WRITING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Use at least three sources of information in writing a report, with assistance

Take notes to record and organize relevant data, facts, and ideas, with assistance, and use notes as part of prewriting activities

State a main idea and support it with details and examples

Compare and contrast ideas and information from two sources

Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information

Adopt an organizational format, such as chronological order, that is appropriate for informational writing

Use paragraphing to organize ideas and information, with assistance

Maintain a portfolio that includes informational writing

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Develop original literary texts that

- o use organizing structures such as stanzas and chapters

- o create a lead that attracts the reader's interest

- o provide a title that interests the reader

- o develop characters and establish a plot
- o use examples of literary devices, such as rhyme, rhythm, and simile
- o establish consistent point of view (e.g., first or third person) with assistance

Write interpretive essays that

- o summarize the plot
- o describe the characters and how they change
- o describe the setting and recognize its importance to the story
- o draw a conclusion about the work
- o interpret the impact of literary devices, such as simile and personification
- o recognize the impact of rhythm and rhyme in poems

Respond to literature, connecting the response to personal experience

Use resources, such as personal experiences and themes from other texts and performances, to plan and create literary texts

Maintain a writing portfolio that includes literary, interpretive, and responsive writing

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Use strategies, such as note taking, semantic webbing, or mapping, to plan and organize writing

Use supporting evidence from text to evaluate ideas, information, themes, or experiences

Analyze the impact of an event or issue from personal and peer group perspectives

Analyze literary elements in order to evaluate the quality of ideas and information in text

Use information and ideas from other subject areas and personal experiences to form and express opinions

Adapt an organizational format, such as compare/contrast, appropriate for critical analysis and evaluation, with assistance

Use precise vocabulary in writing analysis and evaluation, with assistance

Maintain a writing portfolio that includes writing for critical analysis and evaluation

Standard 4: Students will read, write, listen, and speak for social interaction.

Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you letter with a writing partner or in small groups

Respect the age, gender, position, and cultural traditions of the recipient

Develop a personal voice that enables the reader to get to know the writer

Write personal reactions to experiences and events, using a form of social communication

Maintain a portfolio that includes writing for social communication

GRADE 5 LITERACY COMPETENCIES- WRITING

Spelling

Correctly spell words within own writing that have been previously studied and/or frequently used

Correctly spell words within own writing that follow the spelling patterns of words that have been previously studied

Spell a large body of words accurately and quickly when writing

Use a variety of spelling resources, such as spelling dictionaries and spell check tools, to support correct spelling

Handwriting

Use legible print and/or cursive writing

Composition

Respond in writing to prompts that follow the reading of literary and informational texts

Respond to writing prompts that follow listening to literary and informational texts
Write on a wide range of topics
Understand and use writing for a variety of purposes
Use a variety of different organizational patterns for writing, such as chronological order, cause/effect, compare/contrast
Use a variety of media, such as print and electronic, when writing
Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
Use a variety of prewriting strategies, such as brainstorming, free writing, note taking, and webbing
Review writing independently in order to revise for focus, development of ideas, and organization
Review writing independently in order to edit for correct spelling, grammar, capitalization, punctuation, and paragraphing
Understand and write for a variety of audiences
Adjust style of writing, voice, and language used according to purpose and intended audience
Incorporate aspects of the writer's craft, such as literary devices and specific voice, into own writing
Use multiple sources of information when writing a report
Review writing with teachers and peers
Motivation to Write
Write voluntarily to communicate ideas and emotions to a variety of audiences, from self to unknown
Write voluntarily for different purposes
Write on a variety of topics
Publish writing in a variety of presentation or display mediums, for a variety of audiences

GRADE 5 LISTENING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Follow instructions that provide information about a task or assignment
Identify essential details for note taking
Distinguish between fact and opinion
Identify information that is implicit rather than stated
Connect new information to prior knowledge or experience

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Distinguish different genres, such as story, biography, poem, or play, with assistance
Identify a character's motivation
Recognize the use of literary devices, such as simile, personification, rhythm, and rhyme, in presentation of literary texts
Use personal experience and prior knowledge to interpret and respond to literary texts and performances
Identify cultural and historical influences in texts and performances, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations
Recognize and use the perspective of others to analyze presentations
Use prior knowledge and experiences to analyze the content of presentations
Recognize persuasive presentations and identify the techniques used to accomplish that purpose, with assistance
Evaluate the quality of the speaker's presentation style by using criteria such as volume, tone of voice, and rate

Standard 4: Students will read, write, listen, and speak for social interaction.

Respect the age, gender, position, and cultural traditions of the speaker

Recognize friendly communication on the basis of volume and tone of the speaker's voice

Recognize that social communication may include informal language such as jargon

Recognize the meaning of the speaker's nonverbal cues

GRADE 5 LITERACY COMPETENCIES LISTENING

Listening

Listen attentively to a variety of texts read aloud

Listen attentively for different purposes and for an extended period of time

Identify own purpose(s) for listening

Respond appropriately to what is heard

Listen respectfully, and without interrupting, when others speak

GRADE 5 SPEAKING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Ask probing questions

Interview peers

Share information from personal experience

Share information from a variety of texts

State a main idea and support it with facts, details, and examples

Compare and contrast information

Present reports of approximately five minutes for teachers and peers

Summarize main points

Use notes, outlines, and visual aids appropriate to the presentation

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Present original works, such as stories, poems, and plays, to adults and peers, using audible voice and pacing appropriate to content and audience

Share book reviews

Summarize the plot and describe the motivation of characters

Connect a personal response to literature to prior experience or knowledge

Recognize the importance of cultural and historical characteristics in texts and performances

Ask questions and respond to questions for clarification

Use notes or outlines appropriately in presentations

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Ask questions and respond to questions for clarification

Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements

Analyze an event or issue by using role play as a strategy

Use information and ideas from personal experiences to form and express opinions and judgments

Use notes or outlines appropriately in presentations

Standard 4: Students will read, write, listen, and speak for social interaction.

Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other

Use the informal language of social communication
Respect the age, gender, position, culture, and interests of the listener
Use the rules of conversation, such as avoid interrupting and respond respectfully

GRADE 5 LITERACY COMPETENCIES- SPEAKING

Speaking

Speak in response to the reading of a variety of texts
Use appropriate and specific vocabulary to communicate ideas
Use grammatically correct sentences when speaking
Include details that are relevant for the audience
Communicate ideas in an organized and coherent manner
Vary the formality of language according to the audience and purpose for speaking
Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication
Respond respectfully to others
Participate in group discussions on a variety of topics
Offer feedback to others in a respectful and responsive manner

GRADE 6 READING

Standard 1: Students will read, write, listen, and speak for information and understanding.
Locate and use school and public library resources, with some direction, to acquire information
Use the table of contents and indexes to locate information
Read to collect and interpret data, facts, and ideas from multiple sources
Read the steps of a procedure in order to accomplish a task such as completing a science experiment or installing software
Skim material to gain an overview of content or locate specific information
Use text features, such as headings, captions, and titles, to understand and interpret informational texts
Recognize organizational formats to assist in comprehension of informational texts
Identify missing, conflicting, unclear, and irrelevant information
Distinguish between fact and opinion
Identify information that is implied rather than stated
Compare and contrast information about one topic from multiple sources
Recognize how new information is related to prior knowledge or experience
Identify main ideas and supporting details in informational texts to distinguish relevant and irrelevant information
Apply thinking skills, such as define, classify, and infer, to interpret data, facts, and ideas from informational texts, with assistance
Use knowledge of structure, content, and vocabulary to understand informational texts, with assistance
Condense, combine, or categorize new information from one or more sources, with assistance
Draw conclusions and make inferences on the basis of explicit and implied information, with assistance
Make, confirm, or revise predictions, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression

Read, view, and interpret texts from a variety of genres
Define characteristics of different genres
Select literary texts on the basis of personal needs and interests and read silently

for enjoyment for extended periods
Read aloud from a variety of genres (e.g., plays and poems)
Use inflection and intonation appropriate to text read and audience
Recognize that the same story can be told in different genres (e.g., novels, poems, or plays)
Identify literary elements, (e.g., setting, plot, character, rhythm, and rhyme) of different genres
Recognize how the author uses literary devices, such as simile, metaphor, and personification, to create meaning
Recognize how different authors treat similar themes
Identify the ways in which characters change and develop throughout a story
Interpret characters, plot, setting, and theme, using evidence from the text, with assistance
Identify the author's point of view, such as first-person narrator and omniscient narrator, with assistance
Determine how the use and meaning of literary devices, such as symbolism, metaphor and simile, alliteration, personification, flashback, and foreshadowing, convey the author's message or intent, with assistance
Recognize how the author's use of language creates images or feelings, with assistance
Identify poetic elements, such as repetition, rhythm, and rhyming patterns, in order to interpret poetry, with assistance
Identify social and cultural context and other characteristics of the time period to enhance understanding and appreciation of text, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Evaluate information, ideas, opinions, and themes by identifying

- o a central idea and supporting details
- o precise and vague language
- o statements of fact, opinion, and exaggeration
- o missing or unclear information

Use established and personal criteria to analyze and evaluate the quality of ideas and information in text

Identify different perspectives, such as social, cultural, ethnic, and historical, on an issue presented in one or more than one text

Recognize how one's own point of view contributes to forming an opinion about information and ideas

Evaluate, with assistance, the validity and accuracy of information, ideas, themes, opinions, and experiences in text to

- o identify conflicting information
- o consider the background and qualifications of the writer
- o evaluate examples, details, or reasons used to support ideas
- o identify differing points of view in texts and presentations
- o identify cultural and ethnic values and their impact on content, with assistance
- o identify multiple levels of meaning

Standard 4: Students will read, write, listen, and speak for social interaction.

Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or in small groups

Respect the age, gender, position, and cultural traditions of the writer

Recognize the types of language (e.g., jargon, colloquialisms, informal vocabulary, and email conventions) that are appropriate to social communication

GRADE 6 LITERACY COMPETENCIES - READING

Word Recognition

Use knowledge of a variety of decoding strategies, such as letter-sound correspondence, syllable patterns, decoding by analogy, word structure, use of syntactic (grammar) cues, and use of semantic (meaning) cues, to read unfamiliar words

Integrate sources of information to decode unfamiliar words, self-monitor, and self-correct for word-reading accuracy

Use word recognition skills and strategies quickly, accurately, and automatically when decoding unfamiliar words

Recognize at sight a large body of high-frequency words and specialized content vocabulary

Background Knowledge and Vocabulary Development

Extend knowledge of word meaning through direct and indirect means

Use word structure knowledge, such as roots (e.g., Greek and Latin), prefixes, and suffixes, to determine word meaning

Use prior knowledge and experience in order to understand ideas and vocabulary found in a variety of texts

Acquire new vocabulary by engaging with a variety of texts written by a range of different authors

Use self-monitoring strategies to identify specific vocabulary difficulties that disrupt comprehension, and employ an efficient course of action, such as using a known word base or a resource such as a glossary to resolve the difficulty

Determine the meaning of unfamiliar words by using context, dictionaries, glossaries, and other print resources, including electronic resources

Use a thesaurus to identify synonyms and antonyms

Comprehension Strategies

Read grade-level texts from a variety of genres, in varying text formats and by different authors, for a variety of purposes

Use a variety of strategies (e.g., summarizing, forming questions, visualizing, and making connections) to support understanding of texts read

Employ self-monitoring strategies and engage in self-correcting behaviors when comprehension has been disrupted

Ask questions to self-monitor comprehension, to clarify understanding, and to focus reading

Make connections between texts being read to own lives, the lives of others, other texts read in the past, and the world at large

State or summarize a main idea and support it or elaborate on it with relevant details

Present a point of view or interpretation of a text, such as its theme or the author's intended message, and support it with relevant details from the text

Read grade-level texts and answer literal, inferential, analytic, and evaluative questions

Use prior knowledge, along with multiple sources of information, to support comprehension, from forming predictions to making inferences and drawing conclusions

Note and describe aspects of the writer's craft, and explain the role that crafting techniques play in helping the reader comprehend the text

Participate cooperatively and collaboratively in group discussions of texts

Demonstrate comprehension of grade-level texts through a range of responses, such as writing, drama, and presentations

Demonstrate personal response to grade-level texts through a range of responses, such as writing, drama, and oral presentations

Motivation to Read

Show interest in reading a wide range of texts, topics, genres, and authors
Read voluntarily for a variety of purposes
Be familiar with titles and authors of a wide range of literature
Engage in independent silent reading for extended periods of time

GRADE 6 WRITING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Use at least three sources of information, with appropriate citations, to develop

Reports

Take notes to record and organize relevant data, facts, and ideas

State a main idea and support it with details and examples

Compare and contrast ideas and information from two or three sources

Adopt an organizational format, such as chronological order, that is appropriate for informational writing

Use paragraphing to organize ideas and information

Use paraphrasing, with assistance

Maintain a portfolio that includes informational writing

Include relevant and exclude irrelevant information, with assistance

Connect, compare, and contrast ideas and information from one or more sources, with assistance

Support ideas with examples, definitions, analogies, and direct references to the text, with assistance

Answer questions about informational material and write accurate and complete responses, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Write original literary texts

- o use organizing structures, such as stanzas, chapters, scenes, and verses

- o develop characters, create a setting, and establish a plot

- o use examples of literary devices, such as rhythm, rhyme, simile, and personification

- o establish a consistent point of view (e.g., first or third person)

- o use vocabulary to create a desired effect

Write interpretive essays to

- o summarize the plot

- o describe the characters and explain how they change

- o describe the setting and recognize its importance to the story

- o draw a conclusion about the work

- o interpret the impact of literary devices, such as simile and personification

- o recognize the impact of rhythm and rhyme in poems

Respond to literature, connecting the response to personal experience

Maintain a writing portfolio that includes literary, interpretive, and responsive writing

Express opinions and support them through specific references to the text, with assistance

Demonstrate understanding of plot and theme, with assistance

Identify and describe characters and their motivations, with assistance

Analyze the impact of the setting, with assistance

Identify how the use of literary devices, such as symbolism, metaphor and simile, personification, and flashback, affects meaning, with assistance

Draw conclusions and provide reasons for the conclusions, with assistance

Compare and contrast characters, setting, mood, and voice in more than one literary text or performance, with assistance

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Use strategies, such as note taking, semantic webbing or mapping, and outlining, to plan and organize writing

Use supporting evidence from text to evaluate ideas, information, themes, or experiences

Analyze the impact of an event or issue from personal, peer group, and school community perspectives

Use information and ideas from other subject areas and personal experiences to form and express opinions and judgments

Adopt an organizational format (e.g., compare/contrast) appropriate for critical analysis and evaluation

Use precise vocabulary in writing analysis and evaluation

Maintain a writing portfolio that includes writing for critical analysis and evaluation

Present clear analysis, using examples, details, and reasons from text, with assistance

Select content and choose strategies for written presentation on the basis of audience, purpose, and content, with assistance

Explain connections between and among texts to extend the meaning of each individual text, with assistance

Compare and contrast literary elements in more than one genre and/or by more than one author, with assistance

Standard 4: Students will read, write, listen, and speak for social interaction.

Share the process of writing with peers and adults; for example, write a condolence note, get well-card, or thank-you letter with a writing partner or in small groups

Respect the age, gender, social position, and cultural traditions of the recipient

Develop a personal voice that enables the reader to get to know the writer

Write personal reactions about experiences, events, and observations, using a form of social communication

Maintain a portfolio that includes writing for social communication

GRADE 6 LITERACY COMPETENCIES- WRITING

Spelling

Correctly spell words within own writing that have been previously studied or that follow previously studied spelling patterns

Use a variety of spelling resources, such as dictionaries and spell-check tools, to support correct spelling

Handwriting

Use legible print and/or cursive writing

Composition

Engage in a variety of writing activities, both student and teacher initiated, to respond to the reading of literary and informational texts

Engage in a variety of writing activities, both student and teacher initiated, in response to listening to literary and informational texts

Write on a wide range of topics, both student and teacher selected

Write for a variety of purposes, selecting a form of writing appropriate to the function of the written communication

Select an organizational pattern for writing that effectively communicates the topic and purpose of the text to the intended audience

Write, using a variety of media such as print and electronic
Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing)
Use a variety of prewriting strategies to plan and organize writing
Review writing independently in order to revise for focus, development of ideas, organization, and language use
Review writing independently to address editing concerns
Write for a wide variety of audiences
Adjust style of writing, including voice and language used, according to purpose and audience
Demonstrate effective use of writer's-craft techniques, such as literary devices, when writing
Review writing with teachers and peers
Motivation to Write
Engage in writing voluntarily to communicate ideas and emotions to a variety of audiences
Engage in writing voluntarily for a variety of purposes
Engage in writing voluntarily on a range of topics
Publish writing in a variety of presentation or display mediums, for a variety of audiences

GRADE 6 LISTENING

Standard 1: Students will read, write, listen, and speak for information and understanding.
Follow a sequence of instructions consisting of at least three steps when engaging in a task or assignment
Identify essential details for note taking
Distinguish between fact and opinion
Identify information that is implicit rather than stated
Connect new information to prior knowledge or experience
Recall significant ideas and details, with assistance
Make, confirm, or revise predictions, with assistance
Draw conclusions and make inferences on the basis of explicit and implied information, with assistance

Standard 2: Students will read, write, listen, and speak for literary response and expression.
Distinguish different genres, such as story, biography, poem, or play
Identify a character's motivation
Recognize the use of literary devices, such as symbolism, personification, rhythm, and rhyme, in presentation of literary texts, and determine their impact on meaning
Identify cultural and historical influences in texts and performances

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.
Form an opinion or judgment about the validity and accuracy of information, ideas, opinions, issues, themes, and experiences, with assistance
Recognize that the criteria used to analyze and evaluate presentations may be influenced by one's point of view and purpose for listening
Recognize and use the perspectives of others, including teachers and peers, to analyze and evaluate presentations
Recognize persuasive presentations and identify the techniques (e.g., choice of language and use of sound effects) used to accomplish that purpose
Recognize persuasive techniques, such as emotional and ethical appeals in presentations, with assistance

Consider the experience and qualifications of speakers in analyzing and evaluating presentations, with assistance

Identify missing or unclear information, with assistance

Standard 4: Students will read, write, listen, and speak for social interaction.

Respect the age, gender, social position, and cultural traditions of the speaker

Recognize friendly communication on the basis of volume, tone, and rate of the speaker's voice

Recognize that social communication may include informal language, such as jargon and colloquialisms

Recognize the meaning of the speaker's nonverbal cues

GRADE 6 LITERACY COMPETENCIES – LISTENING

Listening

Listen attentively, for an extended period of time, to a variety of texts read aloud

Listen attentively, for an extended period of time, to oral presentations

Listen attentively for different purposes, both student determined and teacher determined Respond appropriately to what is heard

Listen respectfully when others speak

GRADE 6 SPEAKING

Standard 1: Students will read, write, listen, and speak for information and understanding.

Synthesize and paraphrase information

Make connections between sources of information

Present reports of five to seven minutes for teachers and peers on topics related to any school subject

Summarize main points as part of the conclusion

Use notes, outlines, and visual aids appropriate to the presentation

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Use audible voice and pacing appropriate to content and audience when presenting original works, such as stories, poems, and plays, to adults and peers

Share book reviews

Summarize the plot, describe the motivation of characters, and explain the importance of setting

Use notes or outlines appropriately in presentations

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

Express an opinion or judgment about information, ideas, opinions, themes, and experiences in books, essays, articles, and advertisements

Use information and ideas from other subject areas and from personal experiences to form and express opinions and judgments

Articulate a thesis statement and support it with details, examples, and reasons

Persuade, using appropriate language, tone, volume, and gestures

Use notes or outlines appropriately in presentations

Standard 4: Students will read, write, listen, and speak for social interaction.

Discuss the content of friendly notes, cards, and letters with a teacher or classmate, in order to get to know the writer and each other

Use the informal language of social communication

Respect the age, gender, social position, culture, and interests of the listener
Use the rules of conversation, such as avoid interrupting and respond respectfully

GRADE 6 LITERACY COMPETENCIES- SPEAKING

Speaking

Speak in response to listening to a variety of texts
Speak in response to listening to and viewing a variety of performances
Use appropriate and precise vocabulary to communicate ideas
Use grammatically correct sentences when speaking
Include details and examples relevant to the audience when speaking
Communicate ideas in an organized and coherent manner
Demonstrate understanding of the need to vary formality of language according to the audience and purpose for speaking
Speak with expression, volume, pace, and gestures appropriate for the topic, audience, and purpose of communication
Respond respectfully to others, and offer feedback to others in a respectful and responsive manner
Participate in group discussions on a range of topics and for a variety of purposes

ARTS CURRICULUM

ARTS LEARNING STANDARDS- ELEMENTARY SCHOOL

STANDARD 1: CREATING, PERFORMING AND PARTICIPATING IN THE ARTS

Dance: Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas.

They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

Students:

identify and demonstrate movement elements and skills (such as bend, twist, slide, skip, hop) (a)
demonstrate ways of moving in relation to people, objects, and environments in set dance forms (b)
create and perform simple dances based on their own movement ideas (c).

Performance Indicators:

Demonstrate the movements of various animals, a cat, a dog, an elephant, a monkey, etc. pretend that they are flowers or plants caught in a wind, moving in groups of two or three to suggest the movement
Invent a dance based on a children's game, such as, Farmer in the Dell, London Bridge, etc.

Music: Students will compose original music and perform music written by others.

They will understand and use the basic elements of music in their performances and compositions.
Students will engage in individual and group musical and music related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Students:

Create short pieces consisting of sounds from a variety of traditional (e.g., tambourine, recorder, piano, voice), electronic (e.g., keyboard), and nontraditional sound sources (e.g., water-filled glasses) (a) sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds,

partner songs, and harmonizing parts (b) read simple standard notation in performance, and follow vocal or keyboard scores in listening (c) in performing ensembles, read very easy/easy music (New York State

School Music Association [NYSSMA] level I-II)¹ and respond appropriately to the gestures of the conductor (d) identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others (e).

Performance Indicators:

Improvise a short composition using the black keys on the piano

Sing familiar rounds and folk songs in a group with good tone, tempo, intonation and rhythm

Strum on an autoharp a two or three chord progression alone or with others to accompany student singing

Read and perform standard rhythmic notation on rhythm sticks or other classroom instruments

Play a simple pattern on a mallet instrument to accompany a familiar song such as Frere Jacques

Perform a simple piece of music with others in a band, chorus or orchestra

Conduct other students in performing simple musical pieces.

Theater: Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

Students:

Use creative drama to communicate ideas and feelings (a)

Imitate experiences through pantomime, play making, dramatic play, story dramatization, storytelling, and role playing (b)

Use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings (c)

Use basic props, simple set pieces, and costume pieces to establish place, time, and character for the participants (d)

Identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama.(e)

Performance Indicators:

Use a belonging from home as practice in handling simple props and as an experience in evoking feelings in an audience

Pantomime the action of a narrated story

Observe the habits of familiar animals and use voice, gesture, body movement to portray the animals to classmates

Act out a scene from a well-known fairy tale using basic props, simple set pieces and costume pieces

Use puppets to dramatize an event: create the dialogue, voices and movement of the puppets to convey the story working in small groups.

Visual Arts: Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Students:

Experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences (a) develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events (b) understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas (c) reveal through their own art work understanding of how art mediums and techniques influence their creative decisions (d) identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works (e).

Performance Indicators:

Paint a picture in tempera or watercolor in which they depict an experience that they recall
Make a ceramic vessel which they decorate with symbols
Make a drawing in which they depict three-dimensional space by using overlapping, placement on the picture plane and objects diminishing in size
Select a medium for a work of art based on their experience with the medium and their desire that it should look a certain way
Work with others to plan and produce a group art work, such as a mural, an illustrated book, a stage design
Draw objects from observation and use their imagination to turn those drawings into objects or creatures
Use the primary colors of pigment (cyan, magenta, yellow) to paint a picture from nature.

STANDARD 2: KNOWING AND USING ARTS MATERIALS AND RESOURCES

Dance: Students will know how to access dance and dance related material from libraries, resource centers, museums, studios, and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance.

Students will attend dance events and participate as appropriate within each setting.

Students:

Demonstrate knowledge of dance resources in video, photography, print, and live performance (a) understand the concept of live performance and appropriate conduct (b) demonstrate a knowledge of dance-related careers (e.g., dancer, choreographer, composer, lighting designer, historian, teacher) (c).

Performance Indicators:

Discuss the differences between watching a dance performance on video and watching a live performance
Talk to a visiting artist (dancer, choreographer, composer, lighting director) about what he/she does.

Music: Students will use traditional instruments, electronic instruments, and a variety of non-traditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

Students:

Use classroom and nontraditional instruments in performing and creating music (a) construct instruments out of material not commonly used for musical instruments (b) use current technology to manipulate sound (c) identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used (d) demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school (e) discuss ways that music is used by various members of the community (f).

Performance Indicators:

Use common items (e.g., keys, classroom blinds, measuring sticks) as—found sounds to improvise a group composition

Make a shaker from a paper tube to accompany a Native American dance or Latino song

Change pitch or timbre of a sound on the synthesizer

Keep a log of locations where they hear music in the community or home

Exhibit appropriate behavior when listening to music in the school's auditorium

Describe in class the ways music is used at home and in their community.

Theater: Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.

Students:

Visit theaters, theatre-related facilities, and/or touring companies to observe aspects of theatrical production (a)

Use the library/media center of their school or community to find story dramatization material or other theatre-related materials and to view videotapes of performances (b) attend theatrical performances in their school and demonstrate appropriate audience behavior (c) speak with theatre professionals about how they prepare for and perform their jobs (d).

Performance Indicators:

Visit the high school to observe the rehearsal of a play and participate in a question and answer session with the production staff

Search the school library for a story suitable to develop into a play

Discuss and adhere to guidelines for proper behavior when attending a theatrical production, behavior which enhances enjoyment and supports the efforts of the performers

Prepare interview questions to use in a discussion with a theatre professional

Visual Arts: Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Students:

Understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent (a) develop skills with electronic media as a means of expressing visual ideas (b) know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and

talking to visiting artists, to increase their understanding of art (c) give examples of adults who make their livings in the arts professions (d).

Performance Indicators:

Use a draw/paint computer program to create graphic images

Visit a museum and write a short report of what they saw

Engage a visiting artist in talk about what that artist does, how he/she does it and why.

STANDARD 3: RESPONDING TO AND ANALYZING WORKS OF ART

Dance: Students will express through written and oral language their understanding, interpretation, and evaluations of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.

Students:

Demonstrate knowledge of words and symbols (kinetic, visual, tactile, aural and olfactory) that describe movement (a) express to others their understanding of specific dance performances, using appropriate language to describe what they have seen and heard (b).

Performance Indicators:

Describe the patterns that they see in a video of a dance, such as, The March of The Wooden Soldiers

Describe the bodily movement that they see in a dance and then imitate it.

Music: Students will demonstrate the capacity to listen to and comment on music.

They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Students:

Through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others' (a)

Describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc.(b)

Discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre (c) Describe the music's context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.) (d)

Describe their understandings of particular pieces of music and how they relate to their surroundings (e).

Performance Indicators:

Listen to another student's musical composition and identify elements (such as rhythm, harmony, melody) that they liked and disliked

Describe, using correct terminology, the elements of music (such as timbre, dynamics, form) heard in a musical recording orally identify the meter of a song sung by their classmates

Demonstrate with a rubber band how to raise and lower pitch

Write a few sentences on a social function attended (such as a wedding, bar mitzvah, etc.) and how music was used to enhance the function

Tell how music can set a mood in a particular setting (e.g., —happy in an amusement park).

Theater: Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.

Students:

Discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology (a) identify the use of other art forms in theatre productions (b) explain the relationship of theatre to film and video (c).

Performance Indicators:

View a scene or dramatic reading by their peers and describe the theatrical elements such as setting, character, conflict, etc.

Discuss how music, dance and the visual arts are used to enhance musical theatre productions
Compare how live theatre differs from filmed or taped performances.

Visual Arts: Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Students:

Explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses (a) explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works (b) explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.) (c) explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.) (d).

This is evident, for example, when students:

Describe what they see in a work of art and tell what they think the work of art is about Describe how lines might imply motion, color might convey emotion and size might suggest distance in selected works of art

Show how pattern can be found in a Mondrian painting and in a familiar song.

STANDARD 4: UNDERSTANDING THE CULTURAL DIMENSIONS AND CONTRIBUTIONS OF THE ARTS

Dance: Students will know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.

Students:

Identify basic dance movements that are typical of the major world cultures(a)

Explain the settings and circumstances in which dance is found in their lives and those of others, both past and present (b).

Performance Indicators:

Discuss the dance forms of the Plains Indians

Explain the role that dance plays in their community (e.g., weddings, proms, festivals).

Music: Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Students:

Identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world (a)

Identify the titles and composers of well-known examples of classical concert music and blues/jazz selections (b) identify the primary cultural, geographical, and historical settings for the music they listen to and perform (c).

This is evident, for example, when students:

Sing folk music common to a period of history in the United States

Recognize and identify some simple pieces of music such as the tango, march and waltz and name the countries and composers most associated with the selections

Record in a log the folksongs sung in class along with the country of origin in music class make a pin map which shows the country of origin of folksongs and recordings.

Theater: Students will gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present.

Students:

Dramatize stories and folk tales from various cultures (a)

Engage in drama/theatre activities including music, dance, and games which reflect other cultures and ethnic groups (b) discuss how classroom theatre activities relate to their lives (c).

Performance Indicators:

Read a folk tale in which animals play important roles;

Improvise being animals, comparing and contrasting the "cultures" of animals and human beings attend a community ethnic festival to learn about a particular culture, then share dances, songs and games learned at the festival with another class at school

Discuss responses to a theatrical performance explaining what ideas and feelings were conveyed and why the audience sympathized or was displeased with the main character.

Visual Arts: Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Students:

Look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures (a) look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics (b) create art works that show the influence of a particular culture (c).

Performance Indicators:

Examine the Spanish style of architecture of the Southwest and describe the ways in which that architecture differs from architecture in New England used for the same purposes

Discuss the ways in which the depiction of space differs in Egyptian art with the way it is depicted in Renaissance art and conjecture about the reasons for the differences

Study the style of the Australian Aboriginal art and create a work using that style but expressing their own ideas about nature and animals.

PHYSICAL EDUCATION & HEALTH CURRICULUM

GRADE K-6

Brief Description: The physical education program at this level focuses on sports related activities and physical fitness. Students will be exposed to a variety of teams and individual experiences. They will also be assisted in their social and emotional development. The primary purpose of physical education is to promote a healthy life style, develop motor skills, and develop a positive attitude toward physical fitness.

NY Standard 1: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea 1: Students will: **a:** perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. **b:** design personal fitness programs to improve cardio- respiratory endurance, flexibility, muscular strength, endurance, and body composition.

Performance Indicators

Participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area
Develop physical fitness skills through regular practice, effort, and perseverance

Demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and Understand fundamental principles of movement

Understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition)

Demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness

Understand the relationship between physical activity and individual well being

NY Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea 2: Students will: **a:** demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. **b:** be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Performance Indicators

Contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities

Come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment

Work constructively with others to accomplish a variety of goals and tasks

Know how injuries from physical activity can be prevented or treated

Demonstrate care, consideration, and respect of self and others during physical activity

NY Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources.

Key Idea: Students will: **a)** be aware of and able to access opportunities available to them within their community to engage in physical activity. **b)** be informed consumers and be able to evaluate facilities and programs. **3)** be aware of some career options in the field of physical fitness and sports.

Performance Indicators

Know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time

Become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment

Demonstrate the ability to apply the decision making process to physical activity.

HOME AND CAREER SKILLS CURRICULUM

CAREER AND DEVELOPMENT OCCUPATIONAL STUDIES (GRADE K-6)

Standard 1: Career Development and **Standard 3a** Universal Foundation Skills.

Performance Indicator 1: Students begin a career plan that would assist in the transition from school to eventual entry into a career option.

Students will:

A. Key elements of a career plan should include the student’s documenting the following:

1. Personal data

2. Knowledge:

a. Who am I?

i. Interests

ii. Abilities

iii. Areas to strengthen

b. Where am I going?

c. How do I get there?

3. Skills/Application

a. Foundation skills

i. Knowledge

ii. Application

4. Culminating activity

a. Activity description

b. Self-reflection

5. Review of student career plan

B. Demonstrate awareness of career options in the community:

1. Explore work and careers in the community

2. Define career-related terminology (e.g., cluster, career, employment, workforce, etc.)

3. Identify career clusters in occupations within the community

C. Demonstrate planning and goal-setting techniques:

1. Identify personal qualities and academic skills relevant to specific careers

2. Identify short- and long-term goals and set priorities

3. Create an action plan to achieve long-term goals

Performance Indicator 2: Students demonstrate an awareness of their interests, aptitudes, and abilities.

Students will:

A. Develop a personal assessment plan:

1. List areas of strength
2. List areas in need of improvement
3. Identify personal learning style
4. Identify career clusters related to interests, aptitudes, and abilities

B. Create an emerging career folder (e.g., interest inventories, checklists, awards, certificates, letters of recommendation, pictures, reflections, etc.).

Performance Indicator 3: Students know the value of work to the individual and society in general.

Students will:

A. Identify basic economic principles:

1. Differences between needs and wants
2. Relationship of needs/wants to financial resources
3. Awareness of the circular flow of money
4. Differences between paid and unpaid work

B. Engage in basic workplace behaviors (academic and real-world):

1. Identify personal qualities that lead to responsible behavior (e.g., personal fitness and hygiene, respect for self and others, honesty, integrity, dependability, punctuality, positive self-esteem, tolerance, stress management)

2. Recognize the connection between effort and achievement

3. Demonstrate the effective use of time

4. Manage resources

5. Apply organization strategies

6. Demonstrate independent work habits

7. Engage in cooperative learning activities

8. Identify decision-making skills and problem-solving strategies (e.g., conflict management, peer mediation)

9. Acquire and apply effective communication skills

10. Develop leadership qualities

C. Identify the relationship between lifestyle choices and future career paths:

1. Career choices associated with geographic locations

2. Hobbies, interests, and earnings

3. Work environments (e.g., indoor vs. outdoor, physical vs. mental, working with others vs. working alone, travel vs. stationary)

Performance Indicator 4: Students describe the changing nature of the workplace brought about by global competition and technology.

Students will:

A. Discuss how the 21st century impacts their workplace environment:

1. Identify ways in which technology has changed the world of work

2. List careers that rely upon modern technology

3. Discuss how worldwide trade changes the workplace in America

List the strategies to manage change in daily life

5. List the different types of economies (e.g., agrarian, industrial, information, and idea)

6. List skills and abilities needed in a highly skilled technological workplace

Performance Indicator 5: Students explore their preferences for working with people, information, and/or things.

Students will:

- A. Discuss the difference between independent work and teamwork:
 - 1. Identify factors that influence work preferences
 - 2. Identify the different types of jobs available based upon working styles (e.g., sedentary work, physical labor, high-risk work)
 - 3. Discuss the various working conditions that affect job choice

Performance Indicator 6: Students demonstrate understanding of the relationship of decision making to the attainment of future goals.

Students will:

- A. Identify the steps in the decision-making process to accomplish goals.
- B. Acquire strategies involved in the decision-making process.
- C. Discuss the role of beliefs and attitudes in the decision-making process.
- D. Describe the consequences of making decisions.
- E. Reflect upon the relationship between academic success and real-world success.

Performance Indicator 7: Students describe the changing roles of men and women at home and in the workplace.

Students will:

- A. Identify their roles in the home environment and workplace.
- B. List the roles and occupations of men and women in the workplace:
 - 1. Distinguish between traditional and nontraditional roles and occupations of men and women at home and in the workforce
 - 2. Discuss the value of work in the home and workplace
- C. Identify the factors that affect change in the work environment (e.g., assembly line vs. shared decision-making process, downsizing, technological advancement).

BASIC SKILLS

Performance Indicator 1: Students listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.

Students will:

- A. Demonstrate competency in reading through strategies to:
 - 1. Improve oral and silent reading comprehension of written language (e.g., main idea and supporting details, sequence of events, author's purpose, audience addressed, etc.)
 - 2. Improve phonemic awareness
 - 3. Strengthen vocabulary development:
 - a. Recognize and comprehend language used within the various genres
 - b. Recognize contextual clues
 - c. Understand technical vocabulary
 - 4. Improve research skills:
 - a. Locate and access resources
 - b. Develop note-taking skills
- B. Demonstrate competency in writing through strategies to:
 - 1. Improve process writing
 - 2. Effectively communicate thoughts, ideas, and information within the various writing domains

3. Focus upon purpose and audience
4. Use language conventions accurately
5. Self-assess
- C. Demonstrate competency in listening and speaking through strategies to:
 1. Improve listening behaviors
 2. Improve critical listening
 3. Improve oral fluency
 4. Improve articulation
 5. Contribute effectively to discussions
 6. Deliver a message accurately
 7. Express opinions thoughtfully
 8. Pose thought-provoking questions
- D. Demonstrate competency in mathematical operations through strategies to:
 1. Improve basic computational skills
 2. Collect, sort, and classify data for statistical purposes
 3. Present data in chart, graph, diagram, or table format
 4. Solve problems, using accurate data
 5. Calculate basic statistical data
 6. Use a calculator accurately
 7. Understand length, width, volume, capacity, weight, area, temperature, and other units of measurement
 8. Arrange units of measure in order size
 9. Estimate on the basis of given information
 10. Predict outcomes

THINKING SKILL

Performance Indicator 1: Students use ideas and information to make decisions and solve problems related to accomplishing a task.

Students will:

- A. Demonstrate competency in effective decision making and problem solving that affects their own work or activities:
 1. Recognize the problem
 2. Identify an a or b decision
 3. Define a few consequences for each alternative
 4. Determine the rationale for the decision made
 5. Evaluate the decision made
- B. Demonstrate imaginative thinking.
- C. Follow a set of guidelines or directions.
- D. Use memorization and repetition to complete a task.

PERSONAL QUALITIES

Performance Indicator 1: Students demonstrate the personal qualities that lead to responsible behavior.

Students will:

- A. Recognize the value of effort and perseverance to reach goals.
- B. Understand the importance of attendance and punctuality.

- C. Differentiate between responsible and irresponsible behavior in the workplace.
- D. Apply a positive work attitude in both the academic world and the real world.
- E. Develop honesty, respect, and integrity in work situations.
- F. Take independent action to engage in a task.
- G. Focus on a task to be accomplished.
- H. Demonstrate self-control.

INTERPERSONAL QUALITIES

Performance Indicator 1: Students relate to people of different ages and from diverse backgrounds.

Students will:

- A. Recognize and respect individual differences, races, genders, disabilities, and cultures.
- B. Identify the impact of stereotypes and prejudices.
- C. Participate in cooperative learning situations.
- D. Apply effective communication skills in various situations.
- E. Problem solve to resolve disagreements.
- F. Take responsibility for completing their own work as part of a team project
- G. Teach a familiar task to others.

TECHNOLOGY

Performance Indicator 1: Students demonstrate an awareness of the different types of technology available to them and of how technology affects society.

Students will:

- A. Use the computer as a tool for:
 1. Word processing
 2. Graphic design
 3. Gathering, organizing, and manipulating data and information (e.g., spreadsheet, database, Internet)
 4. Presentations
- B. Access different types of technology to accomplish a task.
- C. Identify the impact of technology on present and future life in the home, school, work, and community.
- D. Select the appropriate basic tools to complete a task.
- E. Practice simple troubleshooting techniques.

MANAGING INFORMATION

Performance Indicator 1: Students describe the need for data and obtain data to make decisions.

Students will:

- A. Use research techniques to acquire data:
 1. Locate information in the library
 2. Access the Internet
 3. Conduct surveys and maintain tally
 4. Interview
 5. Record
 6. Take notes
 7. Outline
- B. Organize data through the use of:

1. Graphic organizers
 2. Tables, graphs, and charts
 3. Interviews
 4. Available resources (e.g., community, natural, and human)
- C. Make informed decisions based on the documentation of data.
D. File data, using alphabetical or numerical code.

MANAGING RESOURCES

Performance Indicator 1: Students demonstrate an awareness of the knowledge, skills, abilities and resources needed to complete a task.

Students will: A. Utilize different techniques to acquire, use, and manage resources.

- B. Use planning strategies to carry out an activity:
1. Use brainstorming techniques
 2. Manage time
 3. Inventory available materials
 4. Calculate finances
 5. Assign individuals to specific tasks
 6. Pose creative solutions to possible problems
 7. Implement a plan
 8. Assess a plan
 9. Improve the plan if necessary
- C. Perform tasks in order within time constraints.
D. Estimate costs for a specific activity.

SYSTEMS

Performance Indicators: Students demonstrate understanding of how a system operates and identify where to obtain information and resources within the system.

Students will:

- A. Define a system.
- B. Identify the roles of people within a system (e.g., individual, worker, consumer).
- C. Demonstrate an understanding of basic systems in their lives:
 1. Social system (e.g., family, school, community)
 2. Technological system (e.g., computer, multimedia, and industry)
- D. Determine the relationship between goal setting and the organization of a system.
- E. Identify operational procedures within a system.
- F. Identify potential system problems.

EXHIBITS

Exhibit 1: Mission Statement

RACS Mission:

The mission of the Rochester Academy Charter School (RACS) is to provide students in grades seven through twelve with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially, and emotionally.

Exhibit 2: Projected Enrollment

Grades	Projected Enrollment					
	Age	2013-14	2014-15	2015-16	2016-17	2017-18
Kindergarten	5-6	60	60	60	60	60
Grade 1	6-7		60	60	60	60
Grade 2	7-8			60	60	60
Grade 3	8-9			40	60	60
Grade 4	9-10			40	40	60
Grade 5	10-11		40	40	45	45
Grade 6	11-12	75	75	75	75	75
Grade 7	12-13	75	75	75	75	75
Grade 8	13-14	70	70	70	70	70
Grade 9	14-16	65	65	65	65	65
Grade 10	15-17	55	55	55	55	55
Grade 11	16-18	50	50	50	50	50
Grade 12	17-19	45	45	45	45	45
TOTALS		495	595	735	760	780

A child must reach age five before December 1st to be eligible to attend school as a kindergarten student.

Exhibit 3: School Calendar

ROCHESTER ACADEMY CHARTER SCHOOL 2012-2013 CALENDAR

JULY '12						
S	M	T	W	T	F	S
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				
4-Independence Day						
T=0 S=0						

AUGUST '12						
S	M	T	W	T	F	S
		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	
24-New Students Orientation 27-31 Teacher's Institute						
T=5 S=0						

SEPTEMBER '12						
S	M	T	W	T	F	S
						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						
3-Labor Day (No School) 4-First Day of School for Students 19-Parent/Teacher Conferences (1/2 day)						
T=19 S=19						

OCTOBER '12						
S	M	T	W	T	F	S
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-Progress Report Cards 8-Columbus Day (No School)						
T=22 S=22						

NOVEMBER '12						
S	M	T	W	T	F	S
		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-PD Day (No School for Students) 9-Report Cards 12-Veterans Day (No School) 22-23 Thanksgiving Recess (No School)						
T=19 S=18						

DECEMBER '12						
S	M	T	W	T	F	S
						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					
14-Progress Report Cards 24-31 Winter Recess (No School)						
T=15 S=15						

JANUARY '13						
S	M	T	W	T	F	S
		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-New Year's Day (No School) 25-Report Cards 21-Martin Luther King Day (No School) 22-25 Regents Exams						
T=21 S=21						

FEBRUARY '13						
S	M	T	W	T	F	S
						1
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		
18-Presidents Day (No School) 19-22 Mid-Winter Recess (No School)						
T=15 S=15						

MARCH '13						
S	M	T	W	T	F	S
				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-Progress Report Cards 15-PD Day (No School for Students) 29-Good Friday (No School)						
T=20 S=19						

APRIL '13						
S	M	T	W	T	F	S
		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			
1-5 Spring Recess (No School) 12-Report Cards 16-18 NYS ELA Testing 24-26 NYS Mathematics Testing						
T=17 S=17						

MAY '13						
S	M	T	W	T	F	S
			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	
17-Progress Report Cards 27-Memorial Day (No School)						
T=22 S=22						

JUNE '13						
S	M	T	W	T	F	S
						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						
3-NYS Science Testing 11-20 Local/Regents Exams 17-20 Finals (7&8 Grades attend AM) 20-Last Day of School for Students 21-Last day of school for Teacher						
T=15 S=14						

- No School
- PD days for Staff No School for Students
- Half Day
- Progress Report Card Days
- Testing Days
- First Day and Last Day of School for Students

Teacher Days: 190 - Student Days: 182
June 21, 24, 25 - Make up Days for Emergency Closings

Exhibit 4: School Schedule

RACS Daily Schedule

Breakfast	07:40 - 08:10
1st Period	08:15 - 09:00
2nd Period	09:04 - 09:49
3rd Period	09:53 - 10:38
4th Period	10:42 - 11:27
5th Period	11:31 - 12:16
Lunch	12:16 - 12:36
6th Period	12:40 - 01:26
7th Period	01:30 - 02:15
8th Period	02:19 - 03:04

Exhibit 5: Key Design Elements

Key Design Elements
Provide students with the skills and experiences necessary that will help them master the knowledge detailed in the New York State Core Curriculum Content Standards
Provide a strong focus on math and science and use national competitions and science fairs to motivate students
Build a strong supervisory and monitoring system that will provide individualized attention to each student
Provide broad tutoring services that will help students address learning needs and/or issues with specific content
Build strong parent/student/school relationships
Require enhanced professional development for staff members
Build partnerships with community organizations and other educational institutions

Exhibit 6: Proposed Budget

Charter School Name Here						DESCRIPTION OF ASSUMPTIONS	
Contact Name:	Nick Bilge						
Contact Email:	bilge@rochester-academy.org						
Contact Phone:	(585) 235-4141						
Proposed Renewal Charter Term:	July 1, 2013 to June 30, 2018						
PROJECTED BUDGET FOR RENEWAL CHARTER PERIOD							
Total Revenue	5,599,877	6,424,263	7,929,465	8,583,897	8,410,270		
Total Expenses	5,163,444	6,147,887	7,367,682	7,658,911	7,946,303		
Net Income (Before Cash Flow Adjustments)	436,432	276,375	561,783	924,987	463,967		
Actual Student Enrollment	421	506	625	646	663	85% of full capacity	
Total Paid Student Enrollment	-	-	-	-	-		
	Year 1 2013-14	Year 2 2014-15	Year 3 2015-16	Year 4 2016-17	Year 5 2017-18		
Note: Please insert additional detail lines as appropriate.							
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue:	CY Per Pupil Rate						
	https://stateaid.nysed.gov/charter/						
School District 1 (Rochester)	12,000	5,268,218	6,045,000	7,435,350	8,048,313	7,870,590	
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	10,947	68,966	65,682	109,470	137,932	131,364	
TOTAL Per Pupil Revenue (Average Districts)	11,519	5,337,184	6,110,682	7,544,820	8,186,245	8,001,954	
Special Education Revenue	-	-	-	-	-	-	Sped Services are provided by RCSD
Grants	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		5,337,184	6,110,682	7,544,820	8,186,245	8,001,954	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	IDEA payment is kept by RCSD due to providing Sped. Services
Title I	200,000	240,380	296,912	306,888	314,964	314,964	Average calculated by last 3 years data, increase due to expansion
Title Funding - Other	25,000	30,048	37,114	38,361	39,371	39,371	Average calculated by last 3 years data, increase due to expansion
School Food Service (Free Lunch)	-	-	-	-	-	-	RCSD is providing lunch and collecting revenues
Grants	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		225,000	270,428	334,026	345,249	354,335	
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Erate Reimbursement	10,170	10,679	11,212	11,773	12,362	12,362	90% eligible for reimbursement for internet and phone, projected increase of 5% every year
Earnings on Investments	-	-	-	-	-	-	
Interest Income	3,000	3,000	3,000	3,000	3,000	3,000	Annual interest earned due to \$250K deposit to a savings account
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	24,523	29,475	36,406	37,630	38,620	38,620	\$58.25/student
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		37,693	43,153	50,619	52,403	53,981	
TOTAL REVENUE		5,599,877	6,424,263	7,929,465	8,583,897	8,410,270	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions						
Executive Management	1.00	84,539	87,075	89,688	92,378	95,150	3% increase annually
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	3.00	178,705	184,066	189,588	195,276	201,134	3% increase annually
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	79,310	81,689	84,140	86,664	89,264	3% increase annually
Administrative Staff	4.00	115,092	118,545	122,098	125,651	129,204	3% increase annually, 2 additional staff in 15-16 school year
TOTAL ADMINISTRATIVE STAFF	9.00	457,647	471,376	485,514	499,659	513,812	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	21.00	851,350	1,066,891	1,402,897	1,482,984	1,527,474	increase per salary scale, additional 5 teachers in 14-15, additional 8 teachers in 15-16, additional 1 teacher in 16-17
Teachers - SPEC (provided by RCSD)	-	-	-	-	-	-	
Substitute Teachers	2.00	42,000	42,000	66,150	66,150	66,150	210 days *\$100 for first 2 years, \$105*210 days for 3 teachers for last 7 years
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	10.00	436,700	487,950	540,589	556,806	573,510	increase per salary scale, additional 1 teacher in 14-15 and 15-16
Aides	8.00	240,000	367,200	416,216	428,702	441,564	additional 5 teacher aides in 14-15
Therapists & Counselors	2.00	87,789	90,423	93,135	95,929	98,807	3% increase annually
Other (Tutors)	-	-	-	-	-	-	3% increase annually
TOTAL INSTRUCTIONAL	43.00	1,657,839	2,054,463	2,518,987	2,630,572	2,707,505	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse (Provided by RCSD)	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	3.00	91,192	93,928	121,746	125,398	129,160	3% increase annually
Security	7.00	247,375	254,796	262,440	270,313	278,423	3% increase annually
Other (IT Specialist)	1.00	48,954	50,423	51,935	53,493	55,098	3% increase annually
TOTAL NON-INSTRUCTIONAL	11.00	387,521	399,147	436,121	449,205	462,881	

SUBTOTAL PERSONNEL SERVICE COSTS

	63.00	2,503,007	2,924,986	3,512,626	3,654,020	3,761,656	
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		191,480	223,761	268,716	279,533	287,767	7.65% of payroll
Fringe / Employee Benefits		400,000	528,787	690,948	783,075	877,044	Health and dental insurance average annual increase 12% , NYS unemployment insurance, additional staff health benefits, increase due to expansion
Retirement / Pension		245,922	294,926	352,121	367,006	377,778	current pension is 11.61%, projection is 12% , additional staff pension due to expansion
TOTAL PAYROLL TAXES AND BENEFITS		837,402	1,047,474	1,311,785	1,429,613	1,542,589	

TOTAL PERSONNEL SERVICE COSTS

	63.00	3,340,409	3,972,460	4,824,411	5,083,633	5,304,245	
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CONTRACTED SERVICES

Accounting / Audit		16,012	18,332	22,634	24,559	24,006	.3% of total revenue
Legal		26,686	30,553	37,724	40,931	40,010	.5% of total revenue
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		25,000	27,000	27,810	28,644	29,504	Historical data as well as 3% increase after the first year
Special Ed Services		-	-	-	-	-	
Titement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		110,000	132,209	163,302	168,789	173,230	Database, and other educational services
TOTAL CONTRACTED SERVICES		177,697	208,094	251,470	262,923	266,750	

SCHOOL OPERATIONS

Board Expenses		10,000	10,000	10,000	10,000	10,000	\$2,000 per Board Member*5 members
Classroom / Teaching Supplies & Materials		103,000	123,796	152,910	158,048	162,207	Historical data as well as 3% increase after the first year, school expansion

Special Ed Supplies & Materials	23,000	23,690	24,401	25,133	25,887	Historical data as well as 3% increase after the first year
Textbooks / Workbooks	40,000	48,076	59,382	61,378	62,993	Textbook loan program funds as well as additional allocation, 3% increase, school expansion until 17-18 school year
Supplies & Materials other	75,000	92,847	118,123	125,754	132,936	Historical data as well as 3% increase after the first year, school expansion until 17-18 school year
Equipment / Furniture	175,000	115,000	215,000	215,000	215,000	Replenish current furniture and fixture over the years
Telephone	10,800	11,124	11,458	11,801	12,155	\$900/ monthly *12 months, 3% annual increase
Technology	50,000	75,000	100,000	100,000	100,000	Projectors, computers, smartboards for classrooms, wiring and internet connection
Student Testing & Assessment	42,100	52,118	66,306	70,590	74,621	\$100/student and 3% increase per year
Field Trips	21,000	25,997	33,074	35,211	37,222	21* \$1,000/ trip, 3% increase annually, increase due to school expansion
Transportation (student)	-	-	-	-	-	
Student Services - other	60,000	72,114	89,074	92,067	94,489	30K for uniforms, 20K for Athletics, and 10K for Science/ Math olympiads, 3% annual increase, increase due to expansion
Office Expense	38,074	45,761	56,523	58,422	59,960	Historical data as well as 3% increase after the first year, increase due to expansion
Staff Development	42,000	43,260	55,000	56,650	58,350	Title IIA funds and additional 5K for professional dev and tuition reimbursement
Staff Recruitment	10,000	10,300	10,609	10,927	11,255	Historical data as well as 3% increase after the first year
Student Recruitment / Marketing	47,365	48,786	50,250	51,757	53,310	Historical data as well as 3% increase after the first year
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	15,000	15,450	25,000	25,750	26,523	Historical data as well as 3% increase after the first year, increase due to expansion
Fundraising	-	-	-	-	-	
Other	27,999	32,121	39,647	42,919	42,051	.5% of revenue for miscellaneous expenses: bad debt, NYSCSA membership, interest charges, and fees
TOTAL SCHOOL OPERATIONS	790,338	845,440	1,116,757	1,151,408	1,178,958	
FACILITY OPERATION & MAINTENANCE						
Insurance	75,000	77,250	79,568	81,955	84,413	Historical data as well as 3% increase after the first year
Janitorial	75,000	90,143	111,342	115,083	118,112	Historical data as well as 3% increase after the first year, increase due to expansion
Building and Land Rent / Lease	350,000	500,000	500,000	500,000	500,000	Rent for two buildings, new building in 14-15 school year
Repairs & Maintenance	55,000	56,650	58,350	60,100	61,903	Historical data as well as 3% increase after the first year
Equipment / Furniture	85,000	200,000	200,000	200,000	200,000	Furniture and materials for expansion
Security	20,000	25,000	25,000	25,000	25,000	Wiring and cameras upgrade for the building, additional scanner in the first year, then maintenance of the current security
Utilities	95,000	97,850	100,786	103,809	106,923	Historical data as well as 3% increase after the first year, new building
TOTAL FACILITY OPERATION & MAINTENANCE	755,000	1,046,893	1,075,045	1,085,947	1,096,351	
DEPRECIATION & AMORTIZATION	75,000	75,000	75,000	75,000	75,000	In Addition to current fixed asset depreciation, new additions will be added in
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	-	25,000	-	25,000	75K for Escrow account mandated by NYS
TOTAL EXPENSES	5,163,444	6,147,887	7,367,682	7,658,911	7,946,303	

NET INCOME	436,432	276,375	561,783	924,987	463,967
ENROLLMENT - *School Districts Are Linked To Above Entries*					
School District 1 (Rochester)	415	500	615	634	651
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	6	6	10	12	12
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	421	506	625	646	663
REVENUE PER PUPIL	13,301	12,696	12,687	13,288	12,685
EXPENSES PER PUPIL	12,265	12,150	11,788	11,856	11,985
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Add Back Depreciation	75,000	75,000	75,000	75,000	75,000
Other Pension and payroll liabilities	75,000	124,004	181,199	196,084	206,856
Security deposits	(27,454)	(27,454)	(42,000)	(42,000)	(42,000)
Inventories	(20,000)	(20,000)	(20,000)	(20,000)	(20,000)
Total Operating Activities	102,546	151,551	194,199	209,084	219,856
INVESTMENT ACTIVITIES					
Property and Equipment Expenditures	(310,000)	(365,000)	(490,000)	(515,000)	(515,000)
Other	-	-	-	-	-
Total Investment Activities	(310,000)	(365,000)	(490,000)	(515,000)	(515,000)
FINANCING ACTIVITIES					
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	(207,454)	(213,449)	(295,801)	(305,916)	(295,144)
NET INCOME	228,979	62,926	265,982	619,071	168,824
Beginning Cash Balance	-	228,979	291,904	557,886	1,176,957
ENDING CASH BALANCE	228,979	291,904	557,886	1,176,957	1,345,781

Historical fixed asset depreciation
Pension liabilities, accrued vacation,
personal, sick days
Security deposits for two buildings
Uniforms inventory

Exhibit 7: Staffing Plan

Positions	2013-14	2014-15	2015-16	2016-17	2017-18
Director	1	1	1	1	1
Dean of Academics	1	1	1	1	1
Dean of Students	1	1	1	1	1
Dean Elementary	1	1	1	1	1
Business Manager	1	1	1	1	1
Guidance Counselors	2	2	2	2	2
IT	1	1	2	2	2
Teachers	21	26	34	35	35
Specialty Teachers	10	11	12	12	12
Teaching Aids	8	13	13	13	13
Security	7	7	7	7	7
Custodian	3	3	4	4	4
Administrative St.	4	4	6	6	6
Nurse	1	1	1.5	1.5	1.5
SPED	2	3	3	3	3

Exhibit 8: By-laws

ARTICLE I

NAME

The name of the Corporation is the Rochester Academy Charter School (hereinafter the "Corporation").

ARTICLE II

MEMBERSHIP

The Corporation has no members. The rights, which would otherwise vest in, the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Rochester Academy Charter School. Actions, which would otherwise require approval by a majority of all members or approval by the members, require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III

BOARD OF TRUSTEES

A. Powers:

The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are

managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- To elect and remove Trustees;
- To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
- To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
- To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

- To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees:

The initial number of Trustees shall be not fewer than 5 and shall not exceed 9. The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the By-Laws.

C. Election of Trustees:

2. *Election:* The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
3. *Eligibility:* The Board may elect any person who has expressed written interest in serving on the board of trustees and who is in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
4. *Interested Persons:* Not more than 49% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12

months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

5. *Term of Office:* The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
 - a. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year.
 - b. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

- c. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or the other Board action.
- d. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws, or other Board action
- e. Time of Elections: The Board shall elect Trustees whose terms begin on August 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees:

The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

The Board may remove any Trustee with simple majority vote who:

1. Has been declared of unsound mind by a final order of court;
2. Has been convicted of a felony;
3. Has been found by a final order or judgment of any court to have breached any duty imposed by the Education Law and the Not-for-Profit Corporation Law; or for such other good causes as the Board may determine.

E. Resignation by Trustee:

A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

F. Vacancies:

A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees:

Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address:

The Rochester Academy Charter School, (To Be Determined) , or at such other place as the Board may select by resolution or amendment of the Bylaws. The

Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V

MEETINGS OF THE BOARD

A. Place of Meetings:

Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings:

An Annual Meeting shall be held in the month of July of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings:

Regular Meetings shall be held bi-monthly throughout the year and other times as the Board determines.

D. Special Meetings:

A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-fifth of the entire Board.

E. Adjournment:

A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices:

Notices of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice to the Board members if the Bylaws or the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice:

Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI

ACTION BY THE BOARD

A. Quorum

Unless law requires a greater proportion, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board

1. *Actions Taken at Board Meetings:* Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. *Action by the Board Without a Meeting:* Any action required or permitted to be taken by the Board or any committee thereof may be taken without a meeting if all members of the Board of Trustees or the committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board of Trustees or committee shall be filed with the minutes of the proceedings of the Board or committee. Action by the Board without a meeting shall occur only as permitted by the Public Officers Law.

3. *Board Participation by Other Means:* In all events, a quorum of Trustees must be physically present to lawfully conduct a Board Meeting of the charter school. Once a quorum is physically present, additional Trustees may participate in a Board meeting through use of video-conferencing equipment to the extent permitted by Article 7 of the Public Officer's Law (the Open Meetings Law), so long as all Trustees participating in such meeting can hear and see one another and there is no objection from any Trustee or

any person in the public audience. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

C. Committees:

1. *Appointment of Committees:* The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards.

A Board Standing Committee will consist of not less than three Trustees except for any Executive committee, which shall comprise not fewer than five Trustees, who shall serve at the pleasure of the Chair of the Board.

2. *Authority of Board Committees:* The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- i. Election of Trustees;
- ii. Filling vacancies on the Board or any committee that has the authority of the Board;
- iii. Amendment or repeal of Bylaws or the adoption of new Bylaws; and
- iv. Appointment of other committees of the Board, or the members of the committees.

3. *Procedures of Committees:* The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings including compliance with the Open Meetings Law.

D. Standard of Care:

1. *Performance of Duties:* Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. *Reliance on Others:* In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1. and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. *Investments:* In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated

financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection:

Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting:

Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences:

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

ARTICLE VII

OFFICERS

A. Officers:

The Officers of the Corporation consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers, as the Board deems advisable.

1. *Chair*: Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. *Vice Chair*: If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. *Secretary*: The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. *Treasurer*: The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office:

1. *Election*: The Board shall elect the Officers when their terms are due at a regular board meeting or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. *Eligibility*: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. *Term of Office*:

1. The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

2. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the

second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

3. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

C. Removal and Resignation:

The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX

INDEMNIFICATION OF CORPORATE AGENTS

The Rochester Academy Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI

OTHER PROVISIONS

A. Fiscal Year:

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. Execution of Instruments:

Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes:

Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Director or Treasurer.

D. Construction and Definitions:

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and

as the singular or plural, as the context requires, and the word “person” includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest:

Any Trustee, Officer, key employee, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt conflict of interest policies requiring:

Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,

Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter:

Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII

AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Rochester Academy Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary Dated: _____

Exhibit 9: Code of Ethics

- i.** The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
- ii.** Not more than 49 percent of the people serving on the Board of Trustees of the school may be comprised of (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
- iii.** Trustees, officers, or employees of any single not-for-profit organization shall not hold more than 40 percent of the total seats comprising the board; and, board members will disclose when they have a financial, organizational, or personal interest in a matter before the board.
- iv.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
- v.** The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
- vi.** Trustee, officer, or key employee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.
- vii.** Trustees representing any entity proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
- viii.** Trustees, officers, or employees of any entity shall hold no more than 40 percent of total seats comprising the Board of Trustees.

ix. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.

x. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

xi. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.

xii. Charter school Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Exhibit 10: Enrollment and Admissions Policy

The RACS will be open to all students in our particular grade range on a space available basis and will not discriminate in its admissions policies and practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, proficiency in the English language, or any other basis that would be illegal if used by a district board of education. The Charter School will comply with the provisions of Section 2854(2) of the Education Law. RACS will not have any admission preference.

There are no tests or academic requirements for entrance to our school because it is founded on the principle that a safe, nurturing, and stimulating environment will encourage all students to develop to their own potential.

The parents are required to complete the application form given below. If applications exceed capacity, a lottery will be held to determine admission and a list will be maintained by grade level in the order of the lottery results. Parents must complete a separate application form for each child they hope to enroll in the school. In order to provide for a fair and equitable admissions process, even those parents who are founders, who have worked on a Charter School committee, or who are on the Board, must participate in the same lottery process as all other families.

Each individual application will be assigned a lottery ticket. Since there will be no identifying information on the ticket other than a number and a grade level, a random selection process is assured and will be attested to by the accountants.

1. Each student will have a lottery ticket which will include student's grade level, additionally; it will include the grade levels of his/her siblings'.
2. When a ticket is picked, that name will gain admittance to the school if there is an open slot for that grade. Then sibling(s) will gain automatic admission to their grade levels if there is an available slot for that grade level(s), otherwise the sibling will be placed at the top of the waiting list.
3. When there is no available slot for the picked ticket, the name will be placed to the waiting list of that grade, however, siblings will gain admittance to that grade level if there is an available slots, otherwise he/she will be placed to the waiting list.
4. When a sibling gains admittance to the school all his/her other siblings will be placed to the top of the waiting list. All parents are encouraged, but not required, to attend the lottery. Parents who cannot attend the lottery will be notified of their children's status no longer than one week after the lottery. Notification is through personal contact with a Charter School representative or via mail. Parents are required to inform the RACS within a week of their notification whether they plan to enroll their child in the school. They will then need to sign a form stating that they plan to enroll their child in the school and will notify their local school district of their plans, in accordance with the registration policies of each local district. Failure to notify the Charter School within a week will open that slot to the next child on the waiting list.

During the lottery, preference will be given to students returning to the charter school, siblings of students enrolled in the charter school, and students residing in the Rochester City School District, in order. RACS will conduct a broad program of outreach in the school district and neighbor municipalities of the district. We have resources set aside in our budget to ensure that families of all racial, ethnic, and economic backgrounds have an equal opportunity to learn about the school and register their children. We will publicize the school through articles and op-ed pieces in local newspapers, radio and cable TV interviews. We will conduct open houses on different dates at a variety of times, and children's activities will be provided so all parents can attend, despite irregular work hours or a lack of child care.

We will also post and pass out leaflets at many community settings, including public schools in the neighbor municipalities, libraries, recreation centers, Laundromats, local shops and bodegas, community

events, nursery schools, public-housing developments, and other appropriate places. All leaflets and enrollment and registration materials will be produced in English and Spanish. Students may withdraw from the school at any time and enroll in another public school as determined by School Board policy. The School Director will attempt to meet with the parents of a student who wishes to withdraw from the Charter School to discern the reason for withdrawal and to review options for continuing the student's education. This Exit Interview will also serve to ensure that students are not coerced to withdraw from the school. The outcomes of Exit Interviews will be forwarded to the District representative upon request and will be summarized in the Charter School's Annual Report.

ROCHESTER ACADEMY CHARTER SCHOOL
Application Form

Non-Discrimination Statement: A charter school shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, gender, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, national origin, religion or ancestry. A school may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.

Applicable School Year:	
Application Deadline:	
Lottery Date and Location:	
Directions for Submission of Applications:	You can either apply online through our website (www.racschool.org) or, You can request an application form either by phone or email and then submit it to the admissions office at 841 Genesee Street.

Applicant/ Student Information:

1.* Name (First, Last):	
2.* Date of Birth (MM/DD/YYYY):	
3.* Gender (circle one):	Male / Female
4.* Home Address (street address, city, state, zip code):	
5.* School District , if known:	
6.* Grade Applying for:	
7.* Does the applicant student have a sibling(s) who is currently enrolled in this charter school? (circle one). If yes, list at least one sibling's name, current grade and date of birth.	Yes / No

Parent/Guardian Information:

1.* Name (First, Last):	
2.* Relationship to Student:	
3.Home Address (street address, city, state, zip code):	
4.* Phone Number(s), if available:	
5. Email Address(es):	

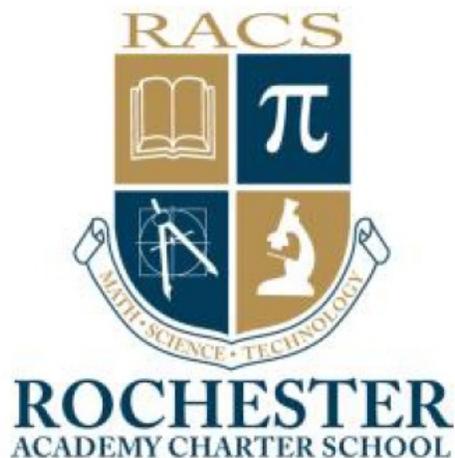
Parent/Guardian Signature: _____ Date: _____

* The items marked with an asterisk (*) are the only items that may be required in order to apply to this charter school. Any items not marked by an (*) are optional.

Note: A separate application must be completed and submitted for each child applying for admission.

Exhibit 13: Codes of Conduct and/or Disciplinary Policy

STUDENT HANDBOOK



To begin a lifetime of enjoyment in learning

Rochester, NY • (585) 235-4141 • Fax: (585) 232-1357 • www.rochester-academy.org

The mission of the Rochester Academy Charter School (RACS) is to provide students in grades seven through twelve with rigorous, challenging academics through hands-on, meaningful learning opportunities that will provide them with the skills necessary to be successful academically, socially, and emotionally. The RACS aims to create a partnership among the triad of student- teacher-parent that will provide our youth with the support necessary to reach their highest potential. Since adolescents thrive in a diverse environment, we strive to create a variety of learning opportunities and to integrate multi-cultural aspects into our curricula. Our students are encouraged to make contacts with other cultures by participating in our student exchange programs and Academic Olympiads.

Dear Parents/Guardians,

Welcome to Rochester Academy Charter School! This new school year means a new beginning and new futures. The administrative team is excited to welcome you for this coming school year. The staff at Rochester Academy Charter School is caring, competent, dedicated and willing to assist you. We are working very hard to provide the best possible learning atmosphere for our students.

We believe that education is a shared responsibility and that the successful operation of a school depends on the cooperation of everyone concerned: students, parents, and staff. The mission of the Rochester Academy Charter School is to create a partnership among the members of this triad. Each of us is responsible for doing our part to make our school a place where we can work and play together in harmony.

Rochester Academy Charter School is a reflection of all of us. All of our policies are intended to provide a safe and orderly environment that will be conducive to learning. Our faculty and staff look forward to sharing their expertise in academics, special programs, and extracurricular activities. We encourage you to get to know your school, its programs, activities, and schedule. Become an active participant in our school. Get involved through classes, clubs, and activities.

This handbook is an overview of our school's goals, services, and rules. It is an essential reference book describing what we expect and how we do things. Read it carefully; discuss it with your children. It has been written to provide you and your student with the information that will make your year purposeful and rewarding in every aspect. Keep this handbook because you will use this information throughout the school year.

On behalf of the entire Rochester Academy Charter School staff and community, best wishes for a great school year!

Sincerely,

Mr. Mehmet Demirtas, Director

Because of the nature of its mission, Rochester Academy Charter School does not discriminate against any member of its community on the basis of sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disabilities or handicap in educational programs or activities.

RACS STUDENT CONDUCT CONTRACT

Because all of you have elected to apply to Rochester Academy Charter School, we anticipate that all students will not only accept their rights as members of our school community, but also their responsibilities to other members of the community. Rochester Academy Charter School (RACS) is based on a foundation of values including the following:

- Responsibility. I will be responsible and give respect to all persons, property, education, and rules of the school.
- Accountability. I will follow through with my commitments.
- Communicate. I will communicate when I need help and will help others achieve their goals.
- Success. I will be a part of the solution to achieve success in school and life supporting others as we achieve success together.

We ask each of you to carefully read over and sign the student contract on this page and do your best to behave in ways that will enhance your own and others' ability to learn.

As a student of the Rochester Academy Charter School, I will do my best to do the following:

- I will show consideration for the rights and feelings of others, being careful not to hurt them physically or make them feel bad.
- I will speak to others respectfully, not using profanity or uncomplimentary names.
- I will show respect for all people working or helping in the school.
- I will show careful regard for both my property and the property of others.
- I will always ask permission before I borrow other people's things, and I will return them promptly and in good condition when I am finished.
- I will attend school regularly.
- I will be in class on time with all necessary materials.
- I will make good use of class time, complete, and turn in assignments on time.
- I understand that I must make up assignments I missed because of an absence.
- I will remain on campus during school time, including the lunch period. I will not leave the school ground without the permission of the principal.
- I will do my best in my schoolwork, and I will let others do their best.
- I will ask for help if I do not understand.
- I will not bring any contraband items to school.
- I will help keep the school building and grounds clean and tidy.
- I will walk in the halls.
- I will follow the dress code, arrive, and leave school in my uniform.
- I will not participate in any behavior banned by the school.

Student Signature: _____ Date: _____

Parent/Guardian as Witness: _____ Date: _____

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1. GRADING SCALE

All classes at RACS will follow this standard scale for assigning letter grades for quarter and semester work. Individual teachers will establish the grading policies and procedures for their classes, and their grades will correspond to this scale.

98-100 = A+	87-89 = B+	77-79 = C+	67-69 = D+
93-97 = A	83-86 = B	75-76 = C	65-66 = D
90-92 = A-	80-82 = B-	70-74 = C-	0-64=F

2. HOMEWORK POLICY

Homework is an essential part of your success in the educational program at RACS. Doing homework will help you develop many valuable skills such as good study habits, time management, responsibility, and perseverance. Teachers will assign homework that will foster individual learning and growth and that is appropriate for the subject area. Homework is part of all students' regular evaluations. It is your responsibility to complete and turn in homework on time. If you or your parents have questions about homework, immediately contact the teacher who assigned it. Failure to do assigned homework at RACS is unacceptable and may result in disciplinary action.

3. GRADE PROMOTION POLICY

The 7th – 12th grade promotion from one grade to another in RACS shall be based on the following criteria.

1. Rochester Academy Charter School will have 4 Quarters for all grade levels.
2. The teachers whose students are taking State Assessments or Regents exams at the end of the year may opt to accept the State exams as their final exam grade.
3. Final exam score will be entered to the school database as 1/3 of the 4th quarter grade.
4. In special category subjects it is recommended that teachers give a project in lieu of a final exam.
5. 65 % is the passing score at RACS. At the end of the year, the average of the 4 quarters' percentages will be calculated and will represent the student's final grade.
6. In 7th and 8th grade, student will be allowed to fail 1 core subject (2nd language is considered a core subject) and 1 elective. Any student failing 2 or more core subjects will need to attend Summer school and pass the subject to be promoted to the next grade level.
7. Students in grade 9, 10, 11, and 12 must pass courses and exams required by the NYS education department to receive Carnegie units toward graduation and to be promoted to the next grade level.
8. If a student earns an 85 or higher on the State test or Regents exam, they will pass the course, automatically.

4. STUDENT ID CARDS

Student ID Cards will be issued to each student enrolled at RACS. It is mandatory that all RACS students have in their possession Rochester Academy Charter School ID cards. This card allows students to attend school-sponsored functions. Suspension from school automatically invalidates the card for the length of the suspension. If you lose your ID card, go to the main office before or after school to purchase a new one. Students shall return their Student ID cards in case they withdraw from the school.

5. TEXTBOOK AND SUPPLIES

RACS will provide students with the textbooks for each of their classes. RACS will hold each student responsible for the condition of the textbook issued to him or her. Each student should take care to see that these books are not lost, stolen, damaged, or defaced. Parents will be responsible to pay for or replace any books that are damaged or not returned. When textbooks are distributed, make sure you use it properly and neatly. Teachers will write down the number of the textbook you have and the condition of the book. When you return the book, its condition will be checked. If you lose the book or damage it by writing in or ripping it so that another student cannot use it, you will have to pay to replace the book.

Many of the classes will use consumable supplies – from materials to workbooks. Students will be required to pay for these consumable materials. If there is a special circumstance, families should meet with the administration.

6. LIBRARY/ TUTORING CENTER

The library/tutoring center is a resource center used by all RACS students for class assignments and for leisure-time reading of appropriate books or magazines. The resources of the library are available to support and enhance students' learning and understanding and to encourage students to become independent, life-long learners. Students may use the library before and after school and during a study hall. Books, magazines, and reserve materials may be checked out for varying times. Because the library serves many students, everyone will have to cooperate to maintain a good atmosphere for learning. Desks and carrels are available for studying. You may do group work for a class if you work quietly. Please do not move the furniture. In keeping with school policy, do not bring food or drink into the library. Finally, the total number of students using the library at any one time will be limited.

7. SCHOOL ACTIVITIES

RACS will offer a range of activities that will enrich student learning during the school day and after school. Because the safety of students is very important to us, specific rules will apply to these activities.

FIELD TRIPS

Field Trips offer exciting ways to learn. RACS students will have the opportunity to go on field trips at various times throughout the school year. For all field trips, you will be expected to follow these rules:

- You must bring to school the Field Trip Permission Slip signed by your parents or guardian by the specified date. No phone calls will be accepted as permission.
- You must wear your school uniform unless otherwise specified.
- You must abide by RACS codes of student conduct while on the field trip.

AFTER-SCHOOL ACTIVITIES

There is no better way for students to enrich their education than by taking part in clubs and after-school activities or working with a teacher. These opportunities will allow you to explore more deeply things you already enjoy and to try other areas that sound interesting. If you stay for an after-school activity, you will be expected to follow these rules:

- You must be with a teacher or other staff member at all times.
- You must arrange for your own transportation to arrive promptly at the end of the activity.
- You must abide by the RACS code of student conduct while participating in the activity.
- You may not stay after school to wait for another student.
- You must have permission by a school administrator or teacher to stay after school.
- You must stay at the assigned area if you stay after school.

A full list and description of after school clubs and activities will be posted after school starts and students will have an opportunity to explore each one that looks interesting. Our intention is to work together with students and families to provide and facilitate students in becoming actively engaged in all aspects of the community.

8. ILLNESS, INJURY, AND MEDICATION POLICIES

RACS will have a school nurse or first-aid-trained-professional available to discuss or assist with medical problems or concerns. Unless you are ill, you must make an appointment in advance with the nurse.

ILLNESS OR INJURY DURING THE SCHOOL DAY

Please follow these three rules if you become ill or are injured during the school day.

- Report to the clinic. If the nurse is not available, you should report to the Main Office.
- If you do not inform the office and simply miss class, it is an unexcused absence.
- Do not just leave the building. Always report to the main office.

MEDICATION POLICY

Medication should not be brought to school unless it is essential to the health of the student. If a student must take medicine at school, these procedures must be followed:

- I. The medication to be administered by designated school personnel must be
 - a. Sent directly from the pharmacy or physician's office
 - b. Or brought to school by the student's parent/guardian.
- II. The school must receive a Medication Administration Directions Form signed by the student's Physician and parent/guardian.
- III. On the medication container must be clearly printed the following information:
 - a. Student's Name
 - b. Name of the medication
 - c. Dosage
 - d. Time the medication must be taken
- IV. Bring in only the amount of medication that is needed for a school day.
- V. In the case of prolonged need, send in the amount for a clearly specified period such as one week or one month. Extra medication will not be sent home with a student.

- VI. All medication will be kept in a secure location in the clinic.
- VII. Students are not allowed to carry any medication with them to school. Aspirin, Tylenol, and other patent drugs are *not* available from school.
- VIII. Students may carry and administer their medication if these two conditions are met:
 - a. It is warranted by a potentially life-threatening condition and advised by their physician and
 - b. A Medication Self-Administration Form is on file in the office signed by the student's parent, physician, and the principal.

9. PUBLIC AREAS: HALLWAYS, STAIRWELLS, AND LAVATORIES

RACS is a shared community with the common goal of learning for all. Hallways, stairwells, and lavatories are areas used by all members of RACS. Because everyone uses these areas, there are rules of conduct that all students must follow:

- You may not loiter in the halls, lunchroom or lavatories or on staircases.
- You may not eat in halls, lavatories, or on staircases.
- You may not run in the halls, lunchroom, lavatories, or on the staircases.
- You may not use any profane or vulgar language while in these areas.
- You may not yell, scream, hit lockers or otherwise make excessive noise while in these areas.
- You must do your part to keep these areas clean and safe.
- Do not leave belongings on the floor outside your locker.
- Make sure you clean up after yourself and appropriately dispose of all trash.
- Report any leaks, spills, or other problems in the lavatory to a teacher or the office.
- Do not roughhouse, push, or wrestle.
- Do not write on the walls or lockers
- During class time, students are not to be in the halls, stairwells, or lavatories without a pass from their teacher or the main office.

Failure to follow these rules may result in disciplinary action.

10. LUNCH PERIODS

All students will remain at school during the lunch period. You may buy your lunch at school, or you may bring a packed lunch. During the lunch period, you will be expected to display good manners and courtesy. You must eat your lunch only in the lunch area. You will be expected to clear your place and dispose of all trash appropriately. You are responsible for your behavior

11. LOCKERS

Each student will be assigned a locker for his/her individual use at RACS. This locker is for storing books, coats, and personal items necessary for school. The lockers should not be used to store valuable items you bring from home. RACS will not be liable for loss of personal items. To keep your school items safe, we strongly advise you to keep your locker private. Do not trade lockers with another student. Do not let another student share your locker. It is your responsibility to see that your locker is kept locked and in order at all times. You should report any damage, vandalism or non/working condition of your locker to the office. If you do not report vandalism, damage or non-working condition of your locker, you will be held responsible for it. Please remember that your locker is school property and the school reserves the right to access any locker at any time, however, you have full responsibility for the security of your locker and what is in it. Periodic locker checks

will be made by RACS staff to ensure that lockers are kept clean and orderly.

12. MAINTENANCE OF PUBLIC ORDER IN SCHOOL

DISCIPLINE PHILOSOPHY

Discipline is an educational tool that is intended to teach students to learn how to engage in instruction and behave appropriately in the community as we support students in their future endeavors. Rochester Academy Charter School (RACS) has a progressive discipline policy based on the tenets of SAFETY and LEARNING. Each student is viewed as an individual and the goal is to work together with the student, the parent/guardian, teachers, support staff, and administration to best support and help the student in their school and life success.

There are certain behaviors that, if deemed to be unsafe (fighting, threatening, etc.), ensure that the student(s) need to be removed from the community until such time that they can demonstrate assurances of safety and progress in learning to avoid unsafe situations. RACS believes in a philosophy of Positive Behavior Intervention and Support (PBIS) to build community and culture as well as to increase positive behaviors. This includes providing opportunities to acknowledge and reward positive decisions, behavior, and academic achievement. Additionally, RACS has both academic (RTI) and behavioral (PBIS) interventions to teach all RACS community members to work together to achieve social, emotional, and especially academic success for our students. If a student's behavior informs us that they need additional interventions they are addressed universally and more and more individually to improve achievement.

RACS has a merit based point system intended to track positive school based behavior and hold students' accountable for behaviors they need to learn to change. Teachers document these behaviors and they help us to determine the supports and interventions necessary for each student to make progress in school. The merit points and additional information on each student is available online in our Student Database accessible for all students, parent/guardians, and staff. Please ask how to access this information.

The following rules shall govern the conduct of students, parents, teachers, staff, licensees, invitees, and other persons, whether or not their presence is authorized, on all property or facilities operated under the auspices of the charter school.

These rules and penalties are not to be considered exclusive or to preclude in any way the prosecution and conviction of any person for the violation of any federal, State or local law, rule, regulation or ordinance, or the imposition of a fine or penalty provided for therein. Additionally, these rules and regulations should not be construed to limit, but rather exist in conjunction with any other codes of conduct established for the school.

VISITORS

Visitors for educational reasons are welcome at RACS. Visitors must report and remain in the reception area. Except for extracurricular school events, and with permission of a school administrator: Students are not permitted to have non-enrolled students on the school property or in the school building at any time. Parents, please call to arrange an appointment to meet with your student's teachers and sign into the building at the reception area.

PROHIBITED CONDUCT:

RACS has a **NO TOLERANCE** policy for these actions and violation will result in immediate Administrative action:

No person, either singly or in concert, shall:

- 1) Willfully cause physical injury to any other person, or threaten to use force that would result in such injury.
- 2) Physically restrain or detain any other person, nor remove such person from any place where he or she is authorized to remain, except as necessary to maintain the established educational process.
- 3) Willfully damage or destroy school property, nor remove or use such property without authorization.
- 4) Without permission, express or implied, enter into any private office or classroom of an administrative officer, teacher, or staff member.
- 5) Enter or remain in any building or facility for any purpose other than its authorized use or in such a manner as to obstruct its authorized use by others.
- 6) Without authorization, remain in any building or facility after it is normally closed, nor without permission enter any building or facility prior to its normal opening.
- 7) Refuse to leave any building or facility after being required to do so by the director or an authorized administrative officer or his or her designee.
- 8) Willfully obstruct or interfere with the free movement of persons and vehicles.
- 9) Deliberately disrupt or prevent the peaceful and orderly conduct of classes, lectures, and meetings or deliberately interfere with the freedom of any person to express his or her views, unless such disruption is necessary to maintain order of the educational process.
- 10) Possess on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon, whether or not the person has a license to possess such weapon. Further, it is the duty of the director to inform the police of the presence or use of any such weapon or implements used as weapons on school property.
- 11) Commit acts which threaten the safety and welfare of persons on school property.
- 12) Violate any federal or State statute or regulation, local ordinance or school policy.
- 13) Possess, use or distribute alcohol, drugs or drug paraphernalia.
- 14) Harass or coerce or intimidate any person.
- 15) Refuse or fail to comply with a lawful order or direction of a school official in the performance of his or her duty.
- 16) Distribute or post on school property any written material, pamphlets or posters without the prior approval of the director.

Penalties for violations of these rules include, but are not limited to:

- 1 The withdrawal of permission to access school property and grounds;
- 2 Expulsion
- 3 Arrest
- 4 Suspension or other disciplinary action.

Staff members are required to report known violations of these rules to the director and to make reasonable efforts to stop the prohibited conduct. The director is responsible for the enforcement of these rules.

13. STUDENT CONDUCT AND DISCIPLINE

RACS has as its goal to help every student fulfill his or her intellectual, social, physical and emotional potential. Everything in and about the school has been designed to create an orderly and distraction-free environment in which all students can learn effectively and pleasantly. To foster this kind of learning environment, the RACS administrators and teachers will review the school rules and regulations with their students. These include Responsibility, Accountability, being sure to Communicate, and focusing time and energy on Success. It is expected that each student will be respectful toward adults, respectful toward each other, and respectful toward the learning environment at the Rochester Academy Charter School.

UNIFORM AND PERSONAL APPEARANCE

The purpose of RACS uniform policy is to help create a safe and orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Each student is expected to, and **MUST**, arrive in dress code. The following is the uniform code for school and it must be followed strictly.

UNIFORM

- ✓ RACS navy twill slacks (no jeans) or skirt (proper length). The length of skirts for girls are to be longer than the tips of fingers when hands are to the side and may not be rolled at the waist. Slacks must fit properly and may not be sagging. For boys, the pants cannot be more than 2 sizes larger than the size they wear, the pants must be worn around the waist and a belt must be worn. Belt must be a properly fitting, brown or black belt.
- ✓ RACS Uniform shirt is expected to be tucked in to encourage professionalism.
- ✓ Students may wear a RACS ¼ zip fleece pull over, blue or brown sweatshirts, sweaters, free of writing. No hood.
- ✓ Students may wear T- shirts under the RACS shirt that should be solid white, blue, black, brown and have no writing or logos on it and no hood
- ✓ Jewelry and accessories should be appropriate for school and not attract undue attention. Only one hand ring and a pair of earrings are permitted. **NO LARGE HOOPS**. Neck wear should not be seen. RACS reserves the right to assess the jewelry's appropriateness.
- ✓ Hats, caps, scarves and other headgear may not be worn in the building.
- ✓ Shoes are to be solid colors: blue, black, brown, or white. No Flip-flops or heels.
- ✓ Outerwear, such as windbreakers, jean jackets, or ski jackets, may not be worn.
- ✓ Clothes shall be sufficient to conceal undergarments at all times. See through or fishnet fabrics, ripped clothing, tube tops, off the shoulder, spaghetti straps or low cut tops, bare midriffs, and skirts or shorts shorter than mid thigh are prohibited.
- ✓ Glasses may be worn for vision correction only. No sunglasses, 3D glasses, or costume glasses are allowed.
- ✓ Cosmetics should be appropriate for school and not attract undue attention.
- ✓ Facial and body piercing, tattoos, use of hair dyes and bleach are not acceptable.
- ✓ Boys may not grow mustache and beard.

PLEASE NOTE... If you arrive at school out of uniform, your parents will be called, you will be kept out of classes until you are dressed appropriately and all class time you miss will count as an unexcused absence.

PROFANITY FREE School:

All members of the RACS community are expected to communicate responsibly and respectfully. Any student that curses/uses profanity for any reason will result in administrative action at the first occurrence. Profanity will result in detention as a deterrent to this behavior. Any student that continues to violate this behavior will result in progressive discipline.

BULLY FREE School:

All members of the RACS community are entitled to a safe, non-violent, and bully free educational environment. Any student that participates in bullying (aggressor, bystander, etc.) for any reason will

result in administrative action at the first occurrence. RACS is committed to educating students and working together with parents, the community, and staff to maintain a focus on instruction without the distraction of bullying. Bullying will result in detention as a deterrent to this behavior. Any student that continues to violate this behavior will result in progressive discipline.

The Following Behaviors will result in Short Term Suspension:

1. Attempting to assault any student or endangering the physical safety of another by the use of force or intimidation
2. Vandalizing or abusing school property or equipment causing damage.
3. Engaging in conduct which disrupts school or classroom activity including inappropriate displays of affection
4. Engaging in insubordination, any kind of bully or committing extortion
5. Use of forged notes or excuses.
6. Attempting to steal, or to possess property known by the student to be stolen.
7. Engage in acts of sexual harassment, including but not limited to sexually related physical contact or offensive sexual comments.
8. Use of obscene or abusive language or gestures
9. To possess tobacco and/or alcohol or be involved in any kind of gambling.
10. Repeatedly committing minor behavioral infractions that, in the aggregate, may be considered an infraction subject to formal disciplinary action
11. Commit any act that school officials reasonably conclude warrants a disciplinary response.
12. Failure to comply with any administrative directive
13. Leaving School Grounds without permission

The Following Behaviors may result in Long Term Suspension or Expulsion:

1. Persistent disobedience
 2. To possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object.
 3. Committing or attempting to commit arson on school property.
 4. To possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation controlled substance, or marijuana on school property or at school sponsored events.
 5. Assault any other student or attempting to assault/assaulting any staff member.
 6. Vandalize school property causing major damage intentionally
 7. Commit any act that school officials reasonably conclude warrants a long-term suspension.
 8. Make a false bomb threat or pull a false emergency alarm.
 9. Failure to comply with any administrative directive
- **“Short term suspension”** refers to the removal of a student from school for disciplinary reasons for a period of five or fewer days.
 - **“Long-term suspension”** refers to the removal of a student from school for disciplinary reasons for a period of more than five days.
 - **“Expulsion”** shall refer to the permanent removal of a student from school for disciplinary reasons.

PENALTY PROCEDURES

A student who is determined to have broken the RACS disciplinary code shall be subject to a consequence, unless the Director determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. A student also may be subject to any of the disciplinary measures set forth hereby, and, depending on the severity of the infraction, a heavier consequence also may be imposed and referrals to law enforcement authorities

may be made. The intention of these consequences is to ensure safety and teach the student to engage in instruction.

In the event of a suspension or expulsion, students and parents will be informed in writing. In long term suspension and expulsion cases, the director shall personally hear or determine the proceedings or he may designate a hearing officer.

Federal and State law require the expulsion from school for a period of not less than one year for a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the school's chief administering officer may modify such expulsion requirement for a student on a case-by- basis if such modification is in writing.

ADDITIONAL DISCIPLINARY MEASURES

The disciplinary measures listed below may be imposed in addition to short-term or long-term suspensions or, if an exception has been made by the director to the imposition of a minimum suspension, in place of such suspension. Students behavior is tracked by our disciplinary point system and this data is used in providing progressive disciplinary interventions that are intended to help the students be SAFE and LEARN from their mistakes/behaviors. Behavior not listed in the Code but determined by appropriate school staff to warrant disciplinary action, including but not limited to missing classes without permission and arriving late to class without a reasonable excuse, also may be subject to these additional disciplinary measures.

Referral to Positive Behavior Interventions and Support Team: The PBIS team meets regularly to address the needs of all students that are struggling with behavior and develops action plans to address universal behaviors for all student body, secondary interventions (check in/check out, runaround sheets, etc.) for students who need more help engaging in instruction, and tertiary interventions for helping the 5-10% of students being most disruptive to their and others education.

Behavioral Contract: School staff may design written agreements with students subject to punishment under this code to identify target behaviors, define expectations, and describe consequences, provided that the affected student and his or her parent(s)/guardian(s) are informed that the decision to enter into such a contract is voluntary.

Detention: After notice to the student and parent(s)/guardian(s), and the student has appropriate transportation home, a student may be detained after school in detention. Saturday detention may also be utilized.

Loss of School Privileges: A student may be suspended from participation in any or all extracurricular activities based on behavior.

Suspension from School Transportation: As the result of misconduct occurring on a bus or other student transportation, and after notice to the student and his or her parent(s)/ guardian(s), a student may be suspended from school transportation.

PROVISION OF SERVICES DURING REMOVAL

We will, for those students removed for a period of less than 10 days, ensure that the affected student receives classroom assignments. During such suspension, the student is prohibited from being on the school property during the normal school day, but will be tutored after school. Students that are out of school suspended can report to the main office at the end of the day and will be assigned to a teacher to support them in keeping on track with their academics.

14. STUDENT RIGHTS AND RESPONSIBILITIES

PARTICIPATION IN SCHOOL ACTIVITIES

All students have the following rights:

1. To have the opportunity to take part in all school activities on an equal basis regardless of race, sex, national origin, creed, or disability. It is our intention to work together to provide engaging and educational extracurricular activities to build well-rounded students (clubs, sports, volunteering).
2. To address the school on the same terms as any citizen. Similarly, all students are bound by the same rules for exclusion from school activities and public address. All students are required to meet expectations for attendance, grades, and behavior in order to participate in extra-curricular activities.

RECORDS

The school will not disclose any information from the student's permanent records except as authorized pursuant to The Family Education Rights and Privacy Act of 1974 (FERPA), or in response to a subpoena, as required by law. The parent(s)/guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the director.

FREEDOM OF EXPRESSION

1. Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the Student Disciplinary Code and the school dress code, violations of which are punishable as stated in the Disciplinary Code.
2. Student participation in the publication of school sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.
3. No person shall distribute any printed or written materials on school property without the prior permission of the director. The director may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The director may also regulate the time, place, manner and duration of such distribution.

SEARCH AND SEIZURE

1. A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.
2. Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause a disruption to the mission of the school.
3. The following rules shall apply to the search of school property assigned to a specific student

and the seizure of illegal items found therein:

- a. School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- b. Searches shall be conducted under the authorization of the school director or his/her designee.
- c. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

OFF-CAMPUS EVENTS

Students at school sponsored off-campus events shall be governed by all the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school sponsored off-campus events and may result in additional disciplinary measures in accordance with the Student Disciplinary Code.

SCHOOL BUS BEHAVIOR

Each RACS student is a good-will ambassador of Rochester Academy Charter School. It is expected that appropriate behavior and conduct will reflect positively upon the reputation of the school and each student there-in. All rules of discipline at RACS extend equally to bus behavior.

1. School Bus transportation is a privilege, not a right. Therefore it is expected that RACS students will not engage in any behavior that distracts the driver of the vehicle from operating the vehicle in a safe manner.
2. Consequences for inappropriate behavior will result in the suspension of the school bus transportation privilege for an appropriate time period and/or further disciplinary action by the school administration.

15. STUDENT ATTENDANCE POLICY

Regular school attendance is a major component of academic success. Students, parents and school personnel are responsible for monitoring and limiting the level of absences, tardiness, and early departures.

TARDY FREE School:

To encourage students to be on time to school and class, RACS is a tardy free school. Students learn most effectively with minimal distractions including students arriving late to school or class. Therefore, any student that arrives to school or any class with an unexcused tardy will automatically serve detention as a deterrent to this behavior. We expect students using public transportation to find a regular bus that drops off students with sufficient time to arrive at school on time and that works together to support students' prompt arrival. RACS understands that there are familial/parental circumstances that are a challenge to arriving to school on time and we are happy to work together with parents to minimize these challenges.

Excused absences, tardiness, or early dismissal:

These are due to personal illness, illness or death in the immediate family, approved family emergency, religious observance, required court appearances, medical appointments, approved college visits (second half of junior year and all of senior year not to exceed three days total), and school activities approved by the school principal.

Unexcused absences, tardiness, or early dismissal:

Absences, tardiness, or early dismissals not included in the list above. Rochester Academy continues to have a no-cut policy.

Parent Notification Responsibility: It is the parent's responsibility to notify the school office within 24 hours of the reason for the absence, tardiness, or early dismissal. If the absence extends for three (3) or more days, the parent must provide a written note. If the school has not been notified after three (3) school days, the absence will be considered unexcused.

Makeup Work:

Students with absences, excused tardiness, or early dismissals will be given the opportunity to make up a test or other missed work and/or submit a late assignment for inclusion in their marking period grade. Make-up opportunities must be completed by a date specified by the student's teacher. Class participation may be counted as a percentage of the student's overall grade.

Grade and Credit Consequences:

A student who has more than 12 absences *of any kind* in a semester course or 24 Absences in a full-year course may receive no credit for that course. Absences for Approved school-related functions will not count towards the total. In certain cases, students may appeal the loss of credit to the principal.

Extended Absence

When a student's absence reaches 10 consecutive days, parents will be contacted by telephone. In cases where students are absent for extended periods of time for medical reasons, a tutor will be made available at parental request.

Suspension

A student who has been suspended is not considered "absent" from scheduled courses. Teachers will provide all class work and time to make up those assignments. A tutor will be provided daily after school to assist the student in his/her academics.

Exhibit 14: Personnel Policy

Rochester Academy Charter School

Staff Handbook 2012-13

841 Genesee Street
Rochester, NY 14611

Welcome to the Rochester Academy Charter School (RACS). We are happy you have chosen to join our community; where we believe that all students have the capacity to develop positive relationships, to learn, to strive toward their full potential and to lead satisfying lives inside and outside of School. We at RACS are dedicated to providing a safe, caring and nurturing environment for our students as well as our staff. Regardless of your job title, you will play an important role in continuing this mission.

Our School provides an environment where our students may develop the academic skills, intellectual habits, and character traits necessary to maximize their potential in high School, college, and the world beyond.

As a RACS staff, the importance of your contribution cannot be overstated. We are passionate about providing you with an exciting, challenging, and rewarding workplace and experience. We respect your individual rights and treat with courtesy and consideration. You are encouraged to ask questions, gather information, and give input. Your ideas and suggestions are welcomed and will continue to nurture the culture of our School.

We are delighted that you have chosen to work side-by-side with a wonderful group of dedicated professionals, all committed to making RACS the best School that it can be.

Once again, welcome to RACS and we are glad to have you as part of our team!

Sincerely,
RACS Board of Trustees

DISCLAIMER

THIS MANUAL IS NOT A CONTRACT OF EMPLOYMENT

This manual has been prepared for the convenience and general guidance of administrators of the Rochester Academy Charter School.

The contents of this manual and its terms and conditions do not create a legally binding contract, and there are neither promises nor offers by the School contained in this manual.

The policies and procedures in this manual may be changed, amended, terminated or withdrawn by the School at any time without notice.

The School reserves the right, in its sole discretion, to interpret or apply any of the terms in this manual.

Employment with the SCHOOL is "at will." This means that employees may be laid off or fired at any time, with or without notice, for any reason or no reason at all, and that they can resign for any reason or no reason at all.

Nothing in this manual, and no conduct or statement by any person employed by the School, can or should be construed to detract in any way from the School's policy of at-will employment.

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1. Statement of Intent

1.1 RACS Mission

The mission of the Rochester Academy Charter School (RACS) is to teach students in a diverse community to be successful in a globally-oriented environment, using innovative and dynamic teaching methods with a small student to teacher ratio

1.2 General Expectations of All Employees

All employees are expected to help RACS successfully implement our Mission. This includes actively helping to create a welcoming environment, participating in teaching, providing help to students, being a positive role model for our students, and providing career and college guidance to all our students.

1.3 Purpose of Manual

The policies in this handbook are a source of information for employees who have questions about the RACS personnel practices. **THESE POLICIES ARE NOT CONTRACTUAL IN NATURE AND MAY BE UNILATERALLY RESCINDED, REVISED, AND OR ADDED TO BY RACS FROM TIME TO TIME.** Additionally, although management generally will follow these policies, the Director may, in his or her sole discretion, authorize deviations from or exceptions if warranted under the circumstances. The provisions of this handbook supersede any contrary statements, representations, or assurances by any supervisory personnel.

This personnel handbook is the property of the RACS. All employees and trainees will be provided with a copy of the handbook and will be required to read and abide by it. While the RACS may notify employees whenever there has been a significant modification or addition to any of the policies in the handbook, the policies are subject to change at any time, with or without notice, at the Charter School's discretion.

1.4 Operations of the RACS

The operation of the RACS, including the supervision of employees and their work, including work schedules, is the right of the RACS. The RACS also has the right to the establishment of reasonable rules to ensure orderly and effective work. The determination of what, when, and where duties will be performed, the right to lay off employees due to lack of work, reorganization, or other reasons, the determination of an employee's competency, the hiring, transfer, promotion, demotion, discharge and discipline of employees are the right of RACS alone.

2. Definitions

2.1 Salaried Employees

Individuals receiving a salary and are Exempt from the provisions of the Fair Labor Standards Act (FLSA) and New York Labor Law with regard to the payment of overtime.

2.2 Part time Employees

Part-time teachers will receive a pro rata share of the current applicable contractual salary based on the proportion of their teaching assignment to a full-time teaching load.

Placement on the appropriate step of the salary schedule will be based on training and approved prior experience.

Teachers hired on a part-time basis will also be allowed a pro rata share of the current applicable contractual provisions for sick leave and personal absence based on their teaching assignments as determined by the Superintendent.

The appointment of part-time teachers will not extend beyond the school year to which the appointment is made.

2.3 Hourly Employees

Individuals, who are not executive, administrative and professional employees, receiving a fixed rate of payment for each hour of service rendered are Non-Exempt from the provisions of the FLSA and are eligible for overtime wages. Employees, who are executive, administrative and professional employees, receiving a fixed rate of payment for each hour of service rendered are exempt from the provisions of the FLSA and not eligible for overtime wages. Employees who regularly work less than 40 hrs per week are not eligible for employee benefits.

2.4 Academic Year Employees

Individuals who work the Base Academic Year are 10-month instructional staff and 10-month support staff, at least 180 instructional days. In addition, required individuals may work the base plus additional as assigned days. The additional 10 or 20 days are accompanied by additional responsibilities and requirements. The Base Academic Year for the upcoming RACS year may be approved by the BOT before that end of RACS year.

2.5 Calendar Year Employees

Individuals who work the Calendar Year are 12-month employees, 225 days or more annually. The work days are set by the calendar.

2.6 Relief Employees

Individuals who work irregular schedules as needed and who are paid on an hourly or daily basis. Relief employees are not eligible for benefits (ex. On-Call Substitute teacher).

2.7 Temporary Employees

Individuals hired for limited periods of time and who are on the RACS payroll. Temporary employees are not eligible for benefits.

2.8 Contracted Service Providers

Consultants or independent contractors who are not employees of the RACS and are not eligible for any benefits.

3. Employment Procedures

3.1 Equal Employment Opportunity

It is the policy of the RACS to offer equal employment opportunities for employment and advancement to all applicants and employees regardless of race, age, color, gender, religion, national origin, handicap, veteran status or any other protected status.

We, therefore, reaffirm that it is the established policy of the RACS to:

- Recruit, hire, train and promote persons to all jobs without regard to race, color, religion, gender, age, national origin, handicap, veteran status or any other protected status;
- Base all employment decisions so as to further the principle of equal opportunity;
- Ensure that all employment decisions, such as compensation, benefits, layoffs.

RACS sponsored training, social and/or recreational programs will be administered without regard to race, color, religion, gender, age, national origin, handicap, veteran status or any other protected status.

We are counting on everyone, individually and collectively, to give this policy positive, enlightened and constructive support.

3.2 Statement of Non-Discrimination

Selection for employment is made regardless of race, color, religious creed, national origin, sex, sexual orientation, age, race, color, familial status, ancestry, disability, liability for military service, or marital status or any other protected status.

3.3 Nepotism

The Board will not employ but may reemploy the child, sibling, spouse, or parent(s) or legal guardian(s), in fact or in law, or any dependent of a Board member.

3.4 Qualifications

All applicants for employment will submit a resume stating their education, training, and job experience, including jobs performed on a voluntary basis. Attention and consideration is given to a candidate's previous education, experience, personal qualities relevant to the position, and references. Falsification of any papers submitted to RACS or concerning a candidate's

qualifications, including without limitation education, experience, personal qualities relevant to the position, and references is grounds for discipline up to and including immediate discharge.

3.4.1 A teaching staff member's misstatement of fact material to his/her qualifications for employment or the determination of his/her salary will be considered by the Board to constitute grounds for dismissal.

3.4.2 All new employees will be required, within three days of the first day of hire, to complete the federal Form I-9 and supply the documentation necessary to demonstrate the employee's identity and employment eligibility under the Immigration Reform and Control Act of 1986. Completed Forms I-9 will be retained for three years or until one year after the end of the employee's separation, whichever is longer.

3.5 Selection

The RACS Director is responsible either directly or through delegation for review of applications, interviewing and recommendation for hiring. The hiring decision is the sole responsibility of the BOT. Employment shall be confirmed in an offer letter from the Business Manager stating the title of the position, starting salary, date of employment and other conditions of employment. The prospective employee will confirm in writing his/her acceptance of the position and the conditions of employment.

3.6 Job Descriptions

Descriptions exist for each position at the RACS and are available upon request in the Human Resources Office. Job descriptions may be modified and revised at any time.

3.7 Background Checks

All applicants of the RACS undergo a NYSED finger print background check prior to formal employment. Employment is conditional on the results.

3.8 Orientation

All employees will receive an orientation upon employment. Orientation will cover the philosophy, history, and the concept of service delivery at the RACS. A review of the RACS' administrative policies and procedures, and benefits and a review of payroll policies and procedures will be provided. Orientation will also include an overview of the RACS organizational structure as well as safety and emergency policies and procedures and Civil Rights policies and procedures. Additionally, each employee will be oriented to her responsibilities and specific

program by the program supervisor or designee, which shall include the Staff Handbook.

4. Employee Performance

4.1 Expectations

Below is a list of expectations for faculty and staff at RACS:

- Teachers and staff must personally punch-in /punch-out in the main office each morning and afternoon;
- Full time teachers are to be signed in by 7:30 a.m. and in their rooms or assigned duty areas by 7:30 a.m. each day unless otherwise was requested by the director or supervisor;
- Teachers and staff are not to leave the School at any time without first completing the Personal day request form or sick leave form and securing administrative permission with the exceptions of emergencies;
- Teachers may sign out at 3:45 p.m. each day however a staff member may have a different work schedule, a parent conference, faculty meeting, department meeting, or other assigned duty scheduled;
- Teachers and staff are to be in the hall next to their doors during class changes in order to actively supervise students;
- Teachers are not to leave their classes unsupervised;
- Check class period attendance and dress code each period;
- Keep accurate attendance records;
- Never permit a student to leave class without an official pass. Students are not to be sent on errands;
- Keep the pupils engaged in learning activities. A teacher with a well-planned lesson will have few disciplinary problems. Avoid too many class rules—have few rules and enforce them. Be consistent;
- Each teacher is expected to handle his/her own disciplinary problems. If it becomes necessary to ask for assistance from one of the administrators, do so. Remember that most disciplinary cases can and should be handled in the class or in a conference after class;
- **No eating in the classroom. This is not optional. Teachers should not eat in their classrooms, nor should students be allowed to do so;**
- Classroom doors and windows should be locked and lights turned off when the room is vacant;
- Teachers and staff must fill out a purchase request form for any purchases, submit it to the business office and wait for approval from the business office. Teachers/staff, who purchase supplies and do not follow procedure will be personally responsible for payment;
- Do not pick up materials and or supplies from the front office, as all orders must be properly checked in. If you find materials/equipment delivered in error, please return to the front office;
- Communicate regularly with parents regarding student achievement. (Please note that parents of students who are doing well should be notified as well as parents whose students are doing poorly.);

- Be present and on time for all meetings;
- All teachers are required to attend at least three of the after-School events each School year;
- All teachers are required to attend the Graduation Ceremony for Senior Students after the end of the School year;
- We also expect our teachers/staff to support and attend after-School functions;
- Every teacher is expected to run an after school club;
- Assume duty schedule responsibilities;
- Share ideas and suggestions with your peers and administrators;
- Observe all due dates;
- It is the responsibility of the teacher to keep a neat, clean, and attractive room; however, all students should keep the room neat and uncluttered by removing litter from the floor and by leaving the desks as the teacher has them arranged;
- All teachers are expected to take responsibility for a club, team, tutoring or study hall to meet once per week after School.

4.2 Process

All teaching staff members receive a minimum of two (2) formal written observation reports per year. In addition, a mid-year review as well as a final summary evaluation along with a professional improvement plan (if necessary) will be given to the employee at the close of each year; which covers both teaching and non-teaching responsibilities.

4.3 Review Criteria

Performance reviews may include but need not be limited to the following areas:

- Content Knowledge
- Preparation
- Instructional Delivery
- Classroom Management
- Student Development
- Student Assessment
- Collaboration
- Reflective and responsive Practice

4.4 Additional Reviews

Additional reviews may be done whenever there is a major change in an employee's responsibility, upon resignation, or at the supervisor's discretion.

4.5 Additional Duties

A teacher may hold another position such as Department Chair, Grade Chair, Coach, Athletics Director etc. In this case, that teacher may be entitled to an additional compensation, which is determined by the School board. That teacher may be entitled to receive compensation for the duration of the position. The compensation will be distributed evenly throughout the remaining paychecks.

A staff member can run an afterschool club only if the club is approved by the school administration. Staff member is required to give a proposal regarding the club to the administration. If a staff member runs an afterschool club, that staff member may be compensated based on the total number of weekly meetings in a school year. The rate will be determined by the school administration and announced to the staff during the orientation. In order for compensation; minimum number of meetings is ten and maximum number of meetings is thirty in a School year. Employees will receive the payments in the last paycheck of the School year. It is the teacher's responsibility to provide supporting documentation of the meetings including the attendees of the club meetings.

5. Confidentiality

All staff is responsible for abiding by statutes and regulations protecting the confidential communications of students.

Examples of Confidential information include, but are not limited to:

- **Student information** to include, but not limited to, names, addresses, telephone numbers, medical and/or academic information;
- **Financial information** to include, but not limited to, administrative procedures, Financial Reports and any/all other financial data of the RACS;
- **Employee information** to include, but not limited to, employee names, personal addresses and telephone numbers.

In simple terms, do not discuss the business of the RACS with anyone outside of the RACS unless the discussion is essential to the performance of your job.

In addition, the RACS is also a frequent target of solicitations and requests for information of a general nature about its business operations. Please do not to respond to such solicitations and requests. Such solicitations or requests should be referred to your supervisor.

Disclosure of any and all confidential information may result in disciplinary action, up to and including termination of employment.

6. Personnel Records

6.1 Personnel File

The RACS business office maintains an official permanent record file for each employee.

6.2 Contents

Only information which pertains to the performance and professional role of the employee and submitted by duly authorized RACS administrative personnel and the Board may be entered in the official record file. This file should contain the following items (and other employment performance documents and records): - Application; -Employment contract; -pension enrollment; -Applications for health insurance; -Resume; -Reference letters; -I-9 Immigration Form (completed after employment); -W-4 forms; -Copy of Disclaimer/Receipt of RACS Handbook; -Transcripts of college and/or university studies; -Professional development documentation; Background clearance.

6.3 Employment Verification and References

6.3.1. The RACS does not give any references, written or verbal, without a written release from the employee. If the employee expects a request to be made over the phone, he/she must notify the administrative office of the expected call and sign a written release authorizing the release of information.

6.3.2. An employee may request an official reference on the RACS letterhead from their supervisor; however the reference shall be approved and signed by the Director.

6.3.3. The Human Resources Office generally will provide employment verification only.

6.3.4. The Rochester Academy Charter School does not respond to requests for detailed references concerning former employees.

6.3.5. Supervisors are not permitted to provide personal references for former employees. The Rochester Academy Charter School will verify the dates of employment and the last position held.

6.3.6. All requests for references should be referred directly to the business manager. No employee may respond to any request for information regarding another employee unless it is part of an expressly assigned job responsibility.

7. Grievances

Disputes that arise in the course of employment and School operations shall be resolved in accordance with the following grievance procedure, which is designed to promote equitable settlement of grievances at the lowest appropriate level and to facilitate an orderly process for the resolution of grievances.

For the purposes of this policy, "grievance" means an unresolved problem concerning the application or interpretation of any applicable or School policies, regulations or procedures; "grievant" is a School employee who alleges a grievance; "party" means the grievant or any person named in the grievance as allegedly having violated a law, bylaw, policy, or regulation; and "day" means a School or workday.

There will be no reprisal of any kind taken against any employee or employee's representative for participation in a grievance.

Any grievance should, at the first instance, be discussed in one or more private, informal conferences between the parties involved or between the grievant and his/her immediate supervisor. A grievance not resolved in one or more such private meetings may be processed in accordance with the following procedure.

7.1 Level One - within three days of the occurrence of the act or omission giving rise to the grievance, the grievant must present his/her grievance in writing to the grievant immediate supervisor. The written document will be a clear, concise statement of the grievance and will include the policy, regulation or procedure that the grievant alleges to have been violated; the factual circumstances on which the grievance is based; the person or persons involved; the decision, if any, rendered at the private conference; and the remedy sought. Within seven days the supervisor shall present a decision to the grievant in writing. If the supervisor does not respond during the time permitted, the grievance is deemed denied and the grievant may appeal to the next level.

7.2 Level Two - a grievant not satisfied with a decision at Level One may appeal that decision in writing to the Human Resources Coordinator within three days after receipt of the decision or the expiration of the time during which the decision must be rendered. The written appeal will include a copy of the original grievance; the decision rendered, if any; and a clear, concise statement of the reasons for the appeal of the decision. The Human Resources Coordinator shall present a decision to the grievant within seven days. If no decision is rendered within that time limit, the grievance is deemed denied and the grievant may appeal to the next level.

7.3 Level Three - a grievant not satisfied with a decision at Level Two may appeal that decision in writing to the Director within three days after receipt of the decision or the expiration of the time during which the decision must be rendered.

The written appeal to the Director will include copies of the original grievance, the appeal of that grievance at Level Two, and the decision, if any, rendered at Level Two. Within ten days after the delivery of the appeal, the Director shall submit a decision in writing together with the reasons that support that decision to the grievant and any other party to the grievance. If no decision is rendered within that time limit, the grievance is deemed denied.

7.4 The decision of the Director shall be final.

8. Paid Leave

8.1 Sick Leave

8.1.1 Sick Time Intent

Sick Leave is given to insure the employee against loss of income when unable to report to work because of legitimate illness. The immediate supervisor has the responsibility to insure that sick leave is used only for legitimate purposes and they have the authority to disallow such leave pay when the employee cannot provide appropriate proof of illness.

The employee will be responsible for notifying the immediate supervisor no later than 6:00 a.m. when he/she is sick and unable to report to work; failure to do so may result in termination of employment.

In the event sick leave is taken immediately before or immediately after a holiday, days devoted to state or School testing, the first week of School or during the last two weeks of School, a doctor's note may be requested by the Business Office.

8.1.2 Sick Time Accrual

Full time teachers shall be entitled to 5 days of sick leave per year. All the other academic year full time employees shall be entitled to 5 days. Calendar year employees should be entitled to 6 days. If the start date of the academic year employee is not August the sick time shall be pro-rated. If the start date of the calendar year employee is not July the sick time shall be pro-rated. Only full time can carry over up to 7 days or cash their unused sick days while continuing employment. Sick leave has no cash value upon termination or resignation of employment and will not be paid.

8.2 Extended Leave Benefits – FMLA

The Board will provide family leave in accordance with the Family and Medical Leave Act (FMLA).

8.2.1 An employee is eligible for FMLA leave only if the employee meets all three of the following eligibility requirements: "(1) Has been employed by the employer for at least 12 months, and (2) Has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave, and (3) Is employed at a work site where 50 or more employees are employed by the employer within 75 miles of that work site."

8.2.2 An employee shall notify the Human Resources Coordinator of the need to take leave and the basis as soon as practicable.

8.2.3 Leave taken under the FMLA shall be pursuant to federal law, regulations and RACS board policy.

8.3 Bereavement

In the event of a death in the immediate family of a full time employee or the employee's spouse, absence from work with pay may be granted for a period not to exceed two (2) scheduled workdays. "Immediate Family" means the employee's parents, parents-in-law, grandparents, grandchild(ren), children, spouse/partner, brothers/sisters and brother/sister-in-law.

8.4 Jury Duty

The time any such employee is absent will not be charged against personal leave and will count toward School service.

A full-time employee who is absent from their School duties while on jury duty for any court of New York, any court of any other State, any federal district court, or in the U.S. District Court for New York will receive at least \$40 or their regular daily wages-whichever is less-for each of the first three days of service. Note that the obligation of the employer to pay only applies if the juror is serving on jury duty on a regular scheduled workday.

8.4.1 An employee summoned to jury duty shall promptly report the summons to his/her immediate supervisor.

8.4.2 On return from jury duty, the employee must submit to his/her immediate supervisor a court record of the number of days served on jury duty.

8.4.3 While on jury duty, an employee must report daily to his/her supervisor the schedule for the following day and must report to work when he/she is excused from jury duty for half a day or more or suffer loss of pay.

8.5 Military Leave

The Board of Trustees recognizes that military service rendered by any School employee in the defense of the country or in maintaining preparedness for conflict, foreign or domestic, is a service benefiting all citizens. Any permanent or full-time officer and/or employee of the School will be provided military leave and related benefits pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA).

The School will provide benefits and rights for staff on military leave as required by Federal and State laws.

8.6 Personal Leave

8.6.1 Intent

The intent of personal leave is to provide employees with a paid leave for personal and family purposes.

8.6.2 Eligibility

All full time academic year employees receive 3 days of personal time per year. Calendar year employees receive 4 days of personal time per year. Number of days shall be prorated if necessary, when the employment start date is different than August or July.

8.6.2.1 In all cases, personal leave must be approved **in advance (at least 3 days prior)** by the Director, on the appropriate form provided RACS in the staff room and main office.

Personal leave may not be granted to lengthen a RACS break. Personal leave is also prohibited immediately before or immediately after a holiday, during days devoted to state or School testing as well as during the first week of School or during the last two weeks of the School year in June, unless an emergency arises.

8.7 Personal Day Buy Back

Teachers only shall be compensated for unused accumulated personal leave at the rate of \$100.00 per day. Payment shall be subject to all applicable withholdings, and shall be made within 30 days of the last day of School each year, sent by mail to the employee's home or other address provided to the School. Personal days have no cash value upon termination or resignation of employment and will not be paid.

8.8 Holidays

8.8.1 Eligibility

All employees other than hourly or per diem employees are eligible for paid holidays per the RACS calendar which is determined to meet the required RACS calendar and the employee minimum working days.

8.8.2 Holiday Schedule

Holidays change annually according to the RACS calendar, which will be established annually by each June. Although the RACS calendar follows the RCSD's legal holiday schedule, there may be differences due to accommodate

180 days as an academic year. Any staff member is free to choose to work any of these Holidays, conditional upon prior approval of the Director. After getting the director's approval, it is the staff member's responsibility to inform the business office to make necessary preparations to gain access to the building over the holidays.

8.9 Breaks

8.9.1 Break Schedule

All employee schedules include a week break in Spring, as well as the Christmas through New Year break. If an Academic Year employee holds a position in Summer, their work requirements during the summer when RACS is not in session will be set by the Director.

Calendar year employees shall take their vacation during Summer however, an employee may take vacation during the School year due to availability of the work schedule, which must be approved by the Director.

9. Leave without Pay

9.1 Authorized Unpaid Leave of Absence

9.1.1 An authorized unpaid absence is an approved absence that is not paid, and is not charged to any paid absence account.

9.1.2 The BOT may grant, in its discretion, an authorized unpaid absence and will consider requests for such leaves on a case-by-case basis.

9.1.3 Failure to obtain approval will result in such an absence becoming unauthorized.

9.1.4 An employee on a leave of absence is removed from the active payroll and the following rules apply:

9.1.5 The employee on leave may continue to participate in the RACS insurance benefits plan if permitted by the terms of the plan and provided arrangements are made for payment by the employee of the total monthly premiums.

10. Insurance Programs

10.1 Workers Compensation

10.1.1 An employee or their dependents can receive Workers' Compensation benefits consistent with applicable New York law.

10.1.2 RACS provides an approved Workers' Compensation program providing medical, lost work time, partial and permanent disability and death benefits resulting from work-related injuries and illnesses. The School provides this coverage to ALL SCHOOL PERSONNEL without cost, in compliance with the law.

10.1.3 *Employees should IMMEDIATELY report any on-the-job injury or illness to their full-time supervisor and/or School nurse.* The supervisor must investigate the cause of the accident, then prepare and submit an incident form to the Business Office within 24 hours. Failure to comply with this procedure may result in the loss of benefits to the injured party.

10.2 Health, and Dental Insurance

10.2.1 RACS makes health insurance, dental insurance available to all eligible employees and their eligible family dependents. RACS pays the majority of the premiums for the group benefits, with the employee sharing the balance of the cost.

Specific details on cost, coverage and benefits are outlined in RACS's employee benefit packet provided to all employees during employee orientation and open enrollment period.

10.2.2 Eligible employees are full time employees who work at least forty (40) regular hours a week. Eligible employees are able to enroll on the first day of the following month of employment. All employees are asked to either complete all enrollment applications for offered benefit programs or complete a qualified waiver form to waive such benefits.

10.2.3 The RACS share of insurance premiums may change as conditions warrant and the RACS will endeavor to give employees written notice of changes.

10.2.4 The new employee who starts employment will be eligible for Health insurance effective the first day of the following month of employment.

10.2.5 An employee terminating from the School may have certain rights, known as "COBRA" rights, to continue under the School's group health insurance plan.

10.3 Other Insurance and benefits

Eligible employees will receive short-term disability from NYS. The RACS maintains programs of general liability and professional liability. Details on these programs and eligibility and enrollment criteria are available from the Business Office.

Eligible employees may enroll in state pension plan according to the plan documents and make contributions to the New York State Teachers' Retirement System or New York State Employees Retirement System at the rate established by NYSERS and NYSTRS.

All insurance and other benefits will be explained fully in detail at the staff orientation.

11. Professional Development and Educational Benefits

11.1 Attendance at Professional Meetings

11.1.1 RACS recognizes that attendance at professional meetings is desirable and constitutes sound practice with value accruing to both the individual staff member and RACS. To the extent that it can be arranged within budget limitations, conferences or institutes and attendant necessary expenses may be paid for by RACS with pre-approval of the immediate supervisor and/or by the Director.

11.1.2 Staff requesting to attend a professional development must first complete the professional development request form and have the necessary documents to submit indicating the date, topic, location and other relevant information along with the form. In order for the professional development fees to be paid by RACS the information must be presented to the director.

11.1.3 All staff approved for professional development must submit the reimbursement forms within 5 working days of attending conference.

11.2 Tuition Reimbursement

11.2.1 Each employee shall obtain approval from the Director prior to enrollment in any course for which enrollment is sought.

11.2.2 Tuition assistance shall be provided only for graduate courses that are required for any license or certificate required for the employee's current position with RACS and limited to the costs of tuition and fees **at a duly authorized and accredited institution of higher education**, up to \$750 per semester; tuition reimbursement is available to staff/teachers .

11.2.3 Reimbursement of such costs and fees shall be provided upon receipt of evidence of satisfactory completion of coursework with a grade equivalent to B or better; and

11.2.4 Prior to receipt of any tuition assistance, each employee shall be required to agree in writing to repay RACS the full amount of tuition assistance received in the event that he resigns or retires from RACS within one year of the date of receipt of the assistance.

11.2.5 A teacher/ staff can be reimbursed up to a total of 9 semester credit hours per academic year. A teacher /staff cannot be reimbursed for more than one course per semester. The reimbursement per applicant will be based on firstly budget allocation and secondly date of the application.

11.2.6 Employees requesting tuition reimbursement will be reimbursed through paycheck. There will not be any deductions from the tuition reimbursement pay.

11.2.7 If the board of trustees or administration recommends the staff member to attend university/college for certification or a degree program, full tuition will be paid by the school.

12. Miscellaneous Policies

12.1 Reimbursement of Employee Expenses:

The Board of Trustees only recognizes an employee reimbursement when it is reasonable, pre-approved and pertains to pre-approved travel, meals, and conferences. The Board will not reimburse employees for items and goods personally purchased by the employee. Reimbursement shall be made only after presentation of satisfactory evidence of the expense.

12.2 Work Hours and Approval of Hours Worked:

Teaching staff members and substitutes are expected to work the hours of 7:30 a.m. – 3:45 p.m. on Monday through Friday.

The Business Manager and administrative assistant will develop the individual schedule of each secretary. No secretary will be required to work more than 40 hours per week excluding time for lunch on a regular basis and any work hours greater than 40 hours a week must be approved by the Director.

The business manager will develop the schedule for the grounds and maintenance person. The grounds and maintenance coordinator will work between 6:30 a.m.- 3:00 p.m., which may differ based on necessity.

Administrators' work hours will be from 7:30 a.m. to 4:30 pm. Support staff such as hall monitors, nurses, aides, tutors, etc. will be assigned individual work schedules which may be changed by the immediate supervisor's approval.

12.3 Paychecks

Pay periods are two weeks (14 calendar days) in length, and run from Monday through the second Friday. There are 21.5 pay periods for 10-month employees and 26 pay periods for 12-month employees. The last payday for 26 pay periods is in the last week of August.

12.3.1 10-month employees shall receive their first pay starting in September and ending in July. When a payday falls on or during a School holiday, vacation or weekend, employees shall receive their paychecks on the last previous working day or the first workday following the holiday. Employees shall receive their final checks of the School year in July. Employees released prior to the end of the contract year shall receive their final checks for the balance of money due on the following payday from the date of release.

12.3.2 12-month employees shall receive one-twenty-sixth of the total annual salary at bi-weekly pay period starting in July and ending in June. When a payday falls on or during a School holiday, vacation or weekend, employees shall

receive their paychecks on the last previous working day or the first workday following the holiday. Employees released prior to the end of the contract year shall receive their final checks for the balance of money due on the following payday from the date of release.

12.3.3 Hourly Rate Employees: Such employees will be paid bi-weekly based on the number of working hours. **Hourly employees will not get paid for holidays and will only get paid for the hours they worked.** Hourly employees are required to punch in and punch out for lunch, not less than or more than 30 minutes. Hourly employees are eligible for **unpaid** personal leave with prior approval. Payment Date Schedule indicating the time period included in the paychecks will be available at the beginning of the School year.

12.4 Attendance

Employee attendance is an important factor in the successful operation of any School and in the maintenance of the continuity of the educational program. The Board of Trustees is vitally and continually interested in the attendance of each employee and considers satisfactory attendance an important criterion of satisfactory job performance.

The privilege of School employment imposes on each employee the responsibility to be on the job on time every scheduled working day. This responsibility requires that the employee maintain good health standards, take intelligent precautions against accidents both on and off the job, and manage personal affairs in order to satisfy School attendance requirements.

The Board is required by the high costs of absences and disrupted work schedules to give continuing attention to the maintenance of regular attendance by employees. Chronic absenteeism and tardiness are subject to discipline and may be cause for dismissal.

Absence:

Defined: Absence is the failure of an employee to report for work when the employee is scheduled to work.

1. Excused Absence occurs when all four of the following conditions are met: i) the employee provides sufficient notice to his or her supervisor, ii) the reason is found credible or acceptable by his or her supervisor (see #2 below), iii) such absence request is approved by his or her supervisor, and iv) the employee has sufficient accrued PTO time to cover such absence. Employees must take earned PTO time for every absence unless otherwise allowed by company policy (e.g. Leave of Absence policy, Bereavement policy, Jury Duty, etc.).

2. Unexcused Absence occurs when one of the four conditions in (B)(1) is not met. If it is necessary for you to be absent or late for work because of illness or an emergency, you must notify your supervisor no later than 30 minutes after the employee's scheduled starting time on that same day. If you are unable to call, have someone make the call for you.
3. Three (3) days of unexcused absence may subject you to immediate termination. Progressive discipline will be administered according to the table in Section E.

Employees who have three (3) consecutive days of excused absences because of illness or injury must give RACS proof of physician's care. If an illness or injury prevents an employee from performing their regularly scheduled duties, a physician's statement must be provided verifying (a) the nature of the illness or injury; (b) if and when the employee will be able to return to work, if applicable; and (c) whether the employee is capable of performing their regularly scheduled duties, and if not, what duties the employee is capable of performing. The employee is responsible for providing The RACS with the above-described physician's proof of physician's care. Without an acceptable excuse, the employee may be subject to immediate termination.

C. Sufficient Notice – To be considered an excused absence as defined in (B), sufficient notices must be given to the supervisor. Sufficient notice is:

1. For a scheduled absence of 8 hours or more, employees must give a notice of one week (7 days).
2. For a scheduled absence of less than 8 hours, employees must give a notice of two working days. (No exceptions).
3. For an emergency absence occurring a) at the beginning of the employee's shift, employees must notify their supervisor within 30 minutes after the beginning of their shift and b) during the employee's shift, employees must notify their supervisor prior to leaving the premises.
4. Your supervisor must approve any exceptions to this provision or any conflicts in scheduling.

D. Tardiness

Employees are expected to report for work on time. Tardiness for non-exempt staff will be reviewed and points assessed for each day of work the employee does not report as scheduled. The employee will be given one point for arriving no later than fifteen minutes after their scheduled starting time; and three points for arriving between fifteen minutes and two hours late. Employees who are more than two hours late in reporting for work will accumulate five points. In addition, a non-exempt employee will be docked for half a day when s/he collects 5 points.

Absence	Points	Explanation
1 -14 minutes	1	Tardy
15 minutes - 2 hours	3	Late
Over 2 hours	5	Unauthorized Absence

Disciplinary Action

Employees will be subject to disciplinary action when the total points accumulated from unauthorized absence and tardiness reaches the following levels during any six month period.

Points	Corrective Action
10 Points	Verbal Warning
20 points	Written Warning
30 points	Termination

12.4.1 The RACS expects each employee to be at work on the days and during the hours specified, unless the employee is authorized to be elsewhere.

12.4.2 If, for any reason, an employee is unable to come to work at his/her specified time, he/she is expected to call the immediate supervisor by 6:00 a.m. The employee must continue to call in each subsequent day of absence unless previous arrangements have been made with the supervisor.

12.4.3 If an employee is called away from work for personal emergencies or illness, he/she shall endeavor to obtain permission from the immediate supervisor before leaving. While the RACS will try to be understanding of the employee's personal needs, the RACS may view that the situation is not an emergency. This determination will be communicated to the employee and subject to disciplinary action if repeated.

12.4.4 Staff should note that there are wide weather variances in our surrounding communities. In the event of bad weather, the RACS expects its staff to make a "good faith" effort to get to RACS if it is not formally called off. However, reality dictates that we may need to make some accommodations for bad weather that prevents some of our faculty or staff from getting to RACS.

12.4.5 As in any emergency, individual judgment must prevail over policies or procedures. Thus, every individual must make their own decisions about attempting to get to RACS. However, it is essential that every member of the faculty and staff make a "good faith" effort to get to RACS and work their full day,

even if it means arriving late. In the event that some of our teachers and staff cannot get to RACS, staff members who are able to get to RACS will need to provide coverage.

12.4.6 With regard to accounting for this workday, anyone who does not get to the School, will be charged for personal leave (as allowed and eligible), or the day will be considered an unpaid day off work. If the employee arrives late, the table above shows the point system how the Employee's PTO will be docked.

12.4.7 An employee who is absent for a period of at least three days without notifying the director will be considered to have resigned without giving the required two-week with such resignation effective on the initial date of absence. The determination of unauthorized absence will be made by the director. If an employee is absent unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave ,unless an exception is made by the director. Such an employee will remain eligible for any salary due.

12.4.8 The above measures will not address every occurrence, and therefore, this policy should not be considered all encompassing. The staff should abide by the intent of the policy, which is to insure adequate coverage for the students of the RACS without endangering the health or safety of any employees.

12.5 Attendance at Staff Training and Special Meetings

The staff at RACS is required to attend all staff in-services, unless excused by the Director. The supervisors will schedule their staff members for training based upon his or her position and experience at RACS. In addition, attendance at special meetings arranged by the Director is required, unless excused by the Director. The Dean of Academics will provide advance notice of all staff in-services. A day of staff in-service missed will count the same as a missed day of RACS. An in-service absence will be deducted from the available sick and personal days each year.

12.6 Smoking

Smoking is not permitted anytime, anywhere within 500 yards of RACS buildings and grounds.

12.7 Overtime

Non-exempt staff who are eligible for overtime pay **with advance authorization** from their supervisors and will be compensated at one and one-half times their hourly rate for hours they are required to work over forty hours in one week. The immediate supervisor and Director must approve overtime in advance.

12.8 RACS School Cancellation Policy

The RACS will follow the Rochester Public Schools' decision with regard to RACS closings related to weather or other emergencies.

12.8.1 As in any emergency, individual judgment must prevail over policies or procedures. Thus, every individual must make their own decisions about attempting to get to RACS unless the RACS day is officially cancelled.

12.9 Illegal Articles; Weapons

The Board of Trustees prohibits the possession, use, or exchange of any weapon in the School building, on School grounds, at any School-sponsored event, and on School sanctioned transportation except as the possession and use of a weapon is authorized by law and required in the performance of the possessor's duty.

For the purpose of this policy, "weapon" means anything readily capable of lethal use or of inflicting serious bodily injury. "Weapon" includes, but is not limited to, all firearms, knives, dangerous instruments intended to inflict harm, components that can be readily assembled into a weapon, explosive devices, and imitation firearms.

12.10 Use of RACS Vehicles

Vehicles owned by the RACS are to be used for RACS business only and may not be used for personal business. Employees must obtain approval from the Director before driving RACS owned vehicles. In addition, the employee must have an appropriate valid driver's license (CDL) and obey all driving rules and regulations.

12.11 Internet Use

The Internet is a powerful communications tool and a valuable source of information. However, an employee's improper use of Internet services can waste time and resources and potentially create legal liability and embarrassment for both the RACS and the employee. An Internet service includes, but is not limited to: e-mail, web browsing and newsgroups. This policy applies to any Internet service that is: accessed on or from RACS premises; and/or accessed using office computer equipment or via RACS-paid access methods.

Internet services are provided by RACS for School use. Incidental use of Internet services for personal, non-work-related purposes is acceptable. However, personal use is not private and must be infrequent and must not:

- Involve any prohibited activity;
- Interfere with the productivity of the employee or his/her co-workers;
- Consume system resources or storage capacity on an ongoing basis; or
- Involve large file transfers or otherwise deplete system resources available for business purposes.

Employees should not expect privacy with respect to any of their activities using RACS -provided Internet access or services. The RACS administration reserves the right to review any files, messages, or communications sent, received or stored on the RACS computer systems and may also limit the use of the Internet service in part or whole.

Employees violating this policy are subject to discipline, up to and including termination of employment. Employees using the computer system for defamatory, illegal, or fraudulent purposes may also be subject to civil liability and criminal prosecution. All computer resources including content are the property of the RACS and employees will be held personally responsible for their activities.

Employees are strictly prohibited from using Internet services in connection with any of the following activities:

- Engaging in illegal, fraudulent or malicious conduct;
- Working on behalf of organizations;
- Sending or receiving offensive, obscene or defamatory material;
- Annoying or harassing other individuals;
- Sending uninvited e-mail of a non-work-related nature;
- Monitoring or intercepting the files or electronic communications of employees or third parties;
- Obtaining unauthorized access to any computer system;
- Using another individual's account or identity without explicit authorization;
- Attempting to test, circumvent, or defeat security or auditing systems of RACS or any other organization without prior authorization; or
- Distributing chain letters, jokes, solicitations, offers to buy or sell goods, or other non-business material of a trivial or frivolous nature.

12.12 Social Media Policy

The following is the Rochester Academy Charter School's social media and social networking policy. The absence of, or lack of explicit reference to a specific site does not limit the extent of the application of this policy. Where no policy or guideline exist, employees should use their professional judgment and take the most prudent action possible. Consult with your manager or supervisor if you are uncertain.

1. Personal blogs should have clear disclaimers that the views expressed by the author in the blog is the author's alone and do not represent the views of Rochester Academy Charter School. Be clear and write in first person. Make your writing clear that you are speaking for yourself and not on behalf of the school.
2. Information published on your blog(s) should comply with the Rochester Academy Charter School's confidentiality and disclosure of proprietary data policies. This also applies to comments posted on other blogs, forums, and social networking sites.
3. Be respectful to Rochester Academy Charter School, other staff, parents, students, other charter schools and school districts. Negative comments about other staff, school, students may amount to cyber-bullying and could be deemed a disciplinary offence. Your posts and comments should help build and support the school community. Do not comment on nor forward unsupported information, e.g. rumors.
4. Social media activities should not interfere with work commitments. Refer to IT resource usage policies.
5. Your online presence reflects Rochester Academy Charter School. Be aware that your actions captured via images, posts, or comments can reflect that of our school.
6. Respect copyright laws, and reference or cite sources appropriately. Plagiarism applies online as well. When using a hyperlink confirm that link goes where it should and that the content is appropriate. It is recommended that all online content be licensed under a Creative Commons Attribution Non-Commercial Share Alike 3.0 United States License.
7. Rochester Academy Charter School logos and trademarks may not be used without written consent.
8. Do not share confidential information whether it is internal school discussions or specific information about students or other staff.
9. Do not post photos or movies of fellow employees without their permission. Do not use photos or movies taken at school without permission. Do not post photos or movies that contain student without parent consent.
10. Employees are prohibited from establishing personal relationships with students that are unprofessional and thereby inappropriate. Examples of unprofessional relationships include, but are not limited to: employees fraternizing or communicating with students as if employees and students were peers such as writing personal letters or e-mails; "texting" students;

calling students on cell phones or allowing students to make personal calls to them unrelated to homework or class work; sending inappropriate pictures to students; discussing or revealing to students personal matters about their private lives or inviting students to do the same (other than professional counseling by a school counselor); and engaging in sexualized dialogue, whether in person, by phone, via the Internet, or in writing. Employees who post information on Facebook, MySpace or similar web sites that include inappropriate personal information such as, but not limited to: provocative photographs, sexually explicit messages, use of alcohol, drugs or anything students are prohibited from doing must understand that if students, parents or other employees obtain access to such information, their case will be investigated by school officials and if warranted will be disciplined up to and including termination, depending upon the severity of the offense. Additionally, certified personnel, depending upon the severity of the offense, may have their case forwarded to the appropriate state department for review and possible further sanctions. The Director or designee reserves the right to periodically conduct Internet searches to determine if employees have posted inappropriate materials on-line. If inappropriate use of computers and web sites is discovered, the Director's designees will download the offensive material and promptly bring that misconduct to the attention of the Director.

11. School requires through acceptable use policies, that all electronic or any other communications by employees to students or parents at any time, from any email system shall be expected to be professional, acceptable in content to any reasonable person, and limited to information that is school-related or is acceptable to both student and parent.
Email between employees and students and parents shall be done through the school provided email application. Email must conform to school email policies.
12. Rochester Academy Charter School employees are required to get authorization to have instant messaging programs downloaded on their school computers.
13. Rochester Academy Charter School employees also recognize this same authorization is required for access to instant messaging programs that are available through web interfaces with no download
14. Avatar images and profile information should follow the same guidelines as the above Profiles and Identity section
15. A written request must be submitted to the school's Director for approval.
16. When submitting a request to the Director please include your name, building, grade level, and provide a statement explaining your instructional purposes for using the program.

12.12 Anti-Violence Policy

Violence or threats of violence will not be tolerated. If you feel such conduct has occurred, please report it immediately to the Director. The matter will be investigated, and where investigation confirms the allegation, appropriate action will be taken. Any employee engaging in what the RACS deems to be violent or threatening behavior will be subject to disciplinary action, up to and including discharge. As part of this policy, RACS will not tolerate the possession of weapons or any other device designed to inflict serious bodily harm by any employee of RACS while on RACS property, on a RACS vehicle or at a RACS sponsored event. Any employee found in possession of such a device on RACS property, in a RACS vehicle, or at a RACS-sponsored event, will be disciplined (up to and including possible termination) and will be reported to the appropriate law enforcement agency if appropriate. An employee who is authorized by the RACS and by the law to serve as a security officer or to carry a weapon under controlled circumstances is exempt from this policy. The following are examples of prohibited conduct under this policy:

- Injuring another person physically;
- Engaging in behavior that creates reasonable fear of injury to another person;
- Possessing, brandishing, or using a weapon on RACS premises or engaged in RACS business;
- Damaging property intentionally;
- Threatening to injure an individual or damage property;
- Committing injurious acts motivated by or related to domestic violence or sexual harassment.

Every employee has an obligation to report potential workplace violence to the Director. This would include if you hear or observe anyone exhibiting one or more of the following behaviors:

- Discussing weapons or bringing weapons into the workplace;
- Displaying overt signs of hostility or anger;
- Making threatening remarks;
- Sudden or significant deterioration of performance;
- Displaying irrational or inappropriate behavior.

It is extremely important that you report any knowledge of actual or potential acts of violence to the Director so that all can be assured of a working and learning environment free of fear and violence.

12.13 Solicitation and Distribution

Non-employees are not permitted on premises to solicit for any purpose or to distribute any materials.

There shall be no solicitation by employees of other employees or non-employees during work time. This includes the use of the e-mail system by employees to solicit other employees. Employees may solicit other employees during non-work time in work areas which are out of the public view and during non-work time in non-work areas. There shall be no distribution by employees during work or non-work time in the work area.

12.14 Use of Copyrighted Materials

The Board of Trustees encourages teaching staff members to make judicious use of appropriate printed materials, sound recording, televised programs, and computer software in the curriculum but recognizes that federal law, applicable to schools, protects the originators of those materials from the unauthorized use of their copyrighted works. The Board expressly forbids the use of School equipment for the illegal reproduction of copyrighted materials.

In order to define the fair and reasonable use that teaching staff members may make of copyrighted works for educational purposes without the permission of the copyright owner and to reduce the risk of copyright infringement.

Computer software may be reproduced only for archival purposes or when copying is an essential step in the utilization of the program.

Pupils and staff members shall be instructed that copyright infringement is a form of theft. A pupil or staff member who reproduces or uses copyrighted material in violation of this policy will be subject to discipline.

12.15 Intellectual Property Rights

Any materials created by staff members for use by RACS, or produced using the staff or resources of the School, are works-for-hire and all intellectual property rights are retained by the School.

12.16 Code of Ethics

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, RACS expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties, to:

- Recognize basic dignities of all individuals with whom they interact in the performance of duties;
- Represent accurately their qualifications;
- Exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- Understand and apply the knowledge and skills appropriate to assigned responsibilities;
- Keep in confidence confidential information as they may secure;
- Ensure that their actions or those of another on their behalf are not made with specific intent or advancing private economic interests;
- Refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. (This will in no way limit constitutionally or legally protected rights as a citizen.);
- Refuse to accept anything of value offered by another for the purpose of influencing judgment.

12.17 Conflicts of Interest

Employees have an obligation to avoid conflicts of interest. Conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee, or for a relative, as a result of RACS business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

If an employee has any influence on transactions involving purchases, contracts, or leases, it is imperative that he or she disclose to RACS, as soon as possible the existence of any actual or potential conflict of interest so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which RACS does business but also when an employee or relative receives any gift or special consideration as a result of any transaction or business dealings involving RACS.

The materials, products, designs, plans, ideas, and data of RACS are the property of the RACS and should never be given to an outside firm or individual except through normal channels and with appropriate authorization. Any improper transfer of material or disclosure of information, even though it is not apparent that an employee has personally gained by such action, constitutes unacceptable conduct. Any employee who participates in such a practice will be subject to disciplinary action, up to and including immediate employment termination and/or possible legal action.

12.18 Garnishments, Attachments and Judgments

RACS complies with all state and federal laws concerning wage garnishments and other collection remedies available to creditors.

12.19 Teacher Coverage

Any teacher who teaches less than 30 periods a week may be called for a class or duty period for an absent colleague upon request from administration without pay.

12.20 Pay Advances and Loans

RACS does not give pay advances or loans to employees.

12.21 Professional Attire

The Board of Trustees believes that all staff members should set an example in dress and grooming for their students to follow. In addition, the board wishes to project to the public the professionalism of its employees and believes that appropriate attire is an important part of this professionalism. A staff member who understands this precept and adheres to it enhances the importance of his/her task, presents an image of dignity, and encourages respect for authority. These factors also set a positive tone toward the maintenance of discipline. In order to support this standard of professionalism, RACS has adopted business professional as its standard of dress.

The following are the acceptable standards that define "business professional" and are required of all staff members during ALL work hours:

- A. Be physically clean, neat, and well groomed. Appropriate attire includes business suits, sports coats with business casual slacks or skirts, and a dress shirt.
- B. Dress in a manner consistent with their professional responsibilities. To be specific, the following is not suitable for a School; sandals and any open shoes, shoes with heels above 3 inches, shorts of any length (except for phys ed) skirts with hems more than 2 inches above the knee and slits, skirts, sundresses, see-through outfits, bare shoulders, low-cut tops, tank tops, exposed midribs, denim jeans (any color, including black), sweatshirts, t-shirts, untucked shirts, warm-up or jogging suits and pants (except for phys ed), tight tops, skirts, pants or leggings and sneakers (except for phys ed).
- C. Dress in a manner that communicates to students pride in personal appearance; no extremes in appearance.

D. Dress in a manner that does not cause damage to RACS property and which will not restrict employees with the performance of their duties.

E. Be groomed in such a way that their hairstyle or dress does not disrupt the educational process nor cause health or safety hazards.

F. On School pride days, which are staff dress down days and on School field trips, jeans may be worn along with a School shirt, which will be provided for all staff members.

The Board retains the authority to specify dress and grooming guidelines for staff that will prevent such matters from having an adverse impact on the educational process. The administration reserves the right to request employees to make adjustments should they appear at the School in an inappropriate manner.

12.22 Telephone Use

12.22.1 Cell Phone

No School employee will be allowed to use cell phones in the common areas of the School unless they have prior approval by the Director to utilize such electronic devices as part of their official duties or in the event of predicted family emergencies. Additionally, staff members are discouraged from talking on cell phones or sending text messages while entering/exiting the building. Cell phones may be used in the teacher's room.

12.22.2 School Telephones

Only School related telephone calls should be made on School telephones. Personal calls should not be made with students present. The duration of the phone call should not exceed 15 minutes.

12.22.3 Emergency/Substitute Lesson Plans

All teachers must prepare a substitute folder to be housed in the Dean of Academics' Office for easy access. Department Chairs will be responsible for checking the contents of these folders. Additionally, Department Chairs will check substitute folders periodically to ensure that they are up-to-date; therefore, substitute folders must be regularly maintained. The folder must include:

- Daily schedule;
- Classroom rosters;
- Emergency lesson plans for at least three days;
- Student Groupings;

- Seating chart;
- Sufficient copies of all handouts;
- Any other material required for the plans to be followed.

Having a comprehensive substitute folder will reflect planning on your part and will insure that instruction is not interrupted by the teacher's absence. It will also assist the substitute teacher in being able to carry on class. If the absence extends through multiple days, the teacher must provide detailed lesson plans and activities for each class for everyday that he/she is absent. Emergency plans are due by the second week of September of each School year. **They should be updated at regular intervals and after each use by the teacher.**

12.23 E-mail, Mail and Mailboxes

Teachers and administrators should check e-mails at least at the beginning and end of every School day if not more often. Teachers are issued a mailbox located in the faculty room. Personal incoming mails as well as internal memos are placed in the mailboxes. Teachers may receive mail and faxes at the School's address and number. Mailboxes should be checked at least twice a day. A basket is also available in the Main Office to receive outgoing mail. This should be in the office by 9 a.m. to ensure posting on that day.

12.24 Daily Announcements

Morning announcements are made daily, students and teachers are informed of daily events and other School related information. Afternoon announcements are usually made during the last 5 minutes of the day. Any staff member who wishes to have an announcement broadcast to the School will complete an Announcement Request Form (located in the Main Office), obtain approval and submit for processing by the office staff. Request for morning announcements must be made the day before. Requests for afternoon announcements must be made by 1:00 p.m.; the day of the announcement.

12.25 Ban on Acceptance of Gifts

The Director and other School employees are not permitted to accept gifts of any kind of a value exceeding \$150 including but not limited to money, goods, food, entertainment, or services directly or indirectly from individuals, schools or companies serving as vendors or potential vendors for this School; elected officials or their representatives; candidates for public office or their representatives; or political party officials or their representatives. Exceptions may be made by the Director, including in instances where such gifts intended for and will be used by the School. Offers of such gifts in excess of \$150, even when refused, must be communicated immediately by the employee receiving such an offer to the Director.

12.26 Pay scale

All teachers should be placed on proper step in the pay scale. New teachers will be hired on step and may be placed on step commensurate with their prior teaching experience. Credit may be given for job related experience as mutually agreed upon. The step shall not change after signing the contract. If a teacher receives a Master's degree or certification after signing the contract, it will not be effective until the following school year. Any teacher employed to fill a position of a teacher on leave where said leave is expected to exceed ninety consecutive teaching days shall be placed on the proper step of the salary schedule. A teacher must teach ninety days during the school year on salary schedule.

12.27 Professional improvement and In-service education

Teachers will receive credit for the followings:

- additional degree received beyond the bachelor degree
- additional certification received in addition to current certification

which will be applied toward salary increments. The increments can only be applied after the completion of the degree or certification and will be effective at the beginning of the following school year.

13. Termination of Employment

13.1 Discipline Up to and Including Termination

The School retains its right to discipline or terminate the employment of any employee at any time for any reason, or no reason except as provided to the contrary in any individual employment contract. With the exception of substitute employees and temporary employees, these policies apply to all employees of the School, including certified and administrative personnel, and apply to all job-related activities of such employees.

Basis for Disciplinary Action: The following acts or omissions by an employee in the scope of his/her employment, among others which provide evidence of unfitness to perform duties, shall constitute grounds for disciplinary action up to and including discharge:

1. Insubordination, including the willful refusal of an employee to perform an assignment or to comply with a directive given by the employee's supervisor.
2. Unprofessional or inappropriate conduct.
3. Incompetence or inefficiency in the performance of duties.
4. Corporal punishment of students.
5. Conduct in violation of any Charter School policy or established expectation of performance.
6. Conviction of a felony related to the employee's employment, or which impairs the employee's ability to perform his/her assigned duties.
7. Misconduct related to the employee's job.
8. Abuse of the Charter School's sick leave policy.
9. Excessive tardiness.
10. Excessive absenteeism.
11. Unexcused absences from work.
12. Gross negligence or gross carelessness in the performance of duties.
13. Use of Charter School property for personal gain.

14. Negligent or willful damage to Charter School property.
15. Gross waste of Charter School supplies or equipment.
16. Dishonesty or falsification of any information involving the Charter School, including grades, credits, data on forms, employee records, or any other information involving the Charter School.
17. Possession of alcohol, steroids or other intoxicants or illegal narcotics, or other controlled dangerous substances without prescription on School property or at any School function.
18. The use of or being under the influence of alcohol, steroids or other intoxicants or illegal narcotics, or other controlled dangerous substances without prescription on School property or at any School function.
19. Deliberate conduct, which has the apparent purpose of exposing the Charter School to censure, ridicule or reproach.
20. Verbal and/or physical fighting on School premises or at any School related activities.
21. Falsification of records or data with the intent to defraud.

13.2 Voluntary Termination (Resignation)

Voluntary termination or resignation is a termination initiated by the employee. The RACS expects that employees who resign from employment will plan their leaving to be as non-disruptive to students as possible. This means that whenever possible resignations should coincide with the beginning and end of the RACS year. An employee who wishes to resign is required to give to the Director, in writing, a minimum of 30 calendar days notice prior to the desired resignation date, unless an expectation is made by the Director. Calendar year employees, who resign in accordance with the provisions of this section may be provided with compensation for accrued vacation days. When such notice is given, the RACS may accept the resignation effective immediately, or as of another date prior to the end of the notice period.

13.3 Phasing-out and Elimination of Positions

From time-to-time, it may be necessary to phase-out or eliminate certain positions previously established within the School. An orderly process will be established by the School to guide such phase-out or elimination of positions if necessary. Anyone whose employment with the School is terminated because their position is eliminated or phased-out is entitled to compensation for accrued vacation leave if they are eligible.

13.4 Return of Property/End of School Year

Prior to the last day of employment, the employee must return all files, computer files, electronic data, materials, equipment, keys, and other items owned by the RACS. A Checklist will be provided by the Operations Manager. The checklist must be initialed by the appropriate staff to indicate the completion of the task. Once all sections are initialed the form will then be taken to the Business Office. The completed checklist will be turned over to the Business Office and the employee will receive his/her final check for the School year.

14. Standards of Employee Conduct

14.1 Code of Conduct

Every employee of the RACS is considered to be a valued member of the RACS community regardless of title or function. As such, we treat every member of our community with respect and dignity, and it is our goal to act as role models for the students. All employees are responsible and accountable for our words and actions in the same way that we do for our students. However, there may be instances when we, as employees and adults within the RACS community, do not conduct ourselves in an appropriate manner, and in these instances, there must be consequences for such events. Because we are a community, and because we value each other, our RACS considers such events as a serious matter that must be addressed quickly, directly and with great care, taking into account the rights of the individuals affected and the needs of the RACS and its students.

15. Alcohol and Drug Use

15.1 Introduction

The Board of Trustees believes that quality education is not possible in an environment affected by drugs. It will seek, therefore, to establish and maintain an educational setting which is not tainted by the use or evidence of use or possession of any controlled substance. The Board shall not permit the manufacture, possession, use, distribution, or dispensing of any controlled substance, including alcohol or steroids, by any member of the professional staff at any time while on School property or while involved in any School-related activity or event. Any staff member who violates this policy shall be subject to disciplinary action in accordance with Board policy.

The following rules represent the RACS policy concerning alcohol and drug use. They will be enforced uniformly with respect to all staff. The purposes of this policy are:

- 15.1.1** To establish and maintain a safe, healthy working environment for staff students.
- 15.1.2** To ensure the reputation of the RACS and its staff within the community at large.
- 15.1.3** To minimize the potential for accidental injuries to persons or property.
- 15.1.4** To minimize the effects of alcohol and drugs on absenteeism and tardiness, and to improve productivity.
- 15.1.5** To refer staff to rehabilitation assistance in appropriate circumstances.

15.2 Use of Alcohol or Drugs

15.2.1 All staff are prohibited from possession, use or being under the influence of alcohol or drugs or abusing prescription drugs while on the premises or while performing the RACS business whether on or off the premises.

15.2.2 Supplying alcoholic beverages or drugs to students is prohibited.

15.2.3 The use of alcohol by staff on RACS premises or while performing RACS business, except in connection with event approved by the RACS BOT, is prohibited, provided however, that in any such authorized events staff is expected to use alcohol in a responsible manner.

15.2.4 No prescription drug may be brought or used on RACS premises or while performing RACS business by any person other than the one for whom it is prescribed.

15.3 The RACS Response to Use of Alcohol or Drugs

At the discretion of administration, the violation of any of these alcohol or drug use policies may, depending on the substance involved, the nature of the situation, and the staff member's prior work history, result in a staff member's (a) probation or suspension, (b) termination, or (c) referral to and requirement for successful completion of counseling or treatment as a condition of continued employment. Any staff member that is found transporting student under the influence of alcohol or drug will result in immediate termination.

16. Harassment

The Board of Trustees recognizes that an employee's right to freedom from employment discrimination includes the opportunity to work in an environment untainted by sexual harassment. Sexually offensive speech and conduct are wholly inappropriate to the harmonious employment relationships necessary to the operation of the School and intolerable in a workplace to which the children of this School are exposed.

Sexual harassment includes all unwelcome sexual advances, requests for sexual favors, and verbal or physical contacts of a sexual nature that would not have happened but for the employee's gender. Whenever submission to such conduct is made a condition of employment or a basis for an employment decision, or when such conduct is severe and pervasive and has the purpose or effect of unreasonably altering or interfering with work performance or creating an intimidating, hostile, or offensive working environment, the employee shall have cause for complaint.

The sexual harassment of any employee of this School is strictly forbidden. Any employee or agent of this Board who is found to have sexually harassed an employee of this School will be subject to discipline which may include termination of employment. Any employee who has been exposed to sexual harassment by any employee or agent of this Board should report the harassment to an appropriate supervisor or the Affirmative Action Officer. An employee should complain of any failure of the School to take corrective action by recourse to the procedure by which a discrimination complaint is processed.

17. Potentially missing or Abused Children

All staff working in the School shall immediately notify designated child welfare authorities whenever they have reasonable suspicion that a child is missing, or has been abused, and/or neglected. Reports of incidents of alleged missing, abused, or neglected children shall be reported to the New York State Child Protection Services at 1 800 635 1522. If the child is in immediate danger a call shall be placed to 911 as well as to the CPS.

The person having reason to believe that a child may be missing or may have been abused or neglected may, prior to notifying designated child welfare authorities, inform the Director or designee if the action will not delay immediate notification. The person notifying designated child welfare authorities shall inform the Director or designee of the notification, if such had not occurred prior to the notification. Notice to the Director or designee need not be given when the person believes that such notice would likely endanger the reporter or pupil involved or when the person believes that such disclosure would likely result in retaliation against the pupil or in discrimination against the reporter with respect to his or her employment.

The Director or designee upon being notified by a person having reason to believe that a child may be missing or may have been abused or neglected, must notify appropriate law enforcement authorities of incidents of potentially missing, abused, or neglected child situations. Notification to appropriate law enforcement authorities shall be made for all reports by employees, volunteers, or interns working in the School. Confirmation by another person is not required for a School district employee, volunteer, or intern to report the suspected missing, abused, or neglected child situation.

School officials will cooperate with designated child welfare and law enforcement authorities in all investigations of potentially missing, abused, or neglected children.

18 Liability for Student Welfare

Teaching staff members are responsible for supervision of pupils and must discharge that responsibility with the highest levels of care and prudent conduct. All teaching staff members of this School shall be governed by the following rules in order to protect the well-being of pupils and to avoid any assignment of liability to this Board of Trustees or to a staff member personally in the event a pupil is injured.

The Director shall prepare such regulations as may be required to enforce the following rules:

1. Each teaching staff member must maintain a standard of care for supervision, control, and protection of pupils commensurate with the member's assigned duties and responsibilities.
2. A teaching staff member should not voluntarily assume responsibility for duties he/she cannot reasonably perform. Such assumed responsibilities carry the same potential for liability as do assigned responsibilities.
3. A teaching staff member must provide proper instruction in safety wherever course guides so provide.
4. A teaching staff member must report immediately to the Director any accident or safety hazard the member detects.
5. A teaching staff member must not send pupils on personal errands.
6. A teaching staff member must never transport pupils in a personal vehicle without the approval of the Director.
7. A teaching staff member must not require a pupil to perform tasks that may be detrimental to the health or well-being of the pupil or other pupils.
8. A teaching staff member will refrain from the use of personal furnishings and equipment in the classroom without the express permission of the Director.
9. A teaching staff member must immediately report any instance of substance abuse, violence, vandalism, accidents, or suspected child abuse.

19. Emergency Procedures

Please refer to the Emergency Manual for all emergency matters.

20. Sign In/Sign Out

Staff must punch in/punch out at the scanner located in the main office every day when the school is in session. Staff members have to punch in /out when they leave the school building for lunch or any other occasion. If any staff member forgets to punch in/out , for every incident the employee will get (1) point, and every time the employee collects five points, half day will be deducted from the employee's PTO. Employees do not need to punch in/out for any after school or weekend events. Only salaried employees will be assigned a code for the attendance system. A part time employee may be assigned a code if it is feasible for the school.

21. School Office

A business-like atmosphere is expected to exist in the front office at all times. Most visitors only see the outside of the School and the office from which they form the basis for opinion of the School—therefore it is imperative the teachers and other staff members refrain from congregating in the front office.

22. School Reach

RACS utilizes the One Call Now communication service to send important messages to faculty, staff, parents, and students. As such, it is important that all staff and students contact numbers be continuously updated for accuracy.

23. Keys/ID Cards

Each person is responsible for the keys, ID cards and key fobs issued. Keys, ID cards and key fobs should be kept with the person to whom they have been issued at all times. They should not be left in mailboxes. Employees are not permitted duplicate School keys. Notify the Business Office if keys ID cards or key fobs are lost or stolen. The charge for the replacement of a lost key is \$10.00. The charge for replacement of a lost key fob is \$15.00.

24. Lost and Found

Lost and Found items are turned into main office.

25. Faculty Meetings

All the meeting schedules will be announced during the orientation.

26. Area of Assignment Chart

Chart will be provided during the orientation

29. Bell Schedule

29.1 Daily Schedule –will be provided during the orientation

29.2 Minimum Schedule -

29.2.1 MIDDLE SCHOOL

RACS Minimum Day (Early Dismissal) Schedule will be provided during the orientation

29.2.2 HIGH SCHOOL Grades 9 - 10

RACS Minimum Day (Early Dismissal) Schedule will be provided during the orientation

29.2.3 HIGH SCHOOL Grades 11 – 12

RACS Minimum Day (Early Dismissal) Schedule will be provided during the orientation

EMPLOYEE ACKNOWLEDGEMENT
RETAIN A COPY FOR YOUR RECORDS
"EMPLOYEE ACKNOWLEDGEMENT"

I have received a copy of and have been instructed to read the foregoing RACS Personnel Handbook.

I understand that it is not a binding contract, nor is it intended to make any contractual obligations of any kind, but it is a source of information and a set of guidelines for implementation of personnel policies.

I understand that RACS can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time, with or without notice.

EMPLOYEE'S SIGNATURE

PRINTED NAME

DATE: _____

Please sign this page and return it to the HR Coordinator immediately. A copy of this acknowledgement will be retained in your personnel file.

Exhibit 15: Complaint Policy

Reporting a Concern

If a parent has a concern and/or complaint below please find the appropriate protocols established to address these matters. All matters of concern must be first addressed at the building level with the Director.

Concern/Complaint Process:

- Request a meeting to discuss any concerns first with the Principal or complete a formal Complaint Form that will be forwarded to the Principal for review and follow up.
- Some concerns/complaints may require documentation. Complaint forms can be requested at the Main Office in the school's main lobby.
- Principal reviews complaint/concern and contacts the parents within 48 hours. Serious concerns are prioritized and responded to sooner.
- If the matter is not resolved to the satisfaction of the parent on the school level, a parent can contact, The Board President, via mail at 841 Genesee Street, Rochester, NY 14611.
- The Board of Trustees will bring the complaint to the next regularly scheduled board meeting
- If a parent is dissatisfied with the Board's decision, an appeal may be made to the NYSED Charter School Office
- In efforts for building administrators to respond to any concerns, it is important that parents follow the appropriate protocol to address school-related matters.

Exhibit 16: Transportation Policy

The students attending the charter school, pursuant to Education Law section 2853(4)(b) shall qualify to receive monthly passes on the NFTA bus system, in accordance with the Rochester City School district's provision of such passes to students attending nonpublic schools.

Families will bear responsibility for transportation of students who reside within two miles of the school. In accordance with the law, it is the district's responsibility to provide transportation for students located more than two and less than fifteen miles from the school.

If a student with disabilities requires transportation, the school will notify the district in which the student resides to provide the transportation.

Exhibit 17: Enrollment and Retention Targets Plan

RACS will continue to use its current practices in order to retain its free and reduced lunch eligible students and to improve its LEP and SWD student enrollment rate. (See Table-11 on page 47) RACS has implemented multi-channel marketing approach for student recruitment during the terms of its charter.

- Visit feeder schools and meet with guidance counselors
- Conduct family events
- Attend community events
- Advertise in local publications that focus on our target population
- Mail flyers and brochures
- Meet local advocates and politicians
- Provide school tour opportunities
- Advertisement via social media
- Use lawn-signs in multiple languages

We have increased our ELL and SWD student body over the last three years by preparing flyers and lawn-signs in Spanish. Another strategy has been to approach community and faith-based organizations and recent immigrant support services. We hired bilingual staff to better serve our ELL students and offered extended hours of instruction.

In order to increase our numbers even further, the school will reach out to the significant refugee populations and disseminate informational materials regarding the school in several languages, such as Spanish, Turkish and Arabic. This information will be available at the school, delivered through targeted mailings, and distributed by hand in refugee housing locations and community centers. In addition, the school is in the process of having its web application form in other languages. Through parents, we disseminated applications directly to the refugee population. We believe that having staff members from different minority groups will increase our ELL student body in the near future.

RACS realizes the fact that it is a challenge to meet and exceed its local district in terms of the number of students who need special education services. In our flyers and informational meetings and show cases, special education services will be emphasized even further to attract students with disabilities.

In order to retain its students from these populations, the most important factors, which are mainly provided by RACS, are to create a safe and supportive environment for the students to be included in the general school body, and to provide necessary services needed to increase students' academic performance. As a new strategy to gauge our success in these terms and in retaining these students, we

will color code our parent surveys in order to assess the parental satisfaction from each of these three populations in addition to measuring general satisfaction regarding school's academic programs, safety, and teachers. This strategy may expose any areas of problem in specific population, which might be lost otherwise in the overall satisfaction data.

At the end of the charter term, RACS' enrollment target as a K-12 school will be 87.4% for FRPL, 10.8% for LEP and 16.2% for SWD students. These targets are obtained from potential enrollment targets calculator. RACS' retention target will be 80.5% for FRPL, 71.7% for LEP and 64.9% for SWD. These targets are obtained from potential retention targets calculator.