



# FULL APPLICATION COVER PAGE

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**PROPOSED CHARTER SCHOOL NAME:** Collegiate Charter School of Rochester

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

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

**1a. If applicable, what is the name of the proposed management company or network that the proposed school seeks to contract with?** (No response)

**2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?** (No response)

## 3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Lenora Reid-Rose		

	Public Contact Name	Email Address	Phone Number
	David McBride		

## 4. District/Community School District of Location

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

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

Start date of initial term (1st day of school) 08/19/2020

End date of initial charter term

**06/30/2025**

**6. Projected Enrollment Table Over the Charter Term**

(Leave unused cells blank)

	Ages	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K	5-6	81	81	81	81	81
1st	6-7	27	81	81	81	81
2nd	7-8		27	81	81	81
3rd	8-9			27	81	81
4th	9-10				27	81
5th	10-11					27
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		108.0	189.0	270.0	351.0	432.0

## **7. Mission Statement**

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

The Collegiate School of Rochester Charter School prepares all students in kindergarten through grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, and results-driven community.

## APPLICATION SUMMARY

**Mission.** The Collegiate School of Rochester Charter School prepares all students in kindergarten through grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, and results-driven community.

**Objectives and Community.** The Collegiate School of Rochester (“Collegiate”) is committed to improving student learning and achievement and will hold ourselves accountable for meeting measurable student achievement results. Our school design will further the objectives of the New York Charter Schools Act of 1998, which include meeting benchmarks aligned to educational success, organizational soundness, and adherence to the charter and charter laws. While we will educate any student living within the Rochester City School District (“RCSD”), our primary proposed location is the Beechwood, Brown Square, Edgerton, and Marketview Heights neighborhoods, determined by the persistent high poverty rates, low academic performance, and reports that show need and demand for high-quality school options.<sup>1</sup> District performance has consistently been far below state and county averages on the 2018 Grades 3-8 New York State Assessments, with students scoring 11.4% proficient in ELA and 10.7% proficient in Math.<sup>2</sup> Collegiate will provide high-quality educational opportunities to all students, regardless of race, socio-economic status, disability, or first language, and we will purposefully recruit the students who have historically performed in the lowest tiers on state assessments, including economically disadvantaged students, students with disabilities, and ELL/MLLs. We anticipate a student population that mirrors RCSD with 58% black students; 28% Hispanic students; 91% economically disadvantaged students; 21% students with disabilities; and 15% ELLs/MLLs.

**School Model.** We will enroll 108 students in our inaugural year, and then will enroll 81 students in each following year until we reach a student population of 432 in the 5<sup>th</sup> year of our charter term. Collegiate will be divided into two academies, Lower Academy (K-2) and Upper Academy (3-5), which will be overseen by the Head of School (“HOS”), with support from two Academy Directors, a Director of Culture, a Director of Operations, and a Director of Student Supports. We will have a two-teacher classroom model that allows for small group instruction with more individualized supports for students and will also have two specialized STEM teachers to lead our innovative STEM Program. Our staffing model will ensure that we deliver on the promises in our mission and implement our key design elements, which have been informed by best practices of high-performing urban charter schools and our extensive community outreach, in which we have spoken with and solicited input from over 1,100 community stakeholders.

**Key Design Elements. Rigorous, engaging academics equal equity.** It is the right of every child to be exposed to a rigorous and challenging curriculum that pushes their learning far above grade-level standards, beginning in kindergarten and continuing throughout their school years. We are committed to ensuring every student has developed the necessary knowledge, skills, and academic habits for college success. The key drivers that will ensure our success are: (1) Academic program ensuring all students are exposed to curriculum aligned to state level

<sup>1</sup> Murphy, J. (2016, February 01). Poll shows wide support for charter schools. Retrieved from <https://www.democratandchronicle.com/story/news/2016/01/31/poll-unite-rochester-charter-schools-gs4a/79357592/>; Twenty of the American communities most in need of high-quality charter schools. (n.d.)

<sup>2</sup> 2018 | ROCHESTER CITY SCHOOL DISTRICT - Report Card | NYSED Data Site. (n.d.). Retrieved from <https://data.nysed.gov/essa.php?instid=800000050065&year=2018&createreport=1&38ELA=1&38MATH=1>.





academic standards; (2) Exceptional teachers being developed systematically; (3) Achievement data informing our curriculum design, instructional practices, and tutoring plans on a daily, weekly, and monthly basis; (4) Access to STEM fields, including computer science and engineering beginning in kindergarten. **Transformational education develops character.** We believe that to be successful in college and in life, students must be strong teammates as well as individual leaders. Our students will recognize that making positive choices strengthens our community, and when the community is strong all members prosper. Our school values - Leadership, Integrity, Grit, Hard work and Teamwork - will be explicitly taught by teachers and will be connected to weekly academic lessons, character lessons, and whole-school Community Circles. **Structured, joyful, and results-driven community maximizes learning.** Safe, structured, predictable and consistent systems and routines ensure all students feel safe and successful in their learning environment. Our teachers shower our students with praise when demonstrating our values, and when they need to manage behaviors, they will do so with clear directions and emotional constancy. It is our responsibility to provide a joyful environment where all students can learn and grow without the fear of unpredictability, bullying and harassment, or chaotic classrooms. Collegiate will be a results-driven community focused on student achievement. Our teachers will regularly assess student mastery and will monitor and respond to student data daily, weekly, and at pre-determined intervals throughout the year to support the academic progress of all students, including our students with disabilities and ELL/MLLs. **Literacy is the foundation for all learning.** Literacy will be a foundational element of our curriculum, with approximately 180 minutes of literacy instruction per day to ensure all students are reading at grade-level by third grade. Students will be exposed to both whole-group and small group instruction that focuses on phonics, comprehension, and writing, and across all grade spans, non-fiction texts will be embedded across all subject areas to accelerate learning and knowledge acquisition. **Every minute matters.** Our longer yearly calendar and longer daily schedule maximizes the number of minutes students spend learning, culminating in an additional 50 days per learning each year when compared with RCSD. Extended time allows for more literacy without compromising time for math, STEM, social studies, electives, or character development. Our extended calendar also allows 28 days of staff professional development, to ensure that our teachers feel supported and are delivering strong instruction each day. **Family and community partnerships are critical.** We will purposefully build strong relationships with our families that will allow families to be partners in the work and to feel engaged in their child's education. We will engage parents consistently before and throughout the school year during family orientations, monthly family events, regular communication from teachers and the school on the child's academic and personal growth, and with Family Conferences at the end of each trimester. We value strong community partnerships that will support and advance our mission and academic program. Our community outreach has allowed us to begin creating partnerships with the YMCA of Greater Rochester, the Greater Rochester Summer Learning Association, and Coordinated Care Services, Inc.

Collegiate believes that every child can and will be successful when provided a high-quality school with strong academic program. Our school design has been influenced by proven best practices and has been shaped by the needs and voices of our community, and we are committed to ensuring the success of every child.



## CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	The Collegiate School of Rochester Charter School
Proposed School Locations (District):	Rochester City School District
Name of Exiting Ed. Corporation (If applicable):	

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

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

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

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

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

<sup>2</sup> 20 USC § 7221b(b)(3)(J)

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

I, Enter name of Proposed Board Chair, hereby certify that the information submitted in this Full Application to establish Enter Name of Proposed Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair:



Date:

May 2, 2019

<sup>3</sup> 20 USC § 7221b (b)(3)(K)

<sup>4</sup> 20 USC § 7221b (b)(3)(N)



*The Collegiate School of Rochester*

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

### A. MISSION STATEMENT, OBJECTIVES, AND GOALS

**Mission.** The Collegiate School of Rochester Charter School prepares all students in kindergarten through grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, and results-driven community.

**Furthering the Objectives of the Charter Schools Act.** The school design for The Collegiate School of Rochester (“Collegiate”) aligns with the New York Charter Schools Act of 1998 and addresses each component of the Charter Schools Performance Framework, including benchmarks ensuring educational success, organizational soundness, and adherence to the charter and charter laws.<sup>1</sup> Collegiate will prepare all students to be able to graduate from college through rigorous curriculum and character development that will lead to high academic performance, while serving students living in a city that has shown the lowest growth from third grade to eighth grade in the nation.<sup>2</sup> Our school design aligns with Education Law §2850(2) with a focus on improving student learning and achievement while holding ourselves accountable for meeting measurable student achievement results. We emphasize supporting every student, especially those at risk of academic failure, through providing data-driven individualized supports to meet the needs of each student and creating a safe, structured, joyful learning environment where every student can achieve. Our academic program includes innovative teaching methods, a focus on STEM, cross-curricular planning in social studies and science, and inquiry-based instruction that supplements the more traditional direct instruction.<sup>3</sup>

**Mission-Specific Goals. Benchmark 1: Student Performance.** Collegiate’s rigorous curriculum, coupled with engaging, data-driven instruction, will ensure that our students are prepared for the NYS Assessment and nationally benchmarked assessments.<sup>4</sup>

**Figure IA.1: Benchmark 1 Performance Indicators**

GOAL 1: The school will meet or exceed academic trends towards student proficiency.	
Indicator/Measure	Metrics
1a.i - ESEA Accountability	The school will receive a minimum of “Good Standing” on the ESEA Accountability Designation in all years.
1b.i - Similar Schools Comparison	For all students and in all years, we will perform at least one standard deviation above the mean when compared to schools in NYS with the same grade configuration and similar student populations based on proficiency on the NYS 3-8 ELA and mathematics assessments average.
2a.i - Aggregate Standards-Based Trend Toward Proficiency	At least 90% of the total school population will maintain a proficient testing level or trend toward proficiency from one year’s NYS Assessment administration to the next in all tested subject areas.

<sup>1</sup> Charter School Performance Framework - NYSED. (n.d.). Retrieved from <http://www.p12.nysed.gov/psc/documents/CSPerformanceFramework022113.pdf>.

<sup>2</sup> Murphy, J. (2017, December 05). Stanford University study: Rochester schools last in U.S. in growth. Retrieved from <https://www.democratandchronicle.com/story/news/2017/12/05/stanford-cepa-rochester-academic-growth-reardon/922583001/>.

<sup>3</sup> For details on our academic program and education philosophy, please see **II. A. Education Philosophy**.

<sup>4</sup> Curriculum is backwards planned from state and national assessments and is aligned to the NYS Next Generation English Language Arts and Mathematics Standards, the NYS K-12 Social Studies Standards, and NYS P-12 Science Learning Standards.



2a.ii - Subgroup Standards-Based Trend Toward Proficiency	At least 90% of the total school population will maintain a proficient testing level or trend toward proficiency from one year's NYS Assessment administration to the next in all tested subject areas.
2b.i - Aggregate School-Level Proficiency	Each year, the percent of all tested students who are enrolled in at least their 2nd year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district.
	As measured by the Strategic Teaching and Evaluation of Progress ("STEP") assessment, at least 80% of students in K-3 will grow three STEP levels per year.
	Each year, 90% of students in the school will average a growth of at least five percentile points on Reading Comprehension and Mathematics sections of nationally norm-referenced Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), until the average percentile score reaches 80%.
2b.ii - Subgroup School-Level Proficiency	Each year, the percent of all tested students who are economically disadvantaged, students with disabilities, and ELLs/MLLs, who are enrolled in at least their 2nd year and performing at proficiency on state exam, will be greater than that of students in the same tested grades in the local school district.
	As measured by the STEP assessment, at least 80% of students who are economically disadvantaged, students with disabilities, and ELLs/MLLs in grades K-3 will grow three STEP levels per year until they reach STEP 12.
	Each year, 90% of students who are economically disadvantaged, students with disabilities, and English language learners will average growth of at least five percentile points on the Reading Comprehension and Mathematics sections of the NWEA MAP, until the average percentile score reaches 80%.
2b.iii – Grade-Level Proficiency	Each year, the percent of all tested students who are enrolled in at least their 2nd year and performing at proficiency on the state exam will be greater than that of students in the same tested grades in the local school district in each subject area and at each grade level.
	As measured by the STEP assessment, at least 80% of students who are economically disadvantaged, students with disabilities, and ELLs/MLLs in grades K-3 will grow three STEP levels per year.
	Each year, 90% of students will average growth of at least five percentile points on the Reading Comprehension and Mathematics sections of NWEA MAP, until the average percentile score reaches 80% at each grade level.

**Benchmark 2: Teaching and Learning.** Our school design outlines clear systems that will promote high expectations and shared accountability amongst Collegiate staff to ensure student academic achievement, academic growth, and our students' well-being.

**Figure IA.2: Benchmark 2 Performance Indicators**

GOAL 2: The school has rigorous curriculum and assessments aligned to Next Generation Learning Standards for all students and holds high expectations that lead to student well being, improved academic outcomes, and educational success.	
Indicator/ Measure	Metrics
1. Curriculum	The school will execute with fidelity the systems defined in its charter application for curriculum development and will evaluate annually our program against the goals defined in our charter.
2. Instruction	The school will execute with fidelity the systems defined in its charter application for ensuring high-quality instruction and will evaluate annually our program against goals defined in our charter.



3. Assessment and Evaluation	The school will execute with fidelity the systems defined in its charter application for assessment development and evaluation and will evaluate annually our program against the goals defined in our charter.
4. Supports for Diverse Learners	The school will execute with fidelity the systems defined in its charter application for supporting diverse learners and will evaluate annually our program against the goals defined in our charter.

**Benchmark 3: Culture, Climate, and Family Engagement.** Our team will ensure a safe, structured learning environment that supports the academic development and social and emotional health of all K-5 students.<sup>5</sup>

**Figure IA.3: Benchmark 3 Performance Indicators**

GOAL 3: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families and students are satisfied with the school's academics and overall leadership and management of the school.	
Indicator/Measure	Metrics
1. Behavior Management and Safety	Our behavior management system will receive a score of proficient or advanced proficient by external partners during our annual school review with regards to (a) a clear approach to discipline; (b) systems being in place to maintain safety; and (c) classroom environments promoting learning. <sup>6</sup>
2. Family Engagement	Family satisfaction with the academic program and with our communication with families will on average exceed 85%, with 85% of families responding.
3. Social-Emotional Supports	The school will execute with fidelity the systems defined in its charter application for supporting the social-emotional needs of our students, will regularly collect data to assess the effectiveness of our supports, and will evaluate annually our program against the goals defined in our charter.

**Benchmark 4: Financial Condition.** Collegiate will demonstrate fiduciary responsibility, as evidenced by performance on key financial indicators.

**Figure IA.4: Benchmark 4 Performance Indicators**

GOAL 4: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	
Indicator/Measure	Metrics
1. Near-Term Indicators	The school will operate annually with a balanced budget.
2. Sustainability Indicators	The school will meet or exceed generally accepted accounting practices (GAAP) standards as demonstrated through its annual external financial audit.

**Benchmark 5: Financial Management.** We will operate a fiscally sound, mission-aligned budget, with realistic budgetary decisions that support a long-range financial plan, with appropriate internal controls, audits, and procedures that ensure fiscal responsibility, in accordance with state law and generally accepted accounting practices (GAAP).<sup>7</sup>

**Figure IA.5: Benchmark 5 Performance Indicators**

GOAL 5: The school operates in a fiscally sound manner with realistic budgets pursuant to a long range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	
Indicator/Measure	Metrics

<sup>5</sup> Our school-wide management system will ensure a safe learning community while also implementing restorative justice practices to help students make productive choices. For details, see [II. G. School Culture and Climate](#).

<sup>6</sup> We will plan, and have budgeted for, an annual school review where external partners will observe Collegiate for a day, identify our strengths, and provide us with 2-3 actionable plans aligned to our greatest areas for improvement.

<sup>7</sup> For more information on our financial management plan, please see [III. J. Financial Management](#).





1. Accurate and Functioning Accounting Systems, Fiscal Policies, & Financial Reporting	The school will meet or exceed GAAP standards and maintain compliance with state and federal financial reporting requirements, as demonstrated through its annual external financial audit.
2. Realistic Budgets that Support Student Success	The school will operate annually with a balanced budget that supports the social and academic needs of our students, as demonstrated through its annual external financial audit.

**Benchmark 6: Board Oversight and Governance.** Our Board of Trustees will ensure competent stewardship and oversight of our school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.<sup>8</sup>

**Figure IA.6: Benchmark 6 Performance Indicators**

GOAL 6: The Board of Trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness, and faithfulness to the terms of its charter.	
Indicator/Measure	Metrics
1. Implementing Systems to Ensure Success	The Board will implement with fidelity systems defined in the charter application to evaluate and improve Board policies and procedures.
2. Effective Oversight and Performance-Based Evaluation	The Board will conduct a formal annual evaluation of the school leader and conduct a formal annual review of the effectiveness of the Board.
	The Board will conduct a formal review of organizational strengths and weaknesses.
	The Board will review monthly applicable data against charter goals.

**Benchmark 7: Organizational Capacity.** Collegiate has implemented a well-functioning organizational structure that clearly defines roles for school management, the Board, and all staff. Our systems support our academic program and teacher development, while ensuring strong operational systems.<sup>9</sup>

**Figure IA.7: Benchmark 7 Performance Indicators**

GOAL 7: The school has established a well functioning organizational structure and clearly delineated roles for staff, management, and Board members. The school has systems that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	
Indicator/Measure	Metrics
1. Leadership	School leadership will effectively hire, manage, and develop staff.
2. Professional Climate	95% of staff will choose to return to Collegiate for the upcoming school year.
	90% of staff find our professional development effective, as measured by our fall and spring staff surveys.

**Benchmark 8: Mission and Key Design Elements.** Collegiate is a mission-driven school with key design elements that support our mission and values. School management, the Board, and all staff can clearly articulate the mission and successfully implement the key design elements ensuring that all students achieve high academic performance and develop key academic skills to ensure future success.<sup>10</sup>

<sup>8</sup> For more information on Board oversight and governance, see **III. B. Board of Trustees and Governance**.

<sup>9</sup> See **III. A. Organizational Structure**, **III. C. Management and Staffing** and **III. E. Evaluation**.

<sup>10</sup> See **I. B. Key Design Elements**.



**Figure 1A.8: Benchmark 8 Performance Indicators**

GOAL 8: The school is faithful to its mission and has implemented the key design elements outlined in its charter.	
Indicator/Measure	Metric
1. Successful Implementation of Key Design Elements	We will receive a score of proficient or advanced proficient on successful implementation of our key design elements from external reviewers on our annual school review and annual walkthroughs.

**Benchmark 9: Enrollment, Recruitment, and Retention.** Collegiate is committed to ensuring we recruit, enroll, and retain a population that mirrors the district. Our emphasis on enrollment, attendance, and student retention will ensure that we live our mission of serving economically disadvantaged students, ELLs/MLLs, and students with disabilities.<sup>11</sup>

**Figure 1A.9: Benchmark 9 Performance Indicators**

GOAL 9: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter, and its enrollment and retention targets for students with disabilities, ELLs/MLLs, and students who are economically disadvantaged, or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	
Indicator/Measure	Metrics
1. Enrollment Targets	The school meets or exceeds projected enrollment by October 1 each year.
	The school enrolls a student population comparable to the district, including students with disabilities, ELLs/MLLs, and economically disadvantaged students.
	The average daily rate of attendance is 95% or higher.
2. Retention Targets	90% of grade-eligible students re-enroll the following year.
	90% of special education students and ELLs/MLLs will re-enroll the following year.

**Benchmark 10: Legal Compliance.** All applicable local, state, and federal laws, regulations, and charter provisions will be adhered to by our school.

**Figure 1A.10: Benchmark 10 Performance Indicators**

GOAL 10: The school has complied with applicable laws, regulations, and provisions of its charter.	
Indicator/Measure	Metric
1. State and Federal Compliance	The school will execute with fidelity the systems defined in its charter application in compliance with all state and federal laws, as determined by our Board's annual evaluation.

## **B. KEY DESIGN ELEMENTS**

*"Education means emancipation. It means light and liberty. It means the uplifting of the soul of man into the glorious light of truth, the light by which men can only be made free."* – Frederick Douglass

**Key Design Elements and Rationale.** All students, regardless of race, background, disability, first language, and socioeconomic status, can and will graduate from college when his or her earlier years are spent in an academic environment that engages and intellectually challenges that child.<sup>12</sup> Collegiate will provide a structured, joyful, and results-driven community where every decision is grounded in the belief that every student has a right to a high-quality education, and the responsibility is ours to ensure

<sup>11</sup> For more information on enrollment, recruitment, and retention, please see **I. F. Enrollment, Recruitment, and Retention**.

<sup>12</sup> *Urban Charter School Study Report on 41 Regions 2015*. [urbancharters.stanford.edu/download/Urban Charter School Study Report on 41 Regions.pdf](http://urbancharters.stanford.edu/download/Urban%20Charter%20School%20Study%20Report%20on%2041%20Regions.pdf); Boser, Ulrich, and Perpetual Baffour. "Revisited: Do Schools Challenge Our Students?" *Center for American Progress*, 6 Mar. 2017, [www.americanprogress.org/issues/education-k-12/news/2017/03/07/427522/revisited-do-schools-challenge-our-students/](http://www.americanprogress.org/issues/education-k-12/news/2017/03/07/427522/revisited-do-schools-challenge-our-students/).



that all students are college-ready and college-bound. Our key design elements have been significantly influenced by the study of high-performing charter schools through the Lead Founder's working with both Uncommon Schools and the Building Excellent Schools (BES) Fellowship, as well as with input from the Rochester community. These elements have proven successful with economically disadvantaged students, students with disabilities, and ELLs/MLLs.<sup>13</sup> **Rigorous, engaging academics equal equity.** Every child has the right to be exposed to a rigorous, engaging curriculum that pushes their learning far above grade-level standards, beginning in kindergarten and continuing throughout their school years. That learning experience in the elementary grades will best prepare our students for the rigors of middle school, high school, college, and beyond. According to a 2018 study by TNTP, access to "grade-appropriate assignments, strong instruction, deep engagement, and teachers with high expectations" has been largely denied to four important subgroups of students: economically disadvantaged students, students of color, students with disabilities, and ELLs/MLLs.<sup>14</sup> To ensure that all students are provided an equitable education, the key drivers that will ensure success are: (1) an academic program ensuring all students are exposed to curriculum aligned to state level academic standards; (2) exceptional teachers being developed systematically;<sup>15</sup> (3) achievement data that informs our curriculum design, instructional practices, and tutoring plans on a daily, weekly, and monthly basis; and (4) access to STEM fields, including computer science and engineering beginning in kindergarten. **Transformational education develops character.** Our students will recognize that making positive choices strengthens their community, and when their community is strong, all members prosper.<sup>16</sup> Through an intentional focus on character development, our students will understand the value of supporting one another and will benefit from the support of our learning community. These beliefs are exemplified in our **LIGHT** values of Leadership, Integrity, Grit, Hard Work, and Teamwork. Employers seek strong communicators who think critically, demonstrate leadership, display a positive attitude, and work as a team.<sup>17</sup> These skills directly overlap with the character traits that our students need to develop and embody to succeed in college and career. Our school values and college-bound mission will be connected to our curriculum, character education, and weekly, whole-school Character Circles. Our LIGHT values will equip students with the soft and vitally important skills needed to succeed in secondary school, college, and life. **Structured, joyful, and results-driven community maximizes**

<sup>13</sup> Our vision has been shaped by high performing schools with a track record of success educating economically disadvantaged students, students with disabilities, and ELLs/MLLs students. Brooke Charter Schools in Boston, MA outperformed the State of Massachusetts on both English Language Arts and Math at every grade level, 3-8; Nashville Classical in Nashville, TN, with a 71% free/reduced lunch population, outperformed the State of Tennessee by 33% and 14% in grade 3 for English Language Arts and Math; Springfield Prep in Springfield, MA, with 24% ELL/MLL population, outperformed the State of Massachusetts by 25% and 27% points respectively for 3<sup>rd</sup> grade English Language Arts and Math; and University Prep in Denver, CO, with a 10% student with disabilities population, outperformed the State of Colorado on the 3<sup>rd</sup>-5<sup>th</sup> grade English Language Arts and Math PARCC assessments.

<sup>14</sup> <https://tntp.org/publications/view/student-experiences/the-opportunity-myth>.

<sup>15</sup> As a Principal at Uncommon Schools for 9 years, Lead Founder David McBride been trained in and implemented staff professional development including Summer PD, observation and feedback meetings, and data action planning. For more information on teacher supports and professional development, please see **III. D. Staff Supervision and Development**.

<sup>16</sup> Why we need character education. (n.d.). Retrieved from <http://www.veanea.org/home/2227>; Seider, S. (2012). *Character compass: How powerful school culture can point students toward success*. Cambridge, MA: Harvard Education Press.

<sup>17</sup> Doyle, A. (n.d.). Soft Skills List and Examples. Retrieved from <https://www.thebalancecareers.com/list-of-soft-skills-2063770>; Majid, S., Liming, Z., Tong, S., & Raihana, S. (2012). Importance of Soft Skills for Education and Career Success. *International Journal for Cross-Disciplinary Subjects in Education*, 2(Special 2), 1036-1042. doi:10.20533/ijcdse.2042.6364.2012.0147.



**learning.** Collegiate will provide a safe, structured, and joyful environment where our students can learn and grow. Structured, predictable, and consistent systems and routines ensure that all students feel safe and successful in their learning environment by eliminating chaos and confusion in the classroom, allowing students to focus on learning. Students living in poverty, a disproportionate number of whom have been exposed to issues such as violence, are adversely impacted by trauma, which can make learning difficult, especially in schools lacking safe structures or with teachers unequipped to support students with trauma.<sup>18</sup> With over 91% of students in Rochester living in poverty, we are committed to adopting trauma-informed practices that will equip our teachers to better support students while also creating an academically rigorous environment.<sup>19</sup> Our teachers will teach with joyful enthusiasm and demonstrate passion for their content – including regular positive praise for students, celebrations of both effort and success, and use of daily chants and cheers. Collegiate will be a results-driven community with a relentless focus on academic data and data-analysis that will inform our academic program.<sup>20</sup> Our teachers will regularly assess student mastery and will be trained on how to monitor and respond to student data daily, weekly, and at pre-determined intervals throughout the year to support the academic progress of all students, including our students with disabilities and ELLs/MLLs.<sup>21</sup> **Literacy is the foundation for all learning.** A child who can read at grade level by third grade is significantly more likely to graduate from high school.<sup>22</sup> Literacy will be a foundational element of our curriculum, with approximately 180 minutes of literacy instruction per day on our four full days and 120 minutes on our abbreviated days, totaling an additional 390 minutes of literacy instruction weekly when compared to Rochester City School District (RCSD) schools. We believe in developing strong readers, who are equipped with oral and written communication skills, and who are expertly prepared to problem-solve, think critically, and apply reason. Knowing that the inability to read at grade level by third grade is a predictive measure for future struggles, we will ensure that all our students are at or above grade level by second grade as measured by STEP assessments and the NWEA Map assessment.<sup>23</sup> Our students will experience a robust literacy program with both whole-

<sup>18</sup> “New Research Shows the Connection Between Poverty, Violence, and Trauma.” *YMCA of Metro Chicago | Chicago, IL*, [www.ymcachicago.org/blog/entry/new-research-shows-the-connection-between-poverty-violence-and-trauma/](http://www.ymcachicago.org/blog/entry/new-research-shows-the-connection-between-poverty-violence-and-trauma/); “The Toxic Stress of Poverty and Its Effects.” *Stand Together*, 25 July 2018, [www.stand-together.org/toxic-stress-poverty-effects/](http://www.stand-together.org/toxic-stress-poverty-effects/); Hughes, Michelle, and Whitney Tucker. “Poverty as an Adverse Childhood Experience.” *North Carolina Medical Journal*, [www.ncmedicaljournal.com/content/79/2/124.full](http://www.ncmedicaljournal.com/content/79/2/124.full); ASCD. “Responding with Care to Students Facing Trauma.” *Responding with Care to Students Facing Trauma - Educational Leadership*, [www.ascd.org/publications/educational-leadership/dec17/vol75/num04/Responding-with-Care-to-Students-Facing-Trauma.aspx](http://www.ascd.org/publications/educational-leadership/dec17/vol75/num04/Responding-with-Care-to-Students-Facing-Trauma.aspx).

<sup>19</sup> Our Lead Founder attended a workshop led by Gwen Olton, Associate Director for the Practice Transformation Team at CCSI, on 11.30.18. Ms. Olton develops and delivers workshops focused on trauma-informed care and presented her workshop to our Lead Founder, which included school-based practices that can best support students impacted by trauma.

<sup>20</sup> Lead Founder, David McBride has been trained in creating and leading weekly data-meetings through his work with Uncommon Schools that will focus on the academic standards being taught each week.

<sup>21</sup> For more information on our assessment system, see **II. E. Assessment System**.

<sup>22</sup> “Early Warning! Why Reading by the End of Third Grade Matters.” (n.d.). Retrieved from <https://www.aecf.org/resources/early-warning-why-reading-by-the-end-of-third-grade-matters/>.

<sup>23</sup> Fisher, O. (2016, September 07). “Why Third Grade May Be the Most Decisive Year In a Child's Education.” Retrieved from [https://www.huffingtonpost.com/entry/pivot-point-why-third-grade-may-be-the-most-decisive\\_us\\_57c740f4e4b0b9c5b7365945](https://www.huffingtonpost.com/entry/pivot-point-why-third-grade-may-be-the-most-decisive_us_57c740f4e4b0b9c5b7365945); Serious Consequences Ahead for Kids Unable to Read by 3rd Grade. (n.d.). Retrieved from <http://ctafterschoolnetwork.org/serious-consequences-ahead-for-kids-unable-to-read-by-3rd-grade/>; Wexler, N. (2018, April 13). Why American Students Haven't Gotten Better at Reading in 20 Years. Retrieved from <https://www.theatlantic.com/education/archive/2018/04/-american-students-reading/557915/>.



group and small-group instruction that includes daily read aloud, phonics, guided reading, writing, and close reading for deeper textual analysis.<sup>24</sup> Students will read diverse texts and demonstrate argumentative and persuasive writing to show a deeper understanding of the texts. Across all grade spans and content areas, non-fiction texts will be embedded to accelerate learning and knowledge acquisition, helping to reverse the vocabulary and knowledge gap experienced by traditionally economically disadvantaged communities.<sup>25</sup> Our literacy program has been influenced by Brooke Charter Schools, Nashville Classical, and Neighborhood Charter School of Harlem, which have proven records of literacy success.<sup>26</sup> **Every minute matters.** A staple of top-performing urban charter schools has been to maximize the number of instructional minutes in the school day and school year, which has proven effective in closing the achievement gap for economically disadvantaged students.<sup>27</sup> We will have a longer annual calendar and longer daily schedule that together maximize instructional minutes, with our non-abbreviated day beginning instruction at 7:45am and students dismissing at 4:00pm. In comparison with RCSD, which has a 182-day academic calendar for students and 185-day professional calendar for staff, Collegiate will have an approximately 187-day academic calendar for students and a 215-day professional calendar for staff. The longer school year and extended school day will ensure more instructional time, allowing us to implement rigorous and engaging curriculum, including literacy, math, social studies, science, computer science, and engineering as well as to implement a targeted intervention program ensuring all students receive frequent small group or individualized tutoring and more professional development time. **Family and community partnerships are critical.** We need families to be active participants in their children’s education and to have the necessary tools to best support their children at home with academic work. Strong partnerships between the school and the family are proven to have positive effects on student academic performance.<sup>28</sup> We will strategically engage our families in numerous ways: **annually**, new families will meet individually with the Head of School prior to the school year, and all families will attend a Family Orientation so that every stakeholder is clear on the “why” behind our policies and will be shown ways to support their child’s learning at home; **monthly**, we will hold “Coffee Hours” with the Head of School and workshops to continue giving families tools to best support their child’s academic work at home. Families will receive two biweekly progress reports on their child’s academic progress and biweekly calls from their child’s advisor to discuss the student’s progress; **daily**, a homework log will go home to be reviewed and signed by families, including any

<sup>24</sup> For more information on our literacy program, please see **II. B. Curriculum**.

<sup>25</sup> A. (n.d.). “Research Says / Nonfiction Reading Promotes Student Success.” Retrieved from <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx>; Bellafante, G. (2012, October 06). Before a Test, a Poverty of Words. Retrieved from <https://www.nytimes.com/2012/10/07/nyregion/for-poor-schoolchildren-a-poverty-of-words.html>.

<sup>26</sup> Gonzales, Jason. “Nashville Classical Shines in City’s Early Literacy Efforts.” *The Tennessean*, The Tennessean, 2 Jan. 2018, [www.tennessean.com/story/news/education/2018/01/02/nashville-classical-shines-citys-early-literacy-efforts/968849001/](http://www.tennessean.com/story/news/education/2018/01/02/nashville-classical-shines-citys-early-literacy-efforts/968849001/). An overview of Neighborhood Charter School of Harlem’s literacy curriculum can be found here: “Curriculum.” NCS, [ncschools.org/about-ncs/curriculum/](http://ncschools.org/about-ncs/curriculum/).

<sup>27</sup> Shepard, N. (2014, May 25). “Longer school days mean better grades, studies say.” Retrieved from <https://www.deseretnews.com/article/865603819/Longer-school-days-mean-better-grades-studies-say.html>; Extending the School Day. (n.d.). Retrieved from <http://www.scholastic.com/browse/article.jsp?id=3755837>.

<sup>28</sup> “How Family, School, and Community Engagement Can Improve/” (n.d.). Retrieved from <https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf>



notes related to the child's day. We understand the importance of building strong community partnerships and have thus far established partnerships with the YMCA of Greater Rochester (YMCA), who will provide after-school care for our families, and with the Greater Rochester Summer Learning Association (GRSLA), who will provide a summer learning camp for our students that focuses on literacy, STEM, social-emotional supports, and physical activities. Additionally, we have begun discussions with Coordinated Care Services, Inc., (CCSI) to provide trauma-informed practice training to our staff during summer professional development and ongoing support on a monthly basis. Our Lead Founder has established a close relationship with Action for a Better Community (ABC) and their Head Start programs, which will provide us with a regular platform to engage with potential families.

### C. COMMUNITY AND STUDENTS TO BE SERVED

*"... [M]any parents attribute the District's long history of underperforming to a systemic perpetuation of individual, institutional, and structural racism. In addition, all stakeholders cited a culture of low expectations for students." – Excerpt from the Rochester Distinguished Educator Report<sup>29</sup>*

According to Stanford University's Center for Education Policy analysis from 2017, Rochester-area primary schools "are dead last among the 200 largest cities in the country for academic growth."<sup>30</sup> The study revealed that Rochester students, district and charter, only progressed "2.9 grade levels in five years from third grade to eighth grade, the worst mark among the 200 largest cities in the U.S."<sup>31</sup> Further, a recent report revealed that Rochester schools continue to become more segregated, and that "segregated schools can perpetuate economic and social inequality," with currently less than 80% of black adults in Rochester having a high-school diploma and the "median income for black area households...is less than half the white median household income."<sup>32</sup> With more than half of our children living below poverty level, and with less than 2% of economically disadvantaged students scoring advanced proficient on all grades 3-8 English language arts and mathematics tests, there is significant need for a quality elementary school option in Rochester.<sup>33</sup>

**Current Educational Options.** The primary proposed location for Collegiate is the Crescent area of Rochester, known as the 'Crescent of Poverty' and 'Fatal Crescent.' Three of our targeted neighborhoods fall within The Crescent – Marketview Heights, Edgerton, and Brown Square – with our fourth targeted neighborhood, Beechwood, bordering Marketview Heights. There is significant need and desire for high-performing charter schools in these neighborhoods due to persistently high poverty rates and low academic performance. According to a 2015 Unite Rochester poll, "71 percent of county

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<sup>29</sup> "Rochester Distinguished Educator Report: 84 Recommendations to Improve Student Learning and District Operations." *New York State Education Department*, 14 Nov. 2018, [www.nysed.gov/news/2018/rochester-distinguished-educator-report-84-recommendations-improve-student-learning-and](http://www.nysed.gov/news/2018/rochester-distinguished-educator-report-84-recommendations-improve-student-learning-and).

<sup>30</sup> <http://cepa.stanford.edu/news/stanford-university-study-rochester-schools-last-us-growth> Stanford University study: Rochester schools last in U.S. in growth. (2017, December 05). Retrieved from <http://cepa.stanford.edu/news/stanford-university-study-rochester-schools-last-us-growth>.

<sup>31</sup> Ibid.

<sup>32</sup> Stebbins, S., & Comen, E. (2018, November 09). The Worst Cities For Black Americans. Retrieved from <https://247wallst.com/special-report/2018/11/09/the-worst-cities-for-black-americans-4/2/>.

<sup>33</sup> R. (2015, January 09). Report: Rochester tops 'extreme poverty' list. Retrieved from <https://www.democratandchronicle.com/story/news/2015/01/08/rochester-poverty-act-community-foundation-report/21452093/>





residents would like to see charter schools expand to serve more children.”<sup>34</sup> The Thomas B. Fordham Institute reported the urgent need for charter elementary schools in the Northwest and Southwest Quadrants of Rochester, including the Edgerton and Brown Square neighborhoods.<sup>35</sup> With current charter waiting lists exceeding 3,000 students, Collegiate exists to fill this need.<sup>36</sup> The Rochester City School District (“RCSD”) consistently performs far below both state and county averages on the grades 3-8 New York State Assessments. The RCSD scored 11.4% proficient in ELA and 10.7% proficient in math on the 2018 grades 3-8 state exams.<sup>37</sup> In comparison, the New York state averages were approximately 35% higher in both ELA and math; the county average was 39% in ELA and 41% in math; two neighboring affluent school districts, Pittsford and Penfield, averaged 68% proficient in ELA and 74% proficient in math, respectively.<sup>38</sup> When compared to New York state’s “Big 5 City School Districts,” Rochester has continued to produce the lowest results, demonstrating little growth from year to year.<sup>39</sup> Data from the 2017 and 2018 NYS ELA and mathematics exams reveal the existence of an achievement gap in Rochester, especially when disaggregated to show the performance of students requiring special education, ELLs/MLLs, economically disadvantaged students, and African American students. **Figure IC.1** shows the performance results in terms of proficiency on each exam.

**Figure IC.1: 3-5<sup>th</sup> Grade Disaggregated State Assessment Proficiency Scores<sup>40,41</sup>**

	General Education	Economically Disadvantaged	Students with Disabilities	ELLs / MLLs	African American Students	All Students
<b>2017</b>						
<b>ELA</b>	10%	7%	1%	1%	7%	8%
<b>Math</b>	13%	9%	2%	3%	8%	11%
<b>2018</b>						
<b>ELA</b>	15%	16%	2%	3%	10%	12%
<b>Math</b>	17%	12%	2%	5%	11%	14%

For the proposed Beechwood, Brown Square, Edgerton, and Marketview Heights areas, student performance has consistently ranked far below the state average in both ELA and

<sup>34</sup> Murphy, J. (2016, February 01). Poll shows wide support for charter schools. Retrieved from <https://www.democratandchronicle.com/story/news/2016/01/31/poll-unite-rochester-charter-schools-gs4a/79357592/>.

<sup>35</sup> Twenty of the American communities most in need of high-quality charter schools. (n.d.). Retrieved from <https://edexcellence.net/articles/twenty-of-the-american-communities-most-in-need-of-high-quality-charter-schools#NY>

<sup>36</sup> Murphy, J. (2017, November 21). Charter schools draw thousands, with Rochester Prep leading the way. Retrieved from [www.democratandchronicle.com/story/news/2017/11/20/rochester-ny-charter-school-enrollment-rochester-prep/844526001/](http://www.democratandchronicle.com/story/news/2017/11/20/rochester-ny-charter-school-enrollment-rochester-prep/844526001/).

<sup>37</sup> 2018 | ROCHESTER CITY SCHOOL DISTRICT - Report Card | NYSED Data Site. (n.d.). Retrieved from <https://data.nysed.gov/essa.php?instid=800000050065&year=2018&createreport=1&38ELA=1&38MATH=1>.

<sup>38</sup> State Education Department Releases Spring 2018 Grades 3-8 ELA & Math Assessment Results. (2018, September 26). Retrieved from [http://www.nysed.gov/news/2018/state-education-department-releases-spring-2018-grades-3-8-ela-math-assessment-](http://www.nysed.gov/news/2018/state-education-department-releases-spring-2018-grades-3-8-ela-math-assessment-results)

<sup>39</sup> State Education Department Releases Spring 2017 Grades 3-8 ELA and Math Assessment Results. (2017, August 22). Retrieved from [http://www.nysed.gov/news/2017/state-education-department-releases-spring-2017-grades-3-8-ela-and-math-assessment-](http://www.nysed.gov/news/2017/state-education-department-releases-spring-2017-grades-3-8-ela-and-math-assessment-results) results; State Education Department Releases Spring 2018 Grades 3-8 ELA & Math Assessment Results. (2018, September 26).

<sup>40</sup> NYSED Data Site. (n.d.). Retrieved from <https://data.nysed.gov/>.

<sup>41</sup> 2018 | ROCHESTER CITY SCHOOL DISTRICT - Report Card | NYSED Data Site. (n.d.). Retrieved from <https://data.nysed.gov/essa.php?instid=800000050065&year=2018&createreport=1&38ELA=1&38MATH=1>; 2018 | ROCHESTER CITY SCHOOL DISTRICT - Report Card.



math. Over the last two years, the average performance of all schools in the target zip codes across grades 3-8 was 12%.<sup>42</sup> There are approximately 6,000 students currently enrolled in charter schools across Rochester.<sup>43</sup> Approximately 4,400 are anticipated to be enrolled in charter schools in the 14605, 14609, 14611, 14613, and 14621 zip codes in 2018, as noted in the table below.

**Figure IC.2: Rochester Charter Schools – 2018 Enrollment and Proficiency, Grades 3-5**

Charter Schools in Proposed Zip Codes	Grades	Enrollment	ELA	Math
Roc Achieve CS	5-8	286	15%	25%
Rochester Prep Elementary School - Jay St	K-4	450	60%	77%
Rochester Prep West Campus MS	5-8	355	27%	29%
Exploration Elementary CS	K-2	175	N/A	N/A
Rochester Prep West Campus ES	K-4	450	81%	87%
Rochester Prep ES 3	K-2	90	N/A	N/A
Eugenio Maria De Hostos CS	K-11	619	42%	46%

**Community Demographics.** Our target communities include Beechwood, Brown Square, Edgerton, and Marketview Heights.<sup>44</sup> These neighborhoods represent underserved and impoverished families who have historically lacked access to quality education. According to a deep analysis study of poverty in 2015, Rochester has the highest extreme poverty level in the nation, with 16.2% of people living in extreme poverty, and ranked 6<sup>th</sup> highest in the nation, with 50.3% of our students living in poverty.<sup>45</sup> In the proposed locations, the poverty rate has risen as high as 67.2% and infant mortality rates rank as one of the highest in the country.<sup>46</sup> Low proficiency levels in elementary and middle schools result in low high school graduation rates, especially for economically disadvantaged students in Rochester, whose graduation rate was 49% in 2018.<sup>47</sup> In the neighborhoods of Edgerton, Brown Square, and Marketview Heights, 41% of adult residents have less than an Associate's degree and 19% have Bachelor's degrees; the median income for these neighborhoods is \$19,104.<sup>48</sup> These factors result in a persistent achievement gap and cycle of poverty for these families.

<sup>42</sup> Breidenbach, M. (2017, December 02). 2017 ELA, math test scores: Compare every public school in New York state. Retrieved from [https://www.newyorkupstate.com/schools/2017/08/2017\\_ela\\_math\\_test\\_scores\\_compare\\_every\\_public\\_school\\_in\\_new\\_york\\_state.html](https://www.newyorkupstate.com/schools/2017/08/2017_ela_math_test_scores_compare_every_public_school_in_new_york_state.html); NYSED Data Site. (n.d.). Retrieved from <https://data.nysed.gov/>.

<sup>43</sup> "Charter schools draw thousands, with Rochester Prep leading the way." Retrieved from <https://www.democratandchronicle.com/story/news/2017/11/20/rochester-ny-charter-school-enrollment-rochester-prep/844526001/>.

<sup>44</sup> This includes zip codes 14605, 14606, 14607, 14608, 14609, 14613, 14614, 14621, 14605, 14606, 14608, 14613, 14621, 14606, 14608, 14614, 14605, 14609, and 14607.

<sup>45</sup> Doherty, E. J. (2015). *Benchmarking Rochester's Poverty A 2015 Update and Deeper Analysis of Poverty in the City of Rochester* (pp. 2-4, Rep.). Rochester, NY: Rochester Area Community Foundation and ACT Rochester. doi: [http://actrochester.org/sites/default/files/Poverty Report Update 2015-0108.pdf](http://actrochester.org/sites/default/files/Poverty%20Report%20Update%202015-0108.pdf); Murphy, J. (2018, June 06). Why are Rochester schools America's worst? Study Kodak Park School 41. Retrieved from

<https://www.democratandchronicle.com/story/local/communities/time-to-educate/stories/2018/06/06>.

<sup>46</sup> Twenty of the American communities most in need of high-quality charter schools. (n.d.). Retrieved from <https://edexcellence.net/articles/twenty-of-the-american-communities-most-in-need-of-high-quality-charter-schools#NY>; Alford, N. (2014, November 18). Rochester Infant Mortality Rate Double the National Average. Retrieved from <https://www.rochesterfirst.com/news/rochester-infant-mortality-rate-double-the-national-average/188533670>.

<sup>47</sup> 2018 | ROCHESTER CITY SCHOOL DISTRICT - Graduation Rate Data | NYSED Data Site. (n.d.). Retrieved from <https://data.nysed.gov/gradrate.php?year=2018&instid=800000050065>.

<sup>48</sup> Overview of Edgerton, Rochester, New York (Neighborhood). (n.d.). Retrieved from <https://statisticalatlas.com/neighborhood/New-York/Rochester/Edgerton/Overview>; Living in South Marketview Heights. (n.d.). Retrieved from <https://www.niche.com/places-to-live/n/south-marketview-heights-rochester-ny/> / Overview of Brown Square,





**Student Demographics.** The RCSD currently educates 26,057 students, kindergarten through twelfth grade. The student population is 57% African American, 29% Hispanic, 10% White, 4% Asian, and less than 1% designated multiracial or Native American; 15% of students are ELLs/MLLs, 21% are students with disabilities, and 91% are economically disadvantaged. Collegiate will enroll a similar student demographic as RCSD in terms of economically disadvantaged students (91%), students with disabilities (21%), and ELL/MLL students (15%). To accommodate the individual needs of our students, we will focus on targeted, data-driven small group instruction for both literacy and math and will have a robust staffing model including a Director of Student Supports, and one licensed special education teacher and one certified ENL teacher per academy.<sup>49</sup>

**Meeting the Needs of the Community.** Through our public outreach, we have solicited input and feedback from over 200 families, community leaders, and organizations, with a specific focus on hearing what our community wants to see in a school. Elements most commonly desired are: (1) rigorous academics, (2) restorative behavioral management systems and trauma-informed practices, (3) safe, structured school environment, (4) strong family partnerships, and (5) strong community partnerships. We are also keenly aware of the need to better educate and support students with disabilities and ELL/MLL students. Given this need, we have intentionally sought out these families during our public outreach, explicitly stating in informational fliers our commitment to serving students with disabilities and ELLs/MLLs and making this a priority point in our public forums. We have created our fliers in English and Spanish to ensure families have access to our school information, and our proposed Head of School has leveraged his own network of multilingual families to both share our fliers in Rochester's Hispanic community and introduce us to the Ibero-American Action League ("Ibero"). Ibero serves Hispanic families and will allow us to hold information sessions later in the spring. We have recently established a relationship with Bijaya Khadka, the Executive Director of the House of Refuge, who will be assisting us in connecting with former refugee families living in Rochester. For more information, see **Table 2: Public Outreach Information.**

**Community Support.** Our ongoing community engagement and family recruitment began in September 2018, with specific focus on connecting with economically disadvantaged students, students with disabilities, and ELLs/MLLs. For details regarding Collegiate's support from the community see **Table 2: Public Outreach Information** and **Attachment 2c: Evidence of Community Support.** Throughout our community engagement, we have experienced no opposition from the community.

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

**Applicant Group History and Capacity.** Collegiate's Founding Team is composed of high-capacity, mission-aligned individuals who are steadfast in their belief that all students can and will succeed at Collegiate. Our Lead Founder and proposed Head of School, working closely with Building Excellent Schools (BES), identified, interviewed, and vetted our

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Rochester, New York (Neighborhood). (n.d.). Retrieved from <https://statisticalatlas.com/neighborhood/New-York/Rochester/Brown-Square/Overview>.

<sup>49</sup> In year 1 we will have a Student Supports Coordinator who will grow not the role of Director of Student Supports in year 3.



Founding Team members through a rigorous selection process throughout the late summer and early fall of 2018.<sup>50</sup> We prioritized finding individuals who had deep ties to Rochester: our Founding Team has two members born and raised in Rochester and educated through RCSD; five members live and/or work in Rochester; and two members live and work in neighboring towns and want to give back to Rochester. The team brings experience in finance, governance, management, strategic planning, education, non-profit, real estate, and community engagement. During individual weekly meetings with members, monthly Board meetings, and our full-day Board retreat in February, our team was able to give input on the mission and vision of our school, as well as provide input to our key design elements. Our Founding Team continues to prepare to be a governing body through monthly Board meetings, in which we analyze and discuss our school design, academic program, and the Charter School Performance Frameworks, and how they will successfully govern and provide effective oversight for Collegiate.<sup>51</sup>

**Lead Founder and Proposed Head of School David McBride** was born and raised in upstate New York and has lived in Rochester for the past 13 years. Mr. McBride was the founding 5<sup>th</sup> grade social studies teacher and then Principal at True North Rochester Preparatory Charter School, Brooks Campus.<sup>52</sup> With his 8<sup>th</sup>-grade students returning predominantly to RCSD schools following 8<sup>th</sup> grade, Mr. McBride committed to founding Rochester Prep High School in 2014, ensuring that students had access to a high-quality school option through 12<sup>th</sup> grade. Understanding that families in Rochester needed additional high-performing schools, Mr. McBride joined the Building Excellent Schools (BES) Fellowship. This experience has allowed Mr. McBride to create strong relationships with high-performing urban charter schools and charter school leaders nationally, and has included a Leadership Residency at University Prep in Denver, Colorado. He holds a B.A. in History and American Studies from Hobart and William Smith Colleges and an M.A. in American Studies and M.Phil. from the University of Nottingham. Mr. McBride completed the National Principals Academy Fellowship at Relay Graduate School of Education.

**Founding Board Member and Proposed Board Chair Lenora Reid-Rose** is the Director of Cultural and Linguistic Competence and former CFO at Coordinated Care Services, Inc. (CCSI), which focuses on developing and implementing assessments and programs on cultural competency. A long-time Rochesterian who was born and raised in Jamaica, she has dedicated her life to positively impacting her community through her work overseeing community programs and experience on boards focused on helping youth, minority populations, and persons impacted by mental health. Ms. Reid-Rose received her M.B.A. from Rochester Institute of Technology and Business Administration degree and Teaching Certification from the University of the West Indies in Jamaica.

**Founding Board Member and Proposed Vice Chair Susan Stites-Doe** is Interim Dean and Professor at the School of Business and Management at The College at Brockport. Ms. Stites-Doe has extensive experience in

<sup>50</sup> Each member met individually with the Lead Founder on multiple occasions, whether in person or over the phone, and was interviewed by the governance team at BES. Our team members were selected based on their skillsets, experiences, and their ability to work well as a governing body to ensure that Collegiate makes good on the promises of our charter. To recruit the Founding Team, our Lead Founder, David McBride, met with over 100 community organizations, leaders, and residents.

<sup>51</sup> For more information on our board and governance, please see [Attachment 5a: New Applicant and School Trustee Background Information Form](#) and [Table 1. Applicant Group Information](#).

<sup>52</sup> As a first year Principal, while still teaching honors English, Mr. McBride's 8<sup>th</sup> grade students produced the 6<sup>th</sup> highest literacy scores on the 2009-2010 NYS English Language Arts exams for all New York public schools.



higher education and governance, having worked at Brockport for the past 35 years and having over 20 years of governance experience. Her experience at the School of Business and Management, coupled with her governance work, illustrates her belief and commitment to data-driven decision making. Ms. Stites-Doe holds a B.S. in Marketing from SUNY Plattsburgh, an M.B.A. in Marketing Management from Pace University, and a Ph.D. from the SUNY Buffalo School of Management. **Founding Board Member and Proposed Treasurer William Blik** is Vice President at Citizens Bank in Rochester. He has an extensive background in business and finance, which includes serving as Vice President of M&T Bank, President and General Manager of the Reliance Contracting Group, Inc., and Principal at Oleet & Company, LLC and Oleet Partners, LP. A long time New York resident, Mr. Blik currently serves as a member of the Finance Committee for Volunteers of America of Upstate New York and has served as Vice President of St. Bonaventure University National Alumni Board. Mr. Blik's experience in business, finance, and board governance will be a true benefit to our team. Mr. Blik earned B.B.A. with a concentration in Finance from St. Bonaventure University. **Founding Board Member and Proposed Secretary Cameron Lewis** is Associate Program Director at Playworks, a non-profit that develops social and emotional skills in children through increased physical activity. Mr. Lewis has great knowledge working with communities resulting from his time in both higher education and secondary schools. He was the Assistant Director for the RIT Liberty Partnership Program and was a counselor at True North Rochester Preparatory Charter School. Born and raised in Rochester, Mr. Lewis brings educational insight, community outreach and strategic planning skills, and an understanding of social-emotional learning to our team. Mr. Lewis holds a B.A. in Communication and M.A. in Informatics Program from SUNY Buffalo and is currently completing his Ph.D. in Human Development at the University of Rochester. **Founding Board Member Theresa Hall**, a life-long resident of Rochester, is a cook at the University of Rochester. Ms. Hall raised her grandson, beginning at age 2, and always stressed to him the importance of education. She was instrumental in his success at Rochester Prep, where he was awarded the first QuestBridge scholarship of any Rochester student. She brings the unique experience of a community resident, parent, and grandparent, and has played a pivotal role in our community engagement efforts. Ms. Hall graduated from James Madison High School in Rochester, NY. **Founding Board Member Timothy Johnson** is the Program Coordinator for two academic programs within the Urban League of Rochester – the Salute to Black Scholars program and the Early Recognition program. His work allows him to interact with African American high school students and their families pursuing college and offer college exploration support, scholarship opportunities, and college readiness support. Mr. Johnson is driven by his own experiences growing up in Brooklyn and relates his story of how education paved the way for his success to experiences of the students and families in Rochester. His vast experience in education brings a needed skillset to our board. Mr. Johnson holds a B.S. in Political Science from The College at Brockport. **Founding Board Member Robert Pisanelli** is Principal at U.S. Realty Capital, a position he has held for nearly 15 years. Mr. Pisanelli has closed over \$1 billion dollars in commercial real estate deals and has developed a reputation for his strong character. Mr. Pisanelli is also the founder and sole owner of USRC Hospitality Financing Company, where he is responsible



for the origination, commitment, and closing of hotel loans across the country. A resident of Monroe County since 2004, Mr. Pisanelli's extensive background in finance and real estate will be great assets to our Founding Team. Mr. Pisanelli holds a B.A. in Economics from Hobart and William Smith Colleges and M.B.A. from East Carolina University.

**Charter Application Development.** The primary author of our charter application is Lead Founder David McBride. The intentional design of Collegiate was informed by his time at Uncommon Schools and during the BES Fellowship, as well as through input from the Rochester community.<sup>53</sup> Mr. McBride received input from the Founding Team and the community around the mission, vision, and key design elements of the school. Input from the community has been solicited at our two public forums, tabling and information sessions, individual meetings with families of age-eligible students, individual meetings with families with students currently enrolled in RCSD schools, and canvassing our targeted neighborhoods. Collegiate has also solicited feedback from community leaders and education partners and has incorporated their feedback in our school design, ensuring a shared vision for excellence for a high-quality school in Rochester.

## **E. PUBLIC OUTREACH**

**Informing our community.** Our community engagement began in September 2018 and remains ongoing. To date, we have met with and solicited input from over 200 community members and families, community leaders, community organizations, educational partners, elected officials, and industry partners. We have distributed more than 900 fliers through our "Feet on the Street" campaign and at tabling sessions across our community, with a focus on reaching families with children who are age-eligible for Collegiate. During tabling sessions and when distributing fliers throughout the community, we have shared information about our proposed location, grades we will serve, and the targeted student populations that we will educate. Through these efforts, we have highlighted a few important aspects of Collegiate: First, we will educate all students, regardless of race, socio-economic status, first language, or disability. Additionally, we have shared the key design elements of our school, including our robust literacy program, strong family partnerships, character development, and our safe, structured, and joyful learning community. In total, we have reached more than 1,100 individuals to share the detailed plans for The Collegiate School of Rochester. For more information on our updated community outreach, please see **Table 2: Public Outreach Information**.

**Stakeholder Input.** Throughout our public outreach, we have remained steadfast in listening to the needs of our community, as Collegiate intends to be a manifestation of what is needed for our students to be successful. We have attended over 100 meetings with community members and families, community leaders, community organizations, educational partners, politicians, and industry partners. Using social media, our website, and canvassing of our proposed neighborhoods, we have solicited feedback through digital and print surveys to further hear from our community. We have also held two public forums and 10 tabling and information sessions in which we have listened to the

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<sup>53</sup> During the BES Fellowship, Mr. McBride has studied best practices of 30+ high-performing charter schools, including Brooke, Nashville Classical, Springfield Prep, and University Prep – all informing the mission, vision, and key design elements of Collegiate.



needs of our community. These events were held at churches, libraries, and community centers and have been advertised through digital and print newspapers, social media, and flyer distribution in our proposed neighborhoods. For sample agendas and flyers for these events, please see [Attachment 2b: Evidence of Public Review Process](#).<sup>54</sup>

**Public Meetings.** We held two formal public meetings on February 28 and March 30, 2019 and spoke with more than 60 community residents. These forums were advertised to the public through social media, print and digital advertising in Rochester City Newspaper,<sup>55</sup> and through the distribution of flyers at tabling and canvassing events. A summary of the discussion at the first forum focused on better educating students with disabilities, the need for trauma-informed practices and restorative justice, and the need for better instruction. Both forums revealed concerns that schools currently lack safety, necessary student supports, and strong instruction.

**Addressing Feedback.** Throughout our public forums, information sessions, tabling events, and “Feet on the Street,” we have listened to the input from our community, as well as the concerns they currently have with the state of education in Rochester. This input has greatly shaped the design of our school in four key areas: family and community partnerships, restorative practices, trauma-informed practices, and a focus on STEM. This input directly led us to connecting with CCSI for support in how to implement trauma-informed practices; connecting with GRSLA and the YMCA to implement after school and summer programs for our students; committing to meeting with all families individually prior to the start of the school year for onboarding; committing to monthly family workshops to connect with families and share best practices for how they can support students at home; committing to a restorative approach for student behavior management; and connecting with RIT to begin designing a computer science program that would begin in kindergarten. Our response to public input ensures that Collegiate best represents the needs of our community.<sup>56</sup>

## F. ENROLLMENT, RECRUITMENT, AND RETENTION

**Enrollment, Recruitment, and Retention.** Collegiate proposes to open in August 2020 with an inaugural class of 81 kindergarten and 27 first-grade students and will grow to fifth grade for the 2024-25 school year, serving 432 students.

**Figure IF.1: Projected Enrollment Over the Charter Term**

Grades	Ages	2020 21	2021 22	2022 23	2023 24	2024 2025
<b>K</b>	5-6	81	81	81	81	81
<b>1<sup>st</sup></b>	6-7	27	81	81	81	81
<b>2<sup>nd</sup></b>	7-8		27	81	81	81
<b>3<sup>rd</sup></b>	8-9			27	81	81
<b>4<sup>th</sup></b>	9-10				27	81
<b>5<sup>th</sup></b>	10-11					27
<b>Totals</b>		<b>108</b>	<b>189</b>	<b>270</b>	<b>351</b>	<b>432</b>

<sup>54</sup> For more information about these partnerships, see [I. B. Key Design Elements](#) and [I. C. Community and Students to be Served](#). Please find our letters of support in [Attachment 2c: Evidence of Community Support](#).

<sup>55</sup> Notice was given in both print and electronic copy on February 25<sup>th</sup> and March 27<sup>th</sup>.

<sup>56</sup> For more information on the input we have solicited, please see [Table 2: Public Outreach Information](#).



**Rationale.** We will implement a slow-growth model, beginning with 81 kindergarten and 27 first-grade students in year 1, allowing us to develop and implement rigorous curriculum and quality instruction, create a community with strong school culture and joy, establish strong partnerships with our inaugural families, and expertly develop our founding teachers to ensure excellence in the classroom. We will begin with three kindergarten and one first grade cohorts, as it will be easier to attract kindergarten students in our inaugural year. According to the Rochester Distinguished Educator Report, “almost 90% of the (RCSD) student population in grades 3-8 requires academic intervention services.”<sup>57</sup> The benefit of our slow-growth model is that it allows us to establish the school culture and academic program most conducive to supporting high academic performance and ensure that when our students enter third grade, every child has the necessary academic foundation to be successful. Collegiate will look to expand through 8<sup>th</sup> grade following the first charter term.

**Recruitment Plan.** Educating economically disadvantaged students, students with disabilities, and ELLs/MLLs is our top priority as these subgroups have historically performed the lowest on New York state examinations.<sup>58</sup> Our public outreach thus far has focused exclusively on these groups, and upon authorization our efforts will both continue and increase so that these families can attend Collegiate.<sup>59</sup> Our strategic efforts will continue to focus on information and tabling sessions at ABC Head Start programs, House of Refuge and affiliated New American churches, and Ibero, while continuing to hold tabling and information sessions at churches, libraries, and community centers within our target areas. School information will continue to be printed and posted on social media in English and Spanish.<sup>60</sup>

**Figure IF.2: Enrollment and Retention Targets**

Subgroups	Enrollment #/%	Retention #/%
Economically Disadvantaged	395.7/91%	378/95.5%
Students with Disabilities	49.7/11.4%	47.3/95.2%
ELLs/MLLs	69.4/16%	66.4/95.6%

**Evidence of Interest and Demand.** We have spoken with over 1100 community members and have had over 75 surveys filled out by our community members, expressing support for Collegiate. Many current Rochester families are concerned with the “dire situation” of our schools, which could lead to more looking for different educational choices.<sup>61</sup> In our

<sup>57</sup> “Rochester Distinguished Educator Report: 84 Recommendations to Improve Student Learning and District Operations.” *New York State Education Department*, 14 Nov. 2018, [www.nysed.gov/news/2018/rochester-distinguished-educator-report-84-recommendations-improve-student-learning-and](http://www.nysed.gov/news/2018/rochester-distinguished-educator-report-84-recommendations-improve-student-learning-and).

<sup>58</sup> ROCHESTER CITY SCHOOL DISTRICT | NYSED Data Site. (n.d.). Retrieved from <https://data.nysed.gov/profile.php?instid=800000050065>.

<sup>59</sup> See **Attachment 2c** for evidence of community support and letters of support.

<sup>60</sup> We have allocated over \$8000.00 in our planning year budget to actively recruit student, see **Attachment 9: Budget and Cash Flow Template**.

<sup>61</sup> Calderon, B. (2018, November 08). Rochester parents and community members share their concerns about schools. Retrieved from <https://www.democratandchronicle.com/story/local/communities/time-to-educate/conversation/2018/09/04/rochester-residents-share-school-concerns/1083014002/>.





public outreach, we have spoken to and received input from over 55 age-eligible families who have expressed interest in Collegiate, more than half of our inaugural enrollment.<sup>62</sup>

**Application Process and Enrollment Preferences.** We will hold an annual enrollment lottery within ten days of the end of the application period (March 31, 5:00PM) when the number of submitted student applications is larger than the number of seats available for the respective grade level, pursuant to §119.5. Preference will be given to all currently enrolled returning students, students living in the City of Rochester, and siblings of students currently enrolled at Collegiate. Throughout the school year, if an enrollment vacancy occurs, we will offer this seat to the next family on our waitlist. We will backfill all seats, K-5, through March 31<sup>st</sup> of each year. Our detailed Admissions Policy can be found in **Attachment 1: Admissions Policy**.

**Retention Strategies.** Student retention is a critical priority, and we are committed to ensuring that students and families are excited to attend Collegiate each year. Our strong family communication plan, rigorous and engaging academic program, commitment to providing individual supports to our students, and our joyful classrooms will create a learning community that families and students are excited to be part of.

**Figure IF.3: Collegiate Student Retention Plan**

Group	Retention Strategies
Economically Disadvantaged	We will limit costs on families by providing free uniform pieces, free student materials, and an extended school day to support parent work schedules. Our Partnership with the YMCA will also provide free after-school programming.
Students with Disabilities	We will over-staff our Special Education department to ensure that every child has the necessary supports from day 1. Communication with parents will be frequent and regular, and parents will be a part of all discussions related to their child's education.
ELLs/MLLs	Our ELL-inclusion model will include intentional, scaffolded supports to help with language acquisition. Communication with families will be frequent and regular, with translators available as needed and all family materials printed in the home language.

## G. PROGRAMMATIC AND FISCAL IMPACT

**Programmatic Impact.** Collegiate is a proposed kindergarten to fifth grade school that plans to open with 108 kindergarten and first grade students and will grow to 432 students grades K-5. Currently, there are 23 elementary schools in our proposed neighborhoods, with 18 district schools and 5 charter schools. Of these 23, three outperformed the state proficiency average on the grades 3-8 NYS ELA and math exams.<sup>63</sup> As we have learned from our community outreach, with uncertainty and concern surrounding Rochester City Schools given the Rochester Distinguished Educator Report, families continue to express interest in new schooling options in addition to the current

<sup>62</sup> We have solicited support through our information sessions, public forums, family surveys, "Feet on the Street" canvassing campaigns, and individual meetings with prospective age-eligible families.

<sup>63</sup> See **II. C. Community Need** for comparative data.



3,000+ students on charter school waitlists.<sup>64</sup> Collegiate would provide a needed option to families where students have access to a safe, high-performing school.<sup>65</sup>

**Fiscal Impact.** With a proposed opening in 2020 with 108 students, we would receive an estimated \$1,511,460 from New York state based on our Charter School Basic Per Pupil Tuition rate. Collegiate would account for 0.2% of the RCSD budget in year 1 and anticipating little to no change in per pupil funding over the term of our charter, we would account for 0.7% of the RCSD budget in the final year of our initial charter term.

**Figure IG.1: Projected Fiscal Impact upon District of Location<sup>66</sup>**

Year	Number of Enrolled Students	Charter School Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g., SPED funds)	Total Projected Funding from District	Total District General Fund Budget	Projected Impact on District Budget
2020-21	108	\$13,995	\$1,511,460	\$192,800	\$1,704,260	\$915,945,579	0.2%
2021-22	189	\$13,995	\$2,645,055	\$316,349	\$2,961,404	\$915,945,579	0.3%
2022-23	270	\$13,995	\$3,778,650	\$458,421	\$4,237,071	\$915,945,579	0.5%
2023-24	351	\$13,995	\$4,912,245	\$594,742	\$5,506,987	\$915,945,579	0.6%
2024-25	432	\$13,995	\$6,045,840	\$736,815	\$6,782,655	\$915,945,579	0.7%

## II. EDUCATIONAL PLAN

### A. EDUCATION PHILOSOPHY

*“The majority of kids in our public schools are kids of color... (who) are participating in a free- and reduced-price lunch program. We have no future as a country if we fail to educate African-American students, Latino students, English learners, low-income students, students with disabilities. The future of our economy and our democracy depends on providing an equitable education to all of our kids.”*

– Former U.S. Secretary of Education John King<sup>67</sup>

We know in our core that all students can and will graduate from college when provided a strong education starting in kindergarten. For students to be prepared to graduate from college, we must ensure that all students are provided rigorous, engaging curriculum and character development within a joyful, results-driven community. Collegiate is guided by six core beliefs that define our educational philosophy.

**Rigorous, engaging academics equal equity.** It is the right of every child to be exposed to a rigorous and challenging curriculum that pushes their learning far above grade-level standards. There are four key drivers that inform our academic program. **(1) Standards-Aligned, Rigorous Academics.** In RCSD, on average, 2% of economically disadvantaged students and less than 1% of students with disabilities and ELLs/MLLs scored advanced proficient on all NYS grades 3-8 ELA and math assessments, demonstrating an unquestionable need in Rochester for a school that can deliver strong academic results

<sup>64</sup> “Charter schools draw thousands, with Rochester Prep leading the way.” Retrieved from <https://www.democratandchronicle.com/story/news/2017/11/20/rochester-ny-charter-school-enrollment-rochester-prep/844526001/>.

<sup>65</sup> Twenty of the American communities most in need of high-quality charter schools. (n.d.). Retrieved from <https://edexcellence.net/articles/twenty-of-the-american-communities-most-in-need-of-high-quality-charter-schools#NY/> “Poll shows wide support for charter schools.” Retrieved from <https://www.democratandchronicle.com/story/news/2016/01/31/poll-unite-rochester-charter-schools-gs4a/79357592/>.

<sup>66</sup> “New York State Budget 2019-20.” *Northeast Charter Schools Network*, [www.necharters.org/nys\\_budget\\_2019\\_20?utm\\_campaign=20190401\\_email03\\_upstate&utm\\_medium=email&utm\\_source=necharters](http://www.necharters.org/nys_budget_2019_20?utm_campaign=20190401_email03_upstate&utm_medium=email&utm_source=necharters).

<sup>67</sup> Wicks, A. (n.d.). The 74. Retrieved from <https://www.the74million.org/article/bush-institute-john-king/>.





for all students.<sup>68</sup> Our academic program is aligned to New York State Next Generation Learning Standards for ELA and math and influenced by successful charter schools across the nation that have demonstrated high performance over time, with a focus on the acquisition of knowledge through a strong literary program that emphasizes reading, writing, and oral language. With only 23% of RCSD students scoring proficient on the grade 3 English language arts exam, it is imperative to provide students with the necessary supports and a curriculum that ensures they are successful.<sup>69</sup> **(2) 21<sup>st</sup> Century STEM Education.** To compete for jobs in the 21<sup>st</sup> century, students must be immersed in science, technology, engineering, and math, to which black and brown students historically have lacked access with damaging ramifications. The National Association of Colleges and Employers (“NACE”) reports: “[A]verage starting salaries for students earning bachelor’s degrees in the STEM-related disciplines... will be the highest among Class of 2017 graduates.”<sup>70</sup> Yet, access to these fields remains difficult. In 2011, African Americans received 7.6% of all STEM Bachelor’s degrees and accounted for 6% of all STEM-related jobs in the workforce (two percentage points higher than in 1970).<sup>71</sup> Unique to Rochester, beginning in kindergarten, our students will take introductory classes in engineering and computer science that will build toward students taking robotics and computer programming in our Upper Academy. These courses support the development of critical thinking and problem-solving skills and will result in students being better prepared for advanced study in high school and success in college and career.<sup>72</sup> **(3) Robust Teacher Development.** Strong teachers are paramount to strong academic performance, and Collegiate will develop and grow teachers to ensure all students are exposed to high-quality, engaging instruction. Great teaching can have a significantly positive impact on a student’s education, and teachers stay longer at schools when they feel successful and receive purposeful, consistent development.<sup>73</sup> All teachers will receive approximately four weeks of summer professional development, two hours of weekly professional development, and individualized coaching and development. **(4) Data-Driven Culture.** Creating a culture of data-driven instruction is critical for exceptional academic performance. Schools that analyze and respond to data on a daily, weekly, and trimester basis have increased academic outcomes for students.<sup>74</sup> Teachers, with the support of

<sup>68</sup> ROCHESTER CITY SCHOOL DISTRICT | NYSED Data Site. (n.d.). Retrieved from <https://data.nysed.gov/profile.php?instid=800000050065>.

<sup>69</sup> New York State Test Scores. (n.d.). Retrieved from <https://www.nytimes.com/interactive/projects/new-york-schools-test-scores/counties/monroe/districts/rochester-city-school-district/subjects/english>.

<sup>70</sup> Miller, S. (2018, April 11). STEM Grads’ Pay Likely to Be Highest Among Class of 2017. Retrieved from <https://www.shrm.org/resourcesandtools/hr-topics/compensation/pages/graduates-pay-2017.aspx>.

<sup>71</sup> FACT SHEET: Spurring African-American STEM Degree Completion. (2016, March 16). Retrieved from <https://www.ed.gov/news/press-releases/fact-sheet-spurring-african-american-stem-degree-completion>.

<sup>72</sup> Should we teach computer science in elementary school? (n.d.). Retrieved from [https://www.iste.org/explore/articleDetail?articleid=216&category=point-counterpoint&article=Racial and gender gaps in computer science learning: New Google-Gallup research](https://www.iste.org/explore/articleDetail?articleid=216&category=point-counterpoint&article=Racial%20and%20gender%20gaps%20in%20computer%20science%20learning%3A%20New%20Google%20Gallup%20research). (2016, October 18). Retrieved from <https://www.blog.google/outreach-initiatives/education/racial-and-gender-gaps-computer-science-learning-new-google-gallup-research/> Schaffhauser06/27/18, D. (n.d.). For more information on our STEM curriculum, please see **II. B. Curriculum** and **II. H. Schedule and Calendar**.

<sup>73</sup> Chetty, R., J.N. Friedman, and J.E. Rockoff (2014). “Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood.” *American Economic Review*, 104(9), 2633-2679. doi:10.1257/aer.104.9.2633; Riggs, L. (2018, February 05). Why Do Teachers Quit? Retrieved from <https://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>; Leap Year. Retrieved from <https://tntp.org/publications/view/leap-year-assessing-and-supporting-effective-first-year-teachers>.

<sup>74</sup> These practices were observed at Brooke Charter Schools, which was the highest performing district in the Commonwealth of Massachusetts on the 2016 PARCC assessment for math; and North Star Academy Washington Park High School, who over the past five years has the highest four-year college placement rate for all high schools in the state of New Jersey.



instructional leadership, will regularly administer assessments, deeply analyze the data from those assessments, and create and implement action plans responding to that data. This will include the STEP assessment (K-3), NYS Assessments (3-5), interim assessments, weekly assessments, and daily exit tickets.<sup>75</sup>

**A transformational education develops character.** A transformational education consists of developing knowledge and character, both of which are necessary for college success.<sup>76</sup> Character development flourishes in a structured and joyful community in which leaders and teachers invest in the explicit teaching of discipline and character. Our **LIGHT** values of Leadership, Integrity, Grit, Hard Work, and Teamwork will be explicitly taught in daily lessons and whole-school meetings. These values are critical for success in college and ensure students have specific soft skills desirable to future employers.<sup>77</sup> **Leadership.** Strong leaders inspire others, deal with and resolve conflict, and serve as mentors for one another. Driven by a love for learning and intellectual curiosity, our students will demonstrate the initiative and willingness to take personal ownership over their academic performance. **Integrity.** Students with integrity make sound, wise, and ethical choices, take ownership for their actions, can better empathize with others, and make decisions that benefit the greater good.<sup>78</sup> **Grit.** Our students will develop a relentless commitment to achieving their goals and will develop the necessary mindset to never sway from achieving these goals. Grit has been credited as being the key to outstanding academic performance.<sup>79</sup> **Hard Work.** Our students will love learning and will understand the importance of hard work and having the initiative necessary to perform at high levels. Our staff will promote a strong work ethic by publicly celebrating and recognizing students who go above and beyond by ensuring that their work is of the highest quality. **Teamwork.** There is great value to collaboration and growing as a team united behind a shared vision.<sup>80</sup> When students view themselves as part of a greater good, it benefits not only the community but also the individual, as good team members accept feedback and are more adept at dealing with challenging situations.<sup>81</sup> Our values and our college-bound mission will be prominently displayed throughout our school, with college banners and inspirational values-based signage adorning our hallways and classrooms. Each classroom will be named after a university, and all staff will speak about the impact that our values have on achievement. Our school values will be connected to weekly academic lessons, character lessons, and whole-school Character Circles.

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<sup>75</sup> For more information on assessments, see **II. E. Assessments**.

<sup>76</sup> Angela Duckworth on Passion, Grit and Success. Retrieved from <https://www.nytimes.com/2016/04/10/education/edlife/passion-grit-success.html>.

<sup>77</sup> Doyle, A. (n.d.). "Soft Skills List and Examples." Retrieved from <https://www.thebalancecareers.com/list-of-soft-skills-2063770>; Majid, S., Liming, Z., Tong, S., & Raihana, S. (2012). Importance of Soft Skills for Education and Career Success. *International Journal for Cross-Disciplinary Subjects in Education*, 2(Special 2), 1036-1042. doi:10.20533/ijcdse.2042.6364.2012.0147.

<sup>78</sup> Dacevski, D. (2017, June 10). "People With Real Integrity Have These 9 Subtle Character Traits." Retrieved from <https://www.lifecoachcode.com/2017/06/10/people-with-integrity-character-traits/>.

<sup>79</sup> Tough, P. (2014). *How children succeed: Confidence, curiosity and the hidden power of character*. London: Arrow Books.

Duckworth, A. (2017). *Grit: The power of passion and perseverance*. London: Vermilion.

<sup>80</sup> Brooke Charter Schools are an exemplary model for teaching the value of team work. This was observed during my Fellowship when we studied the school and this approach will be replicated at The Collegiate School of Rochester.

<sup>81</sup> Holmes, B. (n.d.). "Hone the Top 5 Soft Skills Every College Student Needs." Doyle, A. (n.d.). Soft Skills List and Examples. Retrieved from <https://www.thebalancecareers.com/list-of-soft-skills-2063770>.



**Structured, joyful, and results-driven community maximizes learning.** Structured, predictable, and consistent systems and routines create the foundation for our academic program and establish a safe and structured school culture where students can grow academically, take risks, develop their character, and are celebrated consistently for their growth and achievement. According to Paul Bambrick-Santoyo, “In schools with strong cultures, students receive a continual message that nothing is as important – or engaging – as learning.”<sup>82</sup> Our structured community eliminates chaos, confusion, and anxiety, ensuring students can focus on learning and feel safe in their environment. This is particularly important for economically disadvantaged students and students who have experienced trauma.<sup>83</sup> Our teachers will bring joy and enthusiasm to the classroom and will demonstrate a passion for their content. Positive praise, celebrations for both effort and success, and use of daily chants and cheers will further ensure a joyful community focused on academic success and growth. Each week our students will be celebrated for their effort, success, growth, and improvement at our whole-school **Collegiate Celebration**,<sup>84</sup> which families are encouraged to attend as part of our joyful community.<sup>85</sup> As outlined above, our instructional and curricular decisions are driven by student academic data, which is collected, analyzed, and responded to daily, weekly, and monthly.<sup>86</sup> Our data-driven culture ensures that all instructional and curricular decisions are rooted in student data, all students are receiving rigorous, grade-level instruction each day, and interventions are targeted to best support individual student needs.

**Literacy is the foundation for all academics.** When a strong literacy foundation is not in place, in addition to the impact on high school graduation rates, “slow reading acquisition has cognitive, behavioral, and motivational consequences that slow the development of other cognitive skills and inhibit performance on many academic tasks.”<sup>87</sup> **Literacy as the Gateway.** Literacy will be a foundational element of our academic program, and we will offer approximately 840 minutes of literacy per week, 390 minutes more than what is provided in RCSD. Across all grade spans, our horizontally aligned curriculum will ensure that non-fiction texts are embedded across all subject areas to accelerate learning and the acquisition of knowledge.<sup>88</sup> Through this intentional focus on literacy, all students will be reading at or above grade level by third grade, with 90% of students scoring proficient or advanced proficient on the NYS ELA exams. **Life-Long Readers.** Our students will be exposed to a wide range of engaging and challenging texts. Each classroom will have a reading library stocked with grade-appropriate texts over multiple genres with the

<sup>82</sup> Bambrick-Santoyo, Paul, and Brett Peiser (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco: Jossey-Bass.

<sup>83</sup> “How to Help a Traumatized Child in the Classroom.” (n.d.). Retrieved from [https://greatertgood.berkeley.edu/article/item/the\\_silent\\_epidemic\\_in\\_our\\_classrooms](https://greatertgood.berkeley.edu/article/item/the_silent_epidemic_in_our_classrooms).

<sup>84</sup> Our “Collegiate Celebrations” will model the community circles observed at University Prep in Denver, CO and Vailsburg Elementary in Newark, NJ.

<sup>85</sup> For more information on how our community shapes school culture, see **II. G. School Culture and Climate**.

<sup>86</sup> For more information on assessments, see **II. E. Assessments**.

<sup>87</sup> “The Matthew Effect: What Is It and How Can You Avoid It In Your Classroom?” (2016, July 04). Retrieved from <https://www.opencolleges.edu.au/informed/features/the-matthew-effect-what-is-it-and-how-can-you-avoid-it-in-your-classroom/>.

<sup>88</sup> A. (n.d.). Research Says / Nonfiction Reading Promotes Student Success. Retrieved from <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Nonfiction-Reading-Promotes-Student-Success.aspx>.



requirement that students read for a minimum of 30 minutes per night.<sup>89</sup> Teachers cultivate a life-long passion for reading in our students by encouraging students to read for enjoyment as well as acquiring knowledge across all content areas. When possible, cross-curricular studies will allow students to read about similar topics in multiple classes to build their knowledge base and interest in the topic. An intentional focus on building a literacy-focused culture will produce students with the tenacity and intellectual curiosity to grow their knowledge and fuel their interests through their passion of reading.

**Every minute matters.** In top-performing urban charter schools, a common trait is maximizing the number of minutes students spend learning, both in terms of the daily schedule and the yearly school calendar.<sup>90</sup> Having learned from these best practices, we implement a longer school year, longer school day, and daily class schedule that maximizes instructional minutes. Our annual calendar, including approximately 187 instructional days, is 5 days longer than RCSD, and when combined with our extended school day, Collegiate students have an additional 50 days of learning each year when compared with RCSD. Instructional time is sacred, and extended time allows for more literacy without compromising time for math, STEM, social studies, electives, or character development. Our daily schedule allows teachers to focus on intellectual preparation, data analysis and action-planning, and targeted student interventions for our most at-risk students throughout the day, week, and month.<sup>91</sup>

**Family and community partnerships are critical.** It is in the best interest of our students that their families are active participants in their children's education. Establishing strong partnerships with families to ensure that they feel a part of their children's education is one of our key focuses, as strong partnerships between the school and the family has proven to have had positive effects on student academic performance.<sup>92</sup> Ensuring that families understand the why behind our school design and are equipped with the necessary tools to best support their children at home with their academic work is an important piece of these partnerships, as well as ensuring that there is regular communication between families and the school. During our community engagement efforts, we have begun to create strong community partnerships that best support our mission, align to our academic program, and meet the needs of our community.<sup>93</sup>

## **B. CURRICULUM**

**Curriculum Selection and Development.** All students deserve to be challenged by rigorous lessons with engaging content to ensure educational equity. Our curriculum design will align to Next Generation Learning Standards and our bar for rigor, at a minimum, is aligned to New York state assessments in English language arts, mathematics,

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<sup>89</sup> We will hold a parent workshop during orientation to show families how they can support their child at home with reading each night, including demonstrating specific reading techniques that families can use when reading with their child. Each month we will also hold parent workshops to expand upon ways they can support their child at home across all subjects.

<sup>90</sup> Shepard, N. (2014, May 25). "Longer school days mean better grades, studies say." Retrieved from <https://www.deseretnews.com/article/865603819/Longer-school-days-mean-better-grades-studies-say.html>; Extending the School Day. (n.d.). Retrieved from <http://www.scholastic.com/browse/article.jsp?id=3755837>.

<sup>91</sup> For more information on our academic calendar and daily schedule, see **II. H. School Schedule and Calendar**.

<sup>92</sup> "How Family, School, and Community Engagement Can Improve/" (n.d.). Retrieved from <https://www.nmefoundation.org/getattachment/67f7c030-df45-4076-a23f-0d7f0596983f/Final-Report-Family-Engagement-AIR.pdf>.

<sup>93</sup> For more information on family and community partnerships, see **I. B. Key Design Elements**.



and science.<sup>94</sup> We define rigor by the level of appropriate challenge for students and the instructional practices and frameworks we adhere to when teaching content. Rigor challenges students both academically and intellectually through text choices, questions posed to students, and the tasks students must complete. Our curriculum decisions are research- and data-based and rely on curriculum programs with a track record of success with similar student populations, including economically disadvantaged students, students with disabilities, and ELLs/MLLs.<sup>95</sup> We will implement a combination of purchased and internally created rigorous, standards-aligned curriculum. Through year five of operation, the Head of School, with support of the Academy Directors, is responsible for all curricular decisions.<sup>96</sup> We will provide teachers with scope and sequences, unit plans, lesson plans, and interim assessments for each course prior to the start of the school year.<sup>97</sup> These materials will be developed and revised in the spring prior to the start of the next academic year.<sup>98</sup> We will hire a Dean of Curriculum and Instruction (DCI) during our planning year, who will work with the Head of School on curriculum development as we prepare for the launch of Collegiate.<sup>99</sup> We will also hire a Student Supports Coordinator in year 1 who will oversee our Special Education and ELL/MLL programs. Working closely with the Head of School, our Student Supports Coordinator will review our curriculum and lesson plans and provide feedback and revisions where we can better differentiate to meet the needs of all students. All curriculum will be stored electronically, which will allow all teachers and instructional leaders access to curriculum materials. Teachers will be trained and supported on how to expertly internalize unit and lesson plans and create detailed, data-driven teacher mark-ups for class.<sup>100</sup> As we grow, our highest performing teachers will be afforded more autonomy over the design of lessons. While interim assessments, scope and standards, and unit plans will always be determined by the Head of School and Academy Directors, our belief is that our best teachers will develop new best practices, which can then be shared to support the learning of all students.

**Alignment.** Our curriculum will be **vertically aligned** from grade to grade using a backwards planning approach from 5<sup>th</sup> grade standards. This will ensure that the outcomes that need to be accomplished at the end of each subsequent grade are clear for all teachers and allow our teachers to see how each grade level subject builds into the

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<sup>94</sup> For more on learning standards, see **I. A. Mission Statement, Objectives and Goals** and **I.B. Key Design Elements**.

<sup>95</sup> As outlined in **Attachment 3: Course Descriptions**, we will use a mix of internally created curriculum and purchased curriculum and leverage resources from high-performing urban charter schools including Achievement First, Success Academy, Uncommon Schools, Springfield Preparatory Charter School, and University Preparatory Charter School.

<sup>96</sup> For more on our proposed Head of School's educational background, see **I. D. Applicant Group**.

<sup>97</sup> Collegiate will engage with a variety of curricular experts to ensure our curriculum is high-quality, including both content and level of rigor, which includes working Doug Lemov and the Teach Like a Champion Team on our literacy curriculum and Professor Paul Tymann from the Rochester Institute of Technology to create a strong computer science program. We have allocated funds for both purchased curriculum and curriculum consultants, which are detailed in **III. K. Budget and Cash Flow**.

<sup>98</sup> In our planning year, this process will begin in the fall. In subsequent years we will conduct an internal audit of our curriculum and make necessary changes in the spring prior to the upcoming year.

<sup>99</sup> The role of Dean of Curriculum and Instruction will become Academy Director in year 3, see **III. A. Organizational Structure**.

<sup>100</sup> The lesson plan internalization process is part of our teachers' intellectual preparation and was used and refined by our Head of School while at Uncommon Schools and has been observed at other high-performing charter schools including Brooke Charter Schools, Springfield Prep, and University Prep. During this process, teachers are given lesson plan materials and student-facing materials, and annotate and script teacher notes, write exemplar responses, identify students to call on at specific moments in the lesson, and script stretch-it and break-it-down questions onto the student-facing materials.



next year's course.<sup>101</sup> This trajectory is captured in a vertical alignment document, created by the Head of School and DCI during our planning year, and reviewed by our Student Supports Coordinator to ensure we are meeting the needs of our students with disabilities and our ELLs/MLLs. Our curriculum will also be **horizontally aligned** across grade levels, ensuring that students are able to apply skills learned from one class in another. We will provide teachers with a horizontal alignment document that illustrates and explains the transferrable skills that will be applied across all content throughout the year. Given the importance of literacy for our students, all teachers are literacy teachers, and the horizontal alignment document will ensure that the critically important literacy skills being taught to our students are being reinforced across all subjects.<sup>102</sup>

**Evaluation and Revision.** Our curriculum materials will be evaluated annually, both internally and externally, to ensure quality. In May of each year, the Instructional Leadership Team will complete a curriculum reflection so that any necessary curricular changes can be made for the upcoming year to ensure quality and alignment across all subjects.<sup>103</sup> These adjustments will be based on interim assessment data, STEP data, and NWEA Map data in our initial years, and will include state assessment data in tested years.<sup>104</sup> Our evaluation will focus on the following questions: To what extent does the curriculum produce positive outcomes for all students, including economically disadvantaged students, students with disabilities, and ELLs/MLLs? Does the curriculum push a high bar for rigor across all subjects and grade levels? Does the curriculum support the development of critical academic habits and thinking skills? We will also utilize external curricular consultants with track records of proven academic results to support our annual internal reflection and advise us on curricular adjustments.<sup>105</sup>

**Benchmark 1: Student Performance.** All of our curricular decisions are made to ensure that our students are meeting and exceeding the student performance benchmark described in the Charter School Performance Framework and are academically prepared for state and national assessments.<sup>106</sup> Though our students will not take a state assessment until year 3, our curriculum provides the necessary rigor, engagement, and alignment to NYS standards to ensure our students are prepared each year with necessary content and skills to score proficient or higher on our future state assessments.

**Curriculum Organization.** Every student deserves, and will receive, robust literacy instruction, daily STEM classes, cross-curricular social studies that incorporates and supports literacy development, and electives including physical education and art.<sup>107</sup> **Figure IIB.1** is a high-level overview of curricular selection.

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<sup>101</sup> Though backwards planned from 5<sup>th</sup> grade, we will ensure that our 5<sup>th</sup> grade curriculum is also building towards the standards and skills needed for success through 8<sup>th</sup> grade, which can culminate in students taking Regents examinations in multiple subjects.

<sup>102</sup> A sample Vertical Alignment Template can be found in **Attachment 3b: Optional Curricular Attachments**.

<sup>103</sup> Our Instructional Leadership Team consists of our Head of School, Academy Directors, Deans of Curriculum and Instruction, instructional coaches, and our Director of Student Supports/School Supports Coordinator.

<sup>104</sup> We will compare our assessment data with high performing charter schools taking similar assessments.

<sup>105</sup> Our external consultants include BES, Doug Lemov, and Jesse Rector. Please see Letters of Support, **Attachment 2c: Evidence of Community Support**.

<sup>106</sup> For student performance goals, see **I. A. Mission Statement, Objectives and Goals**.

<sup>107</sup> All curricular choices, including consultancy for curricular revisions are included in the budget. For more information on our budget, see **III. K. Budget and Cash Flow**.





**Figure IIB.1: Curriculum Used by Academy<sup>108</sup>**

Grade	Literacy	Math	Science	Computer Science / Engineering	Social Studies <sup>109</sup>
K-2	<b>Phonics:</b> Reading Mastery <b>Reading Comprehension:</b> Guided Reading, internally-created <b>Writing:</b> WritingWorkshop	CGI. <sup>110</sup>	Amplify Science	Internally-created for CS; using Lego Education, Engineering is Elementary ("EiE"), and TeachEngineering.	Internally-created
3-5	<b>Textual Analysis:</b> Close Reading, internally-created; Guided Reading; Reading Workshop <b>Writing:</b> Writing Workshop	CGI, Investigations 3	Amplify Science	Internally-created for CS; Engineering will utilize Lego Education, EiE, and TeachEngineering.	Internally-created

**Literacy.** Research reveals that people who struggle to read face great challenges later in life and “are more likely to be poor, lack education, and miss out on opportunities to participate fully in society and the workforce.”<sup>111</sup> Literacy is foundational at Collegiate, and we have approximately 180 minutes of literacy instruction a day on our four full days and 120 minutes on our abbreviated days, totaling 14 hours of literacy instruction weekly. Our students will participate in both whole-group and small-group instruction that includes daily read aloud, phonics, guided reading, writing, and close reading for deeper textual analysis. Across all grade spans, non-fiction texts will be embedded in all subject areas to accelerate learning and knowledge acquisition, helping to reverse the vocabulary and knowledge gap experienced by economically disadvantaged students. **Lower Academy Literacy (K-2):** In our Lower Academy, students receive 60 minutes of whole-group instruction including 20 minutes of Read Aloud and 40 minutes for Writing Workshop. Our small-group instruction, 120 minutes daily, includes Guided Reading, Phonics, and Active Independent Reading (AIR)/Blended Learning, where students are grouped by STEP level. During small-group instruction, students receive instruction on building comprehension skills, phonic awareness, decoding skills, vocabulary, reading fluency, and the development of oral language skills. **Upper Academy Literacy (3-5):** In Upper Academy, students receive 120 minutes of whole group instruction, which includes 40 minutes of Close Reading, 40 minutes for Reading Workshop, and 40 minutes for Writing Workshop. Our small-group instruction, 60 minutes daily, is broken down further into 40 minutes daily for Guided Reading and 20 minutes for Book Club. Our approach allows students to continue to focus on building deeper comprehension skills through Close Reading and Guided Reading, while receiving more opportunities to build reading stamina through Book Club. Our students continue to develop their writing skills and

<sup>108</sup> For more information on course descriptions, see [Attachment 3: Course Descriptions](#).

<sup>109</sup> Our social studies curriculum will be created by our HOS for all grades and will be aligned to the New York State K-12 Social Studies framework and will be influenced by Core Knowledge. When applicable, it will overlap with science topics to produce cross-curricular lessons to further build a strong knowledge-base in students.

<sup>110</sup> Our CGI curriculum will be modeled after Stephanie Smith, whose CGI curriculum has been implemented by many high performing charter schools, including Success Academy and Neighborhood Charter School of Harlem.

<sup>111</sup> “The Serious, Lifelong Impacts of Illiteracy.” *Portland*, 18 Sept. 2018, [education.cu-portland.edu/blog/classroom-resources/illiteracy-impacts/](http://education.cu-portland.edu/blog/classroom-resources/illiteracy-impacts/); Lahey, J. (2014, October 30). Poor Kids and the 'Word Gap'. Retrieved from <https://www.theatlantic.com/education/archive/2014/10/american-kids-are-starving-for-words/381552/>; Dewalt, Darren A, et al. “Literacy and Health Outcomes: a Systematic Review of the Literature.” *Journal of General Internal Medicine*, Blackwell Science Inc, Dec. 2004, [www.ncbi.nlm.nih.gov/pmc/articles/PMC1492599/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1492599/).



stamina through Writing Workshop, and when applicable, will be horizontal alignment with writing in math, science, and social studies. **Literacy Intervention:** Collegiate will use the STEP assessment to determine student performance and identify specific instructional needs for each student. To support this, we will use *Leveled Literacy Intervention* for small-group intervention approximately 2-3 times per week to supplement regular instruction and support our most at-risk students.<sup>112</sup>

**Literacy Leads to 21<sup>st</sup> Century STEM.** When our students are reading at or above grade level by second grade, they will be well prepared to successfully master all other subjects, including STEM fields.<sup>113</sup> Our students receive, on average, 140 minutes of STEM instruction per day from kindergarten to fifth grade. Our program is centered on teaching students how to expertly problem-solve, which they experience through CGI math, math procedures, Amplify Science lessons, engineering, and computer science. This exposure to diverse and rich curricular options allows our students access to subjects and fields where they have historically been underrepresented when it comes to accessing jobs in these fields.<sup>114</sup> **Lower Academy:** Our focus is primarily on building a strong mathematical foundation in our students, while also providing exposure to inquiry-based science lessons, engineering lessons, and computer science. **Upper Academy:** Students dive deeper into engineering and computer science classes, as they are equipped with the proper literacy and mathematical foundations needed to be successful in these courses. To ensure high-quality curricula and programs, we will purchase nationally recognized curricula for engineering, will use nationally recognized curricula as resources to supplement our computer science curricula, and will work closely with consultants to ensure the curriculum is relevant, engaging, and drives results.<sup>115</sup> **Mathematics.** Our math curriculum will be taught in two courses from K-5: Cognitively Guided Instruction and Investigations 3. These courses will build a strong mathematics background by focusing on developing problem-solving skills, procedural understanding, procedural fluency, and using manipulatives to demonstrate greater conceptual understanding. The Investigations 3 curriculum will allow our students to become experts in explaining their thinking, both orally and through writing. In kindergarten through second grade, students will build automaticity during Morning Math. **Math Intervention.** We will use daily exit tickets and interim assessments to determine current student performance and identify specific instructional needs for each student, which will include both push-in and pull-out math interventions. A special education teacher will join targeted CGI lessons, and students will be pulled individually or in small groups during our whole school intervention blocks, as well as during breakfast and lunch. For our most struggling students, they will receive further individual targeted support using Zearn, which has a

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<sup>112</sup> Leveled Literacy Intervention Beginning Reading. (n.d.). Retrieved from <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/679>.

<sup>113</sup> How to integrate literacy with STEM. (2012, June 14). Retrieved from [https://www.washingtonpost.com/blogs/answer-sheet/post/how-to-integrate-literacy-with-stem/2012/06/13/gJQAX2DGBV\\_blog.html?utm\\_term=.7a99026a88d1](https://www.washingtonpost.com/blogs/answer-sheet/post/how-to-integrate-literacy-with-stem/2012/06/13/gJQAX2DGBV_blog.html?utm_term=.7a99026a88d1)

<sup>114</sup> NCSES publishes latest Women, Minorities, and Persons with Disabilities in Science and Engineering report. (n.d.). Retrieved from [https://www.nsf.gov/news/news\\_summ.jsp?cntn\\_id=190946](https://www.nsf.gov/news/news_summ.jsp?cntn_id=190946).

<sup>115</sup> Professor Paul Tymann from RiT will create curricula for our computer science program and Douglass Llewellyn will create cross-disciplinary science and social studies units. For more information, see **Attachment 2c: Evidence of Community Support**.





proven track record of success in supporting at-risk students and ELLs/MLLs.<sup>116</sup> **Science.** Our science curriculum will be a combination of internally created materials and materials from Amplify Science, a nationally recognized curriculum closely aligned to the New York State P-12 Science Standards, that has been implemented by high-performing urban charter schools such as Neighborhood Charter School of Harlem. **Computer Science.** The computer science curriculum will be internally developed by the Head of School, in collaboration with Professor Paul Tymann to ensure that students are exposed to a rich curriculum that fosters critical thinking, problem-solving, and argumentation skills while generating creativity and intellectual curiosity. Our engineering program will utilize specific units from such programs as Lego Education, EiE, and TeachEngineering.<sup>117</sup>

**Social Studies.** Our social studies curriculum will be internally created and aligned to the New York State K-12 Social Studies framework and will be influenced by Core Knowledge.<sup>118</sup> Our program will include blended learning, in which students use computer programs to gain a greater understanding of such topics as New York state history and geography. A heavy focus on informational texts and primary source documents will support the reading and writing skills being taught in our literacy classes. When applicable, our social studies curriculum will be horizontally aligned with our literacy, science, and computer science programs, and our science and social studies classes will combine for specific units of study where an overlap between the NYS K-12 Social Studies Standards and New York State P-12 Science Learning Standards occurs.<sup>119</sup>

**Supplemental Curriculum.** Our elective program will expose our students to diverse content, topics, experiences, and activities that complement our academic program. A central component of our supplemental curriculum is the incorporation of mindfulness and wellness. Mindfulness and wellness programs promote kindness, compassion, team-building, conflict resolution, interdependence, and a sense of self-worth, all of which are important for the personal growth of students exposed to trauma or extreme poverty.<sup>120</sup> We will use resources from the Kindness Curriculum and Dynamic Physical Education to support our mindfulness and wellness program, as well as supplementing materials from Second Step curriculum, which focuses on social-emotional learning. Infusing elements of mindfulness and social-emotional skills has been proven effective in supporting students.<sup>121</sup> **Physical Education (PE)** classes will focus on both physical and emotional health. In PE classes, our students will participate in traditional sports and activities that specifically call for working as a team. Our teacher will infuse key elements of mindfulness aimed at teamwork, conflict resolution, and problem-solving at the start of class to

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<sup>116</sup> Supporting English Learners. (n.d.). Retrieved from <https://help.zearn.org/hc/en-us/articles/236240288-Supporting-English-Learners->.

<sup>117</sup> Lego Education has been successfully implemented at Brooke Charter Schools as part of the robot building component of their computer science curriculum. EiE is created by the Museum of Science of Boston and has proven effective in educating historically underrepresented groups in engineering. The TeachEngineering curriculum is aligned to state standards and has proven effective at merging math and science concepts for students.

<sup>118</sup> ASCD. (n.d.). Chapter 2. What Is Core Knowledge? Retrieved from [www.ascd.org/publications/books/199239/chapters/](http://www.ascd.org/publications/books/199239/chapters/)

<sup>119</sup> An example of a cross-curricular unit would be learning about New York State history through the study of its geography and including scientific lessons on climate and environment to provide a deeper understanding of the content.

<sup>120</sup> Mindfulness In PE. (2015, April 19). Retrieved from <https://mindfulintheclassroom.wordpress.com/mindfulness-in-pe/>.

<sup>121</sup> How SEL and Mindfulness Can Work Together. (n.d.). Retrieved from [https://greatergood.berkeley.edu/article/item/how\\_social\\_emotional\\_learning\\_and\\_mindfulness\\_can\\_work\\_together](https://greatergood.berkeley.edu/article/item/how_social_emotional_learning_and_mindfulness_can_work_together).



explain its importance and to give students a focal point for class. At the end of class, our teacher will reflect with the class on how well they embodied and implemented these elements.<sup>122</sup> Our **Art** program, beginning in Upper Academy, will be interdisciplinary, and we will plan so that units in Art build on curriculum being taught in core classes, computer science, engineering, incorporate our LIGHT values, and include elements of mindfulness. For instance, if students are studying the Iroquois in history class, the art unit might focus on drawing an Iroquois village with students having to include specific elements learned in class. With mindfulness, the use of drawing and painting allows students to express their feelings through illustrations, which can prove therapeutic to students suffering from trauma.<sup>123</sup> We will create an internal **Character Education** curriculum aligned to our core values, and will utilize existing curricula that support social-emotional learning and support students who struggle with social skills and communication.<sup>124</sup>

### C. INSTRUCTION

**Instructional Framework.** Our curriculum will expose students to a variety of courses and lesson types, and intentional decisions have been made to ensure a strong academic program with an instructional framework that will both engage and challenge. Our instructional approaches best meet the needs of students and will engage students through a combination of inquiry-based instruction, direct instruction, and small-group instruction. Teachers will be provided extensive professional development on each type of lesson so that they can leverage each lesson format and ensure all students are prepared to access rigorous and engaging content.

**Instructional Models. Inquiry-Based Instruction.** Our classrooms will utilize inquiry-based approaches to instruction to ensure our students understand difficult content that both challenges and intellectually engages. We will equip students with the necessary habits of mind to first pose questions about the world and then seek out answers to these questions. This level of critical thinking and problem-solving is foundational to our approach and has proven effective for economically disadvantaged students and students of color. Our inquiry-based approach will be differentiated to meet the unique needs of all students.<sup>125</sup> Inquiry-based instruction will be especially prevalent in our STEM classes as we develop high-level critical thinking skills in our students while also building maximum engagement.<sup>126</sup> **Direct Instruction.** Our teachers will utilize direct instruction to explicitly model and teach our students specific concepts and skills, and our model will closely align with the National Institute for Direct Instruction guidelines. Direct Instruction has been proven successful in increasing the rate of learning and academic performance

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<sup>122</sup> The Head of School will also seek out the expertise of Board member Cameron Lewis, who is the Associate Director at Playworks and has expertise with programs that combine physical activity, mindfulness, and social and emotional learning.

<sup>123</sup> Five Minute Mindfulness. (2016, November 21). Retrieved from <https://www.theartofed.com/2016/11/21/5-minute-mindfulness/>.

<sup>124</sup> We will plan from Social Thinking and Second Step curricula to develop our Character Education curriculum. Social Thinking supports young adolescents who are developing their social skills to better connect with their peers and Second Step promotes social and emotional success and creating a safe learning environment where all students feel safe and can focus on learning.

<sup>125</sup> Effectiveness of Inquiry-Based Instruction and. (n.d.). Retrieved from <http://aabri.com/manuscripts/121112.pdf>.

<sup>126</sup> Llewellyn, D. (2012, March). Choice: The dragon slayer of student complacency. *Science Scope*, 36(7), 90-95; Blumenreich, M. (n.d.). Urban Teacher Candidates Discover Inquiry-based Learning While Developing Oral History Projects. Retrieved from <https://digitalcommons.nl.edu/ie/vol3/iss1/3/>; INSPIRED ISSUE BRIEF: INQUIRY-BASED TEACHING. (n.d.). Retrieved from <http://inspiredteaching.org/wp-content/uploads/impact-research-briefs-inquiry-based-teaching.pdf>.



for elementary students, students with disabilities, at-risk students, and economically disadvantaged students.<sup>127</sup> The structure of this type of class is an ‘I do, we do, you do’ format in which the teacher presents and models new information and then works through problems with students and checks their understanding of the content before sending them into independent practice where students can show whether they have mastered the content. **Small Group Instruction.** Research shows the positive impact that small-group instruction has on economically disadvantaged students, in both literacy and math.<sup>128</sup> Our instructional model allows for small-group literacy instruction every day, which allows teachers to provide targeted support to our students, which studies have shown greatly aids special education students and ELLs/MLLs.<sup>129</sup> Our teachers will respond to both formal and informal data to ensure differentiated small-group instruction that is appropriate for each individual student’s needs. Small-group instruction also builds a sense of community as students are exposed to learning as a team while creating a space where students feel safe asking questions. **Two-Teacher Model.** We will implement two-teacher model for all grades, K-5, allowing for targeted small-group literacy instruction,<sup>130</sup> support from a second teacher during math and writing, and a structured classroom.<sup>131</sup> Our small-group literacy instruction will allow us to best support the different needs of our students and allow us to best support our lowest-performing students.<sup>132</sup> We will have a lead teacher in each classroom, who will be responsible for delivering our key lessons, including Guided Reading and CGI math, with support from the co-teacher. **Extended School Day.** Our extended school day and school year maximize instructional minutes, which has proven effective in increasing achievement for economically disadvantaged students.<sup>133</sup> This also allows for more robust course offerings, including STEM courses, ensuring students receive a well-rounded education.<sup>134</sup>

**Instructional Strategies.** We believe that key to achieving high student performance is the execution of key academic and behavioral techniques that allow for engaging

<sup>127</sup> K. | Santoro, S., Edwards, L., J. | Fien, D., H., Y., & J. (2013, February 28). An Evaluation of an Explicit Read Aloud Intervention Taught in Whole-Classroom Formats In First Grade. Retrieved from <https://eric.ed.gov/?id=EJ1013951>; Coyne, M. D., Zipoli, R. P., Chard, D. J., Faggella-Luby, M., Ruby, M., Santoro, L. E., & Baker, S. (2009). Direct Instruction of Comprehension: Instructional Examples From Intervention Research on Listening and Reading Comprehension. *Reading & Writing Quarterly*, 25(2-3), 221-245. doi:10.1080/10573560802683697; Marchand-Martella, N., Kinder, D., & Kubina, R. (n.d.). Special Education and Direct Instruction: An Effective ... Retrieved from <https://s3.amazonaws.com/ecommmerce-prod.mheducation.com/unitas/school/multi-program-research/di-special-ed-results.pdf>, Journal of Direct Instruction, Vol. 5, No. 1.

<sup>128</sup> Jacob, R., & Jacob, B. A. (2018, June 20). New evidence on the benefits of small group math instruction for young children. Retrieved from [www.brookings.edu/research/new-evidence-on-the-benefits-of-small-group-math-instruction-for-young-children](http://www.brookings.edu/research/new-evidence-on-the-benefits-of-small-group-math-instruction-for-young-children).

<sup>129</sup> Vaughn, Sharon, Louis Danielson, Rebecca Zumeta, & Lynn Holdheide. 2015. Deeper Learning for Students with Disabilities. Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future; ASCD. (n.d.). Retrieved from [http://www.ascd.org/publications/educational\\_leadership/apr09/vol66/num07/Small-Group\\_Intervention\\_for\\_ELLs.aspx](http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx).

<sup>130</sup> Our small group literacy instruction has a 1:9 teacher to student ratio to ensure that every student receives targeted support and allows the teacher to easily assess each student’s mastery of the content.

<sup>131</sup> The two-teacher model has proven effective at high performing urban charter schools including Nashville Classical, Springfield Prep, and University Prep. In these models, teachers work with groups of 8-10 students that are grouped based on reading level, and teachers specialize in one element of that instruction, i.e. phonics or guided reading.

<sup>132</sup> Bambrick-Santoyo, P., Settles, A., & Worrell, J. (2013). *Great Habits, Great Readers*. Hoboken: Wiley; Grouping Students Who Struggle With Reading. (2013, November 14). Retrieved from <http://www.readingrockets.org/article/grouping-students-who-struggle-reading>.

<sup>133</sup> Shepard, N. (2014, May 25). “Longer school days mean better grades, studies say.” Retrieved from <https://www.deseretnews.com/article/865603819/Longer-school-days-mean-better-grades-studies-say.html>; Extending the School Day. (n.d.). Retrieved from <http://www.scholastic.com/browse/article.jsp?id=3755837>.

<sup>134</sup> For more information on our extended school day, see **II. A. Educational Philosophy**.



instruction. These techniques, when implemented with fidelity by teachers, establish a high bar for excellence and ensure consistency across classrooms. **Aggressive Monitoring.** One of the foundational instructional strategies shared across all classrooms will be our focus on **Aggressive Monitoring** and **Response to Data**. This practice has been adopted and adapted by many high-performing urban charter schools, most notably Uncommon Schools and Brooke Charter Schools.<sup>135</sup> Aggressive Monitoring is the practice of teachers purposefully circulating through the classroom during independent practice, quickly checking the work of all students with an eye for identifying both exemplar work and the most common student misconceptions. This strategy will be implemented by all teachers in every lesson as it is an efficient and purposeful way to give both individual feedback to students and address whole-group misconceptions. During the lesson internalization process, teachers will identify potential student misconceptions and will script in questions at key moments that will help address potential misconceptions. **Ratio.** The strongest classrooms place the bulk of the cognitive lifting on students. Ratio can be seen in our classrooms through questioning strategies, habits of discussion, everybody writes, and turn and talks. Through intentional questioning strategies, teachers engage all students to think of the answer to the question and can ensure that multiple students provide answers, thus shifting the think ratio firmly onto students. A key driver of strong classroom instruction is **Habits of Discussion**. This technique places emphasis on students engaging in academic discussions with one another, and as they respond to one another's answers, they either build upon the answer or respectfully disagree with the answer. **Cognitively Guided Instruction.** Developing conceptual understanding skills in our students will lead to high achievement. By implementing Cognitively Guided Instruction (CGI) in math, our scholars will develop problem-solving skills by independently working through unfamiliar, contextualized problems. Students are challenged to identify and work through strategies necessary to solve these problems, and in the process develop new strategies to answer the problem, justify their thinking, and develop the resiliency and grit to continue working through problems and testing different strategies. For students with disabilities, CGI allows them to view material through multiple modalities and to work with a partner or in small groups in an inclusive setting.<sup>136</sup> **Teacher Development.** Our ongoing teacher professional development (PD) process will ensure teachers are masterfully equipped to manage classrooms, internalize rigorous content, and deliver engaging instruction.<sup>137</sup> Collegiate will implement taxonomy techniques detailed in Doug Lemov's seminal work, *Teach Like a Champion*, and these taxonomies will be instrumental in developing teachers. As outlined in *Getting Better Faster*, we will follow a similar development sequence that focuses on key taxonomy techniques and instructional practices. Our year 1 scope and sequence for PD can be found in **Attachment**

<sup>135</sup> Lead Founder David McBride spent four years on the Uncommon High School Working Group, with one of our key focuses refining aggressive monitoring and response to data techniques and practices.

<sup>136</sup> Foote, M. Q., & Lambert, R. (n.d.). I Have a Solution to Share: Learning through Equitable Participation in a Mathematics Classroom. Retrieved from [https://digitalcommons.chapman.edu/education\\_articles/33/](https://digitalcommons.chapman.edu/education_articles/33/); Moscardini, Lio. "Developing Equitable Elementary Mathematics Classrooms through Teachers Learning about Children's Mathematical Thinking: Cognitively Guided Instruction as an Inclusive Pedagogy." *Teaching and Teacher Education*, vol. 43, 2014, pp. 69–79., doi:10.1016/j.tate.2014.06.003.

<sup>137</sup> For more information, see **I. B. Key Design Elements**.



**3b: Optional Curricular Attachments** and more about teacher development can be found in **IIID. Staff Supervision and Development**.

#### **D. SPECIAL STUDENT POPULATIONS AND RELATED SERVICES**

At Collegiate, we are committed to educating and supporting **every child, every minute, every day**, and our academic program ensures that our at-risk students, students with disabilities, and ELLs/MLLs have access to a high-quality education. Our design has been influenced by high-performing schools with proven track records of success educating all learners, including Neighborhood Charter School of Harlem.<sup>138</sup>

**Response to Intervention.** Collegiate’s mission of preparing all students for success in college lives within our Response to Intervention (RTI) model, which targets academic, attendance, and behavioral management supports to best meet the needs of all students, including students with disabilities, ELLs/MLLs, and academically at-risk students. Our Leadership Team will utilize weekly, monthly, trimester, and annual data to evaluate the effectiveness of our intervention programs, and this data will be shared with teachers, families, and Board members to ensure the best supports are being provided for students and allow us to respond to data to make the best decisions for our students.<sup>139</sup>

**Academics.** Our RTI academic model will be overseen by the Head of School and Director of Student Supports. All Collegiate students receive **Tier 1** supports, which include access to rigorous and engaging curriculum and high-quality instruction through whole-group instruction, small-group literacy instruction, targeted and individual supports during each class,<sup>140</sup> a two-teacher per classroom model, and a school-wide intervention block where all students receive small-group or individualized supports based on need. Students with disabilities will receive the necessary individualized supports outlined in their 504 Plan or IEP, as well as teacher-determined supports to ensure they have access to our curriculum and content. We anticipate that 80-90% of our students will be successful with our Tier 1 supports. **Tier 2** targeted interventions are deemed necessary when students struggle to progress within the Tier 1 model and are identified as in need of more intensive academic support. We anticipate that 10-15% of our students will require Tier 2 supports, which can include more targeted individualized intervention during literacy and math blocks and whole school intervention blocks, and small-group or individual pull-out groups during breakfast, lunch, or choice time on content that has not yet been mastered. We will schedule a family conference to discuss these supports and to identify how families can support at home. Students receiving Tier 2 supports will be identified by the instructional leadership based on performing in the bottom 15% on their interim assessments and STEP assessments or through teacher recommendation when progress with Tier 1 interventions has not been made. All interventions will be tracked for about six weeks, with progress being assessed at the midpoint to determine the effectiveness of the supports and whether they should be adjusted. Before students receive Tier 2 supports,

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<sup>138</sup> We have also worked closely with Deyvis Salazar, the former principal of Neighborhood Charter School of Harlem, whose special education students outscored New York City and New York State students with disabilities by over 30% on English Language Arts and 40% on math on the 2018 grades 3-6 English Language Arts and math assessments, as we developed our school design.

<sup>139</sup> Our School Leadership Team includes the Head of School, Director of Operations, Director of Culture, Director of Student Supports, and Academy Directors.

<sup>140</sup> Targeted, individual supports also include opportunities for individualized blended learning.



a meeting will be held with the family, classroom teacher, and Director of Student Supports and/or Head of School so that all stakeholders are aware of the plan and know how to best support the student inside the classroom and at home.<sup>141</sup> If students do not make progress with Tier 2 supports, we will determine whether they need additional Tier 2 supports or **Tier 3** supports. We anticipate that 5-10% of students will need Tier 3 supports, and for these supports to rely heavily on individual supports for the student. These individualized supports can occur during independent practice of literacy and math classes, and working with a teacher during lunch, breakfast, and choice time. If needed, the student will be placed in a literacy group in the grade below if it is deemed that it will best support the student's learning. Finally, students could also be given a revised homework packet that focus solely on the student's misconceptions. Tier 3 supports are more intensive in time, and often are in a small-group or individual setting, and when considering Tier 3 supports, a meeting will be held with the family, teacher, and either Head of School or Director of Student Supports to determine the type and frequency of the support. Progress will be tracked for about six weeks, with a report on progress toward goals after the third week. If the student fails to show significant growth after about six weeks, the school and family will meet to discuss next steps, which could include additional Tier 3 supports or testing for special education eligibility. **Attendance.** **Tier 1** supports include the following: phone calls home from the Office Manager when students are absent; attendance data tracked on bi-weekly progress reports that are sent home for families to read, sign, and return; discussion during bi-weekly family calls; a letter sent home to family at three absences reminding them of the policy and importance of being at school. **Tier 2** supports require that once a student reaches 6 absences, a meeting will be held with the family, the classroom teacher, and the Director of Culture to discuss a support plan moving forward. **Tier 3** supports require that once a student reaches 9 absences, a second meeting will be held with the family, the classroom teacher, the Director of Culture, and the Head of School to discuss a more intensive support plan moving forward. **Behavior.** Our approach to behavioral RTI will be overseen by the Head of School and Director of Culture, and we anticipate that 90% of our students will be adequately supported by our Tier 1 supports. Collegiate students all begin in **Tier 1** and their behavior is tracked on a weekly behavioral log that is sent home to families to review, sign, and return and includes a visual cue for students of their behaviors and an in-class reflection desk will be utilized when a student exhibits persistent off-task behaviors. The Director of Culture or Head of School will be notified if the student behavior persists. We anticipate 10-15% of our population needing **Tier 2** supports, and these supports will be provided to students who demonstrate more significant behavior challenges, including, but not limited to frequent class send-outs. A meeting will be held with the family and Director of Culture to determine a 6-week plan for the student in which supports are provided and accountability mechanisms are included to help the student change his/her actions. Tier 2 supports can include an individualized daily behavior tracker with clear daily focuses for the student or strategic seating in class. **Tier 3** supports will be provided to students who continue to demonstrate unproductive

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<sup>141</sup> For our students with disabilities and/or ELLs/MLLs, the special education teacher or ENL teacher would also attend this meeting.





behaviors following the Tier 2 interventions. The Director of Culture will hold a meeting with the family and grade-level teachers to create an individualized behavior plan, with clear, actionable goals for improvement and incentives built-in to reward the student when he or she meets these goals. These plans will last 6 weeks, and the student will receive a daily report on his/her behavior, which is sent home to families to review, sign, and return. The student will also receive individualized check-ins with the Director of Culture in the morning and afternoon in which the student can reflect on his or her progress toward meeting the goals during breakfast and lunch. Each of our intervention plans will last 6 weeks, and we will then assess progress made by the student and determine whether goals were successfully met.

**Students with Disabilities.** All students, regardless of ability, can and will succeed when provided the necessary accommodations, supports, and modifications within our structured, joyful community. Our enrollment policies do not discriminate against students with disabilities, who we anticipate will account for 21% of our population. We will adhere to all state and federal laws designed to support students with disabilities, including the Americans with Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1973. All students with disabilities have access to a Free and Appropriate Public Education (FAPE) and are educated in the Least Restrictive Environment (LRE) in classrooms with general education students. A strong, collaborative partnership with the district Committee on Special Education (CSE) is important to ensure that the needs and supports of all Collegiate students are met and to help identify and implement the necessary supports for these students. This partnership begins at the start of the year by alerting the district CSE to which students will receive services and when annual reviews need to occur. During the school year, annual CSE meetings will be scheduled that include the family, Director of Student Supports, and a Collegiate teacher, to ensure that the best plan is put in place for students. We will share all relevant academic, attendance, and behavioral data with CSE to ensure that the most informed decisions can be made for our students. With the support of the family, we will work with CSE to legally ensure that the right services are put in place in the IEP and that the school is implementing these services. In ensuing years, our teachers will attend CSE meetings with families and the Director of Student Supports to ensure that all stakeholders are on the same page in ensuring the best supports for students.<sup>142</sup> In instances when the needs of an individual student cannot be satisfied at the school, but the family's preference is to remain enrolled at Collegiate, we will work with CSE to determine whether the IEP can be revised. **Identification.** We will both seek out and ensure that enrolled students with disabilities have the supports they need to be effective on their first day of school. Our enrollment form will be made easily accessible to all families, in multiple languages, to allow families to disclose their child's IEP or any support services they may have previously received. We will collect any

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<sup>142</sup> We are deeply committed to ensuring that families are treated as full participants in this process and receive regular communication and printed IEP materials. All of these items were cited as "problems identified in the [Distinguished Educator's] report." Rochester Distinguished Educator Report: 84 Recommendations to Improve Student Learning and District Operations. (2018, November 14). Retrieved from <http://www.nysed.gov/news/2018/rochester-distinguished-educator-report-84-recommendations-improve-student-learning-and>.





relevant documentation that will allow us to ensure that our programming supports the needs of the child. We will adhere to all requirements stated in their IEP and Section 504, and will utilize Child Find to identify whether students have ever been diagnosed before or if we suspect the child has a disability, in accordance with IDEA to ensure that we are both legally and morally supporting the needs of the child from day one. **Services and Program.** Our special education program will allow us to identify students who need support and intervention, provide intentional supports to promote growth for the child, and to utilize data to determine the effectiveness of the supports. We believe our RTI program will support 80-90% of our students and will use our scaffolded interventions to support our most at-risk students, which could include collaborating with the family and CSE if a student still fails to make necessary academic gains. The Head of School and Director of Student Supports will educate all teachers on how to read a student's IEP, the legality of Section 504, and to ensure that the needs of our students are being met. These trainings will occur prior to the start of the school year to ensure that all teachers are equipped to implement and adhere to the prescribed supports and interventions for each student. We believe that our RTI program will support the majority of our students, and our model has been influenced by high-performing urban charter schools who educate similar student populations. Through studying these schools, we believe whole-heartedly in the power of a full-inclusion model, which we believe will support the majority of our students and lead to the highest student performance for all subgroups.<sup>143</sup> As noted in the Rochester Distinguished Educator Report, one of the districts failures has been that "students with disabilities are not included to the fullest extent possible in instructional and extracurricular activities and opportunities at all schools."<sup>144</sup> For students who are identified as needing additional supports outside of our program, we will identify these needs early and discuss with families whether evaluation for special education eligibility and related services should be considered. With parent approval, we will conduct appropriate testing and will share these results in a meeting with the family, Head of School, Director of Student Supports, and additional appropriate staff to determine whether special education services are warranted. If the student is eligible for an IEP, this will be created, shared with the family, and teachers will be trained on how to best support the IEP. If a student is placed on an IEP, the IEP will be reviewed at least once per year, with students being re-evaluated at least once every three years. Our Director of Student Supports will serve as our Section 504 coordinator and will ensure that the needs of each student are being met in accordance with the law. **Related Services.** We will ensure that all students receiving IEP or 504 related services will have access to these services throughout the entire school year, including counseling services, speech services, physical therapy, paraprofessionals, and other related services as legally required. These services will be secured by the Director of Student Supports working closely with the CSE

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<sup>143</sup> Blogger, I. G. (n.d.). Inclusive Classrooms: Looking at Special Education Today. Retrieved from <http://inservice.ascd.org/inclusive-classrooms-looking-at-special-education-today/>; 7 Essential Research Studies on Inclusive Education. (2018, February 19). Retrieved from <https://www.thinkinclusive.us/essential-research-inclusive-education/>.

<sup>144</sup> Rochester Distinguished Educator Report: 84 Recommendations to Improve Student Learning and District Operations. (2018, November 14). Retrieved from <http://www.nysed.gov/news/2018/rochester-distinguished-educator-report-84-recommendations-improve-student-learning-and->



to ensure training and scheduling for all service providers.<sup>145</sup> **Staffing Responsibilities and Qualifications.** Our annual budget reflects our commitment to ensuring that every child has the necessary supports needed to be successful, which includes proper staffing, purchasing the necessary student materials, and contracting with any related student services.<sup>146</sup> In year 1, Collegiate will hire a Student Supports Coordinator and a special education teacher who will assist the Student Supports Coordinator.<sup>147</sup> All teachers will receive multiple professional development opportunities before and during the school year to ensure that teachers understand the content of each IEP and how to effectively implement the stated accommodations, modifications, and student goals listed in the IEP.<sup>148</sup> **Records and IEPs.** We will secure all IEPs and 504 plans and relevant documentation including evaluations, reviews, and student progress reports in a locked file cabinet in a secured school office. These reports can be accessed only by the Head of School or Director of Student Supports. Each year, teachers will receive professional development prior to the start of the school year by the Director of Student Supports on how to read and access relevant information from student IEPs to ensure effective classroom implementation of student supports.

**English Language Learners and Multilingual Learners (ELLs/MLLs).** Under NYSED Commissioner’s Regulations Part 154, all schools are held accountable for identifying and providing the necessary supports and services to ensure that ELLs/MLLs develop English language skills. These protections are listed in Title IV of the Civil Rights Act of 1964 and the Education Opportunities Act of 1974, and the State of New York Education Law 3204, Section 3, which protects the rights and identifies the required and necessary standards for the education of ELLs/MLLs. Our ELL/MLL program will fully comply with all laws and requirements associated with ensuring and protecting the rights of our ELL/MLL population to ensure they are afforded the same opportunities as our general education students. The demographic data for the Rochester City School District reveals that ELLs/MLLs account for 15% of its total student population, and we anticipate serving a similar percentage.<sup>149</sup> We will hold the same academic and behavioral expectations for our ELLs/MLLs as our general education students, providing the necessary targeted supports to ensure they progress at the same rate or faster than their general education peers. For details on **Identification, Services, Program, and Staffing** for our ELLs/MLLs, see **Attachment 13: ELL/MLL Plan**.

**Evaluation of Effectiveness for Special Education and ELL/MLL Programs.** Our commitment to utilizing assessments and data will allow us to evaluate the effectiveness of our special education program and ELL/MLL program, and school leadership will analyze daily, weekly, monthly, trimester, and annual academic, attendance, and

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<sup>145</sup> These costs can be found in **Attachment 9: Budget and Cash Flow Template** under revenues from state services and revenue from federal funding.

<sup>146</sup> For more information on our budget, see **Attachment 9, tab 6, lines 68, 110**.

<sup>147</sup> In year three we anticipate our Student Supports Coordinator to become our Director of Student Supports. For more on our staffing model, see **III. A. Organizational Structure**.

<sup>148</sup> These PD sessions will be led by the Head of School and Director of Student Supports.

<sup>149</sup> 2017 | ROCHESTER CITY SCHOOL DISTRICT - Report Card | NYSED Data Site. (n.d.). Retrieved from <https://data.nysed.gov/reportcard.php?year=2017&instid=800000050065>.



behavioral data, disaggregated by subgroup, to determine whether our students are progressing and meeting their academic and behavioral goals. This data will be shared with our Board on a monthly basis to ensure the effectiveness of our programs and when appropriate, to determine if we need to re-allocate money in our budget to provide additional resources, staff, or contracted services to best support our students. This data will be shared with individual families during bi-weekly calls to ensure that they are part of the process, and with our teachers, who will also receive professional development on how to support our students. For students with disabilities, we will regularly analyze student academic performance with the student's individual IEP goals to assess effectiveness of our program, and we will report these findings accordingly. For our ELLs/MLLs, our focus will be on language development growth and whether they have met their goals and made continual progress in reading, writing, speaking, and listening. STEP assessments and internally created literacy unit exams will assess growth in reading and writing, while growth in speaking will be assessed by our ENL teacher through practice NYSESLAT exams given every six weeks.

**Gifted and Talented.** All Collegiate students will receive rigorous content that both challenges and engages them and fosters a spirit of intellectual curiosity. Students will be identified as gifted and talented if they are reading two levels above their grade level and if they are performing in the top 90<sup>th</sup> percentile on state and interim assessments. Students classified as gifted and talented will receive opportunities to continue to be challenged and engaged, including reading advanced texts in book clubs, and having differentiated independent work in core classes that includes challenge problems.

## E. ASSESSMENT SYSTEM

*"After spending ten years observing school systems, I am convinced that data-driven instruction is the single most effective use of a school leader's time."* – Paul Bambrick-Santoyo, *Leverage Leadership*

**Assessment Philosophy and Cycle.** Collegiate will implement a data-driven culture with a relentless focus on student work analysis and student mastery that ensures all students are properly supported and prepared for the rigorous demands of our college preparatory curriculum. We measure student achievement through rigorous academic assessments, both formative and summative, and our teachers are trained to expertly analyze and assess student performance to create detailed action plans aimed at best supporting all students. **Assessment Cycle.** Our assessment system will comply with the assessment requirements of New York state and the Board of Regents. We will administer regular formative and summative assessments that include national assessments, state-mandated assessments, and internal interim assessments, as noted on our annual academic calendar.<sup>150</sup> We will also assess student data internally on a daily, weekly, and monthly basis. Our teachers will utilize daily exit tickets, weekly mastery quizzes, and unit exams to ensure we have a clear understanding of student mastery, student misconceptions, and student growth. Internal interim assessments will be selected and/or created by the Head of School in years 1 and 2 of operation, and Academy Directors in year 3 and beyond. Daily exit tickets, mastery quizzes, and unit exams will be provided for teachers. **Daily Exit Tickets.** Daily exit tickets allow for a daily cycle consisting of teacher

<sup>150</sup> For more information on our annual assessment calendar, see [Attachment 4c: Proposed First Year Calendar](#).



planning, instruction, and response to data both in class and after class. Our teachers will analyze exit tickets to identify student misconceptions and create action plans to address these misconceptions.<sup>151</sup> Exit tickets will be backwards planned from the summative and interim assessments, and will align to the daily standard and objective for the lesson.

**Mastery Quizzes.** Mastery quizzes will be given each week and will serve three purposes: (1) test for mastery of standards and skills learned over the past week; (2) re-test key standards that will be spiraled back to ensure sustained mastery over time; (3) serve as a data point for teachers to analyze and create action plans aimed at the whole class, small-group tutoring, or individualized supports.<sup>152</sup>

**Unit Exams.** Unit exams will allow teachers and instructional leaders to identify what standards students did not master or retain mastery of throughout a unit (typically 3-6 weeks). Teachers will use this data to inform small tutoring groups and to create individualized support plans for students most in need of remediation. Disaggregated data will be used to assess the growth of students with disabilities and ELLs/MLLs, while allowing teachers to reflect on best practices to better support these students.

**Interim Assessments.** The greatest predictive measure for success on summative assessments is student performance on interim assessments, which are normally administered toward the end of a trimester. Interim assessments allow teachers, with the support of leadership, to analyze student performance over that trimester, and to identify the most important standards that have not yet been mastered. Interim assessments are closely modeled after summative assessments to allow students exposure to similarly asked questions.

**New York State Assessments.** Beginning in third grade, all students will take the NYS English language arts and mathematics exams through fifth grade, with the NYS science exam being administered in fourth grade. This summative data will allow us to compare our student performance with New York state and allow us to evaluate our instructional effectiveness. In assessing our effectiveness, we will analyze the standards our students performed strongest on to identify what led to this success and the standards we performed weakest on to allow us to make improvements the following year. We will also use this data to assess the effectiveness of our supports for students with disabilities and ELLs/MLLs.

**National Assessments.** Students will take the STEP assessment in reading and the NWEA Map in both reading and math. The STEP assessment will inform teachers and leaders of student reading levels and how students are progressing with foundational literacy skills, including reading comprehension and reading for accuracy. The NWEA Map will allow us to receive national comparative data in literacy and math and allow us to track student growth over time.

**Assessment Descriptions.** Our assessments are described in **Figure IIE.1**.

**Figure IIE.1: Assessment Overview**

Assessment	Description	Given by	Purpose
Daily Exit Tickets	Internally-created assessments given at the end of class	Teachers	Daily analysis used to inform next day's instruction and identify students for tutoring.

<sup>151</sup> Each teacher will receive their exit tickets at the start of the first year, and then will be developed on how to script strong exit tickets by their instructional coach during their first year.

<sup>152</sup> In lower academy, these will be literacy and math exams. In upper academy these will be given in all subjects. Teachers will track mastery quizzes in our online gradebook, which will allow both administration and families to access this data.



Weekly Mastery Quizzes	Internally-created, subject-specific assessments given at the end of the week	Teachers	Weekly analysis used to identify standards or skills needing to be re-taught and to identify students for tutoring.
Unit Exams	Internally-created cumulative assessments given in core classes at the end of each unit (~6/year)	Teachers, with leader support	Unit analysis allows teachers and administrators to identify what instructional strategies were most effective and to identify students for tutoring.
Interim Assessment	Internally-created assessments given 3-4 times per year at specific intervals in the year to test a group of standards	Instruct. Leadership Team	Analysis that allows teachers and administrators to action-plan for key standards that need to be re-taught and to identify students for tutoring. Data will be presented to the Board in our academic dashboard.
STEP Assessment	National formative assessment for reading proficiency given 5-6 times per year	Teachers and DCI	STEP data allows teachers and administrators to identify reading levels of our students, informs our small group literacy blocks, and allows teachers and administrators to identify students for tutoring or additional supports. STEP data will be share with the Board in our and each student's individual STEP data will be shared with his/her family.
NWEA Map	National formative assessment testing math and reading skills given three times per year	Instruct. Leadership Team	Map analysis allows teachers and administrators to track student growth from year to year and will impact individual supports for students. Map data will be presented to the Board in our academic dashboard and will be shared with all families.
NYS Assessment	Summative assessments given for English language arts, mathematics, and science, created by NYSED	Instruct. Leadership Team	NYS analysis allows teachers and administrators to identify skills and standards that were not mastered, influencing curriculum changes for the upcoming year. State assessment data will be presented to the Board in our academic dashboard and will be shared with all families.

**Validity and Reliability of Assessments.** To ensure that our assessments produce consistent results that accurately measure student mastery of state standards, we will review our interim assessments annually to ensure alignment with our academic performance goals. During this review, the Head of School will use student performance data from the interim assessments and compare it with standardized assessment data to determine any curricular changes that could lead to greater student performance. This data will be compiled into academic dashboards and in our annual review to be shared with our Board to allow for proper oversight of our academic performance. At the start of the year, our team will analyze last school year's end-of-year assessment data,



disaggregated by subgroup, and will make any necessary curricular shifts in response to this data.<sup>153</sup>

**Administering Assessments.** For state and national assessments, we will strictly follow the guidelines and explicit instructions provided by the vendor. The Head of School and operations team will create specific systems that teachers will follow when administering these exams, including where to collect and return materials, when teachers may open materials, and expectations for teachers and staff during assessments.<sup>154</sup> For internally-created assessments, teachers will be given exit tickets, weekly mastery quizzes, and interim assessments to administer in their classrooms.<sup>155</sup> Teachers will be trained to analyze this data to inform future instruction as well as identify students for individual or small-group support. **Assessment Storage.** We will use a web-based system, such as Illuminate, to both store assessments and student performance on these assessments so that the data is readily available for staff. Our operations team will create academic dashboards that will clearly organize student performance data and will allow teachers to see performance data for individual students and disaggregated by subgroup.

**Data-Driven Analysis.** Data impacts decision-making. A key component of our academic model is how we teach and develop teachers to analyze data and allow this analysis to inform instruction. Exit Ticket and Weekly Mastery Quiz analysis informs how teachers re-teach key standards, determines intervention supports, and allows our staff to have a constant pulse on the academic performance of our students with disabilities and ELLs/MLLs. Following interim and STEP assessment cycles, we will have **Data Days** that allow teachers and administrators to analyze this data, create detailed action plans that will inform future instruction, and identify literacy groups and tutoring groups. These action plans are created in grade-level teams and teachers will submit these plans to their instructional leader for feedback.<sup>156</sup> During Data Days, teachers will analyze disaggregated data for student subgroups, which will help inform our interventions groups, and ensure all student subgroups are making at least the same progress as their peers.<sup>157</sup> We will be transparent with our data and will post school-wide results throughout the school, will share this information in our newsletter to families, and will compile this data in our academic dashboard to share with the Board to help assess our progress. Our dashboard will allow us to compare current data with previous years' data to show growth over time and will allow us to compare our data with like-minded schools.

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<sup>153</sup> This practice was observed at Community Day Charter Public School and allowed teachers and leaders to analyze end-of-year data to inform any curricular shifts they needed to address their gaps, which is not a consistent practice across schools. Community Day has 33% ELL/MLL student population and 9% student with disabilities population and has outperformed the state of Massachusetts on every state test for grades 3-8.

<sup>154</sup> For example, during these assessments, teachers will quietly monitor students to ensure they are faithfully completing the exam. Any academic signage in the room will be covered prior to the examination.

<sup>155</sup> These materials will be created by the HOS or Academy Directors. Teachers will be trained and developed on how to analyze this data and create action plans related to re-teach lessons and small group or individual support plans.

<sup>156</sup> Instructional leaders include HOS, Academy Director, DCI, or an instructional coach. Regardless of who the direct support is, the entire Instructional Leadership Team will receive all action plans in order to review both the individual analysis of teachers and proposed feedback from the instructional coach. The instructional coach will receive feedback on their feedback prior to meeting with the teacher to review the action plan.

<sup>157</sup> For more information on assessment data and our RTI model, see **II. D. Special Student Populations and Related Services**.





**Academic Goal-Setting.** Setting clear academic goals is a common practice at the highest performing urban charter schools, where school leaders can reflect on current data and set new academic performance goals for the upcoming school year.<sup>158</sup> Having shared academic goals for the school and routinely discussed those goals in professional development, during Data Days and in weekly data meetings will provide teachers with needed clarity to influence their work and to create a sense of community as the entire staff works toward these singular goals. Goal-setting will also be part of our students' experience and we will celebrate student growth and the attainment of their goals.<sup>159</sup> At our Collegiate Celebration, students will be recognized in front of their peers and family for reaching their academic and/or behavior goals.

**Data Reporting.** As a results-driven school, transparency around our data is essential and will be shared with all key stakeholders – students, families, staff, Board of Trustees, and the greater community at large, as outlined in **Figure IIE.2**.

**Figure IIE.2: Collegiate Data Reporting**

Stakeholder	Reporting
Families & Students	Results for Weekly Mastery Quizzes, unit exams, interim assessments, and STEP assessments will be sent home to families in a letter that needs to be signed and returned. Results for exit tickets will not be sent home but will be reflected in bi-weekly progress reports, discussed during bi-weekly calls, and reflected in report cards that will be discussed with families at teacher-family conferences after each trimester. Results from state assessments will also be sent home.
Staff Members	All data from student assessments will be shared transparently with our teachers. As a school, we will focus on analyzing our interim assessment and STEP data on our Data Days so that teachers can action-plan in grade levels and departments with the support of the Instructional Leadership Team. These action plans will drive instruction in the upcoming weeks and will determine tutoring groups and individual supports for students most in need.
Board of Trustees	Our Board of Trustees will receive monthly academic dashboards that include enrollment data, behavioral data, attendance data, academic data, and formative and summative assessment data both holistically and broken down by subgroup. Annually, the board will review this data as a component of the Head of School evaluation, and to ensure the school has the necessary resources to make progress toward all goals.
Greater Community	Annually, we will post all data related to New York state and national assessments on our website and will submit and make publicly available our annual report.

## F. PERFORMANCE, PROMOTION, AND GRADUATION STANDARDS

Our promotion policy is aimed at ensuring that students are prepared to master the content and curriculum of the next grade, with the overall goal of being prepared to

<sup>158</sup> Setting Annual Priorities. (2018, April 20). Retrieved from <https://buildingexcellentschools.org/setting-annual-priorities/>.

<sup>159</sup> Lead Founder observed STEP level boards displayed in classrooms and hallways at RISE Prep Mayoral Academy, and Nashville Classical where students could see their progress and celebrate the growth of their teammates. At University Prep in Denver, CO, kindergarten students were able to articulate their current STEP levels and could state their STEP goals.





graduate college. To achieve this mission, our students must demonstrate the necessary academic growth each year to be successful in the ensuing grade. Strong partnerships with families, grounded in regular communication, will help students to achieve this goal. Promotion decisions ultimately will be made by the Head of School, with input from teachers and through multiple meetings with families throughout the school year to discuss their child's progress. We will not take retention decisions lightly and will always make decisions in the best interest of the child and their unique, individual needs.

**Promotion Criteria. Academic.** Student promotion will be predicated on whether the student is on grade level in literacy and math, and we will utilize STEP assessments, interim assessments, and NWEA MAP results to determine whether the student is performing on grade level. If, at the end of the year, a student fails to demonstrate grade-level mastery, the student may not be promoted. These criteria will drive our decision-making, although we reserve the right to make the retention or promotion decisions that are in the best interest of the child. We will also consider attendance and behavioral data when determining promotion. Through RTI, we will tailor our interventions to meet the needs of students with the end goal of all students performing on grade level (see **II. D. Special Student Populations and Related Services**). We will track and share student performance throughout the year with families and ensure interventions are in place to support growth of the student and avoid retention. We will ensure compliance with IDEA as it relates to all promotion decisions. Students with IEPs or 504s will be held to our promotion criteria unless indicated otherwise in their IEP goals, which we will honor.

**Attendance.** Chronic absenteeism in childhood has been a predictive indicator that leads to a student dropping out of high school.<sup>160</sup> Our students will understand that to be strong leaders and effective teammates who display grit and a strong work ethic, they must be at school. We will abide by all guidelines related to extended illnesses or family emergencies that would not count against retention and will support the student by providing access to tutoring and will only consider attendance a factor for retention when students are not meeting their grade-level academic goals.<sup>161</sup>

**Monitoring Supports and Family Communication.** Collegiate staff will work closely with our families to ensure that all stakeholders are aware of the academic progress of each student and that all stakeholders are on the same page when it comes to supporting each student. We will use Illuminate, or a similar student information and data tracking system, which will allow teachers and administrators to track and analyze student academic performance as whole-group, individual students, and subgroups, and will allow for families to access their child's data.<sup>162</sup> For individual students, this data will be shared with families during bi-weekly calls, report card conferences, and individual family meetings for our most at-risk students so that families are aware of the specific unmastered standards impacting their student.

**Family Communication.** We will communicate regularly with families about their child's progress including daily notes on

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<sup>160</sup> Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data. (n.d.). Retrieved from <https://nces.ed.gov/pubs2009/attendancedata/chapter1a.asp>.

<sup>161</sup> For more information, please see **Attachment 3c: Exit Standards**.

<sup>162</sup> Illuminate was used by our Head of School while at Uncommon Schools and allowed for stronger family engagement.



their child's homework log. Families have daily access to their child's data on Illuminate, bi-weekly phone calls from their teachers, and family conferences each trimester. **Promotion in Doubt.** At the end of each trimester, our Instructional Leadership Team will meet to identify which students are at risk of being retained and will create, with teacher support, an intervention plan with clear benchmarks for student success. These plans will then be shared with families during conferences. The goal of these meetings is to review the intentional, individualized plan for the child and to clearly emphasize to families that their student is at risk of being retained. In cases where a student is being retained, the Head of School and members of the Instructional Leadership Team will meet with the family to review the plan for the start of next year to ensure the best support plan is in place. Students being retained, as well as those identified as needing more support, will have access to our summer learning program at no cost to the family to ensure that the child receives support through the summer.<sup>163</sup>

## G. SCHOOL CULTURE AND CLIMATE

**School Culture Vision.** Collegiate students will be excited to learn, our teachers will be excited to teach, and student academic success and character growth will be recognized and celebrated in our community. School culture, predicated on structure, joy, engagement, and respect to the individual and the community, is essential for creating an environment where every student will achieve academically. Student achievement is maximized when there is a predictable order to the classroom and students are challenged, encouraged, and engaged. The foundation of our school culture is predicated on the following four principles: (1) all students will be educated in a joyful and results-driven community with exceptional teachers who care deeply about each individual's success; (2) our core values shape our culture and allow our students to become strong leaders and productive teammates with a shared vision of academic success for all; (3) all students will understand the rules and expectations of our school and be able to articulate the 'why' behind these; and (4) all students will receive clear and actionable academic and behavioral feedback that allows them to self-correct and feel successful.<sup>164</sup>

**Research.** All aspects of school culture, including the behavioral management system and incentives system, blend warmth and structure, provide clear expectations, focus on character development, invest in teachers who bring joy to the classroom, and implement a restorative approach to student discipline.<sup>165</sup> We have been influenced by schools that maintain a safe, structured learning environment through a 'warm demander' approach while also achieving high levels of academic success for all students, including economically disadvantaged students, students with disabilities, and ELLs/MLLs.<sup>166</sup>

<sup>163</sup> We will consider offering Saturday Academy for students who are backfilled or are in need of Tier 2 and Tier 3 academic supports beginning in Y3 of operation and will provide the opportunity to attend a Summer learning program in partnership with GRSLA to ensure they are successful in the subsequent academic year, whether they are promoted or retained.

<sup>164</sup> Morrish, Ronald G. *With All Due Respect: Keys for Building Effective School Discipline*. Woodstream Publishing, 2006.

<sup>165</sup> Our approach to culture, including our restorative approach has been influenced by practices observed and studied at Brooke Charter Schools, Nashville Classical, Springfield Prep, and University Prep. For more information on our community's desire for restorative practices in schools, see **Table 2: Public Outreach Information**.

<sup>166</sup> Alexander, Matt. "The Warm Demander: An Equity Approach." *Edutopia*, George Lucas Educational Foundation, 13 Apr. 2016, [www.edutopia.org/blog/warm-demander-equity-approach-matt-alexander](http://www.edutopia.org/blog/warm-demander-equity-approach-matt-alexander); *Warm Demander Article - San Jose State University*. [www.sjsu.edu/faculty/marachi/mle/Warm Demander Article.pdf](http://www.sjsu.edu/faculty/marachi/mle/Warm%20Demander%20Article.pdf); B. (2016, November 02). The Secret to Education Excellence: High Expectations. Retrieved from <https://thebestschools.org/magazine/high-expectations-educations-silver-bullet/>; What Makes a



**Leadership and Evaluation.** All aspects of school culture are driven by our mission and core values and will be explicitly taught to both staff and students to ensure consistent expectations for excellence. To uphold the vision, our Director of Culture, working closely with the Head of School, will oversee our school culture and explicitly train on the implementation of practices that support strong school culture. In alignment with our results-driven approach to reaching our goals, school leadership, including the Head of School, Director of Student Culture, Director of Operations, and Director of Student Supports, will meet bi-weekly to analyze key school culture indicators and create targeted action steps for improving school culture. This will include review of behavior and attendance data, results of staff, student, and family surveys, and observational data from our monthly school culture walkthroughs. We will analyze this data to identify school-wide trends and individual students in need of support and will break the data down by subgroup to ensure we are meeting the needs of all learners. Twice a month, grade level teams will meet to analyze their grade-level data to determine which students need additional supports to help promote productive behaviors, and grade-level teams will create action plans to support these students. Annually, we will have 4 school walkthroughs and one formal review by external leaders in the field which will provide feedback on our academic program, operations, student supports, and school culture.<sup>167</sup> Our Board will also see updated student culture data on a monthly basis, captured in our academic achievement dashboard, so that they can ensure that discipline practices are fair, consistent, and promote academic achievement for all learners.

**Teacher Development.** To ensure we build a joyful and academically rigorous and engaging school community, we invest time both during summer professional development and throughout the school year to equip our teachers with the skills necessary to develop and sustain strong culture, both school-wide and in their classrooms. During summer PD, our staff first learns what it means to be a ‘warm demander’- a teacher who displays deep convictions in his/her students’ abilities and holds high expectations for every child while demanding that every child seek to achieve their best. This mindset is critical for every staff member to embrace as it is the foundation of our school culture. Our staff will also be trained on our core values, including how to model, teach, and celebrate students who demonstrate these values.

**Social-Emotional Development.** Rochester has one of the highest levels of poverty and extreme poverty in the nation, with recent studies pointing to the devastating impact that trauma has had on the students in our city.<sup>168</sup> A structured school environment helps support students suffering from trauma by ensuring there are clear, predictable systems

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Strong Charter School. (n.d.). Retrieved from <http://www.nea.org/home/60828.htm>; Charter Schools and the Achievement Gap | Future of Children. (n.d.). Retrieved from <https://futureofchildren.princeton.edu/news/charter-schools-and-achievement-gap>; “Students, Especially African-Americans, Thrive with Warm, Demanding Teachers.” *UVA Today*, 13 Mar. 2017, [news.virginia.edu/content/students-especially-african-americans-thrive-warm-demanding-teachers](https://news.virginia.edu/content/students-especially-african-americans-thrive-warm-demanding-teachers).

<sup>167</sup> We will have members of BES take part in these walk-throughs, as well as school leaders from high performing schools that our proposed Head of School has cultivated relationships.

<sup>168</sup> R. (2015, January 09). Report: Rochester tops ‘extreme poverty’ list. Retrieved from <https://www.democratandchronicle.com/story/news/2015/01/08/rochester-poverty-act-community-foundation-report/21452093>.



that allow students to focus on learning and achievement.<sup>169</sup> At Collegiate, we will implement consistent school-wide systems to ensure we build a school that is safe and predictable for all learners, including our economically disadvantaged students. We recognize that systems themselves are not enough to support the needs of students growing up in poverty or extreme poverty, and to that end, we will employ a trauma-informed approach to our work. We will partner with CCSI to lead professional development on trauma-informed practices during our summer PD and regularly throughout the school year and will supplement these trauma-informed practices with mindfulness practices, which will promote such skills as conflict resolution, positivity, and teamwork.<sup>170</sup> A focus on mindfulness and wellness will allow us to treat the whole child and equip all students with the necessary skills, inside and outside the classroom, to be successful, positive teammates and individuals.<sup>171</sup>

**School Environment.** A shared set of core values and a tangible vision that is communicated to all stakeholders are non-negotiable elements of strong school culture.<sup>172</sup> Our intentional focus on character development is woven into our school day through our core **LIGHT** values: **Leadership** - Giving your best every day and leading by example; **Integrity** - To be honest and ethical, and always do the right thing; **Grit** - Perseverance and passion for long-term success; **Hard Work** - Demonstrating great effort and endurance; **Teamwork** - Cooperation between a group of people focused on a task. Our core values align to academic habits that we wish to see in class as well as character traits that we want our students to demonstrate in the greater Rochester community. Our core values are explicitly taught in our weekly **Collegiate Celebration** and **Character Circle** and reinforced daily in homerooms. Each week and each month, we will celebrate students who have best demonstrated these values and students who have made the most growth in character. In our classes, our students will be exposed to historical and literary figures that demonstrate our core values, and how these values shaped their lives.

**Rewards and Incentives.** As we develop a sense of purpose in each of our students that will serve as their driving motivation for success in college and life, we understand that providing intrinsic incentives is important to grow strong habits in our students. Students can earn Treasure Chest in grades K-2 and Millionaires Club in grades 3-5 for consistent demonstration of our core values. Each Wednesday at **Collegiate Celebration**, we will recognize all students who have shown exemplar or improved behavior, which provides an opportunity for students to be recognized in front of their peers and families.

**Behavior Management and Discipline.** Our behavior management system will be consistent from classroom to classroom to ensure that expectations are clear and predictable for students. Our team will adhere to the following disciplinary strategies: (1)

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<sup>169</sup> What is a Trauma-Informed School? (n.d.). Retrieved from <https://traumaawareschools.org/traumaInSchools>

<sup>170</sup> We have budgeted for these costs under contracted services, professional/consulting, which can be found in **Attachment 9: Budget and Cash Flow Template**.

<sup>171</sup> We will utilize the "Second Step" curriculum for social-emotional supports as well as "Social Thinking," with the latter program having proven effective at The Neighborhood Charter School of Harlem.

<sup>172</sup> "What Makes a Good School Culture?" *Harvard Graduate School of Education*, [www.gse.harvard.edu/news/uk/18/07/what-makes-good-school-culture](http://www.gse.harvard.edu/news/uk/18/07/what-makes-good-school-culture); "Building a Strong School Culture." *Harvard Graduate School of Education*, [www.gse.harvard.edu/news/uk/18/09/building-strong-school-culture](http://www.gse.harvard.edu/news/uk/18/09/building-strong-school-culture).



explicitly and proactively teach students our expectations, systems, and routines, emphasizing the why behind our expectations; (2) publicly praise students who model our core values with precise praise that illustrates how the core value was demonstrated; (3) address potential behavioral issues at their earliest development to prevent issues from escalating into major classroom disruptions; (4) utilize an age-appropriate behavior management system including clear and consistent escalated consequences; and (5) create individualized support plans that can be used as Tier 2 and Tier 3 interventions. For more information on our discipline policy, see [Attachment 4: Student Discipline Policy](#). Effective discipline teaches our students the correct way to behave both in and out of school. While our students are capable of productive choices, when disruptive behaviors persist, it is our promise to our families to address these behaviors to preserve individual student learning and the growth of the team. Our teachers will use an array of least invasive interventions to redirect student behaviors and when consequences need to escalate due to persisting behaviors, our teachers follow a set of management strategies that adhere to our core principle that students can internalize their actions and quickly self-correct their behaviors to be productive members of their learning community. Following proactive management techniques, including non-verbal interventions and proximity, the most common consequence that will be given is a color change after repeated behaviors, with our teachers utilizing in-class reflections if the color change does not shift the behavior, and a send-out if the student needs more individualized support.

**Lower Academy.** In K-2, the discipline system will be a color-coded choice stick, in which a five-color tracking system is used to track student behaviors. All students will start each day on navy blue, which signals the start to a new day where everyone is ready to learn. Students will have the ability to rise into light blue and then gold when exemplifying productive behaviors, while also having the ability to move to yellow and then to red for exemplifying behaviors that are not aligned to our values. This is tracked on a choice stick, which is sectioned off by color. Each student has their name written on a clothes pin, which is used to move up or down to whichever color their behavior warrants. Students can move fluidly throughout the colors with the idea being that once a mistake is corrected, students are 'reset' and can continue to focus on exemplifying positive behaviors. It is important for our students to see these visual cues in these early developmental years. Families will receive daily updates on their child's behavior in the form of receiving a sticker on their homework log when the student has modeled positive behaviors and receiving a small note if the behaviors were unproductive that day.

**Upper Academy.** In grades 3-5, students will move to a behavioral impressions system where students take more responsibility for their actions. This system will continue to be a fluid management system that allows students multiple opportunities to learn from mistakes, self-correct, and make productive choices. Supports are built into the system that allow students time to reflect on unproductive behaviors and repair situations and/or relationships damaged by these choices. At the end of the week, a behavior report is sent home that includes behavioral, homework completion, and attendance data for families to review, sign, and send back on Monday. In each classroom are color impression charts, with each student beginning in navy blue and having the ability to move up to light blue and then gold. Teachers track student behaviors on their clipboards. After three stars for



positive behaviors or three checks for off-task behaviors, a student's color will move either up or down the color chart.<sup>173</sup> At the end of the week, a behavior report is sent home showing either a positive or negative balance for families to review, sign, and send back on Monday.<sup>174</sup> The key behaviors that Collegiate focuses on in each academy are:

**Figure IIG.1: LIGHT Values and Student Actions**

Value	Lower Academy	Upper Academy
Leadership	Completing all work on time, arriving to school on time every day, prepared for that day's instruction, modeling STAR.	Speaking with a strong, clear voice in class and at Collegiate Celebrations.
Integrity	Following the teacher's directions the first time given.	Making decisions that benefit the group over the individual.
Grit	Identifying multiple ways to solve problems not giving up when the problem is challenging.	Working through difficult problems, even if their initial answer is incorrect.
Hard Work	Working without interruption on difficult problem sets during independent practice.	Seeking out additional support or resources to push their understanding.
Teamwork	Showing respect to teammates by tracking the speaker, keeping their hands to themselves, and speaking with a clear voice.	Effectively resolving conflicts with their teammates.

**Discipline of Students with Disabilities.** Clear and consistent expectations will lead to success for our students with disabilities. Our staff will diligently review each student's IEP to ensure that our systems support the student and will work closely with our school leadership team to ensure that any necessary adjustments are made to best support the student. We will ensure that consequences comply with state and federal regulations.

## H. SCHOOL SCHEDULE AND CALENDAR

**School Calendar.** Collegiate's school calendar, see **Attachment 4c: Proposed First Year Calendar**, supports our academic program by providing more time for teaching, learning, and professional development when compared to RCSD. Our annual calendar, broken into trimesters, totals approximately 187 days of instruction, 5 days more than RCSD, and allows us to intentionally develop our teachers more effectively. Our teachers will receive close to 28 full professional development days per year, including a four-week summer PD, and Data Days following interim and STEP assessments. We also provide weekly professional development for teachers on our abbreviated day of the week.<sup>175</sup>

**Student Weekly Schedule.** Our extended daily student schedule, see **Attachment 4a: Sample Weekly Student Calendar**, has proven to be a key driver behind the success of high-performing urban charter schools. They have utilized these minutes to effectively close the achievement gap by offering more instruction, which has proven successful for

<sup>173</sup> This management system was studied at University Prep during our Head of School's BES residency.

<sup>174</sup> Sending home weekly behavior logs was observed and studied at many top performing urban charter schools, including Nashville Classical and Springfield Prep. This system is another example of engaging families so that they are aware of their child's progress.

<sup>175</sup> For more information on professional development, see **II. C. Instruction** and **III. D. Staff Supervision and Development**.





economically disadvantaged students, students with disabilities, and ELLs/MLLs, where extended literacy blocks allow for growth and have proven to increase student academic performance more quickly.<sup>176</sup> Collegiate has over an hour of time for intervention built into the daily schedule in addition to our small-group instruction, to ensure we best meet the needs of all learners. Additionally, with our extended school day, we are able to implement a robust literacy program while still ensuring that our students are exposed to STEM courses, social studies, electives, and two math classes each day.<sup>177</sup> On Monday, Tuesday, Thursday, and Friday, our day begins at 7:20 with arrival and breakfast and ends at 4:00. On Wednesday, students will dismiss at 1:40, and staff will receive two hours of professional development from 2:00-4:00.

**Figure IHH.1: Academic Minutes by Content Area**

Lower Academy (K 2)	Daily Minutes, Full Days	Weekly Minutes
Literacy	180	840
Mathematics	100	500
Science/Social Studies	40	200
Upper Academy (3 5)	Daily Minutes, Full Days	Weekly Minutes
Literacy	180	840
Mathematics	90	450
Science/Social Studies	40	200
STEM (CS & Engineering)	40	160

**Lower Academy Core and Non-Core Classes.** Each full day, our students will have five blocks of literacy instruction including Read Aloud, Guided Reading, Phonics, AIR/Blended Learning, and Writing; and three blocks of math instruction including Morning Math, CGI, and Investigations 3. Students will have 40 minutes of social studies or science daily, alternating on a six-week cycle, physical education three times per week, and a STEM elective twice per week (computer science or engineering). Student intervention will take place for 15 minutes during morning Brain Work, 25 minutes during daily intervention block in which students receive targeted literacy or math support either individually or in small groups, and 30-minutes during Choice Time & Intervention block. On our abbreviated day, students will receive all their literacy instruction, CGI math, Investigations, and physical education. On these days, students will participate in our weekly Collegiate Celebration and Character Circle to celebrate their growth and achievement. **Upper Academy Core and Non-Core Classes.** Each full day, our Upper Academy students will have five blocks of literacy instruction including Close Reading, Guided Reading, Book Club, Reading Workshop, and Writing Workshop; and two blocks of math instruction, CGI and Investigations 3. Students will have 40 minutes daily of science or social studies and will have 40 minutes daily of either computer science or

<sup>176</sup> Mitchell, C. (2016, January 12). Report Recommends Longer School Day for English-Language Learners. Retrieved from [http://blogs.edweek.org/edweek/learning-the-language/2015/12/report\\_recommends\\_for\\_longer\\_s.html](http://blogs.edweek.org/edweek/learning-the-language/2015/12/report_recommends_for_longer_s.html); Time to Learn: Benefits of a Longer School Day. (2014, May 12). Retrieved from <http://www.readingrockets.org/article/time-learn-benefits-longer-school-day>; Shepard, N. (2014, May 25). "Longer school days mean better grades, studies say." Retrieved from <https://www.deseretnews.com/article/865603819/Longer-school-days-mean-better-grades-studies-say.html>; Extending the School Day. (n.d.). Retrieved from <http://www.scholastic.com/browse/article.jsp?id=3755837>.

<sup>177</sup> The extended calendar is a common practice of many high performing charter schools, including Brooke Charter Schools (193 days), South Bronx Classical (200 days), and Springfield Prep (188), and Nashville Classical (176).





engineering, physical education three days a week, and art class twice a week. Student intervention will continue to happen throughout the day and include 15 minutes of morning intervention and 45 minutes of intervention each afternoon. On our abbreviated day, we will begin with Collegiate Celebration and Character Circle.

**Student Experience.** Figure IIH.2 indicates times across a typical day that students who are performing on-grade level, are at-risk of academic failure, or are performing above grade level will receive differentiated support.

**Figure IIH.2: Instructional Day Perspectives**

Part of Day	Description
Arrival and Breakfast	All students are served breakfast and work on brain work, which focuses on literacy and math skills previously taught and are either key standards or are standards that students have struggled with. On-grade-level students (OGL) will work on these packets while students performing above grade level (AGL) will receive more difficult problems in a separate packet. At-risk (AR) students will have prioritized problems starred in their packet to work on first and may receive intervention during this time.
Read Aloud	During Read Aloud, AGL and AR students remain seated next to one another so that AR can benefit from their partner's turn-and-talk discussion, in which thinking is modeled, and their whole-group answers. Teachers will also differentiate by identifying students to call on at during of Read Aloud.
CGI Math	During CGI block, AGL students will be called on first to recite the story problem, followed by OGL and AR so that AR have a chance to process the problem longer and observe strong models. During independent practice, OGL students will receive normal teacher supports who will push their thinking when they have shown mastery of the content. AGL students will receive stretch-it questions to push their thinking further and will be expected to provide deeper analysis in writing of their thinking. AR will receive more support from the second teacher in the classroom.
Literacy Blocks	All students will receive Guided Reading, phonics instruction, and blended learning/AIR. For these groups, all students will be placed with students at a similar reading level.
Interventions	All students receive interventions. Often, this will be in small groups where students are placed with students struggling with similar content, though AR could receive individualized supports during this time. AGL students could receive either a packet of challenge problems to further push their thinking or AIR during this time and are given texts above their grade level to read.
Math Investigations	Students are strategically paired up during Investigations to either be with a student at their similar level (often OGL) or paired with a student at a higher level so that AR can benefit from an AGL partner.
Writing Workshop	During Writing Workshop, there are two teachers in the classroom. For AR, this will allow for more intentional support during IP and allows for the Lead Teacher to pull AR students and work as a small group. OGL will receive individual conferencing from the teacher and will be given stretch-it questions that allow them to add more detail and complexity to their writing. AGL will receive additional tasks or a more complex writing prompt to move on to after completing and mastering the initial problems and standard.



SS/Science	Students will be strategically paired during social studies and science classes, with OGL often working together, and AR and AGL paired together. During independent practice, questions will be scaffolded according to difficulty, and challenge problems will be included so that students who are mastering the content can move to these problems.
Electives	All students will receive elective classes every day.
Choice Time and Interventions	Students will have a number of enrichments that they can choose from, including chess, drawing, or academic programs on computers. During this time, AR will be prioritized for small-group or individualized supports.
Pack-up and Homework	AR will have homework problems starred in their packets so families know which problems they need to focus on. During pack-up, teachers can revise problems in the packets for AGL that could include adding more complex numbers to math problems or an additional writing prompt for literacy.

**Teacher Schedule.** An innovative component of Collegiate’s design is our two-teacher model. At each grade level, there will be two teachers in every classroom, including a Lead Teacher and a Co-Teacher, which will allow for a teacher to student ratio of approximately 14:1. Our Lead Teachers will teach for approximately 320 minutes in Lower Academy and 265 minutes in Upper Academy, with approximately 125 minutes of planning time in Lower Academy and 200 minutes of planning in Upper Academy built into their schedules.<sup>178</sup> Our Co-Teachers will teach for approximately 135 minutes, will support the Lead Teacher for approximately 85 minutes in Lower Academy and 170 minutes in Upper Academy, will have approximately 115 minutes for planning, and will be assigned more ancillary duties, which will allow more planning time for the Lead Teacher.<sup>179</sup> All teachers are responsible for student intervention. On our abbreviated day, all teachers will have two hours of professional development. Once every two weeks, following dismissal, grade-level teams will meet to discuss grade-level trends around student performance and student culture and to co-plan or practice upcoming lessons as needed. For more on teaching duties and responsibilities, see **Attachment 4b: Daily Teacher Schedules**.

### III. ORGANIZATIONAL AND FISCAL PLAN

#### A. ORGANIZATIONAL STRUCTURE

**Organizational Structure.** Our organizational structure aligns to the mission and vision of our school and ensures that Collegiate will bring a high-quality education to our students. We are governed by our Board of Trustees, who ultimately are accountable to the Board of Regents for our success in fulfilling our mission and the promises made in this charter application. The Head of School reports directly to the Board of Trustees and is responsible for the day-to-day management of the school. The Head of School, working closely with our School Leadership Team, oversees all teachers and staff.<sup>180</sup> As part of our slow-growth model, our school-level organizational structure will change each year of the

<sup>178</sup> Upper academy lead teachers will have longer preparation blocks due to the increased complexity of lesson materials. Lower academy lead teachers will receive fewer ancillary duties throughout the day to ensure equity.

<sup>179</sup> Our Co-Teachers will support key classes taught by our Lead Teachers, who will model best practices to help with teacher development. Co-Teachers will also push-in during independent practice to help support students.

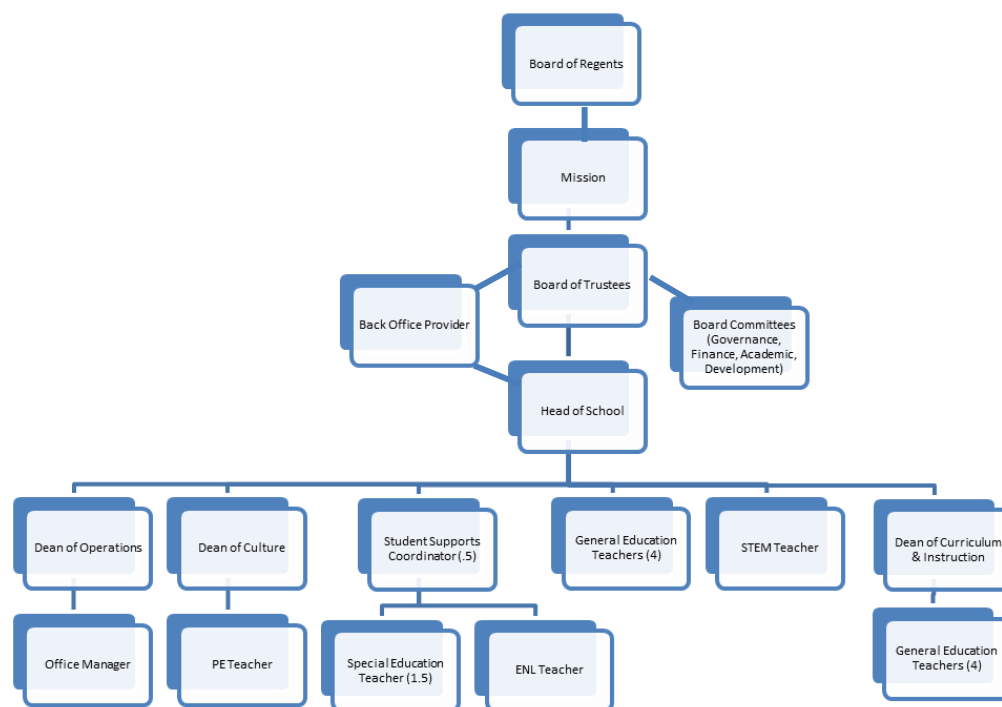
<sup>180</sup> At capacity our School Leadership Team includes a Director of Operations, Director of Student Supports, Director of Culture, and two Academy Directors.



initial charter term to accommodate this growth and to ensure we are meeting the needs of all students as we grow from 108 to 432 students.

**Year 1.** In year 1, the Head of School (HOS) will report to the Board of Trustees (Board) and will directly manage the School Leadership Team, including the Dean of Operations, Dean of Culture, Dean of Curriculum and Instruction (DCI), and Student Supports Coordinator. We will have eight total general education teachers (four Lead Teachers and four Co-Teachers), a STEM teacher, physical education teacher, special education teacher, an ENL teacher certified in ESOL, and an Office Manager. In addition to managing the School Leadership Team, the HOS will also manage four general education teachers and one STEM teacher. The DCI will manage the other four general education teachers and will be responsible for teacher observations and feedback meetings, weekly data meetings, and supporting the HOS with planning and execution of professional development. The Dean of Culture will oversee school culture and manage the physical education teacher. Our Student Supports Coordinator will oversee our Special Education and ELL/MLL programs, including the direct supervision of our special education teacher, ENL teacher, and contracted service providers. The Dean of Operations will work closely with and manage the Office Manager, oversee all school operations including student enrollment and family outreach, contracted vendor relationships including health, nutrition, and transportation, manage student records, and will work closely with our back-office provider and HOS to manage the school's daily finances.

**Figure IIIA.1: Operational Year 1 (2020-2021, K-1, 108 Scholars, 18 FTE)**

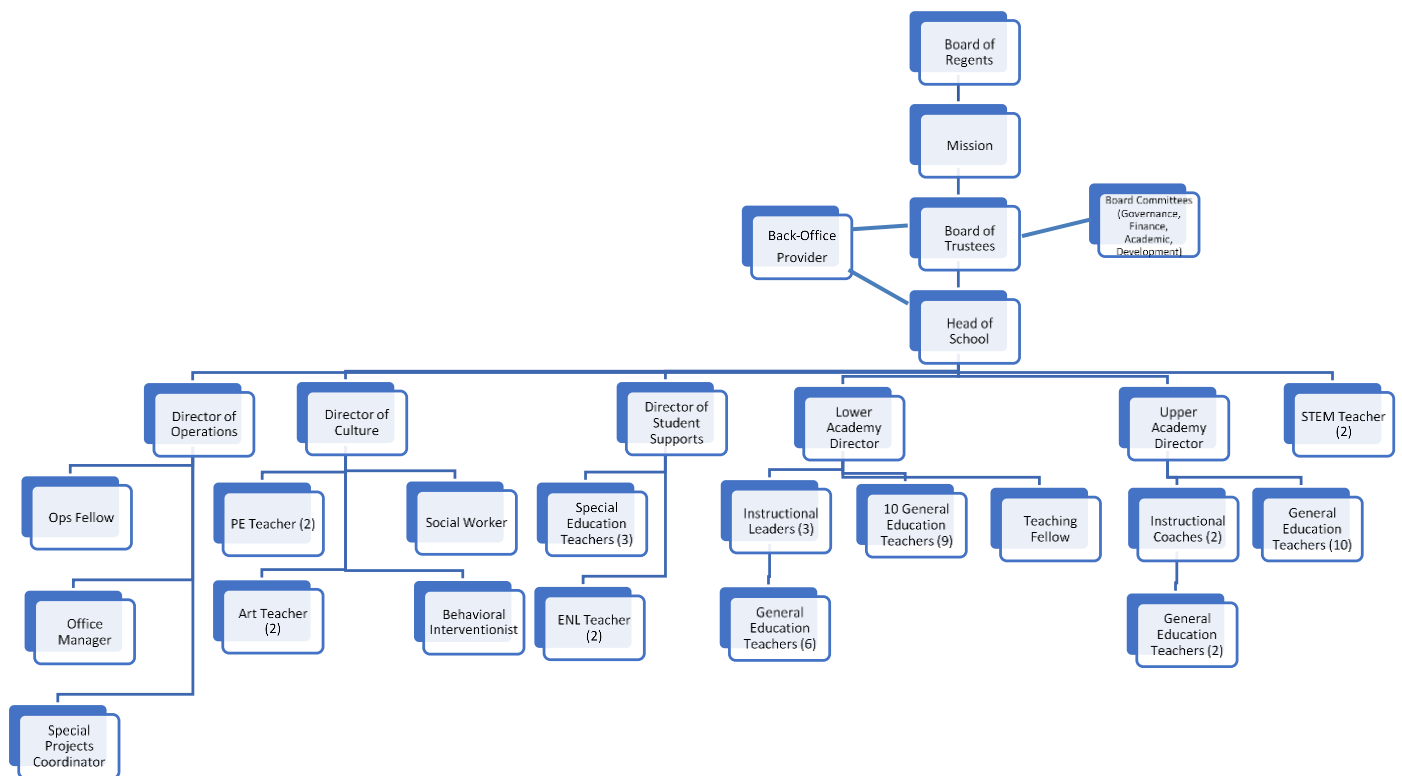


**Year 5.** In year 5, we will have 55 employees and 432 students at Collegiate, including a Lower Academy (K-2) and Upper Academy (3-5). The Head of School will oversee the day-



to-day management of the school and directly supervise the School Leadership Team, including two Academy Directors, Director of Operations, Director of Culture, and Director of Student Supports, as well as two STEM teachers. Each Academy Director will manage all curriculum and instruction for their respective grades and supervise general education teachers and Instructional Coaches. Our Director of Culture will oversee school culture and will manage a Social Worker, Behavioral Interventionist, and 4 electives teachers. The Director of Operations will manage the Office Manager, an Operations Fellow, and a Special Projects Coordinator, and will be responsible for human resources and personnel policies, vendor relationships, and working with the back-office provider. The Operations Fellow will be developed to support with these items and will oversee student and family records. Our year-5 organization chart is below.<sup>181</sup>

**FIGURE IIIA.2: Operational Year 5 (2024-2025, K-5, 432 Scholars, 55 FTE)**



## B. BOARD OF TRUSTEES AND GOVERNANCE

**Governance Responsibilities and Practices. Roles and Responsibilities.** Upon authorization, our proposed Board of Trustees (Board) will be entrusted to hold our charter and be solely responsible for the effective academic, fiscal, and organizational oversight of the school. The Board will ensure that Collegiate operates ethically and legally

<sup>181</sup> Beginning in Year 3 of operation, the Dean of Curriculum and Instruction will become the Lower Academy Director, and the Dean of Culture, Dean of Student Supports, and Dean of Operations will take on Director level roles. In year 4 we will have Instructional Coaches who have reduced teaching loads and are responsible for coaching 1-2 teachers., which provides for a leadership pipeline directly within our staffing plan.



in accordance with applicable local, state, and federal laws, and as stated in the charter. The responsibilities of the proposed Board include: oversight of the execution of the school's mission and vision; hiring, setting compensation for, and annually evaluating the Head of School; conducting an annual self-evaluation of strengths and weaknesses of the Board; creating academic and organization accountability systems to ensure that Collegiate meets the Charter School Performance Frameworks stated in the charter; reviewing and approving the proposed annual budget; securing and overseeing the annual financial audit; reviewing annually and updating as needed board and school policies, including Bylaws; and conducting and reporting on an annual analysis of the school's progress toward academic, fiscal, and organizational goals in an annual report. The Board will support the Head of School with a number of responsibilities in the start-up phase of the school, as outlined in **Attachment 11: Pre-Opening Plan**. The Board will delegate all responsibilities related to the management of the school to the Head of School, including staff hiring, curricular decisions, professional development oversight, and management of day-to-day finances. The HOS will report directly to the proposed Board and will provide monthly reports to ensure that the school is on track to meet all benchmarks. **Board Size.** The Board will be composed of, at minimum, seven members and, at maximum, 15 members, with the Board ideally maintaining an odd number of voting members as stated in our Bylaws (see **Attachment 5b: By-Laws**). **Qualifications.** Trustees will share a united vision for Collegiate and are committed to founding a high-performing school that will best meet the needs of our community. We seek members who bring a diversity of skill and experience to the team and will actively look for individuals who fill a skill deficit on the team. Trustees will possess key attributes and skills necessary to serve on a high-capacity Board, including the ability to work well as a team, to properly govern in accordance with the legal requirements of the charter, and to hold the Head of School accountable for academic, financial, and organization benchmarks of performance. **Board Member Recruitment and Selection.** We will continuously implement strategies for short-term and long-term Board recruitment. The Governance Committee is responsible for the recruitment of qualified candidates to serve on the Board and will bring mission-aligned candidates with a diverse set of skills and experiences to the full Board for consideration. Prospective Trustees will be screened by the Board Chair and Governance Committee, which will include being interviewed by the Board Chair. A Board prospect can only be named an official Governing Board member if s/he were to receive a 2/3 vote by the full Board, which will take place at a public Board meeting. **Board Member Appointment or Election.** All officers will be members of and elected by the Collegiate Board of Trustees. Annually, the Governance Committee will present a group of members for election as officers for the upcoming year. Defined in our Bylaws, **Attachment 5b**, all Board Officers will serve a one-year term of office, renewable for three consecutive terms by approval of a 2/3 of the Board. All officers assume responsibilities defined in their job descriptions for their role. If an officer position becomes vacant, the Governance Committee will recommend a member of the Board to fill the role. The Board member will assume the position providing a 2/3 vote. **Member Terms.** Proposed Board members can serve two consecutive three-year terms, with three-year terms resulting in the passage of three annual Board meetings. No member



can serve more than two consecutive three-year terms, and for initial Board membership there will be staggered terms of one-year, two-year, and three-year, evenly balanced amongst members to provide for continuity over time and the infusion of new talent on a regular basis.

**Board Leadership and Committee Structure.** Collegiate’s Board will consist of four officer positions: Chair, Vice Chair, Secretary, and Treasurer. The **Chair** will lead all Board meetings, oversee the enforcement of policies and regulations, and ensure that the Board complies with all policies and guidelines as stated by the charter and authorizer. The **Vice Chair** will assume the role of the Board Chair if the Board Chair is no longer capable of fulfilling his/her duties as the Chair. In such an event, the Vice Chair will assume this role and perform all duties as the Chair for the duration of the term. The **Secretary** will ensure accurate records for all meeting minutes, oversee all non-financial records, and ensure oversight of all school notices. The **Treasurer** will oversee all financial accounts for the school, will ensure that these reports are made available to the Board prior to Board meetings, and will serve as Chair of the Finance Committee. The Treasurer will submit the annual budget on behalf of Collegiate to the authorizer on an annual basis and as requested. As Chair of the Finance Committee, the Treasurer will review annual audit reports, report financial findings to the Board, and address any and all financial questions on behalf of the Board. **Committee Descriptions.** We will have three Board committees.<sup>182</sup> The **Governance Committee** is chaired by the Board Chair and ensures that our Board is effective as a governing body and that there is ongoing development with regards to current Board members as well as identifying, nominating, verifying, and developing future Board members. The Committee will create an objective rubric to evaluate the Board and each individual member and will ensure that the Board and each individual member have access to professional development opportunities. The Governance Committee is responsible for conducting the annual evaluation of the Head of School and the Board. The **Finance Committee** is chaired by the Board Treasurer and works closely with the Head of School and back-office provider to ensure the annual budget is mission-aligned, fiscally conservative, and balanced. Each month, the Committee will review and present the monthly financial reports to the full Board. The Committee will utilize a NY state-licensed auditor to execute the annual financial audit, and the Committee will review these findings and identify and oversee implementation of any proposed and necessary changes. The **Academic Achievement Committee** will meet monthly with the HOS to review the school’s academic dashboard, aligned to academic goals and benchmarks in the Charter School Performance Framework, and ensure that these benchmarks are met. In instances when benchmarks are not being met, the Committee and HOS will establish next steps to reach those benchmarks.

**Board Training and Development.** Our Board is committed to building an effective governing body that ensures the mission of our school. We will invest the resources and time necessary to reach these outcomes and provide necessary professional development to ensure the effectiveness of our Board. Building Excellent Schools will provide follow-

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<sup>182</sup> In the start-up years, we will have three committees: Governance, Finance, and Academic Achievement. As the school matures, we will include a Development Committee.





on support during our founding year and will work closely with the HOS and Board Chair in the form of regular meetings and providing necessary resources to the Board Chair. Outside professionals and/or organizations that specialize in Board development will be utilized to ensure that our proposed Board continues to grow and develop, while a back-office provider will support our proposed Board with financial governance. Our annual Board retreat will further support the development of our Board as we analyze both the performance of the school and the effectiveness of the Board and will create strategic plans that target our growth areas and align with our benchmarks. An annual self-evaluation tool will be utilized to assess the performance of the Board and its individual members, and the Board will strategically plan next steps to improve its performance and ability to govern and support the school. **Accountability.** On a **monthly** basis, the Head of School will provide a written and oral report on the state of the school during the monthly board meeting. The board will review formal dashboards in the areas of finance, governance, and academics, where data and information are presented to both the appropriate committee and full Board for discussion, ensuring the school is on track to reach the accountability goals and measures outlined in the charter. **Board Conduct.** Our proposed Governing Board will meet a minimum of ten times per year. Each Committee will meet ten times per year, with most Committee meetings happening directly before or directly after Board meetings. Our Committees will present regular reports indicating progress toward performance benchmarks at each Board meeting. **Process to Promote Parental and Staff Involvement in School Governance.** We will establish formal and informal opportunities for families and staff to provide feedback and their unique insight into the governance process of the school in accordance with Open Meetings Law. These opportunities will include annual surveys for both families and staff and time at each Board Meeting for public comment, where community members and stakeholders can provide feedback or concerns. **Adherence to Open Meetings Law.** Per **Attachment 5b: By-Laws**, our proposed Board will comply with the New York Open Meetings Law and Article 7 of the Public Officers Law by ensuring all Board and Committee meetings are open to the public. The school will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting. During Board meetings, the Secretary will record minutes and make these available to the public within 14 days.

**Founding Team Members.** Our proposed Founding Board consists of 7 individuals with expertise in finance, real estate, governance, management, education, community engagement, non-profits, and strategic planning. Our proposed Founding Board represents diverse experiences across our community, united by our shared mission and vision for educational equality for economically disadvantaged students in Rochester. With support from Building Excellent Schools (BES), our proposed Founding Board members were all identified and recruited by Lead Founder David McBride, who utilized his network of community organizations and contacts to find high-capacity, mission-driven, humble leaders capable of carrying the vision of the school. Biographies of our current Founding Team can be found in **I. D. Application Group History and Capacity**, and





a summary of areas of expertise are below, with their proposed officer and committee positions. Prior to the school's opening in August 2020, we intend to add four members, targeting prospects with skills and expertise in development and marketing.

**Figure 3B.1: Founding Team and Board Positions**

Trustee	Position	Committee	Area of Expertise
Lenora Reid-Rose	Chair	Governance, Finance	Finance, Governance, Community Engagement, Management
Susan Stites-Doe	Vice Chair	Governance, Academic Achievement	Education, Finance, Governance, Strategic Planning, Management
William Blik	Treasurer	Finance	Finance, Strategic Planning, Governance
Cameron Lewis	Secretary	Academic Achievement	Education, Strategic Planning, Community Engagement
Theresa Hall	Trustee	Academic Achievement	Education, Community Engagement
Timothy Johnson	Trustee	Governance, Academic Achievement	Education, Strategic Planning, Community Engagement
Robert Pisanelli	Trustee	Finance	Facilities, Finance

### C. MANAGEMENT AND STAFFING

**Staffing.** In our inaugural year, we will have 18 full-time employees, which will grow to 55 employees in Year 5. For more on our staffing plan, see **Figure IIIC.1**.

**Figure IIIC.1: Proposed Staffing Chart**

Positions	Average Starting Salary	FTE per Year				
		1	2	3	4	5
Head of School	\$100,000	1	1	1	1	1
Lower Academy Director	\$90,000	0	0	1	1	1
Upper Academy Director	\$90,000	0	0	0	0	1
Director of Operations	\$75,000	0	0	1	1	1
Director of Culture	\$65,000	0	0	1	1	1
Director of Student Supports	\$65,000	0	0	1	1	1
Dean of Culture	\$55,000	1	1	0	0	0
Dean of Operations	\$65,000	1	1	0	0	0
Student Supports Coordinator	\$55,000	.5	1	0	0	0
Dean of Curriculum and Instruction	\$75,000	1	1	1	1	0
Operations Fellow	\$55,000	0	1	1	1	1
Office Manager	\$40,000	1	1	1	1	1
Special Projects Coordinator	\$50,000	0	0	0	0	1
Behavioral Interventionist	\$45,000	0	1	1	1	1
Social Worker	\$50,000	0	1	1	1	1
Special Education Teachers	\$55,000	1.5	1	2	2	3
ENL Teachers	\$55,000	1	1	1	2	2



Lead Teachers	\$55,000	4	7	10	13 <sup>183</sup>	16
Assistant Teachers <sup>184</sup>	\$45,000	4	7	10	13	16
STEM Teachers	\$55,000	1	1	1	2	2
Electives Teachers	\$48,500	1	1	2	3	4
Teaching Fellows	\$40,000	0	0	1	1	1

**Staffing Plan Justification.** Our staffing model aligns to the mission and vision of our school and allows us to best educate our targeted student population. Implementing a slow-growth model allows us to intentionally coach and develop school leadership, instructional coaches, and teachers. Our HOS will be responsible for all hiring decisions, as allowed by our budget, and will directly coach and develop our staff in our founding years while growing leaders who can take on coaching responsibility in later years. Collegiate will be split into two academies: **Lower Academy** (K-2) and **Upper Academy** (3-5). We will have one Academy Director per academy, allowing for close oversight on curriculum, instruction, teacher development, and student/family relationships. Our two-teacher model ensures we meet the needs of all learners through regular small-group instruction, as well as develop our new teachers through pairing them with an experienced Lead Teacher.

**Roles and Responsibilities of our Leadership Team. Head of School.** Our HOS will be responsible for the overall management of Collegiate and ensuring that we are on track to reach the goals established in our Performance Framework. The HOS will set the organizational priorities for the school and will develop and hold accountable staff in executing these priorities, and is responsible for the hiring, coaching, management, and evaluation of all Leadership Team members.<sup>185</sup> In years 1-2, the HOS will also serve as the Academy Director for the Lower Academy, and in year 3, the Upper Academy, while training a Dean of Curriculum and Instruction to step into the role of Academy Director. The HOS will use external supports to ensure his/her own growth.<sup>186</sup> Proposed HOS David McBride has extensive experience with curriculum development, professional development, teacher development, and hiring. As a BES Fellow, he has received over 800 hours of leadership development, which includes training on board governance, school leadership and management, and financial planning, and will be able to utilize the extensive resources provided by BES and its network of schools, as well as his previous experience, to ensure that Collegiate is successful. Mr. McBride's resume can be found in **Attachment 8b: Resume for Proposed School Leader**, and a more detailed biography can be found in **I. D. Applicant Group. Leadership Team**. The HOS will develop a Leadership Team to ensure that the mission, vision, and key design elements of the school are

<sup>183</sup> Beginning in year 3, we anticipate having two instructional coaches who have a reduced teaching load while directly coaching 1-2 teachers. These teachers will receive a \$2,000 stipend per teacher coached. This money has been accounted for in our proposed budget. For more information, see **Attachment 9, tab 6, line 82**.

<sup>184</sup> With our two-teacher model, Assistant teachers are our Co-Teachers.

<sup>185</sup> Our organizational priorities include but are not limited to academic achievement, maintaining a balanced budget, ensuring compliance with all regulations, maintaining strong enrollment, building community partnerships, hiring and developing leaders and staff, and planning professional development.

<sup>186</sup> We will utilize the follow-on support from BES, which will support the Head of School with curriculum and instruction, teacher development, and management decisions. We will also utilize Doug Lemov for support with curriculum; Josh Phillips for executive coaching support; and Jesse Rector for teacher development support.



executed by all staff members. Our **Academy Directors** will be hired as DCIs to be developed into the Director role. Academy Directors are responsible for coaching and developing teachers, facilitating weekly data meetings, and planning and delivering professional development. Our **Director of Operations** will manage the operational systems of our school. This includes nutrition, enrollment, facilities, and managing the day-to-day finances of the school with support from the Head of School and back-office provider. Our **Director of Culture** will oversee our school-wide cultural systems, support the building of school community, and will use his/her expertise to design and implement restorative practices to best support our students. The Director of Culture will support teachers with classroom and whole-school management, while overseeing our culture team, consisting of our Behavioral Interventionist and Social Worker.<sup>187</sup> Our **Director of Student Supports** will oversee all student supports, with a focus on our students receiving special education services and MLLs/ELLs. They will manage our special education and ENL teachers, our contracted service providers, ensure compliance with local, state, and federal regulations regarding students with disabilities and MLLs/ELLs, oversee our RTI process, and provide training and support to staff on best practices for supporting all learners.

**Serving Students with Disabilities and MLLs/ELLs.** Our HOS will work closely with our Director of Student Supports to ensure that Collegiate rightfully supports the needs of all students, including students with disabilities and ELLs/MLLs. In year one, we will bring in a Students Supports Coordinator who is a licensed special education teacher, an additional special education teacher, and an ENL teacher. With support from the HOS, the Student Supports Coordinator will be responsible for ensuring we are providing all necessary supports to our students.<sup>188</sup> Under the guidance of our Director of Student Supports, our student supports staffing will grow to two special education and two ENL teachers by year 5 of operation.<sup>189</sup>

**Teacher Recruitment and Retention Plan. Recruitment.** Our proposed HOS has vast experience recruiting, hiring, and retaining teachers in Rochester. Understanding the challenges that we may encounter in hiring experienced teachers, we will prioritize hiring and strategically developing our teachers. We will pair our Lead Teachers who are experienced with less experienced Co-Teachers so that our Co-Teachers can learn best practices quickly and accelerate their skills as a teacher.<sup>190</sup> We have begun building relationships with the education colleges in our region and plan to create a pipeline to our Co-Teaching positions through these relationships. Our team will be present at job fairs throughout our city, including at college campuses, and will utilize a local marketing team to assist us in attracting teaching candidates. We will also actively recruit candidates who are not from the Rochester area, and tap into our national networks to do so. Our compensation and benefits packages will be competitive with area charter schools and

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<sup>187</sup>This role begins as Dean of Culture and becomes Director in Y3. For more details see **II. G. School Culture and Climate**.

<sup>188</sup> For more information on the responsibilities of the DOSS, please see **II. D. Special Student Populations**.

<sup>189</sup> If our students with disabilities population or MLL/ELL population is larger than anticipated, we will make the necessary adjustments in our budget to ensure that we are capably staffed.

<sup>190</sup> Under the guidance of Doug Lemov, our Head of School has utilized this strategy as a middle school principal, which was regarded as our most effective hiring practice in terms of developing a deeper teacher bench.



will be higher than district averages. **Developing and Retaining Staff.** Schools that focus on growing teachers and providing internal growth opportunities are more likely to retain teachers.<sup>191</sup> At Collegiate, we have a goal of 95% teacher retention. To reach that goal, we implement clear pathways for teacher growth and development and offer competitive annual pay increases tied to teacher performance. At the end of each trimester, the HOS and/or Academy Director(s) will meet with each teacher and provide an opportunity for them to share their ambitions for future roles. We will use this information to create opportunities for our teachers, when applicable, that bring them closer to reaching these goals. **Potential Human Resource Challenges.** We recognize that potential human resource challenges could exist and have begun discussions with Edgility Consulting who can provide support in identifying and helping to recruit potential teachers or potential school leaders, based on the needs of the school. If we face such concerns, our Board will examine our budget and make the necessary adjustments to support such a cost.

**C.1. CHARTER MANAGEMENT ORGANIZATION** - Not applicable.

**C.2. PARTNER ORGANIZATION(S)** - Not applicable.

**C.3. NETWORKED SCHOOLS** - Not applicable.

#### **D. STAFF SUPERVISION AND DEVELOPMENT**

Our staff are supported, grown, and developed to ensure that every student receives a high-quality, college-preparatory education. Our staff share a mindset that “feedback is a gift” and are continually striving to become better in our roles for the benefit of our students. Our professional development is strategic, purposeful, driven by data, and continuous. We will actively seek staff members who are receptive to and eager for feedback, open to practicing skills, and are able to incorporate feedback quickly. This culture of support, practice, and growth will be pivotal for the success of our students.

**Roles and Responsibilities for Teacher Development.** Our HOS will manage and oversee all teacher development, directly and through supporting and developing our Instructional Leadership Team. The goals of our teacher development are to ensure that all teachers prepare and execute rigorous and engaging lessons, execute school-wide systems to drive achievement in the classroom, create a joyful classroom culture, and meet the needs of all student populations through strong differentiated instruction. To ensure we reach our goals with teacher development, the HOS will strategically develop the Instructional Leadership Team to ensure they can successfully develop our teachers.

**Professional Development.** Purposeful professional development (PD) begins with four weeks in the summer and continues throughout the school year with two hours of PD each Wednesday, and approximately ten additional full PD days during the school year, including Data Days. Collegiate has a continual focus on staff development so that students receive the best instruction and teachers feel supported and successful. Our PD will follow a “See it, Name it, Do it” model with an emphasis on practice and live coaching

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<sup>191</sup> Why Your Best Teachers Are Leaving and 4 Ways to Keep Them. <https://news.gallup.com/opinion/gallup/231491/why-best-teachers-leaving-ways-keep.aspx>.



so that teachers are successful in their ability to implement the feedback.<sup>192</sup> Our teachers embrace three mindsets related to PD: (1) feedback is a gift; (2) practice makes perfect; and (3) the success of the group is the success of the individual. These mindsets ensure alignment amongst staff and connect to our school values. **HOS PD.** Our HOS will receive regular development, including ongoing support from Building Excellent Schools, curriculum support from Doug Lemov, Executive Leadership coaching from Josh Phillips, and monthly check-ins with Jesse Rector to discuss teacher development and academic performance.<sup>193</sup> **Summer PD.** Our summer PD provides teachers with nearly four weeks (18 days in year 1) of PD and will focus on four key components for teachers: (1) building a shared sense of mission, vision, values, and mindsets; (2) teaching our teachers the fundamental approaches for lesson internalization, data analysis, lesson delivery, and classroom management to ensure a successful launch of the school year; (3) understanding how to best educate and support our most at-risk students, students with disabilities, and MLL/ELL students; and (4) building a sense of team and community amongst staff. Preparing teachers for success on day one of the school year is allocated the most time during summer PD, which will ensure a strong launch of the school year and will provide a foundation from which teachers can be further developed during the year. Using our “See it, Name it, Do it” model, techniques will be presented to staff using a model or video. Teachers will name the technique and identify the key components that make it effective before practicing how to implement the technique. During practice, all teachers will participate in multiple rounds of practice and the Instructional Leadership Team will give real-time feedback so that teachers can implement the learned skill accurately. **Weekly PD.** Staff will have weekly PD for two hours on our abbreviated day. These sessions will build from the foundation created in summer PD, will follow the same “See it, Name it, Do it” model, and will be informed by our teacher development scope and sequence and evaluation rubric that organizes skills chronologically into development cycles.<sup>194</sup> PD sessions will be delivered by the Head of School with support from the DCI in years 1 and 2, and in years following will be delivered by the Academy Directors. **Individual Teacher Development.** Strong teachers are paramount to strong academic performance, and research shows that as teachers develop, so too does academic performance.<sup>195</sup> Developing teachers is the single most important focus during years 1 and 2 to ensure consistency across classrooms and to begin developing future leaders who can model and teach our key behavioral and instructional techniques. As such, the HOS and DCI will allocate approximately 20 hours per week to school and classroom walkthroughs and observations, observations with real-time feedback, and teacher feedback meetings. **Weekly Observations.** Regular, bite-sized, and implementable feedback is critical for teacher growth, as with regular feedback cycles teachers will

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<sup>192</sup> The ‘See it, Name it, Do it’ model was adopted by Paul Bambrick-Santoyo at Uncommon Schools, and during his time as an Uncommon Schools Principal, Mr. McBride was taught how to create and deliver PD using this model, and this model is discussed in *Getting Better Faster* and *Leverage Leadership*.

<sup>193</sup> These consulting expenses have been allocated in our budget, found in [Attachment 9, tab 6, line 104](#).

<sup>194</sup> Our HOS will create teacher development scope/sequence and evaluation rubric from resources from *Getting Better Faster*.

<sup>195</sup> Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). “Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood.” *American Economic Review*, 104(9), 2633-2679. doi:10.1257/aer.104.9.2633; Gallup. (2018, March 27).



develop at a faster rate.<sup>196</sup> Our teachers will be observed at least once per week by the Head of School and/or DCI in years 1 and 2, and Instructional Leadership Team in subsequent years. During observations, teachers will receive real-time feedback to strengthen instruction in the moment and a corresponding 40-minute, in-person meeting to ensure continual development is applied to upcoming lessons.<sup>197</sup> **Grade-Level Weekly Data Meetings.** Grade-level meetings will occur once per week and will focus on student work analysis. Teachers who teach the same subjects (e.g., CGI Math or Writing Workshop) will bring student work samples for their content area for a specified learning objective, and as a group will partake in a weekly data meeting that is a deep analysis of students' work, where an action plan is created to address student misconceptions.<sup>198</sup> **Data Days.** Following STEP and interim assessments, we will have a full day of PD to analyze the assessment data and create a targeted action plan to respond to the data with the guidance and support of the Instructional Leadership Team. Teachers will work closely with their instructional coach to identify accountability measures to ensure the reteach or tutoring is effective. Once action plans are complete, teachers practice delivering the re-teach and receive real-time feedback from their instructional leader on the lesson execution. **Curriculum and Unit Deep Dives.** Prior to a new unit, teachers will work with the Instructional Leadership Team to deeply internalize unit planning documents so that they understand how the unit fits into scope of the year and the vertical and horizontal alignment of skills, to ask questions about the curriculum, and to understand key content. **Intellectual Preparation Support.** Each teacher will internalize his/her lessons approximately one week in advance of teaching the lesson and send to the HOS and DCI/Academy Director. This will ensure that teachers understand the most effective way to execute a lesson and have an opportunity to practice lesson components during their 1:1 meetings with Instructional Leadership Team members.

**Identifying School-Wide Needs.** To identify school-wide needs, we will regularly conduct school walk-throughs focused on the school's academic program, school culture, operational systems, and student supports using pre-determined rubrics for each area. These walk-throughs will be conducted at least once per month by our School Leadership Team and at least once per year per area with the support of external partners.<sup>199</sup> We will have one full school review annually conducted by external partners and the Head of School. Following these walk-throughs, we will meet as a School Leadership Team, with external partners as applicable, to discuss strengths and weaknesses observed and create a targeted action plan for addressing weaknesses, including addressing school-wide trends, individual teacher needs, and administrative needs. See **Figure IIID.2**.<sup>200</sup>

### **Figure IIID.2: School Walk-throughs and Annual Review with External Partners**

<sup>196</sup> Bambrick-Santoyo, P. (2016). *Get better faster: A 90-day plan for coaching new teachers*. San Francisco, CA: Jossey-Bass.

<sup>197</sup> The structure of these feedback meetings is based closely on the "Six Steps to Effective Feedback" model in *Leverage Leadership*, and has been implemented previously by our Head of School while working for Uncommon Schools.

<sup>198</sup> These meetings will take place once a week immediately following student dismissal.

<sup>199</sup> We will utilize BES follow-on support coaches as well as other proven educators with whom Collegiate has established relationships to join these walkthroughs and annual review.

<sup>200</sup> Our proposed Head of School has led walkthroughs and inspections as a Principal at Uncommon Schools and will use similar protocols and rubrics to assess the effectiveness of our program. We have budgeted for the annual review and walkthroughs under "consulting," see **Attachment 9, tab 6, line 104**.





Date (by)	Focus	Description	Participants
Sept 15	Culture	Observe student and staff culture, including implementation of student management system, consistency in expectations across classrooms, evidence of joy across the school	HOS, DOC, & External Partner
Oct 1	Operations	Observe and interview staff to assess effectiveness of school operations, including effectiveness of systems, visual culture/facilities, and evidence of a service mindset amongst our operations staff	HOS, DOO, DOSS, & External Partner
Nov 1	Academics	Observe for effectiveness of lesson planning, instructional delivery, quality of curriculum, and support for all learners	HOS, ILT, & External Partner
Nov 15	Student Supports	Observe for effectiveness of special education and ELL/MLL programs, effectiveness of instructional practices, curriculum, and intervention program	HOS, DOSS, & External Partner
February	All	Observe all aspects of school and conduct interviews with staff to identify key strengths and areas for feedback	HOS & External Partner(s)
Monthly	All	Complete one monthly walk-through focused on each component of school - Academics, Culture, Operations, Student Supports	School Leadership Team

**Differentiation and Evaluation. Differentiation.** All teachers will receive the same summer PD in years 1 and 2 of operation, to ensure consistency across classrooms and so that new staff can benefit from the experience of returning staff members. In year 3, summer and weekly PD will be differentiated based on ability and the needs of the individual teacher. While we will provide content-specific PD to all teachers, as we grow we will offer differentiated PD based on content expertise. **Evaluation.** To ensure that our teacher development systems and PD sessions are effective, we will solicit written feedback from teaching staff following summer PD and weekly PD sessions. On a day-to-day basis, we will track teacher observation data, including how well teachers are implementing the PD focus and their action steps. We will then use this data as an Instructional Leadership Team in planning for upcoming professional development. Annually, we will administer two formal staff surveys to assess our academic program and overall school culture, which will include feedback on our professional development.

**Professional Climate and Collaboration. Growth and Development Strengthens Culture and Retention.** All members of our team are invested through feedback and support, including our HOS. When staff feel supported and successful, they are much more likely to want to continue working at our school.<sup>201</sup> Our organizational structure provides growth opportunities for our staff, which range from becoming a Lead Teacher, an Instructional Coach, or an Academy Director. **Collaboration.** Grade-level and content collaboration are important for teacher development, building community, and academic

<sup>201</sup> Riggs, L. (2018, February 05). "Why Do Teachers Quit?" <https://www.theatlantic.com/education/archive/2013/10/why-do-teachers-quit/280699/>; "Why Do Teachers Leave?" - Learning Policy Institute. (n.d.). [https://learningpolicyinstitute.org/sites/default/files/Teacher\\_Exodus\\_Infographic.pdf](https://learningpolicyinstitute.org/sites/default/files/Teacher_Exodus_Infographic.pdf); "Why Your Best Teachers Are Leaving and 4 Ways to Keep Them." <https://news.gallup.com/opinion/gallup/231491/why-best-teachers-leaving-ways-keep.aspx>.



success. Our classroom teachers (Lead and Co-Teachers) will work closely together to support the needs of the students in their classrooms, including lesson planning and student behavior management. Classroom teachers will also collaborate with our Special Education and ENL teachers to ensure the most effective supports are in place to meet the needs of our students. Grade-level teams will meet once a week for data meetings and at least once a month to discuss grade-level issues.

## E. EVALUATION

**Evaluation of Key Stakeholders.** In compliance with Education Law 2851(2)(f), Collegiate will conduct an annual internal and external audit to ensure that our academic, fiscal, and compliance policies are being effectively implemented in the best interest of our school. These audits, as well as our annual administrative review, are the basis of our annual report and will be made available to the public, to our authorizer, and to the Board of Regents. The information provided by these documents will be used to assess the effectiveness of the Head of School, and our Board will use this information to evaluate the Board's effectiveness in governing our school. **Board of Trustees and Individual Board Members.** Our Board Chair and Governance Committee will hold an annual evaluation of the effectiveness of the governing Board, each committee, and each individual Board member that will be conducted via survey and reviewed at a monthly Board meeting at least once per year. **Head of School.** Our HOS will be evaluated annually by the Board using the Charter School Performance Framework to assess the HOS's ability to effectively manage academic performance, teaching and learning, school culture, family engagement, finances, organizational capacity, upholding the promises of our mission and key design elements, enrollment, and legal compliance. The evaluation will be led by the Board Chair and Governance Committee and will be shared with the full Board. **Key Management Positions.** Annually, the Head of School will conduct an evaluation of members of the School Leadership Team, including Academy Directors, the Director of Operations, Director of Culture, and Director of Student Supports. We will create internal performance rubrics from which to assess these school leaders, as well as including results from our annual staff surveys related to effectiveness of the Leadership Team. Each school leader will have a mid-year performance review aligned to our performance rubrics. Results will be used to set individual goals for growth and development in the upcoming school year. **Teachers and Non-Academic Staff.** In years 1-2, our Head of School will deliver all annual reviews to teachers, prior to our Academy Directors leading this work beginning in year 3. Teachers will receive mid-year performance reviews in December and will receive end-of-year reviews in April. Reviews will be based on our teacher development rubric and influenced by weekly observations, student performance data, professionalism, and teamwork. All annual review materials and rubrics will be provided to staff during summer PD so teachers will know how they will be assessed. In years 1-2, our HOS will deliver all annual reviews to non-academic staff before giving that responsibility to other respective members of the Leadership Team. Results of these evaluations will be used to determine individual goals for each staff member.

**Teacher Accountability.** We firmly believe that teachers drive outcomes for students and know that putting quality teachers in front of students is necessary to achieve our mission.



Teachers will be held accountable for student academic performance, lesson delivery, classroom management, professionalism, and teamwork throughout the year. We will adopt and adjust the teacher performance rubric from Uncommon Schools and use that rubric to assess our teachers formally twice per year.<sup>202</sup> Teachers will be observed weekly, and we will record teacher progress and growth to assess their instruction and ability to master their weekly action steps and PD goals. We will track student performance results following NWEA MAP, interim assessments, NYS assessments, and STEP assessments. Following our first interim assessment, teachers struggling to master their action steps and/or who have low student performance scores will be identified by our Leadership Team and will be placed on a six-week improvement plan. The rationale for this plan is to: (1) identify struggling teachers early in the school year, and (2) provide additional supports early on that will lead to effective teaching.<sup>203</sup> We anticipate teachers benefitting from the additional supports and working themselves off the improvement plan. If, however, at the end of the six weeks the teacher is still struggling, they will be placed on a performance improvement plan (PIP), which will have additional accountability mechanisms put in place.<sup>204</sup> If a teacher fails to improve while on the PIP, they will be dismissed. We understand that teaching is difficult, and we are committed to investing in our teachers. However, we also understand that our students deserve to have the best possible instructors each day and we will not allow substandard teaching to last for an entire year and lose out on strong instruction.

**Operational Effectiveness and Fiscal Soundness.** We will use internal and external audits to evaluate the effectiveness of our operational systems, fiscal soundness, and programmatic efficacy. This will allow us to leverage experts in the field to offer unbiased feedback about our program and will ensure that we continue to evolve as a school.

**Operational Systems.** Twice per year we will have external partners evaluate the effectiveness of our operational systems and action plan to address gaps in our systems. These walk-throughs will be conducted by the HOS, DOO, and an external partner, and will follow our internally created systems rubric which includes arrival, breakfast, uniform policy, attendance, lunch, homework collection, class-to-class transitions, end-of-day systems, dismissal, supply systems, ordering systems, tracking nutrition, transportation, and custodial systems. Bi-annually in the fall and spring, the Head of School and Director of Operations will assess the quality of our vendors, determining the quality of the service provided and evaluating the cost of each vendor to ensure these align with our financial goals. We will use data from walk-throughs and vendor reviews to increase our operational effectiveness, ensuring the school focus remains on student achievement.

**Fiscal Soundness.** Our Treasurer and Finance Committee will identify a certified public accountant to conduct an external financial audit each year to ensure that our financial

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<sup>202</sup> We will also collect teacher performance rubrics from Springfield Prep in Springfield, MA, and University Prep in Denver, CO, and use these rubrics as we adjust the Uncommon rubric.

<sup>203</sup> Our improvement plan could include any of the following supports: co-teaching once a week with the Head of School; weekly practice sessions before and after school; increase in weekly observations.

<sup>204</sup> These additional accountability mechanisms could include daily observations with real-time feedback; performance goal on the next interim assessment; a teacher taping his/her lesson each week and submitting a reflection to their instructional coach; submitting daily exit ticket analysis for the class or classes that are struggling the most; planning the next day's lesson with the Head of School and being observed for effectiveness of implementation.



statements are accurate and align to a fiscally sound budget. The certified public accountant will be licensed in New York state and will conduct the audit in accordance with the GAAS (Generally Accepted Auditing Standards and GAGAS (Generally Accepted Government Auditing Standards) as well as any requirements set forth by our authorizer. Our Finance Committee, working with school management, will provide all necessary documents for the audit. The results of the audit will be presented to the Board in a timely manner and will reveal any issues, major or minor, that we will need to address. Our Finance Committee will use this audit to reflect on our practices and will make any necessary changes to ensure stronger financial practices. **Programmatic Efficacy.** An annual audit will be completed by the HOS and Director of Operations assessing the effectiveness of our academic program. The key components of this audit will include staff survey results, student performance results and evidence of growth, family surveys, an external audit of our literacy and math curriculum, and our annual review conducted by external partners. This data will be compiled into one programmatic report and given to the Head of School for analysis and action planning with the Leadership Team. This action plan will impact priorities for the upcoming school year and will be shared with all key stakeholders. **Progress Toward Achievement and Goals.** To ensure we are meeting the achievement goals outlined in the Charter School Performance Framework, we focus on supporting strong instruction with student performance data, which are the foundation of our academic program. Our Head of School will design “playbooks” that list our key priorities for each trimester. These playbooks hold the teacher development scope and sequence and allow us to track progress, list our PD focuses, and include the most recent interim or STEP data broken down by key subgroups including students with disabilities and ELLs/MLLs. These playbooks allow our Instructional Leadership Team and members of the School Leadership Team to be aligned around school priorities and areas of focus. Using these playbooks to determine walk-throughs and identify classrooms most in need of support allows us to prioritize our daily and weekly schedules to best support achievement and instruction, and to provide additional supports to teachers as needed.

**Student and Family Satisfaction.** We will seek out feedback and input throughout the year from students and families. We will hold monthly “Coffee Hours” where families can provide informal feedback to the Head of School. Annually, we will give a survey to families in May, and the results from this survey will be included in our annual report. Our goal is that family satisfaction with the academic program and with our communication with families will on average exceed 85%, with 85% of families responding. Our School Leadership Team will use this feedback to inform programmatic decisions for the upcoming year. Establishing strong family partnerships and ensuring family engagement are a key design element of Collegiate. Our teachers will track their bi-weekly calls, and our operations team will record family participation at events, with a goal of 85% family engagement and participation.

**Organizational Partnerships.** We will work closely with several community and education partners, including Building Excellent Schools, Doug Lemov’s Teach Like a Champion team, and Coordinated Care Services, Inc. While these are not formal organizational partnerships, we will assess the quality of these partnerships each spring, similar to our



vendor review process, to ensure that these partnerships align with our mission, vision, and overall school program and that they are helping us meet key benchmarks from the Charter School Performance Framework.

## F. FACILITIES

**Facility Needs.** Collegiate is a proposed kindergarten to fifth grade elementary school that would open with 81 kindergarten students and 27 first-grade students in our inaugural year, adding 81 kindergarten students each year thereafter. In our inaugural year, we would need a minimum of four general education classrooms (three for kindergarten, one for first grade), while at the end of our charter term we would need 17 general education classrooms to support our 432 students across six grade levels. In addition to our general education classrooms that will house inclusive classes, and with students with disabilities accounting for approximately 21% of our student population, we would need one special education classroom for our first two years and a second in year three and beyond that would be used as occasional pull-out space and space for related services. We would need a minimum of one community space, such as a cafeteria or gymnasium, though this space could be the same. Our teachers will have a teacher workroom in years 1-3, and we will add a second teacher workroom in year 4. In year 3, we would need an art room as our electives program grows. At full scale, we would need seven administrative offices, a main office, a nurse's office, and an office for our social worker.<sup>205</sup>

**Figure IIIF.1: Minimum Facility Requirements Over Charter Term**

Space	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	4	7	11	14	17
Special Education Classrooms	1	1	2	2	2
Counseling/Guidance Offices	0	0	0	0	1
Administrative Offices	5	6	6	7	7
Cafeteria	1	1	1	1	1
Gymnasium	1	1	1	1	1
Auditorium	0	0	0	0	0
Conference Rooms	2	2	3	3	4
Other: Nurses Office	1	1	1	1	1
Other: Social Worker's Office	0	1	1	1	1
Other: Teacher Work Room	1	1	1	2	2

**Proposed Facility Location.** We are exploring facility options that would be situated in or around our targeted neighborhoods. We are considering all facility options, whether a short-term incubator space or a space that could support our school through the entire duration of the charter term. Currently, we have been in negotiations to lease a space located in Sibley Square, with an eventual option to buy, which would provide enough space (38,880 sq. ft.) to support our entire K-5 school. Sibley Square used to hold Monroe Community College, so there are enough classrooms available to support us during our first two years, and additional classroom space, office space, and library space that we could renovate into classrooms that would allow us to support our entire K-5 school,

<sup>205</sup> At 90sq/ft per student, we would require a facility with 38,880sq/ft, all allocated in our budget in [Attachment 9, tab 6, line 133](#).



including all offices, classrooms, and cafeteria/gym space. The needed renovations could be completed throughout the duration of our charter term, beginning in our planning year, without disrupting the school day, as the existing classrooms would be separated from the rest of the space.<sup>206</sup> While we explore the space at Sibley Square, we will continue to explore all options in order to find the best location for Collegiate. Throughout this process, we will leverage the expertise of Board member Robert Pisanelli, who has over 14 years of commercial real estate experience, while also using our Head of School's existing relationships with Matter Real Estate and will consult with Nichols Construction, both of which have vast experience working with charter school facilities and have existing relationships with local architecture firms who can provide estimations regarding renovations. We have retained the legal services of Nixon-Peabody LLP, pro-bono, which will support us as we negotiate facility matters. We have established a relationship with Valerie Christianson, a senior project manager and architect for Bergmann: Architects Engineers Planners, which specializes in school facilities and has experience ensuring that all facilities are in compliance with all federal requirements, including the Americans with Disabilities Act, are in compliance with all health and safety codes, building codes, and occupancy requirements, and that all facilities meet the requirements outlined on the NYSED Facilities Planning website. **Funding.** Our proposed budget assumes 90 sq. ft./student at \$12 per sq. ft. for each year of our charter, with \$3/sq. ft. per student anticipated for renovations. Assumptions are based on actual projections of current charter schools in Buffalo, founded and led by BES Fellows. We have budgeted \$4/sq. ft. per student for utilities and \$2/sq. ft. per student for custodial services each year.

## G. INSURANCE

We have begun discussions with FBB Insurance for coverage for general liability, personal injury of students, and property loss, which includes workers compensation, educators' legal liability, property, excess liability, crime, accident insurance, and fiduciary liability. We will secure Director and Officers coverage during our planning year to ensure that the Head of School and Board of Trustees are covered under Educators Legal Liability while Collegiate is in operation. FBB Insurance has been used by many local charter schools, and the proposed budgeted costs are in the table below and can be found in **Attachment 9: Budget and Cash Flow Template** under facility operation and maintenance.

**Table IIIG.1: Proposed Insurance Costs**

Coverage	Planning Year	Year 1	Year 5
General Liability		\$7,980	\$32,604
Workers Compensation	\$1,425	\$8,700	\$26,100
Educators Legal Liability (D&O)	\$2,000	\$3,500	\$4,900
Property, Excess Liability, Crime		Included with General Liability	
Accident Insurance, Special Risk		\$1,050	\$4,290
<b>Total Costs:</b>	<b>\$3,425</b>	<b>\$21,230</b>	<b>\$67,894</b>

<sup>206</sup> We are working with Winn Development on the negotiations for the space in Sibley Square, and are moving towards a Letter of Intent. Upon authorization, we would anticipate this Letter of Intent becoming a draft lease.





## H. NON-ACADEMIC OPERATIONS

**Health Services.** As a public school, we will operate in full compliance with §2853(4)(a) and §912 of the Education Law. Upon authorization, we will explore all options for ensuring that Collegiate provides all necessary health-related services to our families, including determining whether to employ a full-time nurse or to contract such services through our local district. We will ensure Collegiate has a dedicated office for school nursing needs, as outlined in **III. F. Facilities**. Additionally, our Leadership Team will receive first aid and cardiopulmonary resuscitation training. **Record Collection and Storing.** New York State Public Health Law §2164 requires that each child entering or attending a public school must be immune to a variety of diseases including measles, mumps, and rubella, unless exempted for religious or medical reasons. Our DOO will oversee the record-keeping of all student medical records and will collect health and immunization records of all students during the enrollment process. We will store records in a locked filing cabinet in our main office and will be exploring various electronic data systems to record health records and documents, only accessible to our DOO and nurse. **Policies.** Our health and safety and risk management policies will comply with Education Law and will be reviewed and approved annually by the Board and distributed annually to staff and families to ensure all stakeholders are informed of our policies. These policies include procedures for responding to natural disasters and emergencies including fires; staff training in emergency response and first responder training; the administration of medicine and prescription drugs; the school as a drug, alcohol, and tobacco-free workplace; and a policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. In issues of child abuse, the person made aware of the issue will immediately report the perceived abuse or neglect, and in accordance with New York Social Services Law 413 and 421, all staff will receive annual mandated reporter training within the first six weeks of school (or the first six weeks of that individual's employment). Proof of these trainings will be shared with our Board Chair. We will comply with all health and safety laws and regulations that apply to all charter schools, including those regarding auxiliary services, which include food services, transportation, custodial services, hazardous materials, pest management, etc.

**Food Services.** We will provide free breakfast, lunch, and two snacks to every child, every day, and we will participate in the federal school breakfast, lunch, and snack programs.<sup>207</sup> Our food service will comply with all nutritional guidelines established by the federal government. We are currently exploring using the food service provider Foodlink, which would provide breakfast, lunch, and snacks for our students. The food would be prepared off-site and brought to the school. Any final decisions will ensure that our food service is in compliance with state regulations and is cost-effective for our school. Our DOO will work with our Office Manager to ensure that we have accurate and updated records that list any existing food allergies and will communicate this information to all staff and the

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<sup>207</sup> We anticipate approximately 90% of our students qualifying for free or reduced lunch and as such we will provide free food service charges for all students. Our DOO will send home lunch forms to compile accurate data and will incentivize the returning of these forms for each homeroom.



food service provider. We will apply to become a Local School Food Authority, which will allow us to manage meal counting and other aspects of our food program.

**Transportation.** We will work with RCSD to ensure that students who qualify for bussing have access to free bus transportation, and that students with an IEP or 504 plan are provided special transportation and accommodations as dictated by their plans. Our DOO will work with families on completing transportation forms during the enrollment process and will provide ongoing communication with our families on final transportation information provided by the district. Bus services will be provided to Collegiate on all days that RCSD is in session. Due to our extended annual calendar, we will contract bus services with our bus provider for days when we are in session and the district is not.<sup>208</sup>

**Non-Academic Operations.** We will create clear roles and responsibilities between the HOS, Board of Directors, and Director of Operations to efficiently and effectively manage all non-academic operations. Our Director of Operations will prepare all financial documents to be shared with the HOS that cover finances, facility, and technology management. This information will also be found in our financial dashboard, which will be presented to the Finance Committee prior to Board meetings and then to the entire Board at each monthly Board meeting. Our fiscal management and compliance reporting will be supported by a back-office provider, who will work closely with our DOO with direct oversight from the HOS. We will contract with vendors to support with non-academic operations as applicable and will abide by all procurement policies when contracting with vendors. Any purchases made by our DOO will also abide by all procurement policies. Our DOO will oversee secure record-keeping with all records being stored in a locked filing cabinet in the main office. The DOO, Head of School, Academy Directors, and Office Manager will be the only staff with access to these files.

## **I. FAMILY AND COMMUNITY INVOLVEMENT**

**Family Engagement Pre-Opening.** Establishing strong relationships and partnerships with our families and community is a key design element of our school and is supported by research that shows such partnerships lead to higher academic performance, higher attendance, lower drop-out rates, and increased enrollment in higher-level academic programs.<sup>209</sup> As evidenced by our extensive community outreach (see **Table 2: Public Outreach Information**) and letters of support from our community (see **Attachment 2c: Evidence of Community Support**), our team has prioritized establishing strong relationships and forming key partnerships with community organizations, community members and potential families, industry partners, educational partners, and community leaders and elected officials. Our public outreach will be ongoing. Since the submission of our Letter of Intent, we have focused on establishing stronger partnerships with district leaders and strengthening our relationships with the House of Refuge, which supports refugee families in Rochester. To date, we have engaged with over 1,100 community members and established a growing **Friends of the Phoenix** group that has helped further

<sup>208</sup> This expense has been included in our proposed budget, see **Attachment 9, tab 6, line 118**.

<sup>209</sup> *Parent, Family, Community Involvement in Education*. [www.nea.org/assets/docs/PB11\\_ParentInvolvement08.pdf](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf); "The Essential Supports for School Improvement." *UChicago Consortium on School Research*, [consortium.uchicago.edu/publications/essential-supports-school-improvement](http://consortium.uchicago.edu/publications/essential-supports-school-improvement). *Parent, Family, Community Involvement in Education*.



awareness of our school.<sup>210</sup> During the pre-opening period, we will focus heavily on engaging with families of age-eligible children in Rochester, with a goal of having 300 Letters of Intent to Apply submitted prior to December 1, 2019 when our enrollment period opens.<sup>211</sup>

**Communicating with Families of Enrolled Students.** We will engage with our families before, during, and on a continual basis post-enrollment. Upon accepting a seat at Collegiate, families will receive an Enrollment Packet, including all necessary paperwork to be completed for enrollment. We will provide support for families in completing the enrollment forms, including any translation and interpretation services needed. Our Head of School will conduct **home visits** with every family of newly enrolled students in years 1 and 2 so that we can clearly articulate our mission and academic program to parents and hear what our families are seeking in their child’s education.<sup>212</sup> These visits also provide us the opportunity to conduct necessary Home Language Questionnaires and interviews and administer the baseline STEP assessment. Prior to the first day of school, we will hold **Family Orientation** where we will provide further information about our program and the rationale behind our expectations and policies, and distribute free uniform pieces.<sup>213</sup> During the school year, communication will be ongoing through **bi-weekly calls** to discuss academic progress, monthly **Coffee Hours** with the Head of School, and monthly **family workshops**. In September, we will have an **Open House** to allow families to meet the teachers of their children, and every Wednesday families are encouraged to join us for our **Collegiate Celebration and Character Circle**. At the end of the first and second trimesters, we will host **family conferences** where families will also meet with their child’s teachers to discuss, in detail, their performance. Families will complete an **annual survey** about Collegiate so that they can share their thoughts and experiences, which will be included in our annual review and help shape the priorities of the next school year. Collegiate will send a **monthly newsletter**, print and digital, to our families and make it available in each family’s first language.<sup>214</sup>

**Support for Families.** All families will feel part of their child’s academic success, and we are committed to ensuring Collegiate is accessible to all families, including families who prefer communication be delivered in their native language. All students will be assigned to one of their classroom teachers who will serve as the first point of contact for families and can be reached during the school week with any questions.<sup>215</sup> We will update families regularly, through daily homework logs, bi-weekly calls, and trimester family conferences.

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<sup>210</sup> Our Friends of the Phoenix group are community members who have pledged support for Collegiate and have helped distribute fliers, share social media posts with their connections, and have helped to connect us with families of age-eligible students. More info can be found in **Table 2: Public Outreach Information**.

<sup>211</sup> Our Letter of Intent to Apply forms will mirror our application forms, and we hope that at least half of the families who submit a Letter of Intent will complete an Application for enrollment.

<sup>212</sup> In ensuing years, home visits will be conducted by our Academy Director(s) and/or Head of School.

<sup>213</sup> We anticipate providing families with their first two Collegiate shirts free of cost to the family, which has been allocated in our budget, see **Attachment 9, tab 6, line 119**. We will also offer our families 6 different days and times for them to attend a Family Orientation that best accommodates their schedules. For more information, see **Attachment 4c: Proposed First Year Calendar**.

<sup>214</sup> Strong family engagement strategies were observed and studied at Elan Academy in New Orleans and University Prep in Denver, both schools founded by BES Fellows, and has been influenced by the work of Uncommon Schools.

<sup>215</sup> The National Education Association and the University of Chicago’s Consortium on Chicago School Research specifically notes the importance of parent involvement in the form of an advisory relationship. “The Essential Supports for School Improvement”. *UChicago Consortium on School Research*, consortium.uchicago.edu/publications/essential-supports-school-improvement.



Additionally, each month we will hold a family workshop in which we provide parents with information on how they can best support their child's academic growth at home, which will include a reading workshop night and a homework support event. Lastly, our community partnerships seek to provide families with access to after-school programs and summer learning programs.<sup>216</sup> These programs align to the vision of our school and support our literacy, math, and STEM programs while providing social-emotional supports.

**Leveraging Community Support.** Establishing strong community partnerships that further the mission and academic program of our school has been a key priority of our public outreach. We have identified several partners in the community and will continue to identify potential partners that could support our work in the coming months. Thus far we have established partnerships with the Greater Rochester Summer Learning Association and the YMCA of Greater Rochester who could provide summer programs and after-school programs for our students. We are also continuing to build strong partnerships with local organizations including ABC and the House of Refuge, which provide us access to families and students who could attend Collegiate.

**Partnerships with Low-Performing Public Schools.** We have had discussions with local public schools, both charter and district, and will continue to build relationships with these schools and share any resources with each other that could benefit students.<sup>217</sup>

## **J. FINANCIAL MANAGEMENT**

Almost half of charter school failures are the result of financial mismanagement.<sup>218</sup> As the financial steward and oversight body responsible for the legal, organizational, and academic success of the charter school, and with the core responsibility to ensure strong fiscal management at all times and in all years, we understand the importance of ensuring that our budget is well-developed, conservative, mission-aligned, and, once approved, is ethically managed with the mission of our school at the forefront of all financial and budgetary decisions. Our founding team has four members with strong finance experience, with two also having extensive governance and regulatory experience, and together they and we recognize our responsibility to operate a fiscally sound, conservative budget. Additionally, our Lead Founder and proposed Head of School has nine years of experience as a Principal with Uncommon Schools, with experience working with annual budgets during all years in a slow-growth model.

**Annual Budgeting Process.** Our annual budget process will begin in December with the Head of School establishing priorities for the upcoming year, and then will move into January with our Head of School working with our Director of Operations and back-office provider to create a draft budget aligned to those priorities that will be reviewed by our Finance Committee in February. The Finance Committee will review the draft budget and

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<sup>216</sup> Our partnership with GRSLA will allow for summer programming and our partnership with the YMCA will allow for afterschool programming. For more information, see **I. B. Key Design Elements**.

<sup>217</sup> David McBride has shared teacher developing resources with the Board of Exploration Elementary Charter School and we have discussed sharing resources on trauma-informed practices.

<sup>218</sup> "Why Do Charter Schools Close?" *Charter School Capital*, 27 Dec. 2018, [charterschoolcapital.org/blog/charter-funding-why-do-charter-schools-close/](https://charterschoolcapital.org/blog/charter-funding-why-do-charter-schools-close/); "The State of Charter Schools." - *edreform.com*. (n.d.). Retrieved from [https://www.edreform.com/wp-content/uploads/2011/12/StateOfCharterSchools\\_CER\\_Dec2011-Web-1.pdf](https://www.edreform.com/wp-content/uploads/2011/12/StateOfCharterSchools_CER_Dec2011-Web-1.pdf).



provide feedback and input within an iterative process, ensuring that the budget is mission-aligned and balanced, has clear and detailed assumptions, and is fiscally conservative. The budget will be reviewed by the entire Board in March or April within a regular monthly Board meeting, with the goal that a final budget will be brought to the Board in May or June at a publicized and public meeting for final approval. Per the requirements of NYSED, we will prepare and provide our authorizer a copy of our annual budget and cash flow projections no later than June 30 of the immediately preceding fiscal year. We are exploring using either Charter School Business Management (CSBM) or EdTec as our back-office provider, as both have extensive experience working with urban charter schools. Contracting a back-office provider will: (a) best ensure that our budget is in accordance with all laws and regulations; (b) help to develop our financial and budgetary systems and procedures that allow for accurate recording; (c) ensure all financial documents are prepared accurately for monthly board review; and (d) provide overall expertise in responsible budget development and financial planning.

**Policies.** Our financial systems and fiscal policies will be created in alignment with generally accepted accounting practices (GAAP) and informed by best-practices of high-performing charter schools with strong track records of financial health. These policies will guide the work of our Board of Trustees, Finance Committee, Head of School, Director of Operations, and back-office provider. The back-office provider will support in the creation of strong tracking systems that include enrollment, attendance, free and reduced lunch eligibility, and special education services. We will implement strong financial tracking and record-keeping systems to ensure we are able to accurately report within all required timelines on our finances to local, state, and federal entities. Our Board will take great responsibility in reviewing our financial dashboard each month to ensure that our budget continues to be mission-aligned and in the best interest of our students.

**Contracting Financial Services.** Our back-office provider will be responsible for ensuring sound financial services, practices, and systems, including helping to create and manage our payroll, financial reporting, accounting systems, record-keeping, financial forecasting, and helping to prepare for our annual financial audit. If authorized, we anticipate using a back-office provider for the duration of our charter term and will utilize their support and expertise to help us identify and develop a future Director of Finance who will eventually manage our finances. Our proposed budget reflects a back-office provider.<sup>219</sup>

**Financial Oversight, Fiscal Compliance, and Reporting.** Our Head of School, Director of Operations, and back-office provider will provide our Finance Committee and full Board with a financial dashboard each month for review that includes cash on hand, budget to actuals, current cash flow, chart of accounts, and three-month projections. The Finance Committee will check for accuracy and raise any questions related to school financial statements, and then present the financial dashboard at that the upcoming Board meeting to the full Board, with the support of the back-office provider and Head of School. This ensures that multiple individuals have reviewed our budget and financial documents to ensure accuracy, that the school is operating consistent to the adopted budget, and

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<sup>219</sup> See [Attachment 9: Budget and Cash Flow](#).



that our budget reflects the mission of our school. No one person will be responsible for oversight or reporting, which will allow our budget to remain balanced and the school to remain financially sound. Throughout this process, all financial records will be securely stored in a locked file cabinet solely reserved for financial records and human resource documents that are only accessible to the Head of School, Director of Operations, and our back-office provider.<sup>220</sup>

**Annual Financial Audit.** In accordance with all federal, state, and local requirements, as well as any requirements from our authorizer, each year we will contract with a certified public accountant (CPA) licensed in New York state to conduct a financial audit. Our Finance Committee will recommend to the Board a CPA firm after receiving multiple proposals, the Board will make final decision on auditor selection, and the audit will be presented directly to the Board by the auditing firm/CPA. The selected CPA will be used for any other required reporting, including but not limited to, the initial statement on internal controls, CSP procedures reporting, A-133 audit, and the filing of an annual 990 with the IRS. This audit is reflected in our proposed budget.

## K. BUDGET AND CASH FLOW

Our proposed five-year budget has been developed using conservative revenue and expense assumptions that align with our mission and programmatic design. In developing the budget, we have used the expertise of BES staff members and proposed Finance Committee members to ensure a fiscally sound, responsible budget based on reasonably anticipated recurring public revenues and void of any potential unsecured fundraising or unrealistic grant amounts. We have projected positive operating income each year, with a growing fund balance that reaches \$1,851,245 at the end of year 5,<sup>221</sup> ensuring that we can deliver on the mission promised to students and families and address unforeseen circumstances during our charter term. We will remain conservative in all decisions, underestimating increases in revenue and overestimating increases in expenses. Our budget summary is below. See **Attachment 9: Budget and Cash Flow** for the full budget.

**Figure IIIK.1: Budget Summary**

	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025
Total Revenue	525,000	2,025,485	2,971,991	4,091,679	5,291,620	6,511,308
Total Expenses	435,854	1,896,039	2,741,399	3,852,654	4,830,833	5,809,059
Operating Income	89,147	129,447	230,592	239,025	460,786	702,248
Beginning Fund Balance		89,147	218,593	449,185	688,210	1,148,996
Ending Fund Balance	89,147	218,593	449,185	688,210	1,148,997	1,851,245
Operating Income as % of Total Revenues	16.98%	6.39%	7.75%	5.84%	8.70%	10.78%

<sup>220</sup> We anticipate having two separate locked file cabinets. One is noted above for financial and human resources. Our health records will be stored securely in a locked file cabinet and only our nurse, DOO, and HOS will have access. Student files will be locked in a file cabinet in the main office, with the HOS, DOO, and office manager having sole access.

<sup>221</sup> The \$1 variance with our ending fund balance in year 5 is a result of rounding decimals in **Attachment 9**, budget template.





Revenue per Pupil		19,742	16,552	15,952	15,869	15,866
Expenses per Pupil		18,480	15,268	15,020	14,487	14,155

**Revenue.** Our budget plan is based on an opening enrollment of 108 students, with an additional 81 students enrolled in each subsequent year. We are committed to backfilling all available seats each year, resulting in anticipated enrollment of 432 students in year 5. We anticipate that approximately 21% of our student population will have disabilities. In our pre-opening year, we will be supported by a Konar Foundation start-up grant.<sup>222</sup> In our pre-opening year, we also anticipate receiving a Charter School Program Grant of \$800,000, which will be used during our pre-opening year through year 2.<sup>223</sup> Beginning in year 3, we have planned to operate almost solely on public funds, with an anticipated per pupil amount of \$13,995.<sup>224</sup> We have budgeted for Title I and Title II funds. Title I has been calculated at \$500 per eligible student and Title II at \$40 per eligible student. IDEA funding has been projected at \$900 per eligible student and E-Rate reimbursement is estimated to be \$150/student. **Expenses.** Our personnel costs account for approximately 48% of our total expenses in our first 5 years, with our staffing model and staff wage scale competitive with local area charter schools.<sup>225</sup> We have anticipated an average of 4% raises for staff each year and a 3% employee contribution for retirement years 1-4, increasing to 4% in year 5. We will contribute \$7,000 per employee for healthcare, dental, and vision, and we account for contributions for Social Security, Medicare, and state unemployment insurance. To remain competitive with our compensation and benefits packages, our Board will revisit these assumptions in each annual budget-building cycle during the charter term. We have developed our budget assumptions for items in contracted services and school operations through consultation with potential vendors and existing area charter schools, with a 15% annual increase included in our projections. These expenses include, but are not limited to, back-office provider, legal representation, auditing, and school expenses, including curriculum purchasing, student and teacher materials, technology, furniture, and student testing and assessment. Our rental lease projections assume 90 sq. ft. / student at \$12 / sq. ft., with \$3 / sq. ft. for repairs and maintenance. We have budgeted for insurance, utilities, and janitorial services as well as \$20,000 / year for dissolution.<sup>226</sup> **Key Design Elements.** Our budget supports the key design elements of our school by supporting our staffing model in the following ways.<sup>227</sup>

### Figure IIIK.2: Key Design Elements Funding Allocations

Key Design Element	Notes
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<sup>222</sup> Evidence of this support can be found in [Attachment 10: Evidence of Financial Support](#).

<sup>223</sup> While we remain confident that we will be fully eligible for the \$800K CSP grant given the priorities of the grant and the details of our charter proposal, the Founding Team has also created a contingency budget based on the assumption of the more conservative figure of \$550K from the CSP grant. Details of that contingency budget conservatively demonstrate our ability to deliver the academic program within our fiscal means, and demonstrates no adjustments of any kind to expenses, and only to the infusion of reduced CSP dollars. Specifically, with distribution of \$300K CSP dollars in Y0 and \$250K CSP dollars in Y1, we maintain Net Income in all years (Y0 @ \$39,147, Y1 @ \$29,447, Y2 @ \$130,592, Y3 @ \$239,025, Y4 @ \$460,786, and Y5 @ \$702,248) and we maintain positive cash flow in Y0 and Y1 as outlined. The contingency budget is available upon request.

<sup>224</sup> Our Board is committed to fund development; however, we have estimated conservatively for purposes of our budget.

<sup>225</sup> For more information on our staffing model and wage scale, see [III. C. Management and Staffing](#).

<sup>226</sup> For more information on our expenses, see [Attachment 9, tab 6, lines 131, 132, 137, 141](#).

<sup>227</sup> For more on Key Design Elements, see [I. B. Key Design Elements](#) and [II. A. Educational Philosophy](#).



Rigorous and Engaging Academics	<b>Staffing.</b> Our budget <sup>228</sup> allows for us to over-hire to ensure that we are growing effective teachers, can implement a two-teacher classroom model that supports small-group literacy instruction, and are able to begin developing our secondary leadership bench. <b>External Support.</b> We have allocated funds <sup>229</sup> every year to ensure external support on curriculum and annual reviews. <b>STEM Program.</b> We have allocated funds <sup>230</sup> to hire a specialized STEM teacher in year 1 and year 4 to support our program. We have also allocated funds to purchase laptops each year at a student to laptop ratio of 1:1. <b>Serving All Learners.</b> We have allocated funds <sup>231</sup> each year to staff our Student Supports Team and to provide special education supplies and materials.
Structured, Joyful Community	We have allocated funding <sup>232</sup> to partner with CCSI (or similar organization) to provide trauma-informed PD and follow-on support to our staff.
Family / Community Partnerships	We have allocated funding <sup>233</sup> every year to allow our most at-risk students to attend the GRSLA summer program at no cost to our families.

**Contingency Plans.** Our conservative budget allows for a growing fund balance throughout the term of our charter without the need for private borrowing. This healthy budget allows us the ability to respond to unforeseen circumstances without jeopardizing our academic program. Our Board is committed to aggressive fund development if needed to continue our academic program in the face of significant and unforeseen circumstances that could impact our budget. We have also budgeted \$20,000 for an escrow account in each of our first five years of operation, totaling \$100,000, as required.

#### L. PRE-OPENING PLAN.

Please see **Attachment 11** for our pre-opening plan.

#### M. DISSOLUTION PLAN.

Please see **Attachment 12** for our dissolution plan.

<sup>228</sup> See **Attachment 9, tab 6, lines 58-82.**

<sup>229</sup> See **Attachment 9, tab 6, lines 104, 121.**

<sup>230</sup> See **Attachment 9, tab 6, lines 67, 115.**

<sup>231</sup> See **Attachment 9, tab 6, lines 68, 110.**

<sup>232</sup> See **Attachment 9, tab 6, line 104.**

<sup>233</sup> See **Attachment 9, tab 6, line 127.**



## Attachment 1: Admissions Policies and Procedures

As a tuition-free, open-enrollment, public school, Collegiate will hold an annual enrollment lottery so that all students will have the opportunity to attend a high-performing college preparatory school. We will educate all students, regardless of race, socio-economic status, disability, first language, and any protected status, as noted in our public outreach efforts to date, which have been printed in both English and Spanish, and will be a continued focus of our recruitment efforts upon authorization.<sup>1</sup> We plan to enroll 108 students in our inaugural year-81 kindergarten and 27 1<sup>st</sup> grade - in August of 2020, there after enrolling 81 kindergarten students per year until we reach 432 students at the end of our charter term, and are committed to ensuring that our enrollment reflects the districts in terms of economically disadvantaged students, students with disabilities, and ELL/MLL students. We have created and are cultivating strong relationships and partnerships with key community organizations that will help us continue to engage with families and recruit age-eligible students. These groups include the House of Refuge, ABC Headstart, and Ibero. Our enrollment and admissions policies and procedures will comply with all applicable anti-discrimination laws governing public schools.<sup>2</sup>

**Application Process & Lottery.** Our enrollment period will begin each year on December 1 and last until March 31 at 5:00pm.<sup>3</sup> Application documents will be created in multiple languages, will be available online and in paper-form, and families can submit applications through an online portal or by mail, fax, or delivered in person to an operations member of our team. The following components will be included in our application documents: student first and last name; student date of birth; student home address; student school district; grade student is applying; does the student have siblings already attending Collegiate, and if so, what is the name and date of birth of the sibling; parent/guardian first and last name; parent/guardian phone number; relationship to the student.

Families will also have to provide proof of residency unless the family is homeless, pursuant to the McKinney-Vento Act. To demonstrate proof of residency, families will need to provide 2 of the following items: lease agreement, deed or mortgage statement; residential utility bill, water bill, or property tax bill dated within the last 60 days; official payroll documentation dated within the last 60 days; or documentation from a federal, state, or local government agency dated within the last 60 days. Failure to provide proof of residency will forego lottery preferences.

If more applicants apply than seats available, in accordance with §119.5, we will hold a public, randomized lottery to happen within 10 business days of the March 31 application deadline. If a lottery is held, we will give advance public notice about the date, time, and place of the lottery pursuant to the Public Officers Law §104. Our lottery will be conducted in a public space, with technology-based software, and will be overseen by an impartial third party to ensure that the lottery is conducted ethically. Pursuant to Public Officers Law § 104, we will notify the public of the date, time, and location of the lottery through the same media outlet that we use to publicize

<sup>1</sup> We will adhere to all anti-discrimination laws related to governing charter schools, including but not limited to Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title VI of the Civil Rights Act; Title II of the Americans with Disabilities Act of 1990; and Section 2854(2) of the New York Education Law.

<sup>2</sup> These include Title VI of the Civil Rights Act; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title II of the Americans with Disabilities Act of 1990; and Section 2854(2) of the New York Education Law.

<sup>3</sup> If these dates fall on a weekend or holiday, or federal holiday in any particular year, the date/deadline would be the next business day.



Board meetings. We will also post the date, time, and location of our lottery on our school website at least one week prior to the lottery. We will notify all families who have already applied to Collegiate about the lottery, so they have the option to attend, though attendance is not mandatory. All families will be notified of their determination within one week of the actual lottery by receiving a mailed letter and phone call. Families will have two weeks to claim their seat at Collegiate before we offer their placement to the next family on the waiting list. Upon acceptance of a seat, we will send home an enrollment pack which includes necessary information and paperwork, including proof of residency, immunization records, birth certificate requests, and the Home Language Questionnaire.<sup>4</sup> Collegiate will backfill all seats, kindergarten through fifth grade, through March 31<sup>st</sup> of that academic year.

**Admission Preferences.** Our enrollment will be representative of our community. Collegiate will adhere to the following admissions preferences:

- Currently enrolled returning students
- Students living in the RCSD school district boundaries
- Siblings of students currently enrolled at Collegiate.

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<sup>4</sup> Pursuant to the McKinney-Vento Act, students experiencing homelessness will be exempt from providing proof of residency.



**Table 2: Public Outreach Information**

Date(s) of Outreach	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action Taken on Input	Number of Attendees
9/8/18	Community Members/ Families	Handed out fliers at the M&T Bank Clothesline Festival.	Memorial Art Gallery, 500 University Ave, 14607	No input obtained. Handed out fliers.	N/A	20 Rochester community members.
9/10/18	Community-Based Organization	Presented Collegiate to Julia Tedesco, the Executive Director and a former trustee to a Rochester charter school.	Foodlink, 1999 Mt. Read Blvd, 14615	Discussed services that many of our students need, whether quality food during the day or access to food over the weekend. Shared information on the number of students in Rochester who do not have access to food on the weekend. Also discussed the need to put together a strong Founding Board that is diverse and best represents our community.	<b>Board Diversity.</b> Collegiate is committed to ensuring that our Founding Board is made up of a diverse group of individuals with diverse skill sets that best represent the community that we serve. Collegiate will also explore healthy food options for our students if we are granted our charter.	2
9/10/18	Community Leader	Presented Collegiate to Adrian Hale, Senior Manager, Workforce / Economic Development & Education Initiatives at Greater Rochester	Glen Edith Coffee Shop, 44 Elton St, 14607	Adrian stressed that we need to focus on educating students and preparing them with the soft skills that businesses are looking for so that once students	Collegiate is committed to <b>Character Development</b> , which will happen daily, weekly, and monthly through the teaching of our LIGHT values. This will happen	1



		Chamber of Commerce, Inc. Board of Directors, E3 Rochester.		graduate high school, if college is not their goal, they are ready to be productive employees. He believes that schools need to ensure that character development is part of the education process.	during lesson plans, weekly community meetings, and monthly celebrations. Each day will also begin and end with teachers discussing the LIGHT value that students are focusing on that day and giving students real examples of how they can embody that value at school and at home.	
9/10/18 3/12/19	Community Resident/Family	Presented Collegiate to Jon Sharp, who lives in Rochester and has a daughter who could attend Collegiate.	Boulder Coffee, 100 Alexander St, 14620.	He believes in high expectations and safe structures but doesn't think enough schools are doing enough about helping students (and families) who suffer from trauma. He would like to see more restorative management practices and some implementation of social-emotional support for the students of Rochester.	Collegiate is committed to implementing a <b>Restorative Practices</b> approach to student discipline. Our model is based on the practices that our Lead Founder has observed at school visits to Nashville Classical, Rise Prep, Springfield Prep, and University Prep, all of which are high-performing urban charter schools.	1
9/11/18	Industry Partner; Educational Organization	Presented Collegiate to J. Theodore Smith, Western New York Regional Executive and Vice President at Citizens Bank. Board of Directors, E3 Rochester.	Citizens Bank, 126 East Ave, Suite 100, 14604	Likes the flexibility given to charter schools to put in place the best curriculum for students. Believes that character development is important in a college preparatory school.	See <b>Character Development</b> (pages 1-2).  Collegiate is committed to providing <b>Rigorous Curriculum</b> for our students that ensures that all students	2



					<p>are receiving grade-level standards. Our curriculum will be a combination of internally created curriculum and purchased curriculum that has demonstrated success with a similar student population.</p> <p>Additionally, Doug Lemov and his Teach Like a Champion Team have been retained to vet curriculum.</p>	
9/12/18	Community-Based Organization	Presented Collegiate to Lenora Reid-Rose, Director- Cultural and Linguistic Competence, Coordinated Care Services, Inc. ("CCSI").	CCSI, 1099 Jay St, Building J, 14611	Wants to see a school with high behavioral and academic expectations for the students, while implementing a restorative approach to discipline, a focus on character development, and supports put in place for students with disabilities or who suffer from trauma. Believes that parent partnerships are critical for success in school.	<p>We are committed to utilizing <b>Trauma-Informed Practices</b>. We have reached out to Gwen Olton, a Senior Consultant for the Practice Transformation Team, at CCSI to set up a meeting to discuss research-based trauma-informed practices for teachers. We are committed to infusing these techniques within our daily practices to ensure that our teachers are trained to best support our students.</p> <p>Collegiate is also committed to ensuring strong <b>Family</b></p>	1



					<b>Partnerships</b> and will be implementing a communication plan with families in which there is daily, weekly, and bi-weekly communication.	
9/12/18	Community-Based Organization	Presented Collegiate to Dirk Hightower, Executive Director, The Children's Institute.	The Children's Institute, 274 N. Goodman St, Suite D103, 14607	Discussed the strong pre-K programs and summer programs in Rochester and how these programs need strong elementary school partners. Wants to see more strong schools partnering with strong community organizations to benefit students, families, and the community.	We have reached out to the YMCA and Luis Perez of the Greater Rochester Summer Learning Association to discuss the programs that they currently offer for pre-K, before and after school programs, and summer programs.	1
9/12/18	Community-Based Educational Partner	Presented Collegiate to Joe Martino, CEO of Educational Success Network; CEO of The Norman Howard School; CEO of EnCompass: Resource for Learning.	The Norman Howard School, 275 Pinnacle Rd, 14623	Very supportive of charters and is interested in the stand-alone schools working more closely together to share best practices. He is a strong advocate of STEM and encouraged starting this early in a child's academic career.	<p>We will build a strong <b>STEM Program, Curriculum</b> beginning in kindergarten with units on biology, engineering, and computer science.</p> <p>We have reached out to Professor Douglass Merrill at RIT and will be meeting with him in the future to discuss how to ensure a strong STEM program.</p>	1



9/12/18	Industry Partner	Presented Collegiate to Rob Pisanelli, Principal at U.S. Realty Capital.	Glen Edith Coffee, 44 Elton St, 14607	Rob sees the great divide between city and suburban schools and likes the flexibility given to charter schools to put in place best practices. Has a daughter that has received individual supports and wants to see this as a major component of all schools.	Collegiate is committed to ensuring a robust Student Supports team, which includes beginning with a Student Supports Coordinator and Special Education teacher in our founding year to ensure that we can provide necessary supports to our students.	1
9/13/18 10/30/18	Community-Based Organization; Community Resident/Family	Presented Collegiate to Simeon Bannister, Vice President, Community Programs, at the Rochester Area Community Foundation ("RACF").	RACF 500 East Ave, 14607	<p>Simeon has a child in an elementary charter school in Rochester and likes the high expectations and structures in the school. He would like to see more inquiry-based instruction in schools.</p> <p>Simeon also suggested looking into at-risk neighborhoods that have strong community partnerships in which a new school could help be a tipping point for the community.</p>	Collegiate is committed to ensuring that our school has <b>Safe, Predictable Systems and Routines</b> to ensure a safe and structured school day where learning time is maximized. This will be based on both our Lead Founder's experience as a Principal at Uncommon Schools as well as his time studying high-performing charter schools such as Nashville Classical, The Collegiate School of Memphis, and Springfield Prep.	1
9/13/18 3/29/19	Industry Partner	Presented John Nichols, President and CEO of Nichols Construction.	Panera Bread, 1902 Monroe Ave, 14618	Discouraged by the lack of growth in the city. Supports charter schools and believes in high academic	See <b>Character Development</b> (pages 1-2).	1



				expectations and character development.		
9/13/18	Educational Partner	Presented Collegiate to Adrienne Sopinski, Principal of Rochester Prep West Campus.	Panera Bread, 1902 Monroe Ave, 14618	Believes there is a need for more strong schools in Rochester, especially starting with elementary school. Wants to see an emphasis on strong academics combined with character development.	See <b>Rigorous Curriculum</b> , (pages 2-3).	1
9/13/18	Industry Partner	Presented Collegiate to JudyLynn Nasser, Vice President and General Manager of White Haven Memorial Parks, Inc.	White Haven Memorial Park, 210 Marsh Road, 14534.	Wants to see more high-performing charter schools in Rochester and thinks that stand alone charter schools should look to partner more closely with one another to share resources, especially around strong, proven curriculum. She cited Persistence Prep in Buffalo as an example of a school she thinks we should connect with.	We visited Persistence Prep in December and have begun to build a relationship with her school.	1
9/14/18	Community Religious Leader, Education Partner	Presented Collegiate to Shami Kanyu Kroll, Enkyoji Temple of Rochester; Art Teacher, Edison Tech High School.	Starbucks, 1495 East Ridge Road, 14621.	Believes that schools should have a focus on character development, the arts, and wellness programs to go along with a classical education.	See <b>Character Development</b> (pages 1-2).	1

				He believes that Rochester also needs higher-performing schools and supports new elementary schools that blend character development with engaging academics.		
9/14/18	Educational Partner; Community-Based Organization	Presented Collegiate to Jeanette Baptiste-Harrison, Co-founder and partner Baptiste Leadership; Board member for ROC Achieve.	Phone Conversation	Stressed the importance of a strong Board of Directors and the importance of addressing trauma in schools. Jeannette noted that she would love to see a more diverse board that truly represents the community that we serve.	<b>Board Diversity</b> (see page 1).	1
9/14/18	Industry Partner	Presented to Sean O'Brien, Financial Advisor at Waddell & Reed .	Phone Conversation	Supports charter schools and likes the academic accountability for success. He wants schools to include a focus on character development to compliment strong academics.	See <b>Character Development</b> (pages 1-2).	1
9/14/18	Industry Partner	Presented Collegiate to William Bliek, Vice President Citizens Bank	Spot Coffee, 200 East Ave, 14607.	Bill believes in the charter model including accountability for academics and autonomy. Believes in focus on character development.	See <b>Character Development</b> (pages 1-2).	1



9/17/18	Higher Educational Partner	Presented Collegiate to Christian Wilkens, Associate Professor and Department Chair, Dept. of Education and Human Development, Brockport University.	Finger Lakes Coffee Roasters, 3349 Monroe Ave, 14618.	Wants to see a model of high expectations for students and a focus on teacher development so that students are always given the best instructional practices.	Collegiate is committed to <b>Teacher Development</b> . The Lead Founder was an Uncommon Principal for 9 years and will use the best practices of weekly observations and feedback meetings, real-time feedback, weekly data meetings, and weekly PD to provide ongoing supports for teachers so that every teacher can grow and develop and feel appreciated.	1
9/18/18	Higher Educational Partner	Presented Collegiate to Douglass Merrill, Director of Center for Bioscience Education and Technology, Premedical & Health Professions Advising, Professor, RIT.	RIT, 1 Lomb Memorial Dr, 14623.	Doug believes that schools need to have high expectations and teach character. He wants to see more schools have an inquiry approach when teaching STEM classes. He believes that inquiry- based STEM classes should begin in elementary school.	See <b>STEM Program, Curriculum</b> (page 4). We are setting up three meetings through connections of Professor Merrill to discuss engineering, computer science, and inquiry-based science for elementary schools.	1





9/19/18 10/17/18	Industry Partner	Presented to Matt Belanger, Partner, Faraci and Lange.	Char Broil Family Restaurant, 2450 Monroe Ave, 14618.	Believes all schools should be held accountability for strong academic performance. He likes the flexibility that charter schools have to implement program that best meets the needs of its students, especially those with learning disabilities.	Collegiate is committed to ensuring that our students receive individualized supports. We will identify these supports through daily exit tickets, interim assessments, and STEP assessments. We will have two student support staff during our first year to ensure that students are receiving the individualized supports they need from the start.	1
9/20/18 9/24/18 3/1/19	Industry Partner	Presented Collegiate to John Calia, Chair of Vistage CEO Advisory Board; Public Speaker; Author of <i>The Reluctant CEO: Succeeding Without Losing Your Soul</i> .	Spot Coffee, 200 East Ave, 14607	Wants to see higher accountability for schools to perform academically. He believes that schools should focus on character development as well as academics.  John accepted our offer to join our Advisory Council in March.	See <b>Character Development</b> (pages 1-2).	1
9/20/18	Industry Partner	Presented Collegiate to Frank Cipriano, Vice President, Business and Professional Banking, M&T Bank.	Spot Coffee, 200 East Ave, 14607	Frank has been discouraged by the efforts made by RCSD. Wants to see more focus on better curriculum, character development, and teacher development. He also believes	See <b>Character Development</b> (pages 1-2 X).  See <b>Teacher Development</b> (page 8).	1



				that community service is important for students.		
9/20/18	Community Resident	Presented Collegiate to Theresa Hall, a grandparent who raised her grandson who attended Rochester Prep.	Glen Edith Coffee, 44 Elton St, 14607	Theresa believes in high expectations with a focus on rigorous curriculum. She wants to see strong family partnerships with schools.	See <b>Safe, Predictable Systems and Routines</b> (page 5).  See <b>Family Partnerships</b> (pages 3-4).	1
9/20/18	Educational Leader	Presented Collegiate to Leigh McGuigan, CEO Vertus High School	Vertus High School, 21 Humboldt St, 14609	Leigh stressed the importance of putting together a strong Board, especially with a good finance background. She believes more schools need to hold students to higher expectations and wants to see more collaboration amongst the charter community.	See <b>Board Diversity</b> (page 1).	1
9/21/18	Community-Based Organization	Presented Collegiate to Kyle Semmel, Director at Writers and Books.	Phone Conversation	Believes that schools and community organizations should partner more to ensure that students have access to all of the great programs in the city.	We have reached out to the YMCA and the Greater Rochester Summer Learning Association to discuss the programs that they currently offer for pre-K, before and after school programs, and summer programs. We have reached out to CCSI for a meeting on trauma-informed instruction and we have met with RIT	1



					about future partnerships around STEM fields.	
9/21/18	Industry Partner; Educational Partner	Presented Collegiate to Joe Klein, Chairman and CEO of Klein Steel; Board member of ROC Achieve Charter School.	Genesee Valley Country Club, 421 East Ave, 14607	Wants to see more focus on wellness and the arts in schools.	We will actively look for a physical education teacher who implements wellness activities into our gym classes. We will also look to partner with after-school programs and summer programs who offer wellness activities as part of their program.	1
9/21/18	Community-Based Organization	Presented Collegiate to Timothy Johnson, Program Coordinator for the Black Scholars Program of Urban League of Rochester.	Bru Cofee, 960 Genesee St, 14611	Timothy works with students in the city and wants to see higher expectations at schools with a focus on college preparation. He likes the idea of character development so that students become leaders of their communities.	See <b>Character Development</b> (pages 1-2).	1
9/25/18	Community-Based Organization	Presented Collegiate to John Lee, Director of the CCSI Center for Collaboration in Community Health.	Phone Conversation	John wants more schools to work with community-based organizations that best support the child and family. Social-emotional development is important to him and believes there are a number of strong organizations that could help	We have reached out to the YMCA and the Greater Rochester Summer Learning Association to discuss the programs that they currently offer for pre-K, before and after school programs, and summer	1



				schools better support students and their needs.	programs. We have reached out to CCSI for a meeting on trauma-informed instruction. All three organizations utilize social-emotional and wellness as key components of their programs.	
10/11/18	Educational Partner	Presented Collegiate to Sarah Varhus, Board of Trustees, Discovery Charter School.	Phone Conversation	Sarah is interested in seeing more collaboration between stand- alone charter schools. Believes school leaders at stand-alone schools need more support from their Boards on developing teachers and holding them accountable for academic results. She believes in social-emotional supports for students and strong parent partnerships.	Collegiate is committed to establishing strong relationships with local charter schools. We have reached out to the Board of Exploration Charter School to discuss how these relationships can benefit both schools and the community.	1
10/15/18	Community-Based Organization	Presented Collegiate to Wendy Fair, Owner of Stichworks.	Stichworks, 297 Culver Parkway, 14609	Wendy has worked with city schools for almost 25 years and is supportive of charters. She believes that all schools should have a focus on character development and believes it is an important component of education.	See <b>Character Development</b> (pages 1-2).	1
10/16/18 10/25/18 2/27/18	Higher Educational Partner	Presented Collegiate to Paul Tymann, Professor and Director of the Center	RIT,	Very interested in working with city schools to help introduce computer science to all	We have begun working with Professor Tymann to create a scope and	1

		for Computing Outreach, Research, and Education, RIT.	1 Lomb Memorial Dr, 14623.	students, beginning in early grades. Believes schools and universities should partner more.	sequence for an elementary school computer science curriculum. An area of focus includes combining our social studies and computer science program in kindergarten and 1 <sup>st</sup> grade and learning social studies content while gaining computer literacy.	
10/17/18 3/14/18	Educational Leader	Presented Collegiate to Jon Myler, Director of Operations, West Middle School, part of Uncommon Schools.	Liberty Diner, 160 N Winton Rd, 14610	Jon wants to see a school that has high expectations for students and creates an environment where teachers can focus on planning, data analysis, and instruction, and not distracted by other tasks. He is a strong proponent of focusing on character development.	See <b>Safe, Predictable Systems and Routines</b> (page 5).  Collegiate is designing operational systems that protect teacher time so that teachers can focus on the key actions to drive student success, which include intellectual preparation, analyzing student data, and providing student intervention support. We have discussed Jon joining our advisory council and writing a	1



					letter of support for our school.	
10/17/18	Community-Based Organization	Presented Collegiate to Josh Gingrich, Mobile Crisis, Strong Memorial Hospital.	Panera Bread, 1902 Monroe Ave, 14618	Wants to see more attention paid to social-emotional supports and wellness as many students in Rochester suffer from trauma and stress caused by poverty.	See <b>Trauma-Informed Practices</b> (page 3).	1
10/17/18	Community Resident	Presented Collegiate to Jesika Anthony, who is helping to raise her partners two children (one is in elementary school and one is in pre-school).	Panera Bread, 1902 Monroe Ave, 14618	Believes in high expectations around academics. She has worked with charters on a business side and wants to see more focus on character development and supporting students with special needs as she is worried that this is lost when schools simply pursue test scores. She also believes in restorative practices for management as opposed as punitive systems.	See <b>Safe, Predictable Systems and Routines</b> (page 5).  See <b>Restorative Justice</b> (page 2).	1
10/18/18	Educational Leader	Presented Collegiate to Lisa Krempa, Regional Director of Special Education, Rochester Prep, Uncommon Schools.	Starbucks, 1806 Penfield Rd, 14526	Lisa is a strong proponent of a robust Special Education team and social work support team to address the needs of our most at-risk students. Believes more needs to be done to address trauma.	Collegiate is committed to ensuring a robust Student Supports team, which includes beginning with a Student Supports Coordinator and Student Supports teacher in our founding year to ensure that we are able to	1





				Lisa supports a high-performing elementary school for Rochester.	provide necessary supports to our students.	
10/18/18	Community-Based Organization	Presented Collegiate to Indrani Singh, Director of Community Health Partnerships, University of Rochester Medical Center.	Starbucks, 1394 Mount Hope Ave, 14620	Indrani believes in school choice and wants to see a school that implements wellness aspects as Rochester has so many strong wellness organizations. She also wants to see a Board that best represents the community that the school represents.	See <b>Board Diversity</b> (page 1).	1
10/18/18	Educational Community-Based Organization Leader	Presented Collegiate to Emily Volpe, Principal, West Elementary Charter School, Uncommon Schools.	Starbucks, 1495 E Ridge Road, 14621	Emily supports the opening of a new college preparatory elementary school for Rochester. She wants to see more high-performing charter schools that will allow more families access to these schools. She stressed the importance of strong CGI math programs and wants to see more elementary schools implement STEM programs early on.	Collegiate is committed to offering CGI math at Collegiate and will utilize the curriculum that has been designed by a former Instructional Lead at Success Academy.	1
10/19/18 3/6/19	Educational Partner	Presented Collegiate to Doug Llewellyn, retired, former K-12 Director of Science at RCSD. Author and speaker on inquiry-based learning and argument-based teaching,	Brown-croft Family Restaurant, 2501 Browncroft Blvd, 14625.	Supports the charter model and wants to see less teacher driven instruction and more inquiry-based learning in all schools.  In our second meeting, we discussed utilizing a cross-	Collegiate is committed to providing an inquiry-based approach to our science curriculum. We are utilizing resources from RIT as well as the National Science	1



		constructivist learning, and science leadership.		curricular approach to social studies and science in early elementary school. Doug believes that would be a great way to build both engagement and knowledge in our students.	Teachers Association to identify best practices.  Lead Founder, David McBride and Doug Llewellyn are going to meet and compare the key ideas in the New York State New Generation standards for science and social studies standards and determine where standards could overlap and will design units aligned to these areas.	
10/19/18	Community-Based Organization	Presented Collegiate to Cameron Lewis, Associate Program Director at Playworks.	Spot Coffee, 200 East Ave, 14607	Wants to see more focus on social-emotional supports for students suffering from poverty and other issues. Believes the flexibility in the charter model could address these needs.	See <b>Trauma-Informed Practices</b> (page 3).	1
10/23/18	Educational Partner; Industry Partner	Presented Collegiate to Kevin Williams, Director of Technical Solutions at Eastman Kodak Company; Board member for Exploration Charter School, and Carlos Cong, Enterprise Technology Services, Paychex;	Paychex, 675 Basket Rd, 14580	As Board members to a current charter school, they want to see more partnerships between stand-alone charter schools as they struggle without the support of CMOs. They are concerned that so many students are struggling from trauma, so they want to see	We have reached out to CCSI for a meeting on trauma-informed instruction and we have met with RIT about future partnerships around STEM fields.	2



		Founding Board Member, interim Board Chair for Exploration Charter School		more trauma-informed practices put into place to support learning.		
10/23/18	Community-Based Organization	Presented Collegiate to Fernan Cepero, Chief Human Resources Officer and Chief Diversity Office, YMCA of Greater Rochester.	YMCA of Greater Rochester, 444 E Main St, 14604	Fernan is very interested in community organizations partnering with schools, especially around Pre-K, summer programs and before and after school programs. He is a supporter of charter schools and concerned that students need more individualized supports to ensure academic success.	Collegiate is committed establishing meaningful <b>Community Partnerships</b> that best support the mission and vision of our school and would allow our students and families more access to outside-of-school programs. This includes early discussions with the YMCA, the Boys and Girls Club of Greater Rochester, and The Children's Institute for after school and summer programs; meetings with Coordinated Care Services, Inc., for trainings on trauma-informed practices; building relationships with Action for a Better Community and Ibero-American Action League that would allow us the ability to meet with	1

					prospective parents; and partnering with RIT around creating a computer science program	
10/24/18 12/3/18	Community-Based Organization	Presented Collegiate to Luis Perez, Director-Program Support and Expansion, Greater Rochester Summer Learning Association; Gretchen Smith, Greater Rochester Summer Learning Association; Conger Gabel, Greater Rochester Summer Learning Association	The Children's Institute, 274 N. Goodman St, Suite D103, 14607	They want to see more schools partner with community groups to best support the students. They believe more social-emotional supports are needed in schools and that strong after school and summer programs will lead to more student growth.	See <b>Community Partnerships</b> (pages 17-18).	3
10/25/18	Higher Educational Partner	Attended a conference at RIT on "Championing Change: Creating Diversity in Tech at Scale." Afterwards, presented Collegiate to the keynote speaker, Ruthe Farmer, Chief Evangelist for CSforAll Consortium, and Anne Haake, Professor and Dean, Golisano College of Computer and Information Sciences.	RIT, 1 Lomb Memorial Dr, 14623.	Both are big proponents of having STEM in early grades so that underrepresented populations have access to these jobs. Believe that schools should partner with universities to help develop and implement such programs in schools. Believes that partnering with schools with high expectations is beneficial.	We are continuing to meet with faculty at RIT to help design curriculum and to learn more about what opportunities RIT could provide our students.	3



10/26/18	Educational Partner; Industry Partner	Presented Collegiate to Carlos Cong, Enterprise Technology Services, Paychex; Founding Board Member, interim Board Chair for Exploration Charter School	Starbucks, 944 Hard Rd, 14580.	Carlos believes that more focus needs to be on teacher development and that school leaders need to be freed up to perform these tasks.	See <b>Teacher Development</b> (page 8).	1
10/26/18	Elected Official; Community Leader	Presented Collegiate to Elaine Spaul, Councilmember for East District; Executive Director of the Center for Youth.	Center for Youth, 905 Monroe Ave, 14620	Elaine supports charter schools and wants to see all schools have supports for their most at-risk students. Elaine also pledged a letter of support for Collegiate.	Collegiate is committed to ensuring a robust Student Supports team, which includes beginning with a Student Supports Coordinator and Student Supports teacher in our founding year to ensure that we are able to provide necessary supports to our students. We will also have a Dean of Students beginning in year one who will work closely with the Head of School and Student Supports Coordinator to identify at-risk students and create support plans for these students to ensure their success.	1
10/26/18	Educational Leader	Doug Lemov, Managing Director of Uncommon	Phone Conversation	Doug is very supportive of the model and wants to see a real intentional literacy focus across	We are committed to ensuring that the Lead Founder surrounds	1



		Schools, Taxonomy Project.		subjects. Doug pledged a letter of support for Collegiate and agreed to work with us on curriculum development and vetting.	himself with high-quality support to ensure that Collegiate is run successfully and that we are constantly growing and evolving to make sure that our students and families receive a high-quality education.  Collegiate is committed to providing a robust literary program for our students.	
10/27/18	Educational Partner	Presented Collegiate to Camille Simmonds, Alumni Relations at Rochester Prep High School; former Operations manager at Hillside Family of Agencies.	RIT Inn and Conference Center, 527 W Henrietta Rd, 14467	She wants to see more supports in place for at-risk students as many students in Rochester suffer from outside issues that make learning difficult. She wants to see more emphasis on supporting students with trauma.	Collegiate is committed to ensuring a robust Student Supports team, which includes beginning with a Student Supports Coordinator and Student Supports teacher in our founding year to ensure that we are able to provide necessary supports to our students. We will also have a Dean of Students beginning in year one who will work closely with the Head of School and Student Supports Coordinator to	1



					<p>identify at-risk students and create support plans for these students to ensure their success.</p> <p>See <b>Trauma-Informed Practices</b> (page 3).</p>	
10/27/18	Community Event	Attended the “Boys and Men of Color Education Summit.” Was able to meet multiple attendees and pass out fliers for Collegiate.	RIT Inn and Conference Center, 527 W Henrietta Rd, 14467	No input obtained. Handed out fliers.	N/A	10+
11/1/18	Community-Based Organization	Presented Collegiate to Rodney Young, Senior Relationship Manager and AALDP Coordinator, United Way of Greater Rochester.	Phone Conversation	Rodney is very passionate about finding the right people to sit on Boards and believes that Boards should best represent the community we serve. He is a big supporter of charter schools as long as they produce results.	See <b>Board Diversity</b> (page 1).	1
11/16/18	Community-Based Organization	Presented Collegiate to Yversha Roman, Senior Relationship Manager & LLDP Coordinator, United Way of Greater Rochester.	Phone Conversation	Yversha believes that schools need more diverse boards that represent the families we support are needed in charter schools. She also believes that there are strong partnerships available in the city to help schools support students and their families and wants to see	<p>See <b>Board Diversity</b> (page 1).</p> <p>See <b>Community Partnerships</b> (pages 17-18).</p>	1

				schools utilize these more frequently.		
11/16/18	Community-Based Organization	Presented Collegiate to LaShunda Leslie-Smith, Executive Director of Connected Communities.	Phone Conversation	LaShunda is a supporter of all schools as long as they best support students and produce strong academic results. She wants to see more community partnerships with schools and more supports for families. As a parent of children in city schools, she is concerned over the lack of communication between schools and parents and believes there is an information gap for many families in the city.	See <b>Family Partnerships</b> (pages 3-4).	1
11/16/18	Educational Leader	Presented Collegiate to Jaimie Brillante, Principal, Rochester Prep Jay Street Elementary, Uncommon Schools.	Boulder Coffee, 100 Alexander St, 14620	Jaimie supports a new elementary school opening in Rochester and believes that more supports need to be in place to support students impacted by trauma. She believes that curriculums have to best balance between preparing students for what they need to know on mandated state exams while also pushing students far above this bar. She is worried that too many schools teach to the test and that some	See <b>Trauma-Informed Practices</b> (page 3).  See <b>Rigorous Curriculum</b> (pages 2-3).	1



				fail to even come close to the necessary rigor bar needed to ensure that students are at or above grade level.		
11/25/18	Educational Partner	Presented Collegiate to Sander Nagar, Performing Arts Teacher, Rochester Prep High School, Uncommon Schools.	Panera Bread, 935 Holt Rd, 14580	Sandy and his wife work at schools in Rochester. His wife is discouraged by the lack of leadership in city schools. Sandy works at a charter and wants to see more supports for students with social-emotional issues and more emphasis on exposing students to electives.	We will ensure that all students feel supported by employing a social worker and ensuring that our student management system is restorative.	1
11/27/18	Community-Based Organization; Community Residents	Presented Collegiate to members of Connected Communities and community members in the Beechwood neighborhood while on a tour of the neighborhood by LaShunda Leslie-Smith, the Executive Director.	Connected Communities ; New City Café; Warfield Square. These are all located in the Beechwood Neighborhood in Rochester.	Community members expressed interest in local organizations partnering with a high performing school to provide a more holistic approach to educating the child and supporting the family.	See <b>Community Partnerships</b> (pages 17-18).	6
11/28/18	Community Resident/Family	Presented Collegiate to Adam Smith, a Rochester resident with a child in elementary school and Pre-K.	191 Goodwill St, 14615.	Adam sends his children to Montessori schools because he is concerned about safety issues in RCSD schools. He wants a school that has structures in	See <b>Safe, Predictable Systems and Routines</b> , (page 5).	1

				place that prevent fights and he wants to see more emphasis on character development.	See <b>Character Development</b> (pages 1-2).	
11/29/18	Community-Based Organization; Educational Partner	Presented Collegiate to Howard Grossman, Program Coordinator at Pencils and Paper.	Pencils and Paper, 1099 Jay St, 14611	Howard believes that schools should teach character education. He wants to make sure that all schools have the necessary resources to make sure that teachers can properly teach students.	See <b>Character Development</b> (pages 1-2).	3
12/8/18	Feet on the Street Flier Distribution	Distributed fliers to community members.	Lake Ave, Northwest Quadrant.	No input obtained. Handed out fliers.	N/A	100
12/8/18	Community-Based Event	Attended the PASS Graduation Ceremony at CCSI. Was introduced to many community leaders and was able to speak about Collegiate.	1099 Jay St, 14611	No input obtained.	N/A	7
12/9/18	Feet on the Street Flier Distribution	Distributed fliers to community members.	Parsells St, South Wedge, and Monroe Ave, Northeast Quadrant.	No input obtained. Handed out fliers.	N/A	50
12/11/18	Community Residents; Educational Partners	Presented Collegiate to members of the community at a BES event in Rochester.	Tony Ds, 288 Exchange Blvd, 14608	Heard from a number of community members and educational partners. The three biggest areas of focus that they were concerned about were: 1)	See <b>Character Development</b> (pages 1-2).	22

				focus on character development, 2) supports for developing teachers, and 3) social-emotional supports for students suffering from trauma.	See <b>Trauma-Informed Practices</b> (page 3).  See <b>Teacher Development</b> (page 8).	
12/13/18	Elected Official	Presented Collegiate to Councilmember Willie Lightfoot, Jr.	City Hall, 30 Church St, 14614	The councilmember is interested in schools that teach character and offer a variety of course offerings to students so that students can be exposed to many subjects. Councilmember Lightfoot pledged a letter of support for Collegiate.	See <b>Character Development</b> (pages 1-2).  See <b>STEM Program, Curriculum</b> (page 4).	2
12/15/18	Community Event	Attended Rochester's Annual Reindeer Run at the Blue Cross Arena and handed out fliers to community members.	Blue Cross Arena, 100 Exchange Blvd, 14614	No input obtained. Handed out fliers.	N/A	
12/17/18	Higher Educational Partner.	Presented Collegiate to Prof. Edward Brown, The Kate Gleason College of Engineering, RIT.	RIT, 1 Lomb Memorial Dr, 14623.	Professor Brown is worried about stressed out teachers having a lot of pressure on them to deliver strong test results and as a result projecting their anxiety on their students, many of whom suffer from trauma. He is also a fan of seeing engineering offered to students in elementary school.	See <b>Trauma-Informed Practices</b> (page 3).  Collegiate believes that teachers work best in an environment that is both joyful and driven by results. We will ensure that teachers are being regularly developed in a positive way in which feedback is seen as "a	1



					gift” and teachers are intentionally and regularly praised for their work and contributions.	
12/19/18	Community-Based Organization	Presented Collegiate to Dwayne Mahoney, Executive Director, Boys and Girls Club of Greater Rochester.	Boys and Girls Club, 500 Genesee St, 14611	Dwayne wants to see a bigger push for both STEM offerings in schools and more supports put in place for students suffering from social-emotional issues.	See <b>Trauma-Informed Practices</b> (page 3).  See <b>STEM Program, Curriculum</b> (page 4).	3
12/19/18	Community-Based Organization	Presented Collegiate to Todd Waite, Director of Youth Based Partnerships and Outcomes at YMCA.	YMCA of Greater Rochester, 444 E Main St, 14604	Todd believes that schools and community organizations should partner to best support the child and family. He is interested in schools that focus on character development, literacy, STEM offerings, and social-emotional and wellness activities.	See <b>Community Partnerships</b> (pages 17-18).  See <b>STEM Program, Curriculum</b> (page 4).	2
12/19/18	Tabling Event	Distributed fliers to community members at the mobile UR Wellness Center.	1261 Dewey Ave, 14613.	No input gained. Handed out fliers.	N/A	15
12/20/18	Community Resident/Family	Presented Collegiate to Kelli Ragin, who helps raise her 3-year-old granddaughter and lives in the city.	New City Café, 441 Parsells St, 14609	Kelli has previously worked with Uncommon schools and likes the high academic expectations. She is concerned that not enough schools are supporting students who need social-emotional support. She has experienced punitive management systems and	See <b>Trauma-Informed Practices</b> (page 3).  See <b>Restorative Justice</b> (page 2).	1



				believes that schools should utilize restorative practices.		
12/21/18	Elected Official	Presented Collegiate to Councilmember Mitchell Gruber.	1872 Café, 431 W Main St, 14608	The councilmember wants to see more substantial partnerships between schools and universities in order to expose students to more fields of study and activities. He believes in a strong literacy approach, offering STEM courses, and teaching character.	We have had multiple meetings with RIT and have begun to partner with Professor Paul Tymann on creating a computer science program for elementary students.  See <b>Character Development</b> (pages 1-2).	2
12/21/18	Community Resident	Presented Collegiate to Christy Hendler, former Director of Strategic Initiatives at Uncommon, and currently on a sabbatical.	New City Café, 441 Parsells St, 14609	Christy has worked for CMOs before, and from her experience with charter schools she understands the importance of a strong board and would like to see a Board that has diversity and represents members of the community it serves. She believes schools should partner with strong community organizations and local colleges so that the school could benefit from the expertise of these organizations.	See <b>Board Diversity</b> (page 1).  We have had multiple meetings with RIT, and will continue to do so, as we look to benefit from the opportunities these institutions could provide for our families.	1



12/27/18	Feet on the Street Flier Distribution	Distributed fliers to community members.	RTS Terminal on St. Paul St, Southwest Quadrant.	No input obtained. Handed out fliers.	N/A	100
1/2/19	Feet on the Street Flier Distribution	Distributed fliers to community members.	Dewey Ave and Lake Ave, Northwest Quadrant.	No input obtained. Handed out fliers.	N/A	50
1/4/19	Elected Official	Presented Collegiate to Councilmember Malik Evans, former President of the RCSD School Board.	City Hall, 30 Church St, 14614	The councilmember believes in high expectations in schools and likes the flexibility that charter schools have to determine the best curriculum for students and to develop teachers. Councilmember Evans has pledged a letter of support for Collegiate.	See <b>Teacher Development</b> (page 8).	3
1/5/19	Community Organization	Presented Collegiate to Joseph Becker, Computer Aide, Sully Branch Library.	Sully Branch Library, 530 Webster Ave, 14609	Joseph is now retired but spent his career working with the Rochester GIS Scholars program. He wants to see schools pushing STEM offerings and technology as a way to both better engage students and to create more critical thinkers.	See <b>STEM Program, Curriculum</b> (page 4).	1
1/5/19	Community Residents	Presented Collegiate to various members of the community at a tabling and information session.	St. Luke Tabernacle Community Church, 1261	Heard from members of the community, whose main input was that they want to see high expectations for students and a	See <b>Character Development</b> (pages 1-2).	4



			Dewey Ave, 14613	focus on character development in schools. They worry that there is a high turnover amongst charter school teachers, which can detrimentally impact students. They also want to see schools that have safe structures for students and supports in place to help students who have experienced traumatic events in their lives.	See <b>Trauma-Informed Practices</b> (page 3).	
1/6/19	Feet on the Street Flier Distribution	Distributed fliers to community members.	Beechwood Neighborhood, Northeast Quadrant.	No input obtained. Handed out fliers.	N/A	50
1/6/19	Feet on the Street Flier Distribution	Distributed fliers to community members.	East Ave and Downtown, Southwest Quadrant.	No input obtained. Handed out fliers.	N/A	50
1/6/19	Community Resident	Presented Collegiate to Cynthia Gardner, a former parent who works at ABC Head Start.	Spot Coffee, 200 East Ave, 14607	Cynthia loved the structure and academic support that Uncommon middle school provided her son. She wants to see more, though, done to support students dealing with various types of trauma as at times our structures could seem a bit rigid.	See <b>Trauma-Informed Practices</b> (page 3).	1

1/10/19	Community Resident/Family	Presented Collegiate to Emily Berwind, a teacher in Rochester who lives in Rochester and has two young children.	Phone Conversation	Emily currently works at a charter school and likes the curriculum and academics but wants her children to attend a school where the management system is restorative and there is a focus on character development. She wants school to be joyful, challenging, and engaging for her children and that students learn more in this type of environment.	See <b>Restorative Justice</b> (page 2).  Collegiate believes that teachers work best in an environment that is both joyful and driven by results. We will ensure that teachers are being regularly developed in a positive way in which feedback is seen as “a gift” and teachers are intentionally and regularly praised for their work and contributions.	1
1/11/19	Community Resident	Presented Collegiate to Robert Hoggard, who lives in the city, is working on his PhD at UR, has substitute taught in RCSD and is planning to run for the RCSD school board this year.	Phone Conversation	Robert’s experience subbing at RCSD schools concerned him. The schools did not have safe structures in place, which led to a child walking out of school and falling to his death in the Genesee River. Robert wants to see schools that provide safe structures for all students while pushing them academically.	See <b>Safe, Predictable Systems and Routines</b> (page 5).	1
2/4/19 2/19/19 2/28/19 3/6/19	Industry Partner	Presented Collegiate to Ken Greene, President of Greene RE Solutions LLC.	Sibley Square, 260 East Main St, 14604	Ken is working with Sibley Square to identify a school to lease or buy a floor in their building, and he is very	We have toured the space 6 times. On the second tour we were joined by Meade Curtis,	3, 1, 8, 1, 3, 7



3/22/19 3/29/19				interested in partnering with Collegiate due to our affiliation with BES and Lead Founder David McBride's past experience at Uncommon Schools. He believes in rigor, structure, and character development and that we would be a great partner.	the Vice President of Winn Development, who owns the building. We are beginning to work out negotiations that would allow Collegiate to purchase or lease-to-own the space contingent on authorization.	
2/5/19	Elected Official	Presented Collegiate to Regent Wade Norwood, Chief Executive Officer at Common Ground Health.	Common Ground Health, 1150 University Ave, 14607	Regent Norwood believes in a strong, diverse board, and was very impressed by our proposed Board Chair. He believes in character development and supports for students experiencing trauma, and having a strong literacy focus at the start that will make other subjects more accessible in later grades. He believes in strong family partnerships.	See <b>Trauma-Informed Practices</b> (page 3).  One of our key design elements is our focus on literacy, and we are committed to over 1100 weekly literacy meetings in kindergarten.  See <b>Family Partnerships</b> (pages 3-4).	2
2/11/19	Educational Partner	Presented Collegiate to Brittany Rumph, Instructional Leader at Rochester Prep West Elementary School.	Phone Call	Brittany wants to see rigorous academics and restorative practices in schools, especially in Rochester.	See <b>Restorative Justice</b> (page 2).  See <b>Rigorous Curriculum</b> (pages 2-3).	1
2/11/19	Educational Partner	Presented Collegiate to Moira Hartnett, literacy teacher at Rochester Prep.	Phone Call	Moira believes in the power of teacher development and that if we can develop strong teachers who are excited about their	Collegiate believes that teachers work best in an environment that is both joyful and driven by	1

				growth, they will stay longer which will benefit students.	results. We will ensure that teachers are being regularly developed in a positive way in which feedback is seen as “a gift” and teachers are intentionally and regularly praised for their work and contributions.	
2/13/19 3/11/19	Industry Partner	Presented Collegiate to Stacey Bliek, Global Director, Talent Brand Marketing, Sutherland.	Phone Call; 24 State St, Pittsford, 14534	Stacey believes in the mission of our school and wants to help ensure that communication between the school and the community/families is clear and accessible so that all stakeholders can support the mission of the school.	Our Lead Founder has taken part in marketing sessions provided by Building Excellent Schools and is in the early process of finding a local marketing firm to help ensure that marketing and communication is strong.  Stacy is going to provide pro-bono guidance on how to strengthen our marketing efforts through social media and in-person events.	2, 1
2/14/19 3/28/19	Community Resident	Presented Collegiate to Brandon Williams, father of a 4-year-old and 6-	Phone Call; 1850 East Ridge Road,	Brandon wants to see schools that provide character development, a variety of academic options, and care	See <b>Character Development</b> (pages 1-2).	

		year- old living in Rochester.	Irondequoit, 14622.	about health, fitness, and social-emotional well-being.  Brandon is going to join our advisory council, bringing the experience of a parent with a child who could attend our school. He will be writing a letter of support for Collegiate.		
2/15/19	Educational Partner, Community Resident	Presented Collegiate to Reneatha Holloway-Harper, teacher at ABC Head Start.	Phone Call	Reneatha supports schools that have safe structures for students and promote character development.	See <b>Character Development</b> (pages 1-2).	1
2/18/19 3/5/19	Educational Partner, Community Resident	Presented Collegiate to Andre Harper, Family Services and Operations Manager, ABC Head Start.	Phone call; 400 West Ave., Rochester 14611	Andre is excited about Collegiate. He likes the focus on literacy early while still getting exposure to STEM units. He wants to see strong family partnerships a focus of schools.  In our second meeting, Andre said he would set up an initial event for Collegiate to speak at a parent event in April, and then will set up tabling sessions at the various ABC Head Start locations to meet with more parents.	See <b>Family Partnerships</b> (pages 3-4).	1
2/18/19	Educational Partner	Presented Collegiate to Kevin Bryant, Executive Recruiter and Talent	Phone Call	Kevin has worked with Rochester schools and wants to help ensure that schools have access to both diverse leaders	Collegiate is committed to ensuring a diverse staff as we value diversity of background	1



		Consultant at Edgility Consultant.		and teachers that reflect the communities that we serve.	and experience. We will ensure that our students will have great teachers that are representative of their community and we will actively recruit candidates of color throughout our recruitment and hiring process.	
2/22/19	Educational Partner	Presented Collegiate to Dr. Dave Krueger, a history teacher at Rochester Prep.	New City Café, 441 Parsells St, 14609	Dave wants to see more skills being implemented in schools that directly align to college preparation. He also worries that there is a trade-off when teachers are handed scripts to read and are not asked to utilize their expertise to help inform the instruction.	Collegiate believes in utilizing a shared curriculum. Our teachers will be trained on how to best internalize and intellectually prepare themselves for delivering the lesson, which will include allowing teachers make revisions that best support the learning of our students and ensure that our curriculum and lessons are best aligned to our state standards.	1
2/22/19	Educational Partner	Presented Collegiate to Candice Brinson, a member of a Behavioral Support Team at a local charter school.	New City Café, 441 Parsells St, 14609	Candice wants to see more emphasis on restorative justice and stronger family partnerships between the school and families.	See <b>Restorative Justice</b> (page 2).	1



2/22/19	Educational Partner	Presented Collegiate to Janelle Austin, a 6 <sup>th</sup> grade teacher and instructional leader at RCSD.	Spot Coffee, 200 East Ave, 14607	<p>Janelle wants to see a school where the management system is restorative and that students are exposed to more inquiry-based learning and not just “I do, We do, You do”.</p> <p>Janelle supports the opening of a new elementary school with an emphasis on preparing all students for academic success.</p>	<p>Collegiate is committed to providing an inquiry-based approach to our science curriculum. We are utilizing resources from RIT as well as the National Science Teachers Association to identify best practices.</p> <p>See <b>Restorative Justice</b> (page 2).</p>	1
2/22/19 3/13/19	Educational Partner	Presented Collegiate to Patrick Pastore, Principal of Rochester Prep Brooks Campus Middle School.	596 Eastbrooke Lane, Rochester, 14618	<p>Patrick believes that there is a need for more high-quality schools in Rochester. He believes that schools need to consider how to best support teachers to ensure that our best teachers can continue in this work for many years.</p> <p>Patrick supports more high-performing elementary schools for Rochester.</p>	See <b>Teacher Development</b> (page 8).	1
2/25/19	Educational Partner	Presented Collegiate to Josh Phillips, CEO of Change Summer; Senior Advisor at Uncommon Schools; Rochester Prep Board Member.		Josh and I discussed how he could serve as an Executive Coach for me contingent on authorization, beginning in December of 2019.	We are committed to ensuring that the Lead Founder surrounds himself with high-quality support to ensure that Collegiate is run successfully. We are	1



					committed to ensuring that we are constantly growing and evolving to make sure that our students and families receive a high-quality education.	
2/26/19	Community Resident	Presented Collegiate to Justice Marbury, student at RIT; graduate of Rochester Prep High School.		Justice went to Rochester Prep for eight years and I asked for her feedback given her experience. Justice appreciated the structure, academic incentives, and focus on strong curriculum. Her feedback was to have more lessons that allow for exploratory learning and small group discussions because students need to do more of the critical thinking. She noted that small group discussions would also promote more social interactions, and at times our schools limited this at the expense of student growth.	Collegiate is committed to providing an inquiry-based approach to our science curriculum, utilizing resources from the National Science Teachers Association to identify best practices and working with RIT to ensure the strongest inquiry-based science lessons.  We have also studied the work being done at Brooke Charter Schools in Boston and will plan to revisit in the fall to learn more about their model.	1
2/27/19	Educational Partner	Presented Collegiate to Jesse Rector, National Dean of Leadership Programs, Relay.		Jesse and I discussed how he could serve as an academic advisor to me, beginning now and then contingent on authorization.	We are committed to ensuring that the Lead Founder surrounds himself with high-quality support to ensure that	1

					<p>Collegiate is run successfully and that we are constantly growing and evolving to make sure that our students and families receive a high-quality education.</p> <p>A standing, one-hour meeting each month with Jesse has been established as I continue to work toward authorization. Contingent upon authorization, this would increase, and our focus would be on teacher development, especially around content knowledge, data analysis, and intellectual preparation.</p>	
2/28/19	Community Residents	Presented Collegiate and elicited feedback from community residents at our Public Forum.	1261 Dewey Ave, 14613.	The three common themes from community members were: (1) better communication between the school and families as it relates to students with disabilities; (2) the need for restorative practices and	<p>See <b>Restorative Justice</b> (page 2).</p> <p>See <b>Teacher Development</b> (page 8).</p> <p>See <b>Trauma-Informed Practices</b> (page 3).</p>	20



				trauma-informed practices; (3) need for better teachers.	See <b>Family Partnerships</b> (pages 3-4).	
3/2/19	Feet on the Street Flier Distribution and canvassing	Distributed fliers, going door-to-door, to community members. Presented Collegiate to approximately 10 community members and elicited feedback from these individuals.	Webster Ave, Bay St, and Parsells St.	Community members spoke of the need for stronger academics, more accountability on schools, and more supports for students who struggle in school.	We are committed to providing a high-quality education to all students and to ensuring that we engage all students. While we will have high-expectations to ensure that school our learning environment is calm, our behavior management system will be restorative, which will help students who struggle behaviorally. In terms of academics, we will have multiple opportunities to support struggling students each day. This includes specific intervention blocks and small group literacy and math instruction that will allow students to receive more feedback and support and to be pulled one-on-one when needed.	125



3/4/19	Community Residents	We presented Collegiate to community members at an informational and flier distribution session.	530 Webster Ave., Rochester, 14609	Community residents expressed interest in students receiving strong academics and having schools that were free of the distractions common in many city schools.	See <b>Rigorous Curriculum</b> (pages 2-3).  We are committed to having structured systems that eliminate distracting behaviors and are consistent from class to class. Our teachers will be trained to effectively implement and enforce these systems.	35
3/5/19	Educational Partner	We presented Collegiate to Corie Ghyzel, math teacher at Avon Central Schools and former math teacher at Rochester Prep.	Phone Call	Corie believes there is a strong need for more high-quality schools in Rochester. From her experience, schools need to support teachers more to ensure that they have ample time for intellectual preparation of their lessons and data analysis. She is concerned that teachers in charter schools are leaving at too high of a rate because the work is unsustainable.	We have studied high-performing urban schools (The Collegiate School of Memphis, Nashville Classical, Springfield Prep, Rise Prep Mayoral Academy) that have had strong staff retention and strong results to identify the best practices to adopt to ensure that teachers are able to focus on the most important tasks, which are lesson preparation, data analysis, and tutoring.	1

3/7/19	Elected Official	We presented Collegiate to City Council President Loretta Scott.	30 Church St, Rochester, 14614	Loretta believes in the mission of our school and has committed to writing a letter of support for our school. She wants to ensure that there are strong family partnerships at Collegiate and that we work with families to make sure they can best support their child at home.	See <b>Family Partnerships</b> (pages 3-4).	2
3/8/19 3/12/19	Industry Partner; Community Resident	We presented Collegiate to John Courain, the Director of Operations at Genessee Waterways Center.	1900 South Clinton Ave., Rochester, 14618	John has over a decade of experience in education and has been running a local non-profit for the past two years. He wants to see strong community partnerships that will both expose students to extra-curricular activities that are often denied to city students. John believes in high expectations and ensuring that students receive grade-level standards and wants to see students learning as a team.  John has agreed to join our advisory council and has pledged a letter of support for our school.	See <b>Community Partnerships</b> (pages 17-18).	1





3/8/19; 3/11/19	Educational Partner; Community Organization	We presented Collegiate to two members of the Ibero American Action League; Ida Perez, the Director of Ibero Children and Family Stability Services, and Luisana Santas, an Educational Specialist.	Email Correspondences	Ibero is interested in having us present to their families. We have been invited to a family education fair that they host each June.	N/A	2
3/10/19	Feet on the Street Flier Distribution and canvassing	Distributed fliers, going door-to-door, to community members and distributing fliers in both English and Spanish.	Beechwood Neighborhood (Bock St, Wendell St, Stunz St, and Parkside Ave), 14609	No input obtained. Handed out fliers.	N/A	75
3/11/19 3/14/19	Education Partner	Presented Collegiate and our program for supporting students with disabilities and ELL/MLL to Deyvis Salazar, the former Founding Director of Special Education at the Neighborhood Charter School of Harlem.	Phone Call	Deyvis shared his thoughts on how to provide both push-in and pull-out supports to ensure that students with disabilities and ELL/MLL students receive multiple supports throughout the day.	Our schedule will include multiple moments where students will receive individualized or small-group support in both literacy and math.	1
3/12/19	Community Residents	We presented Collegiate to community members at an informational and flier distribution session.	530 Webster Ave., Rochester, 14609	No input obtained. Handed out fliers.	N/A	25



3/12/19	Educational Partner	We presented Collegiate to Ester Gliwinski, the former Headmaster at Boston Renaissance Charter School and current employee at School 33 in RCSD.	530 Webster Ave., Rochester, 14609	Ester believes there is a great need for high-performing charter schools to come to Rochester. She believes in high expectations for both academics and management so that all students can learn. She wants to see strong academic programs for the students in Rochester.	See <b>Rigorous Curriculum</b> (pages 2-3).	1
3/14/19	Community Resident	We presented Collegiate to TaiJuan Ferrell, a graduate of Rochester Prep High School currently attending Niagara University.	Panera Bread, 1015 Ridge Road, Rochester, 14621	TaiJuan wants to see schools have more supports for struggling struggles, who may be acting out because of issues outside of school, instead of just receiving consequences that might not address the issues.	See <b>Restorative Justice</b> (page 2).	1
3/14/19	Community Residents	We presented Collegiate to community members at an informational and flier distribution session.	530 Webster Ave., Rochester, 14609	No input obtained. Handed out fliers.	N/A	15
3/16/19	Community Residents	We presented Collegiate to community members at an informational and flier distribution session at the Thomas P. Ryan Community Center.	530 Webster Ave., Rochester, 14609	No input obtained. Handed out fliers.	N/A	20
3/19/19	Industry Partner	We presented Collegiate to Kevin Donahue, the Director of Membership and Business Expansion	150 State St, Suite 400, Rochester, 14614	Kevin and the Chamber of Commerce are very supported of school choice and the mission and vision of Collegiate. He	See <b>Rigorous Curriculum</b> (pages 3-4).	1



		for the Greater Rochester Chamber of Commerce.		believes that students should be prepared to be successful in college as well as having career-ready skills for students who college is not their preferred choice.  Kevin has pledged a letter of support for Collegiate.		
3/22/19	Educational and Industry Partner	We presented Collegiate to Howard Konar and Marilyn Patterson Grant of the William & Sheila Konar Foundation.	75 Thruway Park Drive, West Henrietta, NY, 14586	Howard and Marilyn are strong supporters of Collegiate and want to ensure that we have a school that is both rigorous and joyful, has strong family and community partnerships, and has a focus on literacy and STEM. Both also believe in the importance of restorative justice.  Marilynn has begun connecting Collegiate with local religious leaders, community organizations, educational partners, and industry leaders who would be interested in our school and could further connect us to resources and families who could attend college.	See <b>STEM Program, Curriculum</b> (page 4).  See <b>Restorative Justice</b> (page 2).  See <b>Family Partnerships</b> (pages 3-4).  See <b>Community Partnerships</b> (pages 17-18).	

3/26/19	Feet on the Street Flier Distribution and canvassing	Distributed informational fliers promoting our Public Forum across the city to members of the community at city libraries, community centers, and corner stores. Fliers were distributed in both English and Spanish.	Beechwood Neighborhood; Edgerton Neighborhood; Brown Square Neighborhood; Marketview Heights Neighborhood; North Winton Village; Upper Monroe Neighborhood.	No input obtained. Handed out fliers.	N/A	150
3/28/19	Community Organization	We presented Collegiate to Bijaya Khadka, CEO/President of House of Refuge.	Phone Call	Bijaya supports our mission and wants to see more done to support ELL/MLL students. He is interested in learning more about Collegiate and introducing me to families that he serves.	<p>We are committed to be an inclusive school that supports and educates ELL/MLL students and their families.</p> <p>We are speaking next week and will set a time to meet in mid-April to set up some information sessions with his families.</p>	1



3/28/19	Educational Partner	We presented Collegiate to Anna Hall, the CEO of the Northeast Charter Schools Network.	Phone Call	Anna is very supportive of a high-performing elementary charter school opening in Rochester. She has offered her support and resources to ensure that we are successful.	We are going to reconnect in April to talk through what these supports could entail.	1
3/30/19	Community Residents	We presented Collegiate and elicited feedback from community residents at our Public Forum.	Sully Branch Library, 530 Webster Ave., 14609	The common themes from community members were: (1) need for better teachers and need to retain better teachers; (2) need for more support for students suffering from trauma or students with disabilities, especially after hearing of the school cuts happening in RCSD; (3) safety concerns in schools, especially after the Trevyan Rowe tragedy of last year.	See <b>Teacher Development</b> (page 8).  See <b>Trauma-Informed Practices</b> (page 3).  School safety is at the forefront of our school design. Collegiate will implement systems and routines with safeguards in place to ensure that all students are always supervised and cannot leave school unaccounted.	40
3/30/19	Community Residents	We held a free Book Fair for community residents in the Beechwood Neighborhood and distributed fliers.	Sully Branch Library, 530 Webster Ave., 14609	No input obtained. Handed out fliers and had residents fill out surveys.	N/A	

The items below were added following the submission of the Letter of Intent on April 3, 2019.						
4/5/19	Educational Partner	We presented Collegiate to Tremain Harris, the Grant Support Associate with the City of Rochester's Department of Recreation and Youth Services.	Danforth Community Center, 200 West Ave., 14611	Tremain is supportive of strong schools that educate our youth and was supportive of our academic program.	See <b>Rigorous Curriculum</b> (pages 2-3).	1
4/11/19; 4/16/19; 4/18/19	Industry Partner	We presented Collegiate to Colette Dafoe, partner at Nixon Peabody.	Phone Call; email	Nixon Peabody will provide pro-bono legal service for Collegiate.	N/A	1
4/12/19	Community Resident	We presented Collegiate to Wilson Bautista, Associate Director of Recreation at the University at Buffalo.	960 Genessee St, NY 14611	Wilson is moving to Rochester and has 2 elementary-aged children now and one younger daughter. He is looking for improved educational options for his children and is interested in the potential for his youngest child to enroll in Collegiate.	See <b>Rigorous Curriculum</b> (pages 2-3).  See <b>Safe, Predictable Systems and Routines</b> , (page 5).	
4/18/19	Feet on the Street Flier Distribution	Distributed fliers to community members.	Jay St and State St in Brown Square Neighborhood; RTS Terminal on St. Paul St, Southwest Quadrant	No input obtained. Handed out fliers.	N/A	100

4/18/19	Industry Partner	We presented Collegiate to Valerie Christianson, Senior Project Manager at Bergmann.	260 East Main St, 14604	Valerie walked through Sibley Space with the Collegiate team, providing insight into the potential of the space. She has experience with schools and ensuring that all spaces are in compliance with state regulations.	N/A	5
4/22/19	Industry Partner	We presented Collegiate to Taren Greenidge, Attorney and President/Founder of the Black Young Professionals.	265 N Clinton Ave, 14605	Taren is passionate about schools that provide structure for students at an early age.	See <b>Safe, Predictable Systems and Routines</b> , (page 5).	1
4/26/19	Community Organization	We presented Collegiate to Bijaya Khadka, CEO/President of House of Refuge.	1525 Lake Ave, 14615	Bijaya is very interested in our program and will be connecting me with families through the New American churches and House of Refuge. He believes that the families he works with have not had access to a high-quality schools and have struggled to find schools that will support their students.	See <b>Rigorous Curriculum</b> (pages 2-3).  See <b>Family Partnerships</b> (pages 3-4).  We are committed to connecting with and recruiting ELLs/MLLs and ensuring that these students have access to a high-quality education.  Bijaya and David McBride are setting up meetings in May and June in which Collegiate	1





					will have the opportunity to present information to families.	
5/1/19	Community Organization; Educational Partner	We presented Collegiate to the Advisory Council for the Konar Foundation.	75 Thruway Park Drive, West Henrietta, NY, 14586.	Advisory Council members believe in schools with high expectations and structures in place that keep classrooms calm and conducive for learning. They gave us advice on our time during the pre-opening period.	See <b>Safe, Predictable Systems and Routines</b> , (page 5).	9
May, June 2019	Community Residents	We will be presenting Collegiate to families who could attend our school at ABC Head Start.				
5/6/19		We have been invited to set up a table and present information about Collegiate at the “Got Dreams Resource Fair”				
5/7/19	Educational Partner; Community Organization	We will be presenting Collegiate to Shaun Nelms, Associate Professor (Clinical), Superintendent East High EPO; William & Sheila Konar Director of the Center for Urban Education Success				



5/7/19	Educational Partner	We will be presenting Collegiate Dr. Joel Frater				
5/8/19	Community Organization	We will be presenting Collegiate Volunteers of America				
5/13/19	Community Organization; Educational Partners; Industry Partners	We will be attending the Rochester Beacon Solutions Forum on “The City School District: Rochester’s ‘Elephant in the Room.’				
6/19/19	Community Organization; Educational Partner	We will be presenting Collegiate to families at the Ibero-American Action League.				



## Attachment 2b: Evidence of Public Review Process

#	Item	Description	Page #
1	Informational Fliers	Samples of informational fliers distributed at Feet on the Street events, tabling events, and information sessions	2
2	Sample Social Media Post	Samples of social media posts that share community events, information about Collegiate, and advertise events	8
3	Surveys	Templates and a summary of results from both an online and paper-based survey	12
4	Event Invitation	Email sample of invitation to participate in tabling event	16
5	Public Forum	Evidence of announcements and attendance for 3.30 Public Forum	17
6	Elected Officials Outreach	Samples of email correspondence and details of meetings with Elected Officials	21
7	Local Partner Email Communication	Email samples of correspondence to build local partnerships	23



## 1. Informational Fliers

### Sessions and Tabling Sessions - Sample Flier, English and Spanish

# The Collegiate School of Rochester

Every child. Every minute. Every day.



Collegiate is a tuition-free, public charter school that is proposed to open in August of 2020 with founding kindergarten and 1st grade classes.

We will educate all students, regardless of race, zip code, disability, or home language. All students will have access to individualized supports and small-group tutoring.



Literacy is foundational. All students will be at or above grade-level in reading by 2nd grade. Our students will have over 1000 minutes of literacy instruction per week from kindergarten through 2nd grade.

All students are exposed to computer science and engineering, beginning in kindergarten, to ensure that students are developing career-ready skills.



We create a safe, structured, and joyful learning environment that allows for character development, restorative justice, and the development of leadership skills.

We establish strong partnerships with our families and regularly communicate with parents so that all stakeholders are on the same page and working together for the success of the child.



## Learn more

<https://www.collegiaterochester.org/>

<https://www.facebook.com/d.mcbride.collegiate>



# La Escuela Colegiada de Rochester

Todos los niños. Cada minuto. Todos los días.



Collegiate es una escuela autónoma pública y gratis que se propone abrir en agosto de 2020 con clases fundadoras de kindergarten y 1er grado.

Educaremos a todos los estudiantes, independientemente de su raza, código postal, discapacidad o idioma del hogar. Todos los estudiantes tendrán acceso a apoyos individualizados y tutorías en grupos pequeños.



La lectura es fundamental. Todos los estudiantes estarán en o por encima del nivel de grado en lectura para el segundo grado. Nuestros estudiantes tendrán más de 1000 minutos de instrucción de lectura por semana desde kindergarten hasta el segundo grado.

Todos los estudiantes están expuestos a las ciencias de la computación e ingeniería, comenzando en el jardín de infantes, para asegurar que los estudiantes desarrollen habilidades para carreras del futuro.



Creamos un ambiente de aprendizaje seguro, estructurado y alegre que permite el desarrollo del carácter, la justicia restaurativa y el desarrollo de habilidades de liderazgo.

Establecemos asociaciones sólidas con nuestras familias y nos comunicamos regularmente con los padres para que todas las partes interesadas estén en la misma página y trabajen juntas para el éxito del niño.



## Obtenga más información

<https://www.collegiaterochester.org/>

<https://www.facebook.com/d.mcbride.collegiate>



### Feet on the Street – Sample Flier, English and Spanish

We distributed over 950 fliers from December through April at bus stops, bus terminals, coffee shops, corner stores, churches, and shopping centers. We used 6 different fliers during these campaigns, printed in English and Spanish. Fliers were informational in terms of sharing key design elements of our school or advertised forums or information sessions. To advertise for our 3.30 Public Forum and Book Fair, we went door-to-door to over 100 houses in the Beechwood neighborhood passing out fliers. Examples of fliers distributed are below.

## The Collegiate School of Rochester


A K-5 Tuition-Free Proposed Charter School

### Our Mission

The Collegiate School of Rochester prepares all students in kindergarten through grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, results-driven community.

### At The Collegiate School of Rochester...

All students can and will graduate from college.  
Literacy is the foundation of all academic success.  
Exceptional teachers will produce exceptional results.  
All students have access to computer science and engineering.  
A structured, joyful community fosters leadership and teamwork



The Collegiate School of Rochester is proposed to open in August 2020 with founding classes of kindergarten and first grade. Any child in Rochester, regardless of race, academic achievement, special education needs, or home language will be able to attend. Learn more at:  
<https://www.collegiaterochester.org/>  
<https://www.facebook.com/d.mcbride.collegiate>





# La Collegiate School de Rochester

Una escuela charter propuesta gratis de K-5

## Nuestra misión

La Collegiate School de Rochester prepara a todos los estudiantes en kindergarten hasta el grado cinco para graduarse de la Universidad proporcionando rigurosos, atractivos currículo y desarrollo de personajes dentro de una comunidad estructurada, alegre y orientada a los resultados .

## En la escuela Colegiata de Rochester

Todos los estudiantes pueden y se graduarán de la Universidad.

La alfabetización es la base de todo éxito académico.

Los profesores excepcionales producirán resultados excepcionales.

Todos los estudiantes tienen acceso a la informática y la ingeniería. Una comunidad estructurada y gozosa fomenta el liderazgo y el trabajo en equipo



La Collegiate School de Rochester es Propuesto Para abrir en Agosto 2020

Con Fundador Clases De jardín de infantes Y

primer grado. Cualquier niño en Rochester, independientemente de la raza, el logro académico, las necesidades de educación especial, o el idioma del hogar será capaz de asistir. Más información en:

<https://www.collegiaterochester.org/>

<https://www.Facebook.com/d.McBride.Collegiate>



The Collegiate School of Rochester



# The Collegiate School of Rochester

Join us &  
learn more at  
our Public  
Forum!

Small-group Literacy Instruction.  
Joyful & Engaging Learning Community.  
Strong Family & Community Partnerships.  
Restorative Justice & Character Development.  
Computer Science & Engineering in Kindergarten.

Saturday March 30th | 12:00-1:00  
Sully Branch Library, 530 Webster Ave.



# The Collegiate School of Rochester

Únase a  
nosotros y  
aprenda más en  
nuestro foro  
público.

Informática e ingeniería en kindergarten.  
Fuertes alianzas familiares y comunitarias.  
Comunidad de aprendizaje alegre y atractiva.  
Justicia restaurativa y desarrollo de personajes.  
Instrucción de alfabetización en grupos pequeños.

Saturday March 30th | 12:00-1:00  
Sully Branch Library, 530 Webster Ave.



## 2. Sample Social Media Posts

### Public Forum 1: Board Member Cameron Lewis



Every child.  
Every minute.  
Every day.

**The Collegiate School of Rochester** ...

Page Liked · March 3 ·

Founding Board Member Cam Lewis spoke at our recent Public Forum, sharing his beliefs on why Rochester needs another high-quality school. Cam is finishing his PhD at the University of Rochester and is the Associate Program Director at Playworks. His vast skill set, expertise, and passion for students in Rochester brings great value to both Collegiate and our community.

Tag Photo Add Location Edit

2,942 People Reached 1,503 Engagements **Boost Post**

156 113 Comments 13 Shares

Like Comment Share

Write a comment...  
Press Enter to post.

### Public Forum 1: Lead Founder David McBride



The Collegiate School of Rochester

**collegiate.rochester** ...

collegiate.rochester Thank you Rochester for the continued support tonight at our public forum. It was an honor to listen to our community and hear input about what is needed in our schools. Was proud to have former students and parents show up and support Collegiate. These individuals helped pave the way for what is possible in Rochester. #education. #rochester. #rochesterny.

9w

Liked by [redacted] and 28 others

FEBRUARY 28





## Public Forum 2: Lead Founder David McBride and Board Member Timothy Johnson



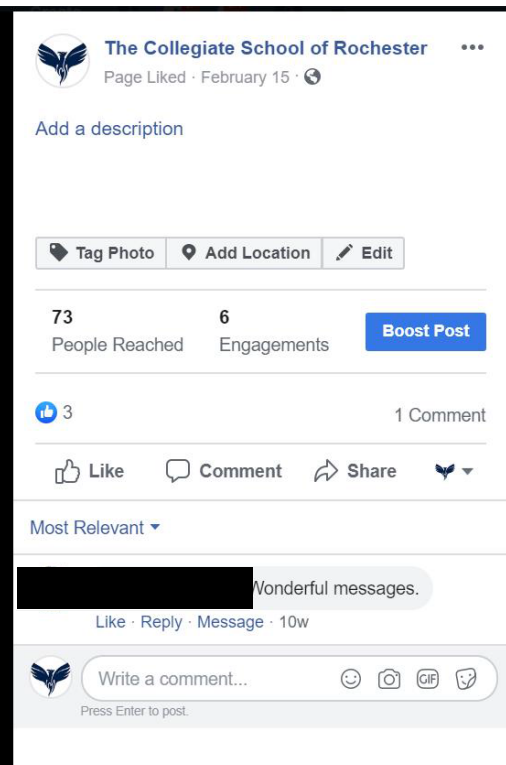
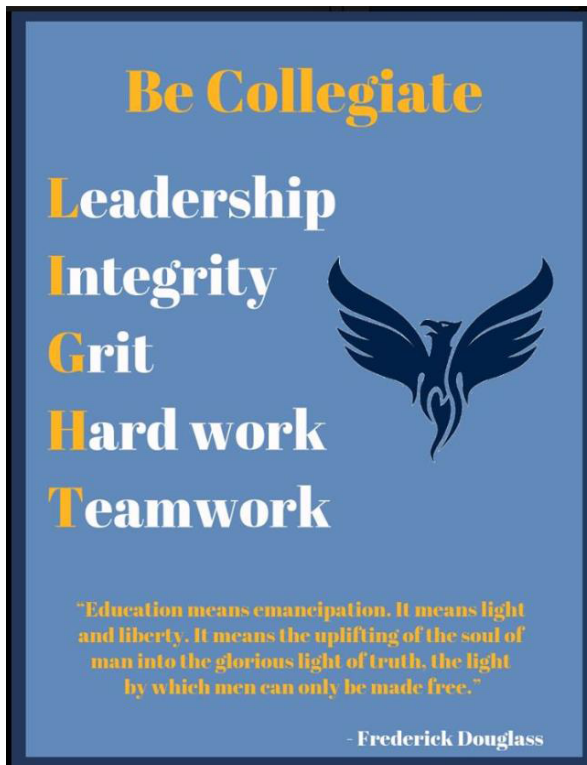
## Meeting with Community Organizations, followed by canvassing the neighborhood



## Tabling Sessions at Sully Branch Library



## Debuting our core values



## Raising awareness about our school survey

**We need to hear from you!**

Please share the link below with your Rochester connections. We are specifically looking to hear from families with children ages 3-5 who could attend Collegiate in 2020. Thank you for your support!



<https://www.collegiaterochester.org/survey/>

**Every child. Every minute. Every day.**

**The Collegiate School of Rochester** ...

Page Liked · February 9 · 🌐

Add a description

Tag Photo Add Location Edit

346 People Reached 25 Engagements **Boost Post**

3 Comments 4 Shares

Like Comment Share

Most Relevant ▾

... if you have time can you take this survey and pass it along to your friends? Thanks!!!

Like · Reply · Message · 11w

Write a comment... Press Enter to post.

## Advertising our first Public Forum and school survey

**The Collegiate School of Rochester**

**Support Collegiate!!!**

Attend our Public Forum:  
February 28 | 5:30-6:30  
St. Luke Tabernacle Church  
1261 Dewey Avenue

Fill out our survey at:  
<https://www.collegiaterochester.org/survey>



**Every child.  
Every minute.  
Every day.**

**The Collegiate School of Rochester** ...

Page Liked · February 16 · 🌐

Help support The Collegiate School of Rochester!

Tag Photo Add Location Edit

1,290 People Reached 51 Engagements **Boost Again**

Boosted on Feb 16, 2019

People Reached 1.2K Post Engagement

View Results

12

Write a comment... Press Enter to post.





### 3. Survey Templates and Summary of Results

#### Online Survey

**Collegiate Community Survey**

**Name \***

First NameLast Name

**Email Address \***

**Do you live in Rochester?**

☐ Yes

☐ No

**What would you like to see in a high-performing school?**

**SUBMIT**

**Do you support school choice?**

☐ Strongly Disagree☐ Disagree☐ Neutral☐ Agree☐ Strongly Agree

**Would you support bringing a school to Rochester that focuses on academic performance, character development, and building strong family and community partnerships?**

☐ Strongly Disagree☐ Disagree☐ Neutral☐ Agree☐ Strongly Agree

**Do you have children who you would send to a high-performing elementary school?**

☐ Yes

☐ No

#### Survey Results

Questions	Responses
Do you support school choice?	94% of respondents chose "support" or "strongly support", 6% of respondents chose "neutral or disagree".
Would you support a school that focuses on academic performance, character development, and building strong family and community partnerships?	100% of respondents chose "support" or "strongly support".
What would you like to see in a high-performing school?	The top 3 responses were stronger partnerships between the family and the school; more focus on character development; more diverse class offerings for students.





## Paper-based Survey - English



The Collegiate School of Rochester

As we build a college preparatory school for the students and families of Rochester, we very much value the thoughts and insights of the community. Please take a moment to fill out our survey so we can learn more about what you would like to see in a school.

### Information

Name	
Email Address	
Zip code	
Do you have school age children? If so, what ages?	

### Survey Questions

What are the 1-2 strengths of the schools in your community? What are the 1-2 major challenges in our current schools?

Strengths	
Challenges	

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

- |  |                                      |
|--|--------------------------------------|
| 1. Extended minutes in the classroom for learning    | 6. Enrichment & electives options    |
| 2. More individualized supports for students         | 7. After-school programs             |
| 3. Focus on social-emotional learning                | 8. Consistent parent communication   |
| 4. High expectations and a safe learning environment | 9. Focus on character development    |
| 5. Computer Science options                          | 10. Inclusive/Supportive Environment |

### Would you support a college preparatory elementary school for the students of Rochester?

--



The Collegiate School of Rochester

## Paper-based Survey – Spanish



The Collegiate School of Rochester

A medida que construimos una escuela preparatoria universitaria para los estudiantes y las familias de Rochester, we valoran mucho los pensamientos y las percepciones de la comunidad. Por favor, tómese un momento para completar nuestra encuesta para que podamos aprender más acerca de lo que gustaría ver en una escuela.

### Información

Nombre	
Dirección de correo electrónico	
Código postal	
¿Tienes hijos en edad escolar? Si es así, ¿qué edades?	

**Preguntas de la encuesta:** ¿Cuáles son los 1-2 fortalezas de las escuelas en ynuestra comunidad? Qué son los 1-2 grandes desafíos en nuestra las escuelas actuales?

Fortalezas	
Desafíos	

¿Cuál de los siguientes son importantes para usted? (CDiabllos todos los que apliquen)

- |   |  |
|---|--|
| 1. Extendido minutos en el aula para aprender       | 6. opciones de enriquecimiento y electivas         |
| 2. Más apoyos individualizados para los estudiantes | 7. los programas después de la escuela             |
| 3. Céntrese en el aprendizaje socioemocional        | 8. comunicación uniforme de los padres             |
| 4. Alto expectativas y un entorno de aprendizaje    | 9. centrarse en el desarrollo de seguro personajes |
| 5. Las opciones de informática                      | 10. entorno inclusivo/de apoyo                     |

¿Apoyar una escuela primaria preparatoria universitaria para los estudiantes de ¿Rochester?

--



The Collegiate School of Rochester

## Paper-based Survey Results

Questions	Top Responses
What are the 1-2 strengths of the schools in your community?	Top three responses were Pre-K programs are universally strong; course offerings; and after school programming for students.
What are the 1-2 weaknesses of the schools in your community?	Top three responses were low academic performance; lack of communication between the school and families; and a lack of structure and discipline that allows for chaotic classrooms.
Which of the following are important to you?	Top three responses were consistent parent communication, focus on character development, and high expectations and a safe learning environment.
Would you support a college preparatory elementary school?	98% of respondents wrote "yes."



## 4. Tabling Event Invitation – Email Correspondence

File Message Help Adobe PDF Tell me what you want to do

Ignore Delete Archive Reply Reply All Forward Meeting Move to: ? To Manager Team Email Done Reply & Delete Create New Move Rules Actions Assign Policy Mark Unread Categorize Follow Up Translate Read Aloud Zoom

Delete Respond Quick Steps Move Tags Editing Speech Zoom

Tue 4/2/2019 3:51 PM

M [Redacted]

Got Dream Vendor Table

To David McBride

Follow up. Start by Thursday, April 4, 2019. Due by Thursday, April 4, 2019.  
You replied to this message on 4/4/2019 4:00 PM.

David,

On Monday, May 6, 2019 the Monroe County Children's System of Care will be celebrating Children's Mental Health Awareness Day with our 13th annual Got Dreams, Together We Can! celebration. The focus continues to be celebrating the hard work that youth, families, and service providers do every day to make sure that our community's youth and families, especially those with emotional and behavioral challenges, are achieving their dreams. In addition, we will be featuring a wonderful opportunity for our celebration attendees to connect with local resource providers who serve youth and families in our community. To accomplish this, we would like to have a number of resource tables set up for youth and families to browse during the time before the program starts (4:30pm-5:30pm), and are inviting local organizations like yours to take this opportunity to provide resources and talk to attendees about how they can connect them to their services. We are looking to get a good variety of providers from different service areas, including mental health, child care, mentoring organizations, housing, youth and family empowerment/advocacy, and more.

\*\*\*\*\* Everyone is welcome to provide resources to be available at the celebration-however, there are a limited number of tables available, which will be filled according to the service area focus on a first-come, first-serve basis. There is no charge to have a table at this free celebration event . We are asking those who are tabling to do something different this year, we are asking agencies if they are able, to provide an item to raffle off for families. Our hope is that it is something to promote family togetherness and wellness such as movie tickets, themed gift baskets, tickets to a sports game, or even community class to attend together.

If you or your organization has any interest in having a table or providing resources to be displayed at the celebration, please contact Melissa Cushman at [Redacted] as soon as possible (no later than April 20, 2018). Registration will open the first week of April and the link to register will be provided. Feel free to share this information.



## Order Receipt for City Newspaper Print and Electronical Advertisement

## Social Media Posts, English and Spanish



# The Collegiate School of Rochester

Únase a  
nosotros y  
aprenda más en  
nuestro foro  
público.

Informática e ingeniería en kindergarten.  
Fuertes alianzas familiares y comunitarias.  
Comunidad de aprendizaje alegre y atractiva.  
Justicia restaurativa y desarrollo de personajes.  
Instrucción de alfabetización en grupos pequeños.

Sábado 30 de Marzo | 12:00-1:00  
Sully Branch Library, 530 Webster Ave.



**The Collegiate School of Rochester**

Page Liked · March 27 ·

Help spread the word. We will be holding a Public Forum this Saturday, followed by a Free Book Fair with over 1000 lightly used books for elementary and middle school students.

Tag Photo

Add Location

Edit

117

6

Boost Post

People ReachedEngagements

3

1 Share

Like

Comment

Share



Write a comment...

😊📷GIF🗨️

Press Enter to post.

The Collegiate School of Rochester

18

## Sign-in Sheets



**OUR MISSION** | The Collegiate School of Rochester prepares all students in kindergarten to grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, results-driven community.

Public Forum & Book Fair Sign-in	
Name	Email if Interested in Receiving our Newsletter







## The Collegiate School of Rochester Community Event Sign-in Sheet

Name	Email and/or Phone Number	Age of Children (if applicable)	Interest in receiving our newsletter
			<input type="checkbox"/> Yes
			<input type="checkbox"/> Yes
			<input type="checkbox"/> Yes
			<input type="checkbox"/> Yes
			<input type="checkbox"/> Yes
			<input type="checkbox"/> Yes
			<input checked="" type="checkbox"/> Yes
			<input type="checkbox"/> Yes
			<input type="checkbox"/> Yes
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<input checked="" type="checkbox"/> Yes			
<input checked="" type="checkbox"/> Yes			
<input checked="" type="checkbox"/> Yes			



## 6. Elected Officials Outreach

### In-person Meetings with Elected Officials

Date	Elected Official & Location of Meeting	Discussion Notes
10.26.18	Councilmember Elaine Spaul The Center of Youth	Councilmember Spaul is deeply committed to helping at-risk students (she is also the Executive Director at The Center for Youth). We have kept in communication (as recently as 5.3.19) and Elaine is very interested with supporting Collegiate through her social-emotional program run at The Center for Youth.
12.3.18	Councilmember Mitchell Gruber 1872 Café	Councilmember Gruber is very interested in the STEM component of our school and the community partnership piece. He has connected us with various organizations and individuals that he believes would be a benefit to our academic program.
12.13.18	Councilmember Willie Lightfoot, Jr. Rochester City Hall	Councilmember Lightfoot is interested in our diverse academic program. He wants to see students prepared with career-ready skills so that if a child takes an alternative path following high school, as he did, they are still prepared for success.
1.4.19	Councilmember Malik Evans Rochester City Hall	Councilmember Evans is very supportive of school choice. He likes the flexibility that charter schools have in determining curriculum and in developing teachers.
2.5.19	Regent Wade Norwood Common Ground Health	Regent Norwood has been very supportive of our school design, our mission, and our proposed Board. He believes in a strong literacy program, providing supports for our most at-risk students, and establishing strong family partnerships so that families feel a part of their child's education.
3.7.19	Council President Loretta Scott Rochester City Hall	President Scott is very supportive of our mission and believes that strong partnerships with families is critical for school success.

## Sample Email Correspondences with Elected Officials

---



Mon 12/24/2018 11:20 AM  
Mitch Gruber  
Introduction

To: David McBride; Joseph Becker

 You replied to this message on 1/1/2019 2:03 PM.


Dear David:

I'd like to introduce you to Joseph Becker. He helped create a program called GIS Scholars at School Without Walls, and I think he would be very interested in the charter school that you are designing.

I hope you two might have a chance to get together to discuss further.


With appreciation,  
Mitch

---



Fri 12/21/2018 11:43 AM  
David McBride  
RE: Introduction

To: 'Mitch Gruber'

 This message is part of a tracked conversation. Click here to find all related messages or to open the original flagged message.

Thank you, Mitch. And thank you for meeting with us today. We took a lot away from the conversation and it gives us much solace to know that individuals like yourself are working on behalf of the city.

Have a great holiday!

David

---



Tue 1/1/2019 2:04 PM  
David McBride  
RE: Introduction

To: Joseph Becker

Cc: 'Gruber, Mitch D.'

Joseph,

It is very nice to be connected with you. I am in town this week and then in Denver for work for the rest of January. Happy to meet up this week or to schedule a call later in the month. Let me know what works best for you. Mitch, I appreciate the connection.

Best,

David

From: Mitch Gruber

Sent: Monday, December 24, 2018 11:20 AM

To: David McBride

Subject: Introduction





---



Wed 1/2/2019 1:18 PM  
Joseph Becker  
Background Info

To: David McBride

 Follow up. Start by Wednesday, January 2, 2019. Due by Wednesday, January 2, 2019.  
You forwarded this message on 1/9/2019 6:42 PM.

 Participatory Budgeting Proposal - SWW Urban AG FINAL.docx 35 KB	 Participatory Budgeting Poster - SWW Urban AG .png 11 MB	 concrete rose.jpg 88 KB
 GIS Scholars - Summer 2015.ppt 14 MB		

Suggested Meetings

+ Get more add-i

David

Here are some documents that cover my work with the GIS Scholars and Urban AG

- 1) GIS Scholars 2012-2015
- 2) RMAPI Growing Out of Poverty Proposal
- 3) RMAPI Growing Out of Poverty Poster
- 4) GIS Scholars' Concrete Rose Proposal

This link will take you to a Story Map that details GIS Scholars move to School Without Walls. Enjoy navigating through text and maps – You can't break it.

<http://gis-scholars.maps.arcgis.com/apps/MapJournal/index.html?appid=f2ee79e65b4f40c69b550fdeb987e0>

Look forward to meeting you on Friday.

## 7. Sample email correspondence with local partners

### Greater Rochester Summer Learning

**From:** David McBride  
**Sent:** Thursday, September 13, 2018 7:53 AM  
**To:** Dirk Hightower [REDACTED]  
**Subject:** RE: Thank you for Connecting

Thank you. I am really excited to be connected with Luis Perez and Conger Gabel. I had a great meeting at CCSI yesterday with Lenora Reid-Rose, who has a lot of experience with community programs, and there are a few more people from CCSI that I am meeting with. Right now I am trying to connect with people who might have interest in being on a non-profit charter school board, especially those with deep connections to the city. I know this is vague, but if you had anyone you believe to be interested in this work, I am happy meeting with them regardless.

I mentioned I am beginning to put together a board and my focus has been primarily on finding people with a finance background, so now I am looking into speaking with those with strong connections to the community. If they believe in high-quality educations that educate the whole child- education, character, additional supports- then I would be interested in speaking with them.

I appreciate any additional guidance and thoughts that you might have.

On Wed, Sep 26, 2018 at 7:17 AM Dirk Hightower [REDACTED] wrote:

I met with David who is starting a charter school in the future and shared the great results you have earned with summer learning. He is interested in learning more about GRSLA and summerLeap.

My introduction: Luis and Conger – David; David – Luis and Conger

**From:** Luis A. Perez [REDACTED]  
**Sent:** Thursday, September 27, 2018 12:56 PM  
**To:** Dirk Hightower [REDACTED]  
**Cc:** Conger Gabel [REDACTED] de <[REDACTED]>  
**Subject:** Re: FW: Thank you for Connecting



Thanks Dirk.

Hi David...looking forward to meeting you.

Our CEO, Conger Gabel had knee surgery last week and will be out of commission for a few weeks.

Let's plan on touching base in late October at which time we can look at a date and time to catch up.

Best regards,

 Tue 10/2/2018 10:57 AM  
David McBride  
RE: FW: Thank you for Connecting  
To: Luis A. Perez  
 You replied to this message on 10/12/2018 1:57 PM.

Thank you, Luis. This sounds good- I will be in Rochester the weeks of October 15<sup>th</sup> and the 22<sup>nd</sup> and happy to meet then if it suits your schedule. I will reach out again closer to the 15<sup>th</sup> and hopefully we can find a time that works for us.

Best,

David



DM Wed 10/24/2018 12:40 PM  
David McBride  
Thank you  
To Luis A. Perez

 The Collegiate School of Rochester\_MD\_v4.pdf  
1 MB

Hi Luis, Conger, and Gretchen,


Thank you so much for meeting with me today. I am fully aware that this meeting was much more beneficial for me than for you, so I appreciate you taking the time to meet with me and share your program. The work you are doing is both excellent and inspiring and the vision and values are so aligned with the work I am doing. My head is spinning as I think about to how include this in my model and how we can continue this conversation and hopefully partner in some ways.

I wanted to send along a copy of the one-pager that I have used to spread the word of my school. Additionally, I think I mentioned this morning that I am currently putting together my Founding Board. It has filled pretty quickly, representing people from different backgrounds and skill sets. I have a few last spots to fill and have intentionally slowed down on this process to ensure I find individuals who share a passion for the work and the outcomes we seek for Rochester, but also represent the values of the school and the values of the community we serve. I started with a member from CCSI and I want to try to find a few other people from various organizations who are interested in the work. I am meeting with members of the Black Physicians Network and members from United Way in the upcoming weeks, but thought I would see if you had any thoughts on people who might be interested in this and are worth speaking to through the work you do? While education is obviously my most important focus, it is not lost on me that in creating my Board I have an opportunity to put together a team that better represents members of our community.

I am going to continue to organize my thoughts and think about a few things from our meeting today and then will likely reach out again to pick your collective brains when I return from my travels out West. Until then, I wish you all the best.

With gratitude,

LA Wed 10/24/2018 1:24 PM  
Luis A. Perez  
Re: Thank you  
To David McBride  
Cc Conger Gabel; Gretchen Smith

 image002.png  
11 KB

David - It was our pleasure to meet you, to be able to share a little of what we are doing, and to hear about your vision and work.

As Conger said, we are inspired by the commitment and passion folks like you are doing in our community - and are very interested in partnering whenever possible.

Thank you for the informational sheet, and I will be thinking about any potential Board members that align.

Safe travels.

Best regards,



## Attachment 2c: Evidence of Community Support

Letter of Support	Page
<b>Community Organizations</b>	
John Courain, Executive Director, Genessee Waterways Center	2
Andre Harper, Family Service Manager, ABC Head Start	3
Tremain Harris, Grant Support Associate, Department of Recreation & Youth Svcs.	4
Howard Konar, Trustee, William & Sheila Konar Foundation	5
Neville Morris, Manager of the PASS Program	7
Gwen Olton, Director of Collaboration & Practice Transformation, CCSI	8
Luis Perez, Director- Program Support & Expansion, GRSLA	10
Jon Sharp, President, James Perkins Youth Development Center	11
<b>Community Residents</b>	
Wilson Bautista, Associate Director of Informal Recreation, Univ. at Buffalo	12
Janelle Austin, Teacher, World of Inquiry School No. 58	13
Shania Brinkley, Administrative Assistant, Rochester Prep Jay Street	14
Bob Joseph, Care Manager, Monroe County Youth and Family Partnership	15
Ensley Townsend, Project Manager, HHUNY	16
Brandon Williams, CEO & Founder, B3 Fit	17
<b>Educational Partners</b>	
Doug Lemov, Managing Director, Teach Like a Champion Team	18
Doug Llewellyn, Retired Former K-12 Director of Science, RCSD	19
Jonathon Myler, Director of Operations, Rochester Prep West Campus	20
Stephanie Patton, Director, The Fellowship, Building Excellent Schools	21
Josh Phillips, CEO, Change Summer	22
Jesse Rector, National Dean, Leadership Programs, Relay Graduate School	23
Deyvis Salazar, Lead Founder of Houston Classical	24
David Singer, Executive Director, and John Argue, Principal, University Prep	25
Emily Volpe, Principal, Rochester Prep West Elementary	26
Robert Zimmerli, Assistant Principal, EMHCS	28
<b>Elected Officials</b>	
Mitchell Gruber, Councilmember, At-Large	30
Elaine Spaul, Councilwoman, Executive Director of The Center for Youth	31
<b>Industry Partners</b>	
Colette Dafoe, Partner, Nixon Peabody LLP	32
Deborah Hanmer, President & CEO, Breakthrough Leadership	33
Joe Klein, Chairman, Klein Steel	34
Julia Tedesco, President & CEO, Foodlink	35



May 1, 2019

To Whom It May Concern,

I am writing in full support of The Collegiate School of Rochester, a proposed kindergarten through fifth grade school for the students and families of Rochester, NY.

As the Executive Director of the Genesee Waterways Center located in the heart of the 19th Ward, I have been working with the youth of this city for the past two years in an effort to bring equity of access to our natural resources here in the City of Rochester. Akin to our mission here at the GWC the Collegiate School of Rochester seeks to provide every child with access to a quality education rich in literacy, science, the arts, and most importantly, joy. As a past educator with over a decade's experience teaching life sciences I have full faith in this school and its leadership, specifically in David McBride, to make an impact in this community and its young people and to deliver this academic program and to ensure that his teachers are continually being coached and developed so that high-quality instruction is happening in every class each day.

Our mission at the GWC Cannot move forward without other schools and organizations playing out their missions within this city, with schools being far and away the most important piece of the puzzle. Given the longstanding history of poor academic performance in Rochester, The Collegiate School of Rochester's commitment to providing a robust literacy program, which will provide students with three hours of literacy instruction every day, will allow all students to read on grade-level by third grade. The promise of a safe, structured learning environment that eliminates time-wasting behaviors will allow such a program to flourish and students can focus on becoming strong readers who develop a life-long love of reading. In addition to Collegiate's robust literacy program, all students are exposed to STEM courses beginning in kindergarten and will have the opportunity to take computer science and engineering each year. Exposure to a rigorous and engaging academic program is what too many students in Rochester have been denied. I also have confidence in David McBride

I have the utmost confidence The Collegiate School of Rochester will deliver on its promise to educate all students by providing rigorous, engaging curriculum, and character development within a structured, joyful, and data-driven community. The students and families of Rochester deserve access to schools committed to academic achievement and I believe Mr. McBride will provide such a school.

I fully endorse The Collegiate School of Rochester. Our families and students deserve such a school.

Sincerely,

A handwritten signature in black ink that reads "John Courain". The signature is written in a cursive, flowing style.

John Courain





April 8, 2019

To Whom It May Concern,

I am writing in full support of The Collegiate School of Rochester, a proposed kindergarten through fifth grade school for the students and families of Rochester, NY.

My name is Andre Harper, and I am the Family Service Manager for the ABC Head Start Program. ABC Head Start is one of the premier early childhood services program in Monroe County serving over 1,200 children and their families. Annually, we prepare upward to 600 children and their families for kindergarten. Therefore, we know first-hand the importance placed by families on the next step in their child's educational journey. Collegiate will offer our families a high-quality educational option.

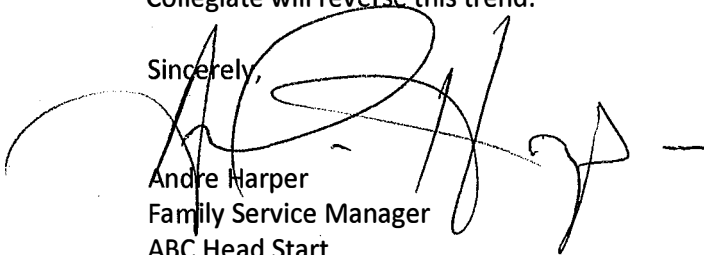
The students and families in Rochester deserve the right to attend a high-quality school that will engage all students with rigorous curriculum and great instruction, with teachers and leaders who care deeply about the educating every child, regardless of race, socio-economic status, disability, or first language. I know that The Collegiate School of Rochester will be provide a high-quality option for Rochester's students and families.

Given the longstanding history of poor academic performance in Rochester, The Collegiate School of Rochester's commitment to providing a robust literacy program, which will provide students with three hours of literacy instruction every day, will allow all students to read on grade-level by third grade. The promise of a safe, structured learning environment that eliminates time-wasting behaviors will allow such a program to flourish and students can focus on becoming strong readers who develop a life-long love of reading. In addition to Collegiate's robust literacy program, all students are exposed to STEM courses beginning in kindergarten and will have the opportunity to take computer science and engineering each year. Exposure to a rigorous and engaging academic program is what too many students in Rochester have been denied. I also have confidence in David McBride to deliver this academic program and to ensure that his teachers are continually being coached and developed so that high-quality instruction is happening in every class each day.

I have the utmost confidence The Collegiate School of Rochester will deliver on its promise to educate all students by providing rigorous, engaging curriculum, and character development within a structured, joyful, and data-driven community. The students and families of Rochester deserve access to schools committed to academic achievement and I believe Mr. McBride will provide such a school.

I fully endorse The Collegiate School of Rochester for the students and families of Rochester. There are many children who have been denied a high-quality education in Rochester, and I am confident that Collegiate will reverse this trend.

Sincerely,



Andre Harper  
Family Service Manager  
ABC Head Start

April 24, 2019

To Whom It May Concern,

This letter is submitted in support of The Collegiate School of Rochester, a proposed K-5<sup>th</sup> grade elementary school for the students and families of Rochester, NY.

I am Tremain Harris, a Grant Support Associate with the City of Rochester, Department of Recreation & Youth Services. I coordinate Youth Voice One Vision: The Mayor's Youth Advisory Council. I have been with the City for 23 years working in recreation centers, and facilitating health education classes to name a few.

There is a need for quality schools in our city. The mission of The Collegiate School of Rochester, with a focus on rigorous, engaging curriculum and character development in a safe and joyful community environment is needed for our students. All students benefit in a learning environment where they are both nurtured and challenged by teachers committed to their students and leaders committed to developing teachers. With a focus on literacy and STEM, and a commitment to character development, students will be able to reach critical mile markers such as being able to read at or above grade-level by third grade. Having all students, regardless of race or socio-economic status, having access to a strong academic program is many students have historically been denied, and I am confident in the vision of the school's leadership to deliver on this mission.

I am confident that The Collegiate School of Rochester will be a successful school in our community and will deliver on its mission to educate all students through rigorous, engaging curriculum, and character development at a school committed to academic achievement. Please accept this letter as my endorsement of The Collegiate School of Rochester.

Sincerely,



Tremain Harris c



75 Thruway Park Drive  
West Henrietta, NY 14586  
PHONE 585.533.2900  
FAX 585.334.9844  
konarfoundation.org

April 22, 2017

Vickie Smith, New Schools Team Coordinator  
Charter School Office  
New York State Education Department  
89 Washington Avenue  
Albany, New York 12234

**Re: Letter of Support for The Collegiate School of Rochester**

Dear Ms. Smith,

The William and Sheila Konar Foundation is proud to support the charter of **The Collegiate School of Rochester**. We believe it fills a void in the Rochester Community with a keen focus on:

- Educating all children, “regardless of race, zip code, disability, or home language.”
- Creating an environment that is “safe, structured,” and contributes to establishing a “joyful learning environment.”
- Acknowledging the significance of literacy as a “foundational” skill for learning and life.
- Career development through “exposure to computer science and engineering,” as early as kindergarten.
- Embracing and engaging families through “strong partnerships and regular communication.”

The extensive training and technical support provided by Building Excellent Schools (BES) is key to the potential success of this proposed school. We have had several meetings with the leadership of BES. We believe they have thoroughly and accurately analyzed the Rochester educational landscape and have assisted David McBride, as the Founding Leader, to craft an appropriate vision for a “rigorous, engaging, and transformational” educational experience.

Finally, we believe that the success of any endeavor begins with the identification of a leader equipped with the experience, skills, and habits of mind to frame a vision and implement a plan of action. After several conversations with David McBride, we feel confident that he

possesses the prerequisite skills, disposition, and commitment to lead The Collegiate School of Rochester.

We ask that you give serious consideration to this charter application. If you require additional information, please contact me: [REDACTED]

Sincerely,

A handwritten signature in purple ink, appearing to read 'HK', with a long horizontal flourish extending to the right.

Howard Konar, Trustee

Interpersonal Communication Skills & Development  
PO Box 366, Endicott, NY 13761.

May 1, 2019

To Whom It May Concern,

I am writing in full support of The Collegiate School of Rochester, a proposed kindergarten through fifth grade school for the students and families of Rochester, NY.

I have worked in the Rochester community for the last 23 years being the Program Manager for the Prevention Access, Self-Empowerment (PASS) program and providing services to students, 13 to 18 years, and their families who are disadvantaged, do not have access to quality education and very often are unsuccessful in the schools they currently attend. I am also a cultural competency and health literacy consultant that provides services to organizations, to include schools, who grapple with creating an infrastructure that supports positive outcomes for families from racial/ethnic backgrounds. In our community, our students must have the right to attend high-quality schools and, I believe that The Collegiate School of Rochester will be provide a high-quality option for our students.

The Collegiate School of Rochester is committed to a strong literacy program that will ensure all students are reading at grade-level by third grade. This can happen within a safe, structured learning environment that supports student learning. Collegiate's academic program also exposes students to STEM courses starting in kindergarten with computer science and engineering each year. I have full confidence in Collegiate's leadership, both with their Board and with their Lead Founder, David McBride, to open a school that brings a quality education its students.

I wish to fully endorse The Collegiate School of Rochester for the students and families of our community. There are many children who are in need of a quality education, and I am confident that Collegiate will be a success.

Sincerely,

*Neville B. Morris*

Neville Morris

Manager of the PASS Program, Coordinated Care Services Inc.

April 18, 2019

Gwendolyn Olton  
Director of Collaboration & Practice Transformation  
Coordinated Care Services, Inc.  
1099 Jay Street, Building J  
Rochester, NY 14611

To Whom it may Concern:

The purpose of this letter is to offer my full support of the founding of the Collegiate School of Rochester. In my role at Coordinated Care Services, Inc. I've had the honor of partnering with multiple schools and districts on a variety of improvement efforts, especially around trauma-informed care and restorative practices. Throughout the course of this work, I've yet to encounter a school plan as purposefully designed for student success as the one proposed for the Collegiate School.

I've frequently engaged school leaders in the following thought experiment: Imagine you have prior knowledge of how schools look and function but suppose you do have all the knowledge you now know about trauma, resilience, and how we learn best. Now suppose you had the task of designing systems for educating our youth. Would they look like what you have now? The answer, so far, has categorically been, "no". I believe David McBride is creating a school that for which folks would be able to answer "yes". I am confident that all aspects of the school's design will be for the maximal benefit of the all the individuals who will work and learn there; however, I'd like to comment specifically on several areas that I find most exciting and impressive in this plan.

- **Consistently structured supports for both youth and adults.** One of the key recommendations for schools looking to become trauma-informed is an emphasis on creating safe and structured environments. The Collegiate School has a meticulously crafted plan to actualize this oft ignored recommendation. I am particularly excited by the commitment to offer consistency *between* classrooms for students as this is a major stumbling block for most schools with whom I consult.
- **Emphasis on joyful community building.** Creating an environment in which students and teachers can not only enjoy learning but getting to know one another will set students up for success academically, as well as socially, emotionally and physically. One of the key resilience-building factors for youth is

positive relationships with safe, nurturing adults. This resilience-building is able to buffer against multiple social struggles and decreases the risk of chronic illness later in life.

- **Intentional partnerships with families and communities.** It is not enough to give lip-service to how a school would like to work with families. In order to be successful, students need schools and their families to be in communication, and not only when there is a problem at school. The Collegiate School has an impressive and concrete, actionable plan to increase the positive relationships between the school and the families and communities they serve.

As both a professional and a Rochester city resident, I am excited and hopeful for the Collegiate School of Rochester to be under way.

Sincerely,



Gwendolyn Olton



April 7, 2019

**Board of Directors**

*Kathleen DaBoll-Lavoie  
Dean, School of Education,  
Nazareth College*

*Larry Frye  
Head of School,  
Harley School*

*Conger Gabel  
CEO, GRSLA*

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School*

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University of Rochester*

*Joe Martino, CEO,  
Education Success Network  
(ESN)*

*Anjoo Sikka, Dean,  
Ella Cline Shear School of  
Education, SUNY Geneseo*

Re: Letter of Support

The Collegiate School of Rochester - Rochester, NY

To Whom It May Concern,

On behalf of the Greater Rochester Summer Learning Association (GRSLA), I write this letter of support regarding The Collegiate School of Rochester (Collegiate) to be led by Mr. David McBride.

As an organization long concerned about the plight of students in the Rochester City School District, a college preparatory opportunity as proposed by Collegiate is a much welcomed and needed option students and families deserve, and have been desiring.

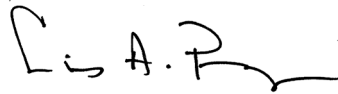
In New York State, approximately 14 students out of every 100 that begin in kindergarten graduate from college. In Rochester, NY less than 60% of high-school students graduate in four years, and in 2018, only 17% of third graders were proficient in 3<sup>rd</sup> grade literacy. In the 2017, according to the Monroe County Youth Risk Behavior Survey which captures growing concern over traumatic stress as measured in Adverse Childhood Experiences (ACEs), nearly one in three Rochester-area children have had at least one traumatic experience that threatens to harm their health, emotions and grades.

Collegiate's evidence-based key design elements, coupled with a host of academic and community-building best practices, will give students and their parents facing such challenging circumstances, the knowledge, life-skills, grit, support, and HOPE to succeed in both school and life.

In addition, in a community mired by generational poverty, Collegiate becomes an instrument of equity and potential structural change that addresses the opportunity gap and changes the life-trajectory of its students.

This is something we wholeheartedly support.

Respectfully,



Luis A. Perez, LMSW  
Director – Program Support & Expansion  
GRSLA / summerLEAP





James Perkins Youth Development Center Inc.

*JPYDC: A choice for parents and a better opportunity for children.*



To Whom This May Concern:

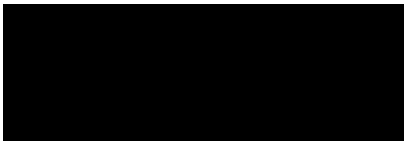
It is my pleasure to offer support for The Collegiate School of Rochester's request for charter authorization from the New York State Education Department. Your stated mission of addressing the issues of at risk students and those students who are struggling to perform in a traditional school structure, as well as providing a worthwhile addition to the educational options for the parents and children of Western New York. Collegiate promises to provide a structured, intentional, and supportive environment where every decision is grounded in the belief that every student has a right to a high-quality education, and the responsibility is ours alone to ensure that all Collegiate students are college ready and college bound. I know firsthand of what a tremendous difference of choice and direction can have on all stakeholders in our community. A choice in education like this can improve children's grades, keeps kids safe, benefits working families and has a positive effect on the entire community.

I am delighted to write in support of Founding Leader David McBride. He has been involved with education and the work done for youth in communities like ours and have a proven track record of success. I believe that this charter embodies some of the best principles of promoting character, success, and youth education. I am so excited to know that with Collegiate, all students will be exposed to computer science and engineering courses, beginning in elementary school and continuing throughout upper academy that will equip them with 21st Century skills needed for future career success. The Collegiate School of Rochester is a classic example of how what is sown can return a hundredfold. Each student's life that is transformed affects not only that student, but their family, their friends, and their community. While we measure success in this program by the graduates, we cannot measure the total impact that comes from the power of the human imagination. I have had the opportunity to see the students from many school programs, particularly at their graduation, reflect back on the experiences which have allowed them to see their worlds expand. They talk about how they have opened the doors of their minds and have begun a journey of exploration and realization of what is possible, both for them and for their world. The Collegiate School of Rochester will empower our youth to begin to see what is real and possible. For me, this is at the heart of what I believe that education is all about—helping individuals achieve their potential. And the first step is helping them realize that what seemed to be locked is only closed and can be opened by their own efforts.

I hope that you will invest in this program and help it grow and flourish. I know that if you do, you will also derive tremendous satisfaction from the stories of success, of adventure, of personal growth and change that are what the Collegiate is all about.

Sincerely,

Jon Sharp  
President



April 24, 2019

To Whom It May Concern,

This letter is submitted in support of The Collegiate School of Rochester, a proposed K-5<sup>th</sup> grade elementary school for the students and families of Rochester, NY.

I am Wilson Bautista, Associate Director of Informal Recreation at the University at Buffalo. I am in the process of purchasing a home in the Rochester area and I have two children that attend K-5 elementary school.

The Rochester community deserves strong schools in which rigorous curriculum and great instruction happen every day. The Collegiate School of Rochester's is committed to bringing a program that focuses on STEM, literacy, and character development. Providing a safe, structured learning environment that allows all students to focus on learning allows for all students to succeed. More students deserve to be exposed to a rigorous, engaging academic program with teachers who deeply care about the success of their students. I believe in the leadership of the school and in the Board that has been put in place. Their commitment to the community will allow them to make good on the promise in their mission and to ensure that all students, regardless of race, socio-economic status, disability, or home language will succeed.

Please accept this letter as my endorsement of The Collegiate School of Rochester. I am confident that The Collegiate School of Rochester and its leadership team will deliver on their mission of providing rigorous, engaging curriculum, and character development within a structured, joyful, and data-driven community.

Sincerely,

*Wilson Bautista*

~~~~~

**Wilson Bautista | Associate Director of Informal Recreation**  
**University at Buffalo | Division of Athletics**  
175 Alumni Arena | Buffalo, NY | 14260-5000  
O: 716.645.6874 | C: 716.200.2068

April 8, 2019

To Whom It May Concern,

I am writing in full support of The Collegiate School of Rochester, a proposed kindergarten through fifth grade school for the students and families of Rochester, NY.

I am currently a teacher of the Rochester City School District. I have worked at two previous charter schools in the Rochester area as well. I have witnessed the needs of our students surpass the capacities to provide for them. I have been given the opportunity to serve Rochester families as an educator and community partner as I am also a very active member of the local church community. Rochester is my home and I cherish all who come to support it and our previous children and families.

The students and families in Rochester deserve strong schools. Our students deserve to have great curriculum and strong instruction by adults who are passionate about their growth and overall performance. As I have learned more about The Collegiate School of Rochester, I am confident that the key design elements of the school which were shared with me will provide our students with the strong education that they most certainly deserve.

With our current school district struggling to produce consistent results for students, the key design elements of The Collegiate School of Rochester address many of the needs in our schools, with these key design elements especially important:

- Strong curriculum where students receive grade-level standards
- A commitment to offering STEM courses that will lead to career-ready skills
- A focus on character education
- A commitment to building strong family and community partnerships
- Safe, orderly, and joyful school environments where students can learn

David McBride has shown a commitment to serving students and families in Rochester. Collegiate has a slogan that states: “every child, every minute, every day,” and I believe that they will make good on this promise. For these reasons, I fully endorse The Collegiate School of Rochester.

Sincerely,

A handwritten signature in cursive script, reading "Janelle Austin", written in black ink on a light-colored background.

Janelle Austin

May 03, 2019

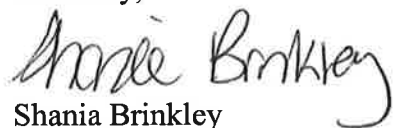
To Whom It May Concern:

As a Rochester native, I was blessed with the opportunity to attend a high-performing charter school, Rochester Prep Middle School, on Brooks Avenue. Rochester Prep afforded me an amazing education; it enhanced my capabilities as a scholar and prepared me for rigorous level classes in high school which ultimately led me to graduate with an Advanced Regent's Diploma. Despite graduating from Rochester prep in 8<sup>th</sup> grade, their support never subsided. The alumni staff assisted with my college search, my personal statement, and much more. Their dedication and willingness made it possible for me to be accepted to my alma mater Saint Bonaventure University. As a former Rochester Prep student, I cannot express how important it is to have been a part of a school community that saw my potential and found multiple ways to maximize it.

Unfortunately, my story is uncommon to many Rochester students. The city of Rochester continues to face difficult circumstances in our city schools, which prevent students from graduating high school or attending college. I fully support The Collegiate School of Rochester and their vision for our city. With the proposed Head of School, Mr. David McBride, at the helm I have immense faith that Collegiate will be a high-performing school ensuring families receive the education their children truly deserve. The Collegiate School of Rochester was established specifically to speak to the needs of our community— Mr. McBride has taken the time to listen, understand and implement the community's needs into Collegiate's design. With a strong focus on academics, character education, family engagement, computer science and engineering classes in elementary school, as well as a restorative justice approach, Collegiate will provide students a safe environment with a comprehensive academic program that develops students as both learners and dynamic members of the community.

From personal experience, I know the value of a strong school, and I know the commitment that Mr. McBride will make to ensure that The Collegiate School of Rochester is a school where every child, regardless of race, socio-economic status, gender, disability, or home language, will have the opportunity to be successful in life. For these reasons, I completely endorse The Collegiate School of Rochester.

Sincerely,

A handwritten signature in cursive script that reads "Shania Brinkley". The signature is written in dark ink and is positioned above the printed name.

Shania Brinkley

Administrative Assistant



CHERYL DINOLFO  
COUNTY EXECUTIVE

## Monroe County Youth and Family Partnership

David L. Putney • Director, Office of Mental Health • Department of Human Services

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April 4, 2019

To Whom It May Concern:

I have lived in Rochester for the past decade, during which I have worked with at-risk students living in the city of Rochester both during my time at a middle school and as a Care Manager with Youth and Family Partnership. Students and families in Rochester face tremendous obstacles in their pursuit of a high-quality education or even trying to gain access to a high-performing school. With Rochester currently the lowest performing city in New York State, and with a city school district in disarray, the students and families of Rochester are in dire need of quality schools. I attended a public forum this winter for The Collegiate School of Rochester, and as I continue to learn more about Collegiate's program, I believe that Collegiate is a school that will bring a high-quality education to our city's students.

Rochester has very low graduation rates, which are sadly unsurprising given that student performance on state exams are so low. With students needing to be ready at grade-level, Collegiate's literacy program is very much in need. Not only will this program allow students to read at or above grade level, having a strong literacy base allows students to succeed in other subjects. By offering computer science and engineering in kindergarten, Collegiate is putting its students on a path to access valuable career skills and to prepare students to break into STEM fields that they have historically been denied access.

In my work, I deal with many students who suffer from trauma. During the public forum, Mr. McBride spoke at length about how Collegiate will utilize community organizations to make sure that the school is trauma-informed and that teachers receive training to best support students suffering from trauma. This is greatly needed in our schools and works well in schools that have structure. Too many of our schools lack structure, which makes focusing on schoolwork difficult.

I wholeheartedly believe in the vision of The Collegiate School of Rochester and I strongly request that you authorize this school for our students, families, and community. All parents deserve to send their children to high-quality schools, and too many families have been denied this right in Rochester.

Respectfully,  
Robert Joseph  
Care Manager – Youth and Family Partnership

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1099 Jay Street Bldg. J • Rochester, NY 14611  
Telephone (585) 753-2626 • Fax (585) 753-2625  
<http://www.monroecounty.gov> • [mcdss@monroecounty.gov](mailto:mcdss@monroecounty.gov)

May 3, 2019

To Whom It May Concern,

I am writing in full support of The Collegiate School of Rochester, a proposed kindergarten through fifth grade school for the students and families of Rochester, NY.

**Title:** Project Manager, Health Homes of Upstate New York (HHUNY)

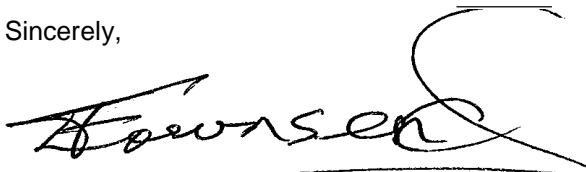
**Experience:** I am currently working as Project Manager for HHUNY where I manage the planning and implementation of different projects connected to DSRIP (Delivery System Reform Incentive Payment) Program. I previously worked in equipment development at Eastman Kodak company for 28+ years and Thermal Media development at Kodak Alaris, Inc. for 3+ years. I held multiple positions in product commercialization and management, earning 9 U.S. patents in servo systems and machine control electronics. Prior to moving my family to Rochester, I held engineering positions at Fellows Corporation in Springfield, Vermont, General Electric Company in Wilmington, North Carolina, and Kaiser Bauxite Company in Jamaica. I graduated from the University of the West Indies, St. Augustine, Trinidad, with a B.S. in Electrical Engineering, and Ohio University, Athens, Ohio with a M.S. in the same field.

**Connection to Rochester:** I have been a resident of Rochester since December 1, 1984. Two of my three children were born in Rochester and they all attended pre-school through high school here. Two of those children are engineers and the third is a medical doctor. During my first decade in Rochester I tutored and mentored students in the Rochester City School District and participated in the Kodak 21st Century Learning Challenge partnership with the City School District. In one of the programs, our teams met with students at Monroe Middle School on Saturdays from 9:00 a.m. to noon. Over two years in this program I worked with the same five students from when they were in grade 6. During our Saturday sessions we discussed Math and Science concepts with various hands-on examples. I guided the students in building various devices, including a solar powered car and a hand-crank direct current generator. The joy and excitement on the faces of the students and parents at the End of Year project demonstrations were priceless.

From 2009 to 2011 I participated in the Visiting Scientist program at School# 44. From 2009 to 2014 I was a Big Brother with the Big Brothers and Big Sisters of Greater Rochester. When I started my Little Brother was 9 years old. Most of our activities were centered around Math, Science and Engineering with many conversations and guidance around purpose, values, and being an overall "good" person. My child development and education beliefs, coupled with my professional and life experiences, are closely aligned with the plans and goals of The Collegiate School of Rochester.

My experiences have shown that all our students can succeed, if provided the right setting with the right teachers. I believe that The Collegiate School of Rochester will bring this high-quality instruction to our students. The commitment to strong math, science, computer science, and engineering will engage students. The focus on character education, family and community partnerships, and strong literacy provide students the opportunity to grow and succeed. I fully endorse The Collegiate School of Rochester and believe that the mission and vision of the school will best support the students and families of Rochester.

Sincerely,

A handwritten signature in black ink, appearing to read "Ensley Townsend", with a large, sweeping flourish extending from the end of the signature.

Ensley Townsend



To Whom It May Concern:

This letter is being written in total support of all that The Collegiate School of Rochester has to offer, not just to their student body but also to the surrounding community.

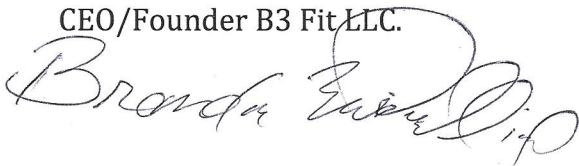
As an educator and father of two young boys, one currently in kindergarten and the other who is approaching kindergarten age and could attend this new school, the Foundational Elements in which The Collegiate School of Rochester is and will be built on are strong components that are missing from our community and the students in it. I feel that one of the primary pieces missing from our educational and community-building puzzle is a cornerstone that truly embodies, embraces and executes community learning! By this I mean having something that not only creates a community of educational juggernauts within its four walls, but it also is and can be a beacon of growth and bridge building between education and educators, their families and the communities in which they live in. I feel that with a lot of support and investment, The Collegiate School of Rochester can and will be that beacon!

I love the fact that The Collegiate School of Rochester is and will be centered on literacy, that not only enables and unlock the abilities of all kindergarten through fifth grade students but will also promote and prepare the students for real world experiences and job readiness skills. The focus on character development will also prepare all students to be successful leaders in their community, which is greatly needed in the city of Rochester.

For all these reasons, I hope that you strongly consider your full support for The Collegiate School of Rochester so that children like mine have the opportunity to attend such a school.

Best regards,

Brandon Williams  
CEO/Founder B3 Fit LLC.

A handwritten signature in cursive script, appearing to read "Brandon Williams", written over the typed name and title.

April 8, 2019

To Whom It May Concern,

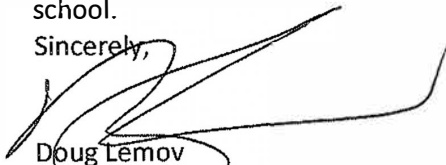
I am writing in support of The Collegiate School of Rochester, a proposed kindergarten through fifth grade school for the students and families of Rochester, NY.

I have spent most of my career trying to build the highest quality schools for student not born to privilege and, in particular, trying to build those schools in communities of need throughout New York State. In keeping with that goal I helped found Rochester Prep and grow it to multiple campuses and have worked with schools and districts across New York to train teachers. Because of this, I know how difficult it is to turn good intentions into good schools. It's far easier said than done and only the most committed and most clear-minded of teams can hope to pull it off. The Collegiate School of Rochester, I believe, is just such a team, and I sincerely believe that it will successfully provide a high-quality option for Rochester's students and families.

Given the longstanding history of poor academic performance in Rochester, The Collegiate School of Rochester's commitment to providing a robust literacy program, which will provide students with three hours of literacy instruction every day, will allow all students to read on grade-level by third grade. The promise of a safe, structured learning environment that eliminates time-wasting behaviors will allow such a program to flourish and students can focus on becoming strong readers who develop a life-long love of reading. In addition to Collegiate's robust literacy program, all students are exposed to STEM courses beginning in kindergarten and will have the opportunity to take computer science and engineering each year. Exposure to a rigorous and engaging academic program is what too many students in Rochester have been denied. I also have confidence in David McBride to deliver this academic program and to ensure that his teachers are continually being coached and developed so that high-quality instruction is happening in every class each day. My team is also committed to offering support through curriculum consulting to ensure that the best curriculum is delivered to the students of Rochester.

I have the utmost confidence The Collegiate School of Rochester will deliver on its promise to educate all students by providing rigorous, engaging curriculum, and character development within a structured, joyful, and data-driven community. The students and families of Rochester deserve access to schools committed to academic achievement and I believe Mr. McBride will provide such a school.

Sincerely,



Doug Lemov

Managing Director, Teach Like a Champion Team, Uncommon Schools

April 30, 2019

To the Reviewer:

Due to the bleak educational situation that currently exists in the city of Rochester, I am writing in support of The Collegiate School of Rochester, a proposed kindergarten through fifth grade school for the students and families living in the Rochester area.

As a retired educator with thirty-five years of experience working in rural, suburban, and urban school settings, I have witnessed the change schools need to undertake in order to meet the privations of today's elementary and secondary school students. While some schools have been skilled to meet this transformation, unfortunately others have not. It is because of this unfulfilled need that has led to the rise of charter schools and the desire for choice among families of school-aged children.

Students and families in Rochester, especially those from high-risk neighborhoods, require opportunities to think, to question, to design, and to discover for themselves in becoming knowledgeable, responsible adults and well-informed citizens. I believe this is the vision and goal of The Collegiate School of Rochester. From initial discussions with the school's leadership, a rigorous, integrated curriculum is being designed for teachers who are deeply committed to educating every child entering the school each morning, regardless of race, socio-economic status, primary language, or cognitive ability. I am excited to lend my expertise in helping to ensure that there is strong, inquiry-based science curriculum at the school and I give my backing to The Collegiate School of Rochester and encourage its approval at the state level.

This present bleak educational system of poor academic performance is highlighted nearly every day in the local paper. And although many are calling for an overhaul of the system (without specific details), The Collegiate School of Rochester is committed to providing solid steps for producing a robust program that fosters literacy in reading, writing, mathematics, science, technology, and social studies within a sheltered and structured learning environment. I have confidence that The Collegiate School of Rochester, sparked by the leadership of Mr. David McBride, will deliver on its promise to educate all its students by providing a collaborative culture committed to academic success and achievement. The futures of hundreds of young children depend on it.

Sincerely,

A handwritten signature in blue ink, appearing to read "D. Llewellyn", with a long horizontal flourish extending to the right.

Douglas Llewellyn  
Former K-12 Director of Science  
Rochester City School District  
Rochester, New York



April 7, 2019

To Whom It May Concern:

I write in full support of The Collegiate School of Rochester and strongly believe that this new school is very much needed for the city of Rochester. As a current charter school leader in Rochester, I am well aware of the difficulties facing families in our community. Students attending the Rochester City Schools have consistently performed the lowest in the state on state assessments. Students with disabilities or are English Language Learners are performing dreadfully low on these exams. For many years, students entered my middle school in 5<sup>th</sup> grade. Almost all of these students were below grade-level in reading and math, with some illiterate. In speaking with families throughout our community, many feel trapped with limited options to send their children.

The Collegiate School of Rochester will meet the needs of these families by providing a viable option for elementary students to receive a strong education in a school that stresses joy, safety, and character development. In creating a school with a safe structures and high behavioral and academic expectations, Lead Founder David McBride is setting the expectation that all students can learn and can have fun in the process. The curriculum being proposed at Collegiate will engage its students, with a heavy emphasis on reading that will expose students to a variety of different texts, and by offering classes such as engineering, computer science, and inquiry-based science that will allow students to collaborate in small groups and explore new activities. The idea of collaboration aligns to the character education that Collegiate will provide, with a heavy emphasis on being good, productive teammates. All of these elements will be incredibly important, and are desperately needed, as we work to reverse the vicious achievement gap in our city.

Mr. McBride is also well established in our community and has a history of establishing strong family partnerships in his schools. Unsurprisingly, this commitment to engaging with families and making them feel like the important partners that they are in this journey is one of the key elements of Collegiate. For these reasons, I both welcome and support The Collegiate School of Rochester and look forward to both seeing their success and partnering in any ways that we can.

Sincerely,



Jonathan Myler

Director of Operations

Rochester Prep West Campus Middle School

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Elementary School  
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Rochester Prep  
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Rochester Prep  
High School  
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April 30, 2019

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

Dear Mr. Frank:

It is with confidence and enthusiasm that we support the charter application for The Collegiate School of Rochester Charter School and the exceptional leadership of Lead Founder and proposed Head of School, David McBride.

Building Excellent Schools is a nationally recognized non-profit, whose flagship program, the Building Excellent Schools Fellowship, trains high-capacity individuals to design, found, lead, and sustain high-performing urban charter schools. David, currently a Fellow with BES, is a humble, thoughtful, proven leader who brings deep experience in school leadership and organizational management to this work. David has over nine years of experience with Uncommon Schools, including time as a teacher, leader, and founding Principal. From his time at Uncommon, he brings significant knowledge of teacher development, hiring, and school start-up to Collegiate.

David has spent his Fellowship year deeply immersed in studying high-performing elementary school models, to ensure he is prepared to effectively lead Collegiate. He has spent a month-in-residence at University Prep in Denver, CO, where he was immersed in the day to day operations of the school including curriculum design and classroom management systems.

David holds the bar of excellence high for himself as well as for his founding team and does not waver in his commitment to founding and leading a high-quality school in Rochester. His ability to manage multiple priorities and engage a variety of stakeholders as well as to plan in detail an academically rigorous, joyful, and character-focused school model further evidences that he will be an effective school leader, responsive to the community's needs and resolute in providing a high-quality education inspired by the school's mission and devoted to the success of its students.

We are honored to work with David and have complete confidence that his school leadership and the well-researched and practice-proven components of the public charter school design for The Collegiate School of Rochester will lead to strong student achievement.

It is without reservation that we support David and the application for The Collegiate School of Rochester Charter School.

  
Stephanie Patton  
Director, The Fellowship  
Building Excellent Schools





April 9, 2019

To Whom It May Concern,

I am writing to offer my support to The Collegiate School of Rochester, a K-5 elementary school for the students of Rochester, NY.

I am the Founder and CEO of Change Summer, a non-profit organization that starts and runs overnight summer camps for urban youth from low-income communities. I am also a Senior Advisor at Uncommon Schools, a non-profit charter management organization that operates 53 schools serving 19,000 students across Boston, Camden, New York City, Newark, Rochester and Troy. Formerly, I served as Uncommon's Chief Operating Officer, Managing Director of Rochester and Troy schools, and Chief of Innovation and School Operations. In addition, I currently sit on the Board of Trustees of Rochester Preparatory Charter School.

I am very familiar with the needs of students in Rochester, a city where the schools are largely under-performing to the detriment of students and families. Unfortunately, students are failing to meet basic proficiency rates in reading and in mathematics, and the Rochester City School District has struggled to find answers to support student performance. This has had an especially devastating impact on students of color, economically disadvantaged students, and students with disabilities. The Collegiate School of Rochester ("Collegiate"), with its rigorous curriculum, focus on literacy and STEM, belief in providing individual support to students, and commitment to developing great teachers, is a welcome addition to Rochester. Proposed Head of School, David McBride, brings much experience to the role, which includes school leadership, curriculum development, and teacher management. The mission and vision of Collegiate addresses what is currently lacking in many of our urban schools and will give Rochester families and students the opportunity to attend a college preparatory school and receive a high-quality education.

After conversations with Mr. McBride, it is clear that Collegiate is founded as a school with all students at its center – regardless of race, socio-economic status, native language, or disability. Collegiate will strive to prepare all students to be academically successful and to develop character traits that will allow them to become leaders in their community. I believe that Rochester needs as many high-quality public school options as possible, and with his charter school experience, current training as a Building Excellent Schools Fellow, and commitment to the students and families of Rochester, Mr. McBride can make Collegiate a wonderful experience for the families of Rochester. Mr. McBride and I have discussed a consultant arrangement by which I would provide executive coaching to Mr. McBride to help further develop his executive leadership. The arrangement would begin upon authorization.

For all of these reasons, I strongly support The Collegiate School of Rochester. Rochester needs excellent schools that will give our students the strong academic foundation they deserve. I hope that the authorizing committee will recommend Collegiate to open for our community starting in the 2020 school year.

Sincerely,

A handwritten signature in black ink, appearing to read "Joshua J. Phillips", written in a cursive style.

Joshua J. Phillips  
CEO, Change Summer and Senior Advisor, Uncommon Schools

April 16, 2019

To Whom It May Concern:

I write in full support of The Collegiate School of Rochester ("Collegiate"). Under the leadership of proposed Head of School David McBride and the governance ability of the proposed Board of Trustees, Collegiate has the opportunity to become a high-quality option for the families and students in Rochester who are deeply in need of more quality schools.

Throughout my own educational career, I have spent time in Rochester and have helped support Rochester charter schools. This experience has allowed me to see first-hand the needs of the community as the local district currently ranks as one of the lowest performing districts in the nation. With low graduation rates and low performance results on state exams, these students deserve the opportunity to attend a school that will push them academically with rigorous, grade-level standards; will intentionally develop teachers to ensure the strongest instruction each day; will choose and create curriculum that will prepare students for success in school, college and in life; and are committed to building strong partnerships with families that will allow parents and guardians to be engaged in their child's educational process. I firmly believe that The Collegiate School of Rochester will deliver these critical pieces to the Rochester community.

As I have learned more about the vision of the school in my discussions with Mr. McBride, I am excited to support Mr. McBride and work with him to make sure Collegiate is truly successful. My experience with curriculum, teacher development, and analyzing student data can be an asset to the school, and I look forward to providing my insight and support as needed. Mr. McBride's dedication to the students of Rochester and commitment to his own personal development give me further satisfaction that Collegiate will be a success and I strongly urge you to grant authorization to The Collegiate School of Rochester and allow more students the opportunity to attend a high-performing school that will prepare them for success in college and in life.

Respectfully,



Jesse M. Rector

National Dean, Leadership Programs





April 4, 2019

Dear Mr. Frank,

As the current Lead Founder of Houston Classical Charter School, former Principal and Director of Special Education of The Neighborhood Charter School of Harlem, I am pleased to write this letter in support for The Collegiate School of Rochester. Having a strong Board and School Leader that understands the needs of the community and the immediate attention this needs is crucial to the success of any school. Further, understanding the multi-faceted needs of students and families is critical, and I believe that Mr. David McBride has the experience, commitment, and drive to build a school that will provide strong supports for all students. His unwavering belief that every child deserves a high-quality education in their own community and his understanding that every child can succeed, will guide him as he works to design a school that truly works for everyone.

Mr. McBride is committed to the work, but most importantly, he also understand the challenges and needs and how to address them to fulfill the mission of the school. In reviewing, discussing, and influencing his academic program for Collegiate, he was able to create a program that has been proven to work for similar students and also adapting it to the particular needs for his community. He and his team, have clearly created a program to dramatically increase student's outcomes but to also serve the needs of all students including but not limiting to ELL/MLL, and Special Education.

The Collegiate School of Rochester prepares all students in K-5 to graduate from college by providing rigorous, engaging curriculum, and character development within a structured, joyful, and results driven community. I am truly elated that Mr. McBride understands the importance of founding a school where academics, joy, and values are equally important.

It is imperative that all students in the city of Rochester receive an equitable opportunity to attend a great school in their community. There is an obvious need in Rochester for options, and Mr. McBride and his team are prepared and willing to meet the needs and exceed. This is why I support a proposed charter school for the students in in Rochester, New York.

Please do not hesitate to contact me regarding my support.

Respectfully,

Deyvis R. Salazar  
Founder of Houston Classical Charter School

April 25, 2009

To Whom It May Concern:

We write in support of The Collegiate School of Rochester. The Lead Founder, David McBride, spent the month of January doing a residency at University Prep. During this time, we were able to work closely with David and to learn more about the vision of Collegiate, which shares many of the values and key design elements of University Prep.

Recent reports have shown that Rochester, NY, is one of the lowest performing school districts in the nation, with high levels of poverty, low graduation rates, and students consistently performing below grade-level on state assessments. Collegiate's focus on ensuring that all students are exposed to rigorous, grade-level standards, is incredibly important as studies have shown that many students in urban public schools are not receiving rigorous lesson materials, and while they may be graduating from high school, this is a false-positive as they are not prepared to be successful in college. Rigorous standards, with a focus on literacy, will ensure that the students of Rochester receive the quality education that they deserve to be successful in school and in life.

Collegiate's commitment to character education and family partnerships will further benefit their students, with an emphasis on leadership, teamwork, and community. The character focus will allow students develop traits and habits that will help them make positive and productive choices while also being able to resolve conflict and persevere through difficult moments. Having strong family relationships will allow parents to feel a part of their child's academic process and will lead to academic support at home.

During his time at University Prep, David was quick to jump in and support staff, scholars, and families to ensure they were receiving an education that they deserved. He was never hesitant to learn new things and consistently asked questions to our teachers and leaders on our practices to ensure he could apply those to The Collegiate School of Rochester. In conversations with David, he was very open and honest on what he needs to continue to learn about as he gets ready to open a school and he made sure that he spent his time in the specific areas he needed to learn about most.

Lead Founder David McBride's experience at Uncommon Schools and the BES Fellowship and his demonstration of skills and humility and University Prep make him the ideal leader to bring a successful school to Rochester. For all of these reasons, and without any hesitation, we support The Collegiate School of Rochester for the families and students of Rochester.

Sincerely,



John Argue  
Principal  
University Prep - Arapahoe Street



David Singer  
Executive Director  
University Preparatory Schools

April 29, 2019

To Whom It May Concern:

I am writing a letter in support of The Collegiate School of Rochester under founder David McBride. The educational landscape in urban Rochester is in dire need of this school as indicated by the results from both NYS assessments and graduation rates. The city of Rochester continues to rank the lowest in terms of its students' academic proficiency while the surrounding suburbs soar in comparison. In assessment grades 3-8, the Rochester City School District averaged 11% proficiency with 62% of its students scoring a level 1, 27% of its students scoring a level 2, 10% of its students scoring a level 3 (up 3% from last year), and only 2% of its students scoring a level 4. These results translate directly into graduation results where the graduation rate last year was a 54% with only 37% of students receiving a Regents diploma. Additionally, children in the Rochester City School District are overwhelmingly minority students and the majority is also economically disadvantaged. These results are tragic. They are a warning sign that the cycle of poverty continues in Rochester.

Parents and community members (I am both) are concerned about the educational options for our children. Many urban parents look to the Urban Suburban program as one option; however, recent events at suburban schools have continued to underscore the hostility and racism that are faced by urban students when they go to school in the suburbs. Additionally, many parents consider charter schools as a place where they can send their children for a better education. However, the results of these urban charter schools have been mixed. There is an overwhelming need for The Collegiate School of Rochester to give young students in the city a chance to succeed academically beginning at a young age. The foundation of literacy as outlined in Mr. McBride's vision for his school is paramount in closing the achievement gap that is so entrenched in our city. As educators and parents alike know, if a child cannot read on grade level by 3rd and 4th grade, the likelihood of them graduating and succeeding in college is slim to none. Our children in Rochester cannot afford to be left behind any more, and Mr. McBride views rigorous, engaging academics as one way of achieving equality for our students. His approach of basing instruction on data and his vision of teacher development through observation and feedback are exactly what are missing in our current educational environment. Additionally, his school is unique in its intended focus on computer science and engineering. In our technology-based world, it is imperative that students have early exposure and education in these areas, and it is amazing that the Collegiate School of Rochester can offer this to our young children! Current statistics on minorities in computer science and engineering would also indicate that instruction in this area will be another key in closing the achievement gap.

Mr. McBride also has a clear vision for the culture that he would like to establish at his school. His emphasis on LIGHT values and a structured, joyful learning environment appeal to me as a parent and a community member. The core values of leadership, integrity, grit, hard work, and teamwork are critical for academic, personal, and social success. In addition to poverty, Rochester is also plagued with

violence. With a focus on LIGHT values, Mr. McBride seeks to create a learning environment that is safe and structured as so many of our young people have experienced trauma—even at a young age.

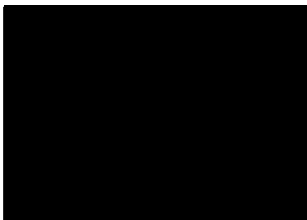
Finally, the family and community partnerships Mr. McBride would like to see flourish at his school are a key piece that is missing from our current educational landscape. I do not know of any other schools (although I could be misinformed) who schedule a time their Head of School to take feedback from parents. This humility and servant mindset is something that may exist in other schools, but it has not been systematized in this way. There is an urgent need in Rochester for parents and community members to be able to communicate directly and openly with the people who they entrust with the children's education. There needs to be accountability and dialogue that puts children and their academic interests first. Additionally, The Collegiate School of Rochester is innovative in its growing connections with community organizations such as the Greater Rochester YMCA, the Greater Rochester Summer Learning Association, Action for a Better Community and Head Start programs, as well as Coordinated Care Services, Inc. These organizations have a history of community support in Rochester, and there are a lot of opportunities for children in the city to benefit from services offered by these organizations.

In summary, there is a great need for The Collegiate School of Rochester. The current statistics around academic achievement require more opportunities for students to learn in a safe, rigorous, and structured environment like the one that will be found at Mr. McBride's school. In particular, the focus on computer engineering and technology is unique and will afford great opportunities for Rochester students to distinguish themselves. Please do not hesitate to reach out to me if you have any additional questions.

Sincerely,

*Emily Volpe*

Emily Volpe





*Believe, Achieve, Succeed*

**Magaly Rosario, Executive Director**  
**Todd Garnier, Chief Financial Officer**

**Sherley Flores, Elementary School Principal**  
**Carol Jones, High School Principal**

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To whom it may concern,

I am writing in support of the Collegiate School of Rochester. Although I have worked in education for over 20 years, I have had the privilege of working at three local charter schools since 2006. I have been afforded the opportunity to serve our students in families at both the elementary and middle school levels in various roles to include Dean of Students, Director of Curriculum and Instruction, Assistant Principal, interim Principal, and Executive Director. With that being said, I am quite familiar with the needs of both our students and our community.

The Collegiate School of Rochester believes that the path to college graduation begins in kindergarten. These words ring very true. Providing a safe, nurturing, supportive environment from the onset of a child's educational journey is imperative. Having worked at a Rochester charter school that was a standalone 5<sup>th</sup>-8<sup>th</sup> grade middle school, I experienced the difficulty of having students come from 40+ different schools with varying gaps in their education. In conjunction with their key elements, knowing that Collegiate will start with their students in Kindergarten will only enhance the school's ability to insure each and every student starts with a rigorous, collegiate focused education from their first day of school.

The key elements that will drive and sustain The Collegiate School of Rochester are something the landscape of Rochester education is in dire need of. With Rochester's high school graduation rate hovering around 50%, Collegiate's planned rigorous, and researched-based curriculum will prepare all K-5 students to have the academic knowledge and skills necessary for academic success both now, and with a solid foundation to foster continued student academic success in 6<sup>th</sup>-12<sup>th</sup> grade.

The Collegiate School of Rochester will not only provide a rigorous, literacy and STEM focused curriculum, it will also meet our community's need of building students of character with leadership skills and a commitment to make their community a better place.



*Believe, Achieve, Succeed*

**Magaly Rosario, Executive Director**  
**Todd Garnier, Chief Financial Officer**

**Sherley Flores, Elementary School Principal**  
**Carol Jones, High School Principal**

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It is with my highest recommendation that I lend my support to The Collegiate School of Rochester. Collegiate will not just be “another charter school”. Rather, it will be a much needed asset to our community and a solid, viable choice for parents looking for a safe, academically focused school that does not lose sight that character education matters.

Sincerely,

Robert Zimmerli  
Assistant Principal 3<sup>rd</sup>-5<sup>th</sup> Grade



[REDACTED]  
[REDACTED]

April 15, 2019

Mr. David McBride  
Building Excellent Schools

Re: Collegiate School of Rochester

Dear Mr. McBride,

I am writing to voice my support for the Collegiate School of Rochester. You have clearly done a great deal of work to assemble your six key design elements for this school.

I am supporting Collegiate because of the mission of Building Excellent Schools. I believe that you sincerely intend to provide a structured, intentional, and supportive environment where every decision is grounded in the belief that every student has a right to a high-quality education.

I believe in your commitment to literacy and the ethos that serves as the foundation of BES and Collegiate School of Rochester. I wish you success in building this school, which will help change lives in our city.

Sincerely,

Mitch Gruber, PhD  
Councilmember, At-Large





May 1, 2019

To Whom It May Concern,

I am writing in support of The Collegiate School of Rochester, a proposed kindergarten through fifth grade school for the students and families of Rochester, NY. As the Executive Director of The Center for Youth for nearly two decades and a Rochester City Councilwoman, I am deeply aware of the needs and the challenges facing our community, especially our youngest residents.

During my tenure in both of these roles, I have come to appreciate and recognize the value that high-quality charter schools can provide from a rigorous curriculum and great instruction, with teachers and leaders who care deeply about the educating every child, regardless of race, socio-economic status, disability, or first language.

From my understanding of its goals and purpose, The Collegiate School of Rochester has a commitment to providing a robust literacy program, which will provide students with three hours of literacy instruction every day, will allow all students to read on grade-level by third grade. The promise of a safe, structured learning environment that eliminates time-wasting behaviors will allow such a program to flourish and students can focus on becoming strong readers who develop a life-long love of reading. In addition to Collegiate's robust literacy program, all students are exposed to STEM courses beginning in kindergarten and will have the opportunity to take computer science and engineering each year. These are all elements of a school building that is much needed in our community.

The Collegiate School of Rochester has attainable goals as its promise to educate all students by providing rigorous, engaging curriculum, and character development within a structured, joyful, and data-driven community. The students and families of Rochester will benefit from access to such a school such as the Collegiate School of Rochester which is committed to academic achievement.

With best regards,

Dr. Elaine Spaul

Executive Director, The Center for Youth



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May 2, 2019

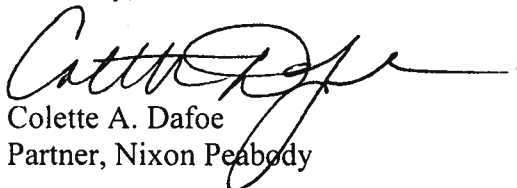
To Whom It May Concern:

I grew up in and spent most of my early educational years in Upstate New York. I am keenly aware of the current levels of academic disparity that exist in Upstate New York and, in particular, the city of Rochester. The students of Rochester deserve high-performing schools so that every child, regardless of race, socio-economic status, disability, or home language has the opportunity to receive a great education. For too long this opportunity has been unattainable. The academic program of The Collegiate School of Rochester ("Collegiate") is a necessity in Rochester and I want to express my full support behind Collegiate's efforts to offer a high-quality education to the students and families of Rochester beginning in August of 2020. Collegiate's commitment to a robust literacy program, offering STEM courses in kindergarten, creating safe environments so that all students can learn, and establishing impactful partnerships with families and community organizations will help create a school that is desperately needed in Rochester. These elements, as well as a commitment to character education, will ensure that the children in Rochester are prepared for success in school, college, and in life.

Nixon Peabody LLP (the "Firm") is an AmLaw 100 firm with strong, industry focused leaders that concentrate on sophisticated work and who are deeply committed to pro bono. The Firm strongly encourages each of our attorneys to use our legal skills to give back to our communities. We have a large office in Rochester and are strongly rooted in the city. We are already actively engaged in fighting for children in Rochester and have agreed to represent Collegiate on a pro bono basis in order to further these much needed efforts.

For these reasons, I enthusiastically support Collegiate's mission and believe that the students of Rochester deserve the opportunities that Collegiate will create.

Sincerely,



Colette A. Dafoe  
Partner, Nixon Peabody

CAD/ke



April 13, 2019

To Whom It May Concern:

As a former school administrator, small business owner and resident of Rochester, I am pleased to write this letter of support for the Collegiate School of Rochester. There is an urgent need in Rochester for high quality educational options for students and based on the leadership and design proposed by the Collegiate School of Rochester, I am confident in the school's ability to meet this need beginning in August 2020.

Great schools are crafted through numerous best practices, but school leadership is among the most important. I met David McBride a little over a year ago when he was transitioning from Rochester Prep High School as Principal. I was immediately impressed with his intellect and insights on education. I was most impressed by his very clear belief in all children being able to succeed given the right educational environment---a sentiment that is not universally held in Rochester. Mr. McBride's excitement for new ways to impact educational outcomes for students in Rochester is admirable and I know that energy will permeate the staff and students at the Collegiate School of Rochester.

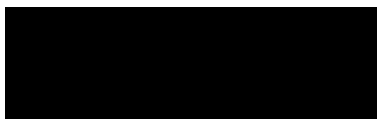
Mr. McBride has gone about constructing the design of Collegiate in the same urgent and aspirational manner that he has led schools in the past. The Collegiate School of Rochester stands out in many ways in the Rochester charter sector. Its balanced approach to academic excellence along with character education, is in my opinion, the exact right balance. I particularly appreciate Collegiate's beliefs around students developing into leaders with the initiative to control their own academic destiny and to do what is right even when difficult. These beliefs align to the truest meaning of education—to develop well-informed citizens capable of leading.

Mr. McBride has been extremely thoughtful in the design of the school-accessing regional and national experts to understand the best approach to support all students and in building his board which will be key to a strong inaugural year.

I support the approval of the Collegiate School of Rochester to serve students in my district. I value the mission and approach of the Collegiate School of Rochester and I would be pleased to see this school of choice in Rochester.

Sincerely,

Deborah A. Hanmer



April 21, 2019

Letter in Support of The Collegiate School of Rochester

To Whom It May Concern,

I write in support of the granting of a charter for The Collegiate School of Rochester. The students growing up in Rochester are in desperate need for this charter school. Sean Reardon's data from Stanford show the Rochester City School District (RCSD) to have the lowest 3<sup>rd</sup> – 8<sup>th</sup> grade academic growth in ELA and math of any of the nation's 200 largest districts. The report of Jaime Aquino, RCSD Distinguished Educator, paints a picture of a deeply dysfunctional and chaotic school system where the students' needs are trampled.

The Collegiate School of Rochester will be capable of educating students and preparing those students for college, career and for life. Building Excellent Schools (BES) is a proven creator of schools. I have visited many of their schools and they are first-rate. BES schools offer rigorous education while addressing the needs of the students. Every adult in a BES school is focused on student education and student well-being. The training and support that BES provides for the school leader is as good as any organization's in the country. BES's success rate is extremely high.

In addition to the success rate of BES, I have known David McBride and seen his teaching and leadership success for 13 years. I have visited classes where he taught; academics were rigorous and student engagement was high. I have toured his school while he was principal and it was a high performing, orderly school. With David's prior record of success, the rigorous BES training, and the BES support, The Collegiate School of Rochester will be a great school and is vitally needed in Rochester.

Sincerely,



Joe Klein

Chairman

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April 22, 2019

To Whom This May Concern,

Foodlink strongly supports the charter application for The Collegiate School of Rochester in its mission to provide a transformational educational experience for all students, regardless of race, background, and socioeconomic status.

The Collegiate School of Rochester understands that the path to a college education begins at a young age, and it aims to prepare children for this path through an engaging, rigorous, and researched-based curriculum. Its emphasis on building literacy, maximizing instruction time and developing family and community partnerships will be critical to the success of children in Rochester, which owns one of the worst child poverty rates in the nation.

Foodlink, the regional food bank that serves 10 counties in western New York, understands the potential of young children in underserved areas when equipped with the necessary resources and tools for success. For decades, we have been committed to improving the health and well-being of children through multiple programs that address childhood hunger in the Rochester region. Through the careful preparation of nutritious school meals, and its distribution of food through the Backpack Program, Foodlink ensures that thousands of Rochester-area children can reach their true potential in the classroom and in life. Collegiate's mission of supporting the most at-risk students resonates strongly with our beliefs and our core values.

We are delighted to support The Collegiate School of Rochester's application, and are confident that the school can and will ensure that all of its future students are college ready and college bound.

Sincerely,

A handwritten signature in blue ink that reads "Julia Tedesco".

Julia Tedesco  
President & CEO

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

Not applicable.



### Attachment 3: Course Descriptions

Course descriptions for all content classes, including core subjects and supplemental courses are described in **Figure 1: Course Descriptions**. For more information regarding our curricular design and instructional approach, see **IIB. Curriculum** and **IIC. Instruction**.

**Figure 1: Course Descriptions**

| Course                                       | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Literacy</b>                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Read Aloud<br>K-2                            | Read Aloud allows teachers to infuse a love of learning in their students by modeling expressive reading and choosing engaging texts that captivate our students. For new readers, this allows students to connect the words of the text with the words spoken by the teacher and to build their vocabulary. Teachers will pause to ask Think Aloud questions and allow for turn and talks to promote reading comprehension skills and to allow for active student participation. Students engage in meaningful discourse about the text that promotes comprehension and critical thinking skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Phonics<br>K-2                               | Students develop phonemic awareness and letter skills through engaging, fast-paced instruction aimed at decoding skills and strengthening oral language. Teachers use Reading Mastery materials to engage students and allow for high-frequency practice. We will utilize 'Oral Drill' before lessons, which will allow students more practice on skills such as identifying sight words.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Guided Reading<br>K-5                        | Guided Reading is an instructional approach to literacy that supports reading comprehension. Teachers work with a small group of students with similar reading levels, as determined by STEP assessments. Students read texts, both fiction and non-fiction, that are one to two levels higher than their independent reading level, and allows for some intellectual challenge, opportunities for problem solving, development of fluency skills, and the opportunity to build upon previously learned strategies while developing new skills. The teacher first identifies a skill to teach their group and then selects a corresponding text. Teachers will preview the text and introduce challenging vocabulary. The teacher will then lead a mini-lesson in which they model the skill being taught before students begin reading the text. In Kindergarten, the teacher may start by reading each page and having students repeat back what the teacher read before reading independently. As students read, the teacher is actively conferring with scholars about the skill being addressed. After students read, they discuss the meaning of the text and begin to work independently on the skill with the teacher actively monitoring their work and intervening at appropriate moments to ensure each student understands the skill. |
| Accountable Independent Reading (AIR)<br>K-5 | Students read, uninterrupted, for a set amount of time to build stamina and practice implementing their learned reading habits. In Kindergarten, students choose a text from the class library, with teachers ensuring they choose a text that matches their reading level, which allows them to choose a book they are interested in and build their excitement for learning. Beginning in first grade, teachers create a short 'Reading Report' for students to complete which ensures an accountability mechanism to the task.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Blended Learning                             | Blended learning will allow students the opportunity to practice literacy skills through the use of computer programs during our small-group literacy blocks.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |





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| K-2                     | In Kindergarten, students will begin the year using computers and as they become stronger readers, we will alternate between Blended Learning and AIR. We will use i-Ready and Raz-Plus, or similar programs, which allow personalized literacy support and have proven effective in educating and supporting students with disabilities. <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Writing Workshop<br>K-5 | Writing Workshop, the curriculum by Lucy Calkins, exposes students to various types of writing, both fiction and non-fiction. Students will receive this instruction daily and delivered through whole-class instruction. Writing workshop allows teachers the opportunity to choose engaging writing prompts that can supplement topics being covered in other classes. Writing Workshop begins with a quick hook to engage scholars and then the teacher provides a short, clear model of the day's writing skill/focus. Students then apply the skill, either independently or with a partner, so that the teacher can check for understanding. Then students work independently for the duration of class as the teacher aggressively monitors to analyze work, collect data, and have individual conferences. In K-2, there is a focus on basic sentence structure, grammar, spelling, punctuation, and handwriting. In grades 3-5, students learn and practice narrative, informative, and persuasive writing.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Close Reading<br>3-5    | Our Close Reading curriculum will be internally-created and transitions students from "learning to read" to "reading to learn." Text choices will include both novel study, informational texts, and poetry and students will demonstrate their understanding of the text through class discourse and independent writing. <b>Novel Study.</b> Students experience a deep-dive into a wide variety of texts, both classical and culturally diverse texts, to better understand different cultures, different perspectives, and opposing viewpoints. Novel study allows students to experience events unfamiliar to them, build on familiar experiences to increase knowledge, and understand events from a new perspective. Novel study encompasses a read-write-discuss model where Close Reading is strengthened by accompanying writing tasks, both during and after reading, and whole-class discussions. <b>Informational Texts.</b> Students develop strong reading and writing habits as they "read to learn." Teachers choose informational texts and script text-based questions for students to analyze. Students will read and annotate the text and begin to script written responses to these passages. During independent practice, teachers purposefully circulate to provide individualized feedback on the targeted skill. This block is an opportunity for teachers to choose informational texts that coincide with the topics being discussed in other literacy blocks, social studies, and science, and allows teachers the opportunity to choose engaging writing prompts that can supplement topics being covered in other classes. |
| Reading Workshops       | Lucy Calkins "Reading Workshop" allows for teachers to model specific skills in a mini-lesson at the start of the lesson, and then allow ample time for independent practice in which the teacher circulates the room, analyzing student work, and stopping to give feedback to individual students or a small group. Based on the teacher analysis of student work, a second mini-lesson occurs during independent practice to allow the teacher to address the student                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

<sup>1</sup> "Research & Efficacy." *Research & Efficacy* | Curriculum Associates, [www.curriculumassociates.com/Research-and-Efficacy/Details](http://www.curriculumassociates.com/Research-and-Efficacy/Details), [www.siia.net/codie/About-the-Awards/Past-Winners/2018-Finalists/Details/cID/291](http://www.siia.net/codie/About-the-Awards/Past-Winners/2018-Finalists/Details/cID/291).



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|                                             | misconceptions. Students continue independent practice before ending the class with a whole-class share out and stamping for understanding.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Book Club<br>3-5                            | During Book Club, a teacher leads a shared reading with the entire class, often from a book that the class was able to vote on to create greater engagement. The teacher model reads small excerpts of the text and then calls on students to read aloud, usually 1-2 paragraphs, before calling on another student. The teacher pauses to ask comprehension questions or vocabulary questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Social Studies<br>K-5                       | Our social studies will be internally-created and will occur on a rotating basis with our science class (approximately 4-6 weeks per unit). When applicable, this will be cross-curricular as it overlaps with literacy, science, and computer science. Our curriculum will align to the New York State K-12 Social Studies Framework and we will utilize Core Knowledge to supplement our units of study, which will be sequenced across grade-levels to ensure our students are prepared for success in the following year. Students will be exposed to content through multiple ways, including primary source documents, non-fiction texts, and using technology to show videos or interactive maps.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>STEM Program</b>                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Math<br>Investigations<br>K-5               | Relying heavily on the Investigations 3 curriculum, students develop important skills and understandings including problem solving, representation, reasoning and proof, adaptive reasoning, operations, procedural fluency, and conceptual understanding skills. Students will engage in peer discussions and larger blocks of independent practice allowing teachers to circulate and analyze their work. Investigations 3 utilizes manipulatives in its lessons, has embedded differentiated support, and supplies materials in both English and Spanish. Teachers begin Investigations by providing a hook to engage students by explaining the real-world application of the skill being taught and how they build on previously learned standards. Students are then given approximately 15 minutes of work time with a partner while teachers aggressively monitor to analyze student work and track misconceptions. After partner work, teachers facilitate whole-class discourse to allow students to share their thinking and for the class to analyze strategies. Once the key understandings are ‘stamped’, class ends with an exit ticket so that every student has the chance to demonstrate mastery. |
| Cognitively<br>Guided<br>Instruction<br>K-5 | CGI math is a student-centered approach to developing math skills building on students’ prior knowledge in which students apply problem solving and sense making skills to solve story problems. Students practice using manipulatives to represent their understanding of problem-solving skills. The structure of CGI is as follows: (1)Teacher reads the story exactly twice- first time in an engaging way, second time reading it word for word (2) and then teacher calls on 3 students to retell the story to test for comprehension. The first student should have solid comprehension; the second student normally retells the story correctly; the third student often struggles with comprehension. (3) Teacher checks for understanding. This can be as simple as a whole-group thumbs up/thumbs down or the teacher could pose a question to the class that forces students to explain their initial thoughts. (4) Students solve the problem independently as teachers aggressively monitor with clipboard in hand, analyzing student work and tracking observed strategies that students are using                                                                                                   |



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|                            | and common misconceptions. (5) Teachers discuss the most common student misconception. (6) Teachers purposefully select 2 students to share their thinking in front of the entire class. The first student has a less sophisticated strategy that represents the common student misconception whereas the second student has a more exemplar response. As students describe their thinking, the teacher poses a guiding question for the class to help them as they listen to and analyze the student discourse. (7) Students analyze two responses with the teacher asking probing questions about the strategies to the class. (8) After Stamping the Understanding, students then apply their understanding by re-answering the question using a different strategy. <sup>2</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Math Fluency<br>K-5        | Students receive high frequency at-bats to build automaticity with math facts during 'Mad Minutes' and Morning Math. 'Mad minutes' and Morning Math both allow for daily spiral review of learned standards to supplement our math curriculums. Students begin the day with Morning Math, a ritualized routine that could include Calendar Math, Question of the Day, and Number Strings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Science<br>K-5             | Our science class will occur on a rotating basis with our social studies (approximately 4-6 weeks per unit), and we will utilize Amplify Science as a basis for our curriculum. When applicable, our science units will take a cross-disciplinary approach with our social studies units. <sup>3</sup> Amplify Science follows a "Do, Talk, Read, Write, Visualize" structure, that allows students to engage with a variety of different activities and lesson-types that allows students to investigate problems in small groups with the teacher guiding them through the process of scientific inquiry. There is a focus on scientific writing and discussion that further supports our literacy program allows students to better understand the world around them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Computer<br>Science<br>K-5 | Our curriculum will be internally-created as we partner with Professor Paul Tymann from RIT and resources from Brooke and Republic Charter Schools. Students develop critical thinking skills, collaborations techniques, and investigation techniques. When applicable, students will use their computer literacy skills in social studies classes. <b>Lower Academy:</b> students could learn about how to create a code that instructs a robot to pick up cups and to place them on a table in a certain pattern. Class would start with explicit vocabulary instruction as teachers introduce new content-specific terms. Teachers would then ask questions to start stimulating student thinking about how they would need to give directions to a robot. Teachers would then give students a list of directions (pictures with words such as an arrow pointing upwards that says "pick up cup". Students would then work in pairs to determine how they want the cups placed on a table and then the sequence of orders that they would need to give the robot to make this pattern. The teacher will circulate and provide feedback and/or questions that force students to think more deeply about their design. When done, students will have created a code for the robot to follow and will be able to test their code with a student from a different group to see if it were effective. The teacher would then lead a share out where students could explain the thinking behind their code before ending with |

<sup>2</sup> Our CGI structure is modeled after The Neighborhood Charter School of Harlem.

<sup>3</sup> We will work with Douglass Llewellyn, the former K-12 Director of Science for RCSD, a former science Professor at St. John Fisher College, and published author and expert in the field of inquiry-based science instruction, to identify areas where the New Generation Science Standards and the New York State K-12 Social Studies Framework could merge to create cross-curricular lessons.



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|                                | <p>a final written reflection. <b>Upper Academy:</b> students will build on their knowledge learned in lower academy to create code on their computers. Class would begin with a warm-up in which the teacher presents new materials or new vocabulary. Students are then placed in pairs or small groups and using an online puzzle program with a set of visual directional icons, students practice giving directional commands to a character that helps them out of a situation, such as a maze. The puzzles will increase in complexity, causing students to think more deeply about their “code” and will cause students to try multiple codes before correctly solving the puzzle. Class will end with a share-out of best strategies and thinking followed by written reflection.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Engineering K-5                | <p>We will utilize the engineering units from Amplify Science, while continuing to use programs from Lego Education, Engineering is Elementary, and TeachEngineering. These units allow for contextual learning, problem solving, teamwork, and project-based learning as students work in small teams to engage in the lesson and activity. <b>Lower Academy:</b> a typical lesson could follow a “what can you see-go make-show and tell” lesson structure. The teacher could show a picture of a bridge and will ask students questions about what they see, why aspects of the bridge might be important to the overall structure, and if they were going to make a bridge what are some things they would want to include? Then students spend time making their bridge, whether independently, in pairs, or in small groups. During this time the teacher can ask questions to the students about their design to generate further student thinking. During show and tell, students explain the thinking and rational behind their design. The teacher will chart key ideas that students can utilize in future activities. The cognitive thinking throughout this lesson structure is predominantly on the students. <b>Upper Academy:</b> Students will utilize Lego Education and could engage in a project that lasts two classes on a topic such as “what features of a building would make it resistant to an earthquake?” The first part of the lesson would involve acquiring knowledge, whether through watching a video or the teacher giving a short lesson about the topic. The teacher would then pose a set of questions to the class in which students would discuss to further develop their thinking, with the teacher intervening at key moments to stamp a key understanding or to steer the conversation in a new direction. Students would then create a building and an earthquake simulator using materials from a kit with the understanding that it needs to be resistant to earthquakes. Once the first design is completed, the earthquake simulator will test the design. Students will then have to identify what led to their building not withstanding the earthquake and adjust their design. Students will then share their key findings as a class, with the teacher charting key findings. The project will end with students submitting a written analysis or answering a series of open-response questions demonstrating their knowledge and understanding.</p> |
| <b>Supplemental Curriculum</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Physical Education K-5         | <p>Physical Education classes will happen three-times per week for a total of 2 hours each week for all grades. The goal of our physical education program is to promote both physical and mental health and will include both physical activities and mindfulness. Our PE program also allows us to reinforce our school values with a focus on teamwork. Our curriculum will be internally-</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |



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|             | <p>created and we are currently exploring various resources to produce a well-rounded curriculum. These resources include The Kindness Curriculum from the Center of Healthy Minds at the University of Wisconsin-Madison and Dynamic Physical Education (“DPE”). A typical lesson from DPE begins with a 2-3 minute introductory activity the moment students enter class to get them moving immediately. This leads into a fitness component where students engage in a variety of physical activities, with the emphasis for the group being on personal best. Students then have the lesson focus, which teaches a skill or set of skills, with the focus being to master the skill and not to worry about the end product (e.g. use proper technique to pass a soccer ball). Class ends with a final activity that allows students to apply the skills in a game setting. Over the course of a unit students master multiple skills. During these classes, teachers are also creating opportunities to teach students how to effectively resolve conflict through peer mediation, which includes how to calm oneself down when they are starting to get upset and how to listen respectfully to a peer. Teaching these skills are life skills, and sports and physical activity provide an ideal arena for students to learn how to resolve conflict in a respectful manner.</p> |
| Arts<br>K-5 | <p>Our art classes will expose students to visual arts, music, and performance arts. In lower academy, visual arts will be computer based. In upper academy, students will be exposed to more visual arts, music, and performance arts. Music classes will be called “music movement,” and will expose students to terms such as “beats” and “rhythm,” allow students to sing, and allow students to dance. Our music class will be based on the classes taught at Equitas Academy in Los Angeles, California. Our visual arts classes will introduce students to drawing, painting, and sculpture. When applicable, the content of these projects will overlap with what is being taught in literacy classes, social studies, or science classes. Our performance art classes will expose students to improv and acting, with an emphasis on public speaking.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



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

**Student “Day in the Life”**. Shahia wakes up at 6am, excited for the day. She puts on her light blue long sleeve polo with the navy-blue Phoenix and “The Collegiate School of Rochester” stitched in gold. She loves her uniform because it allows her to feel part of a special team. Shahia goes through her book bag one last time, checking her homework folder to make sure that her mother signed her homework log, acknowledging that they have read together for 30 minutes. On her ride to school, her father quizzes her on single-digit addition and asks her how she will focus on being a strong teammate today, which is one of the school’s core values. Her father smiles at her response, proud that Shahia is on the path to college. When their car pulls up to the school, Ms. Conde, the Dean of Curriculum & Instruction, is already there, smiling, waiting to open the door and greet the family. Shahia greets Ms. Conde with a big smile and marches proudly up to Mr. McBride, the Head of School, with arm extended to shake hands. Mr. McBride greets her warmly, shaking her hand and complimenting her on her growth since the last STEP assessment. Shahia smiles, thanks Mr. McBride, then heads into school, where she is greeted by Mr. Joseph, the Dean of Culture, who greets her, checks her uniform and thanks her for being ready for the day. He asks Shahia what she is focusing on today, and Shahia shares how she wants to end the week on blue. Mr. Joseph says that is a solid goal and gives her a few words of advice before wishing her well as she heads to her classroom, Syracuse, which is easily recognizable with the blue and orange Syracuse pennant hanging above the picture and quote from Frederick Douglass. Shahia brightens when she sees Ms. Bennett, her reading teacher, and greets her with a hug. Ms. Bennett asks her about her evening and how her brother is doing. After Shahia shares that she taught Isaiah about the ‘th’ sound last night, Ms. Bennett quizzes Shahia on her sight words, which Shahia had struggled with the previous day. She answers five of the seven words correct, one more than the day before, and Ms. Bennett gives her a quick strategy on how to remember the final two. Shahia thinks silently for a moment and whispers a ‘got it’ to Ms. Bennett, who smiles, gives her a high-five, and tells her to have a great day. As Shahia walks to her cubby, she is greeted by Mr. Bolduc at the front of the room who thanks her for moving with such urgency. She unpacks her bag, drops her lunch bag and homework folder with Mr. Bolduc and takes her seat for breakfast. At her seat, she eats her breakfast to the sound of classical music before beginning her **Brain Work**. At 7:43, Mr. Bolduc announces, “Last bites,” and Shahia moves all of her breakfast trash to the corner of her desk, and her teammate, Alexi, comes around to collect trash. Shahia and her class then transition to the carpet while singing their Syracuse cheer, and begin **Morning Meeting** on the where Ms. Bennett leads them in **Morning Math** before Mr. Bolduc shares their teamwork goal for the day. Ms. Bennett then begins their **Read Aloud** book, which Shahia enjoys because she loves listening to how Ms. Bennett reads with such animation and excitement. After Read Aloud, Ms. Bennett begins **CGI** math and reads a story problem. Shahia listened as her three teammates to recite the problem and excitedly dives into answering the problem when she returns to her desk. During the class review, she was elated to be chosen to share her strategy and felt more pride when her teammates recognized her outstanding work with a “fizzy soda pop” cheer. Shahia loves the next





part of her day the most. She starts in a small group for **Reading Mastery** with Mr. Bolduc, before having time alone to use her computer for literacy review. When they break for snack, Mr. Bolduc allows the students to “get their wiggles out” with the 5-4-3-2-1 Shake Out Dance. For her third **Literacy Rotation**, Ms. Bennett leads Shahia in **Guided Reading** where Shahia and her teammates received stickers for demonstrating great focus. Shahia transitions with Syracuse to recess, followed by lunch, where she is able to talk with her teammates about their day. Following lunch, she works with Mr. Bolduc and two other classmates on math problems that she had struggled with over the last week involving addition. Next, during math class, Ms. Bennett presented a new problem to the class where they had to use their regrouping strategies. After posing the question to the group, Shahia was able to work with a partner to begin trying to solve the problem. She felt especially good when her teammate, Joshua, was called on and correctly explained their strategy to the class, which lead to another celebratory cheer from the class. When Mr. Bolduc returns for **Writing Workshop**, he starts the class with a Syracuse homeroom chant, which he often does before presenting the writing focus for the day. Mr. Bolduc begins teaching a new skill, and as he models it for the students, Shahia intently watches his every move, determined to master the skill the on her own. Later in class, she is proud to receive a sticker on her work from Mr. Bolduc, as he confirms that she has indeed mastered the skill. Following writing class, Mr. Bolduc leads **Social Studies**. His laptop is projecting a large map of New York State, and he begins quizzing them around geographical features and why the Iroquois would choose to live here. At first, Shahia is confused as she is unfamiliar with the large map. Mr. Bolduc asks the class a series of probing questions that makes Shahia think that there is something important about the lakes on the map. After being able to share with her partner, Shahia bravely raises her hand and states that “being by water is good for having something to drink.” Over the next few minutes, many of Shahia’s classmates identify other reasons why water would have benefited the Iroquois. Mr. Bolduc finishes the lesson by complimenting the class on their hard work. Shahia’s last class today is **Engineering**. Ms. Peterson teaches the class, which has been using legos to try to construct small houses. Shahia works with two other classmates during this time, and loves how they get to try explore and try new designs before Ms. Peterson gives them feedback to apply. After snack, Shahia has **Choice Time**, and today she is going to spend time working with Ms. Bennett on reading. At the end of the day, Shahia packs up her materials, making sure she has her homework folder and independent reading books, and joins her teachers and classmates on the carpet for their **Character Closeout**. Mr. Bolduc identifies 2 students who have been excellent all week, even when no one is watching, and Syracuse does another cheer to celebrate their success. Ms. Bennett then identifies one growth area for the team, which today was having smoother afternoon transitions to and from the carpet ensuring that each student respects everyone’s personal space. She called on two students to explain why this is important and then Mr. Bolduc set a goal for tomorrow that if all transitions were smooth, they would have an extended celebration on Friday. Shahia couldn’t contain a brief ‘yes’ at the thought of both a challenge and reward. After the goal was set, Ms. Bennett led Team Orange in one final chant before resetting them for dismissal. Waiting in the pick-up line, Shahia is able to share highlights of her day with Mr. Joseph, before he walks her





to her mother's car. As Shahia gets into her car, her confidence is at an all time high. She thought about how her actions were leading her to becoming a leader, like Sojourner Truth and Frederick Douglass, and is excited to share her day with her mom.

**Teacher "Day in the Life"**. Mr. Bolduc routinely gets to work at 6:30am, knowing that he likes to make sure everything is set prior to student arrival. He hangs his lesson plans in the back of the room, especially excited for his social studies class and the visual imagery he will be using on his laptop. He then prints a copy of the math problems that he will review with Shariiek during breakfast and sets another sheet onto his clipboard that he will use during math intervention. As Ms. Bennett, the Lead Teacher, walks into the homeroom, they greet each other warmly, laugh about how excited the students were yesterday during CGI, and then briefly discuss the 2-3 students that each can praise at arrival and 2-3 students who might need a check-in during breakfast to make sure that the day starts smoothly. They do a brief check of the room to make sure it looks orderly and set for students, and then both move to their arrival posts as it turns to 7:15. When the operations team brings in the breakfast bins, Mr. Bolduc quickly sets them up on the breakfast table and then joins Ms. Bennett in the hallway before students begin to arrive. When he sees the first student coming down the blue line towards Syracuse, he goes into the room, turns on light classical music, and stands in the front of the room read to collect HW and begin **Morning Intervention**. He hears Shahia greet Ms. Bennett outside the door, and then greets Shahia as she heads into the classroom and gets set for the day. Mr. Bolduc will repeat this process for every student who comes to Syracuse homeroom that morning, which includes a warm greeting and personalized positive praise to help reinforcement productive actions. When Shariiek enters at 7:27, Mr. Bolduc asks him to bring his breakfast up to the front. He compliments Shariiek on his progress this week and gives Shariiek a math problem. Shariiek entered kindergarten with very few math skills, but by receiving daily supports he has turned a real corner this week. Mr. Bolduc asks him a few questions about the problem, and then has Shariiek guide him through the steps. After successfully completing his first problem, Mr. Bolduc has Shariiek return to his seat and continue working on the prioritize **Brain Work** problems. When Shariiek finishes the page, Mr. Bolduc checks his work, has him explain his process, and then gives him a sticker for his effort. At 7:43, Mr. Bolduc gives the students a 'last bites' warning. At 7:45, the timer goes off and Ms. Bennett rejoins Mr. Bolduc and starts her good morning routine with Syracuse. Mr. Bolduc does a quick check of the floor and to make sure all garbage has been thrown away, and then quickly packs up all the breakfast materials and places the bin and lunch bag bin out in the hallway for the operations team. He then joins Ms. Bennett at the front of the room as she begins **Morning Math**. Today Mr. Bolduc shares a quick quote from Michelle Obama on the importance of being good teammates and asks the class how they can demonstrate this value today.

During **CGI**, Mr. Bolduc supports Ms. Bennett and aggressively monitors during independent practice so that he can take note of the strategies students are using and the misconceptions he is observing. He shares this information with Ms. Bennett, who will later use it when leading student discourse. During the three literacy rotations, Mr.



Bolduc leads **Reading Mastery**, which is Collegiate's phonics program. There is a snack and bathroom break between the second and third rotation, during which Mr. Bolduc quickly passes out juice boxes to each student while Ms. Bennett passes out snack bars, and then turns on some more up-tempo music and leads students through their 5-4-3-2-1 Shake Out Dance. While students are at recess and lunch, Mr. Bolduc finishes the final prep for tomorrow's social studies lesson, implementing the feedback that Ms. Conde provided earlier in the week. During interventions, he continued to work with a small group on math problems, which Ms. Bennett had identified from yesterday's Investigations class, followed by two quick phone calls to parents to let them know how their children have been progressing. While this wasn't a scheduled bi-weekly call, Mr. Bolduc wanted to share the positive feedback that the two students have shown great improvement over the last week. During **Writing Workshop**, Ms. Conde observes for the first twenty minutes, and Mr. Bolduc always appreciates her being in the room, flashing him quick non-verbal signals about students who he should monitor or check-in with. After Writing Workshop, Mr. Bolduc thanked the students for their efforts and transitioned them to the carpet for **Social Studies**. He is excited for today's lesson because he will be able to show the students some maps and primary source documents. When he projects the map of NYS and its geographic features up on the white board, he poses the students a question that forces them to read the map and make inferences about why the Iroquois lived where they did. The class discussion that follows is lively and he is impressed with how thoughtful the students were. He recognizes Shahia for her leadership at the start of the discussion and is even more pleased after class as he reads over the exit tickets, noting that so many students were able to list and explain correct answers. He makes a quick note on his lesson plan on how to adjust his do now tomorrow to address one misunderstanding that he saw in 9 student responses. During the elective block, Mr. Bolduc makes all his copies for the next two days and begins internalizing next week's Writing Workshop lessons. During **Choice Time & Intervention** he sits with three of his students at the back table for phonics support. When all three answer correctly, he gives them each a sticker, a high five, and praises their work, before joining a group of students during choice time for checkers. During pack-up, he turns on his classical music and passes back their homework folders. As always, he reminds them to have them and their parents sign the log, which Ms. Bennett echoes again a few minutes later as many students are still developing this habit. Once every student is fully packed up and ready to dismiss, he and Ms. Bennett call the group to attention for **Character Closeout**. After a final Syracuse homeroom cheer, Mr. Bolduc oversees the pick-up students and he reads their names and has them join him in a single final line at the front of the door. Mr. Bolduc spends the next thirty minutes grading some last assignments and then begins reviewing his plans for tomorrow, to ensure he is crystal clear that the slight adjustments that he made based on today's student work are accurate. A little before 5pm he seeks out the Student Supports Coordinator to brainstorm strategies to try with one of his students tomorrow during Reading Mastery before heading home for the night.



## Attachment 3b: Optional Curricular Materials

### 1. Lesson Plan Template

|                                                                                       |                                                                                                                                                                                                                                    |                                                  |
|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Lesson #</b>                                                                       | <b>Unit Title:</b>                                                                                                                                                                                                                 |                                                  |
| Standard                                                                              |                                                                                                                                                                                                                                    |                                                  |
| Objective                                                                             |                                                                                                                                                                                                                                    |                                                  |
| Skill Focus                                                                           |                                                                                                                                                                                                                                    |                                                  |
| Exit Ticket Exemplar                                                                  |                                                                                                                                                                                                                                    |                                                  |
| Predicted Student Misconceptions                                                      |                                                                                                                                                                                                                                    |                                                  |
|                                                                                       |                                                                                                                                                                                                                                    |                                                  |
| Do Now (5-7 min)                                                                      | Insert directions for students and Answer Key.                                                                                                                                                                                     |                                                  |
| <b>Lesson Activity 1</b><br>(___ min)<br><br>Hook, Exploration, Launch, Model, etc.   | Insert teacher notes and/or directions for students.                                                                                                                                                                               |                                                  |
| Aggressive Monitoring Tracker for Activity 1)                                         | <b>Question &amp; Answer</b>                                                                                                                                                                                                       | <b>BID and SI</b>                                |
|                                                                                       |                                                                                                                                                                                                                                    | Insert Break-it-Down and/or Stretch-it Questions |
|                                                                                       |                                                                                                                                                                                                                                    | Insert Break-it-Down and/or Stretch-it Questions |
| <b>Lesson Activity 2</b><br>(___ min)<br><br>Partner Work, Independent Practice, etc. | Insert teacher notes and/or directions for students.                                                                                                                                                                               |                                                  |
| Aggressive Monitoring Tracker for Activity 2                                          | <b>Question &amp; Answer</b>                                                                                                                                                                                                       | <b>BID and SI</b>                                |
|                                                                                       |                                                                                                                                                                                                                                    | Insert Break-it-Down and/or Stretch-it Questions |
|                                                                                       |                                                                                                                                                                                                                                    | Insert Break-it-Down and/or Stretch-it Questions |
| <b>Lesson Activity 3</b><br>(___ min)<br>Independent Practice                         | Insert teacher notes and/or directions for students.                                                                                                                                                                               |                                                  |
| Aggressive Monitoring Tracker for Activity 3                                          | <b>Question &amp; Answer</b>                                                                                                                                                                                                       | <b>BID and SI</b>                                |
|                                                                                       |                                                                                                                                                                                                                                    | Insert Break-it-Down and/or Stretch-it Questions |
|                                                                                       |                                                                                                                                                                                                                                    | Insert Break-it-Down and/or Stretch-it Question  |
| Homework                                                                              | Describe HW Assignment                                                                                                                                                                                                             |                                                  |
| Teacher Reflections                                                                   | Teachers insert key reflections from the lesson, including but not limited to students who struggled with specific concepts, students to pull for intervention based on the lesson, and proposed future adjustments to the lesson. |                                                  |



## 2. Lesson Plan Internalization Protocol

| <b>Intellectual Preparation: Lesson Plan Internalization Process</b><br>Complete the template below, reflecting on last week's learning and thinking ahead to how this week's lessons further student mastery.               |                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Teacher:                                                                                                                                                                                                                     | Course:                                                                        |
| Summarize how the lessons aligns to state standards, how the lessons support previous learning, and how the lessons fit into the overall unit. What student misunderstandings from last week's lessons need to be addressed? | Insert standards, lesson summaries, and student misconceptions from last week. |
| Student Assessment                                                                                                                                                                                                           | Insert how students will be assessed for mastery.                              |
| <b>Misconceptions</b><br>What are the most anticipated student misconceptions? How will you address these?                                                                                                                   |                                                                                |
| <b>Student Supports</b><br>1. Which students are struggling most in your class? Why?<br>2. What interventions are you going to try this week?<br>3. What support do you need in order to help these students be successful?  | Use data to insert student information and plan for supports                   |
| <b>Spiral Review &amp; Aggressive Monitoring Preview</b><br>What standards are you spiraling in?<br>What are the most critical questions that you will be AM this week? Why?                                                 |                                                                                |

### Lesson Plan Internalization Process for Teachers: Step by step guide

Spar with the exemplar. Complete key student materials as a student, providing exemplar responses for questions asked, in a blue or black pen.

1. Begin with the final exit ticket or task. Spar with the exemplar. I.D. key components to track for. (This should take the length of the time given to students)

2. Add ideal student responses to questions in the We Do or Guided Discourse, if applicable.

Teacher Mark-up/notes. Script What-to-Do directions and questioning techniques (turn-n-talk, stop-n-jot, cold call, popcorn, batch call, whole group share-out, CFU's) for each section in a different color

3. Script management directions if necessary (stand and square up, scan, step-by-step directions for entry, exit, independent practice)
4. For most important questions, script potential stretch it and break it down questions if students struggle or excel.

Complete your aggressive monitoring tracker.

5. Determine the specific questions or tasks that you will monitor for. Label your laps on your tracker.



6. Anticipate errors and create break it down and stretch it questions for each lap of monitoring.  
(This can be step 2b above)
7. Use basic code to track (✓) and announce to student
8. Script response-to-data plan
  - a. If most have it, plan Show Call the Exemplar.
  - b. If half have it, plan Show Call the Error.
  - c. Include Turn & Talk question and 2-3 Break It Down follow-up questions.
  - d. If most don't have it, plan Stop the Show.
  - e. Include think-aloud for remodeling and CFU.

### 3. Sample Aggressive Monitoring Tracker

| Collegiate Aggressive Monitoring Tracker |            |            |            |            |       |
|------------------------------------------|------------|------------|------------|------------|-------|
| Date:                                    | Objective: |            |            |            |       |
| Student Name                             | Question # | Question # | Question # | Question # | Notes |
| Student                                  |            |            |            |            |       |
| Student                                  |            |            |            |            |       |
| Student                                  |            |            |            |            |       |
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| Student                                  |            |            |            |            |       |
| Student                                  |            |            |            |            |       |



#### 4. Sample Vertical Alignment Template

| Sample Collegiate Lower Academy Vertical Alignment: Next Generation ELA Learning Standards |                                    |                             |                  |                             |                  |                             |
|--------------------------------------------------------------------------------------------|------------------------------------|-----------------------------|------------------|-----------------------------|------------------|-----------------------------|
| Standard                                                                                   | Kindergarten                       |                             | First Grade      |                             | Second Grade     |                             |
| Literary and Informational Text<br><br>KR-5R                                               | Key Ideas and Details              |                             |                  |                             |                  |                             |
|                                                                                            | [List Standards]                   | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] |
|                                                                                            | Craft and Structure                |                             |                  |                             |                  |                             |
|                                                                                            | [List Standards]                   | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] |
|                                                                                            | Integration of Knowledge and Ideas |                             |                  |                             |                  |                             |
|                                                                                            | [List Standards]                   | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] |
| Foundational Skills<br><br>KRF-5RF                                                         | Print Concepts                     |                             |                  |                             |                  |                             |
|                                                                                            | [List Standards]                   | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] |
|                                                                                            | Phonological Awareness             |                             |                  |                             |                  |                             |
|                                                                                            | [List Standards]                   | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] |
|                                                                                            | Phonics and Word Recognition       |                             |                  |                             |                  |                             |
|                                                                                            | [List Standards]                   | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] |
|                                                                                            | Fluency                            |                             |                  |                             |                  |                             |
|                                                                                            | [List Standards]                   | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] | [List Standards] | [Provide Written Narrative] |

#### 5. Year 1 Teacher Professional Development Scope and Sequence

| Category                                                                  | Description                                                                                                                                                                      |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Summer Professional Development</b>                                    |                                                                                                                                                                                  |
| Management: What to Do, Radar, Strong Voice, Least Invasive Interventions | What to do directions; square up; stand still; formal register; be seen looking; narrate the positive; least invasive intervention; do it again; private individual correction   |
| Management: Systems & Routines 101                                        | Plan and practice key routines and procedures and roll-out of a new routine                                                                                                      |
| Instructional Practices: Lesson Internalization                           | Internalize and rehearse key parts of lesson; script exemplars; Aggressive Monitoring 101, Response to Data 101                                                                  |
| <b>First Six Weeks of School</b>                                          |                                                                                                                                                                                  |
| Management: Systems & Routines                                            | Revise routines when students are following the routine, but routine is inefficient or ineffective; Do it again when routine is effective, but the students are not following it |
| Management: What to Do, Radar, Strong Voice, Least Invasive Intervention  | Economy of language; scan hot spots and circulate with purpose; call on student; scan the class; whole-class reset; least invasive intervention                                  |
| Instructional: Intellectual Prep, Response to Data                        | Exit ticket analysis; write/think first, talk second; more independent practice; monitoring pathway; track student responses during independent practice                         |



| October June                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Management: Least Invasive Intervention                                   | Use scaffolded management interventions; fidelity to the management system to ensure consistency across classrooms                                                                                                                                                                                                                                                                                                                                                       |
| Instructional: Build Engagement                                           | Create challenges in lessons; build momentum by varying tone and speaking faster; work the clock; questioning strategies- cold call, call and response, turn and talks, volleyball questioning                                                                                                                                                                                                                                                                           |
| Instructional: Habits of Evidence                                         | Teach and prompt students to cite key evidence in their answers; model the thinking, not just the procedure                                                                                                                                                                                                                                                                                                                                                              |
| Instructional: Intellectual Prep, Aggressive Monitoring, Response to Data | Utilize show calls to analyze student work; utilize whole-class re-teach if more than half the class struggles during independent practice; give more student at-bats after stamping key understandings; script stretch-it and break-it-down questions at key lesson moments; narrate positive habits being displayed during independent practice; creating mark-up keys that allow teachers to quickly give non-verbal feedback to students during independent practice |
| Instructional: Habits of Discussion                                       | Increase student ratio and student cognitive thinking through questioning strategies; utilize think-write-discuss-revise model for key moments of the lesson                                                                                                                                                                                                                                                                                                             |
| Data Analysis                                                             | Utilize daily exit ticket trackers for teachers struggling with data analysis; scripting re-teach moments in class based on exit ticket data; scripting re-teach mini-lessons for small-group intervention                                                                                                                                                                                                                                                               |
| Intellectual Preparation                                                  | Identify and implement strategies to further differentiate lesson materials and instructional techniques                                                                                                                                                                                                                                                                                                                                                                 |





## English Language Arts

**RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RL.5.2:** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **RL.5.4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **RL.5.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **RL.5.6:** Describe how a narrator's or speaker's point of view influences how events are described. **RL.5.7:** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). **RL.5.9:** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **RL.5.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

**RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. **RI.5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. **RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.5.3. A:** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. **RF.5.4. A:** Read grade-level text with purpose and understanding. **RF.5.4. B:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **RF.5.4.C:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. **W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of



keyboarding skills to type a minimum of two pages in a single sitting. **W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources. **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **SL.5.1:** Engage effectively in a range of collaborative discussions. **SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **SL.5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **SL.5.6:** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. **L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

#### Mathematics

**5.OA.A.1:** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.OA.A.2:** Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. **5.OA.B.3:** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns and graph the ordered pairs on a coordinate plane. **5.NBT.A.1:** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **5.NBT.A.2:** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. **5.NBT.A.3:** Read, write, and compare decimals to thousandths. **5.NBT.A.3.A:** Read and write decimals to thousandths using base-ten numerals, number names, and expanded form. **5.NBT.A.3.B:** Compare two decimals to thousandths based on meanings of the digits in each place, using  $>$ ,  $=$ , and  $<$  symbols to record the results of comparisons. **5.NBT.A.4:** Use place value understanding to round decimals to any place. **5.NBT.B.5:** Fluently multiply multi-digit whole numbers using the standard algorithm. **5.NBT.B.6:** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NBT.B.7:** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **5.MD.A.1:** Convert among different-sized standard measurement units within a given



measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi- step, real world problems. **5.MD.B.2:** Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots. **5.MD.C.3:** Recognize volume as an attribute of solid figures and understand concepts of volume measurement. **5.MD.C.3.A:** A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. **5.MD.C.3.B:** A solid figure which can be packed without gaps or overlaps using  $n$  unit cubes is said to have a volume of  $n$  cubic units. **5.MD.C.4:** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.C.5:** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. **5.MD.C.5.A:** Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. **5.MD.C.5.B:** Apply the formulas  $V = l \times w \times h$  and  $V = b \times h$  for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. **5.MD.C.5.C:** Recognize volume as additive. Find volumes of solid figures composed of two non- overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. **5.G.A.1:** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond. **2:** Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation. **3:** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles. **5.G.B.4:** Classify two-dimensional figures in a hierarchy based on properties.

#### Science

**5-PS3-1:** Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun. **5-LS1-1:** Support an argument that plants get the materials they need for growth chiefly from air and water. **5-LS2-1:** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. **5-PS1-1:** Develop a model to describe that matter is made up of particles too small to be seen. **5-PS2-1:** Support an argument that the gravitational force exerted by Earth on objects is directed down. **5-PS1-2:** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. **5-PS1-3:** Make observations and measurements to identify materials based on their properties. **5-PS1-4:** Conduct an investigation to determine whether the mixing of two or more substances results in new substances. **5-ESS2-1:** Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. **5-ESS2-2:** Describe and graph the amounts of saltwater and freshwater in various reservoirs to provide evidence about the distribution of water on Earth. **5-ESS3-1:** Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. **5-ETS1-1:** Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.



## Attachment 4: Student Discipline Policy

**Philosophy and Rationale.** Our student discipline policy supports and promotes a safe, structured, and joyful learning community. Collegiate students are capable of productive choices and we anticipate most Collegiate students will successfully operate within our school community and make choices aligned with our core values. However, when disruptive behaviors are persistent or egregious behaviors occur, it is necessary to escalate consequences. When escalating consequences, Collegiate implements a set of strategies that adheres to our core principle that students have the chance to reflect on their behaviors, take ownership of their behaviors, and correct their behaviors so that they can rejoin our community.

**In-class Reflections.** Finding a balance between correcting unproductive behaviors and minimizing missing instructional time is critical to our discipline approach. As a result, the first progression of our escalated consequences is the use of an in-class reflection<sup>1</sup>. Teachers will be trained on when to send students to the in-class reflection area, which is a single desk positioned outside of the main learning environment, but still in the classroom. A student sent to in-class reflection has five minutes to reflect on her/his behavior and answer a series of reflection questions aimed at taking ownership for their actions and describing what actions need to be taken to be productive in class. The teacher will debrief with the student prior to the student returning to the community. If a student continues to struggle, or cannot adequately reflect on their actions, the student will be removed from the classroom by the Director of Culture to better reflect on the situation.

### **Student Reflections and In-school Suspensions.**

**Suspensions.** In the rare instance when in-school support does not work, or if a behavior is so egregious that it calls for a more escalated consequence, a student can receive one of two suspensions: a short-term suspension (less than 10 days) or a long-term suspension (10 days or more). **Short-term suspensions.** Given the seriousness of these consequences which will result in lost instruction time for the student, the family will be notified by the Head of School or Director of Culture on the day of the infraction, first with a phone call and again with a documented letter sent to the home that states the length of the suspension, the student behavior that led to the suspension as stated in the Student and Family Handbook, and the date and time for a re-entry meeting. The family will come to the school and meet with the school leader the day of the infraction to further discuss the situation. It is critical that a conversation happens at the start of the suspension between school leader, family and the student so that all stakeholders are on the same page regarding why the consequence is warranted and what reflection needs to happen prior to returning from suspension.<sup>2</sup> A re-entry meeting will occur with the school leader, family, and student the day before the suspension ends so that a productive conversation can take place in which all stakeholders are aligned in what behaviors need to be embodied in class and how the school and the family can continue to support the child. **Long-term suspension.** The family will be notified by the school leader or Director of Culture on the day of the infraction, first with a phone call and again with a documented letter

<sup>1</sup> Please see [IIG: School Culture and Climate](#) for more information regarding our classroom level behavior management system.

<sup>2</sup> This also allows the student to give their explanation of events.



sent to the home that states the length of the suspension, the student behavior that led to the suspension as stated in the Student and Family Handbook, and the date and time for a re-entry meeting. When a student receives a long-term suspension, there will be a meeting with the family and the HOS or Director of Culture to explain the student actions that have resulted in the suspension and to explain the rationale behind the policy. The student is provided the opportunity to deny the allegations during this time, at which point the teacher or administrator who observed the behaviors will be asked to share evidence of the student actions. These meetings will happen prior to the suspension going into effect unless it is deemed unsafe to have the student remain at school. For long-term suspensions, the letter home will also give the family clear instructions on how they can schedule a hearing if they oppose the suspension. Language will be included to let the family know that they have the right to bring legal council to the hearing and will have the chance to share the student's side of the situation, to question witnesses, and to call their own witnesses to discuss the incident. During a formal hearing, the Board Chair will serve as the Hearing Officer. If the Board Chair is unavailable to make the hearing, an impartial third-party member will serve as the Hearing Officer. In accordance with Education Law Section 2855(4), Collegiate will be responsible for keeping a record of all hearings and the decision made by the hearing officer. This decision can be appealed by the family to the Board of Trustees. If a family is still not satisfied with the Board's decision, or if the Board fails to respond after a reasonable period of time, the family can make a formal complaint to the New York State Board of Regents.

During a suspension, and pursuant to New York's compulsory education law for when students are removed from school, we will provide **alternative instruction** for students for 1 hour a day to ensure that they can remain caught up with their academics. The school will work with the family to create this schedule for the student and will receive confirmation from the family on the dates, times, and locations. If families have concerns with the suspension, they may submit a written appeal to the Board of Trustees.

**Expulsion.** In the rarest of instances, a student may be expelled from school if his or her behavior is so egregious that remaining at the school puts the safety of the other students at risk. In these instances, there will be an expulsion hearing in which the reason for the expulsion is communicated with the family, as well as the rationale for why expulsion is the right decision. The family has the right to be accompanied by legal representation to tell the student's side of events, challenge the presented evidence, and to make their suggestion for an appropriate consequence. The expulsion hearing will happen within ten days of the recommended consequence being given and families will find out the final decision within 48 hours of the hearing. Behavioral infractions that could lead to expulsion include: possessing a dangerous or illegal weapon; possessing a controlled substance; physical assault on a fellow classmate, teacher, or administrator; theft or destruction of personal or school property, such as arson.

**Long-term Suspension and Expulsion Procedures and Family Appeal Process.** In the event of a student action that leads to a long-term suspension and/or possible expulsion, we will adhere to the following procedures pursuant to all applicable laws:

- The student is immediately removed from class and is placed in the HOS or Director of Culture's office.





- The student is debriefed on the events based on the evidence from the school.
- The student explains his or her version of events, ideally in writing.
- The HOS or Director of Culture notifies the family of the issue via phone first and then via written confirmation through certified mail within 24 hours of the decision to suspend or expel the student. In this letter are the following:
  - Date, time, and location of the formal hearing
  - Charges against the student and the supporting evidence from the school
  - The families right to bring legal counsel to the hearing, present evidence on behalf of the student, and to question the school witness/s.

At the hearing a decision will be made by the HOS on the student's status, the family will be notified of this decision in writing and the documentation will be placed in the student's permanent file. The family may appeal any decision to the Board of Trustees within 10 days of the suspension or expulsion decision. In the case of an appeal, the Board Chair has the discretion of whether to hear the appeal, and the family will be notified in writing about the date, time, and location of the formal hearing; the charges against the student and the supporting evidence from the school; the families right to bring legal counsel to the hearing, present evidence on behalf of the students, and to question the school witness/s.

**Students with Disabilities.** Pursuant to Education Law §2854(1)(b) and IDEA , we will comply with all federal policies and regulations regarding students with disabilities and will ensure that all of our discipline policies and behavior plans are in accordance to student IEP and/or 504 plans to ensure that all students are supported and treated equitably and to create an environment where all students are able to follow the expectations of our code of conduct and understand the rationale behind our code of conduct. In cases when a student with a disability is being suspended for less than or equal to 10 consecutive days, the student is entitled to the same due process as a short-term suspension. If the suspension is over 10 cumulative days, Collegiate must determine whether a pattern of removal exists that should constitute a change of placement. In these instances, a Manifestation Determination Process will occur to determine whether the behavior was a caused by or a result of the student's disability or if the behavior was a result of a failure to adequately implement the students IEP. If the behavior was deemed to be either a result of the disability or caused by a failure to properly implement the IEP, then the behavior is ruled a manifestation. In these instances, a Functional Behavioral Assessment (FBA) will be conducted to determine and ensure that the best behavioral intervention plan (BIP) is put in place for the student. If the behaviors were not ruled a manifestation of the disability, then the student may be disciplined in the same manner as a student without a disability.

**Harassment, Bullying, and Discrimination.** We will create policies that adhere to the New York State Dignity for All Students Act (DASA) that provides students with a safe, supportive learning environment free from issues of discrimination, bullying, and harassment when at school, on school property, at a school event, or on the bus. To support this safe, inclusive environment, we are committed to restorative practices that allow students to positively resolve conflicts; teach students our core values and actions that lead to a positive learning community; discuss with families and students at orientation the actions and behaviors that constitute harassment, bullying, and discrimination, and the policies behind our code of conduct when addressing these



behaviors. **Defined.** New York anti-bullying laws and regulations define harassment, bullying, and cyberbullying as follows: “Harassment” and “bullying” shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to, those acts based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term “threats, intimidation or abuse” shall include verbal and non-verbal actions... “Cyberbullying” shall mean harassment or bullying as defined in subdivision seven of this section, including paragraphs (a), (b), (c) and (d) of such subdivision, where such harassment or bullying occurs through any form of electronic communication.”<sup>3</sup> In instances where harassment, bullying, or discrimination are reported to any staff member, Collegiate will respond in the following manner: all information will be given to the Director of Culture or HOS; the Director of Culture or HOS will conduct an investigation into the allegations and inform any students and families if they are part of this investigation; a consequence will be assigned at the conclusion of the investigation in accordance with our code of conduct. In instances where a suspension is given, the steps listed above, under “out-of-school suspensions,” will be followed.

**Reporting and Retaliation Policy.** All students and families are encouraged to report issues of harassment, bullying, or discrimination to administration, beginning with reporting the incident directly to the Director of Culture or HOS. This will allow the school official to collect relevant information in order to investigate the allegation thoroughly. The Director of Culture or HOS will conduct an investigation to be completed and reported back to the family within 5 days of receiving the allegation. All information will be documented by the HOS or Director of Culture and kept in school files. No form of retaliation will be accepted in response to a student who has filed a harassment, bullying and/or discrimination report and any such issues will lead to additional consequences as determined by the HOS or Director of Culture.

**Gun-Free Schools Act.** We will adhere to the Gun-Free Schools Act. Any student who is determined to have brought a firearm to school, or may have previously brought a firearm to school, will be suspended for no less than one year, following a formal hearing with the family, and with the HOS and Board of Trustees able to modify such suspension requirements on a case-by-case basis. A firearm is defined in 18 U.S.C. § 921(a)).

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<sup>3</sup> New York Anti-Bullying Laws & Policies. (n.d.). Retrieved from <https://www.stopbullying.gov/laws/new-york/index.html>.





## Attachment 4a: Sample Weekly Student Schedule

Figure 4a.1: Lower Academy Daily Schedule, M, T, Th, F

| K 2 Schedule Monday, Tuesday, Thursday, Friday |                                                           |                        |                        |
|------------------------------------------------|-----------------------------------------------------------|------------------------|------------------------|
| Time                                           | Cohort 1                                                  | Cohort 2               | Cohort 3               |
| 7:20-7:45                                      | Arrival, Breakfast, & Brain Work                          |                        |                        |
| 7:45-8:00                                      | Morning Meeting: Calendar Math (10) & Character Focus (5) |                        |                        |
| 8:00-8:20                                      | Read Aloud                                                | Read Aloud             | Read Aloud             |
| 8:20-9:10                                      | CGI Math                                                  | CGI Math               | CGI Math               |
| 9:10-9:50                                      | Literacy Rotation 1                                       | Literacy Rotation 1    | Literacy Rotation 1    |
| 9:50-10:00                                     | Snack and Bathroom                                        |                        |                        |
| 10:00-10:40                                    | Literacy Rotation 2                                       | Literacy Rotation 2    | Literacy Rotation 2    |
| 10:40-11:20                                    | Literacy Rotation 3                                       | Literacy Rotation 3    | Literacy Rotation 3    |
| 11:20-11:55                                    | Recess and Lunch                                          |                        |                        |
| 11:55-12:20                                    | Literacy & Math Interventions                             |                        |                        |
| 12:20-1:00                                     | Math Investigations                                       | Math Investigations    | Writing Workshop       |
| 1:00-1:40                                      | Writing Workshop                                          | Writing Workshop       | PE/CS & Engineering    |
| 1:40-2:20                                      | Social Studies/Science                                    | PE/CS & Engineering    | Math Investigations    |
| 2:20-3:00                                      | PE/CS & Engineering                                       | Social Studies/Science | Social Studies/Science |
| 3:00-3:10                                      | Snack and Bathroom                                        |                        |                        |
| 3:10-3:40                                      | Choice Time & Intervention                                |                        |                        |
| 3:40-3:50                                      | Character Closeout                                        |                        |                        |

Figure 4a.2: Lower Academy Daily Schedule, Wednesday

| K 2 Abbreviated Day Schedule Wednesday |                                           |                        |                        |
|----------------------------------------|-------------------------------------------|------------------------|------------------------|
| Time                                   | Cohort 1                                  | Cohort 2               | Cohort 3               |
| 7:20-7:45                              | Arrival, Breakfast, & Brain Work          |                        |                        |
| 7:45-7:55                              | Calendar Math                             | Calendar Math          | Calendar Math          |
| 7:55-8:45                              | CGI Math                                  | CGI Math               | CGI Math               |
| 8:45-9:25                              | Literacy Rotation 1                       | Literacy Rotation 1    | Literacy Rotation 1    |
| 9:25-10:05                             | Literacy Rotation 2                       | Literacy Rotation 2    | PE                     |
| 10:05-10:45                            | PE                                        | Literacy Rotation 3    | Literacy Rotation 2    |
| 10:45-11:25                            | Literacy Rotation 3                       | PE                     | Literacy Rotation 3    |
| 11:25-11:45                            | Lunch                                     |                        |                        |
| 11:45-12:25                            | Math Investigations                       | Math Investigations    | Social Studies/Science |
| 12:25-1:05                             | Social Studies/Science                    | Social Studies/Science | Math Investigations    |
| 1:05-1:30                              | Collegiate Celebration & Character Circle |                        |                        |
| 1:30-1:40                              | Dismissal                                 |                        |                        |
| 1:40-2:00                              | Staff Planning Time                       |                        |                        |
| 2:00-4:00                              | Staff Professional Development            |                        |                        |



**Figure 4a.3: Upper Academy Daily Schedule, M, T, Th, F**

| 3 5 Schedule Monday, Tuesday, Thursday, Friday |                                  |                              |                              |
|------------------------------------------------|----------------------------------|------------------------------|------------------------------|
| Time                                           | Cohort 1                         | Cohort 2                     | Cohort 3                     |
| 7:20-7:45                                      | Arrival, Breakfast, & Brain Work |                              |                              |
| 7:45-8:25                                      | PE/Art                           | PE/Art                       | Close Reading                |
| 8:25-9:15                                      | CGI Math                         | CGI Math                     | CGI Math                     |
| 9:15-9:55                                      | Close Reading                    | Close Reading                | PE/Art                       |
| 9:55-10:05                                     | Snack & Bathroom                 |                              |                              |
| 10:05-10:45                                    | Guided Reading                   | Guided Reading               | Guided Reading               |
| 10:45-11:25                                    | Math Investigations              | Math Investigations          | Math Investigations          |
| 11:25-11:45                                    | Book Club                        | Book Club                    | Book Club                    |
| 11:45-12:25                                    | Recess and Lunch                 |                              |                              |
| 12:25-1:05                                     | Writing Workshop                 | Writing Workshop             | Writing Workshop             |
| 1:05-1:45                                      | Computer Science/Engineering     | Social Studies/Science       | Reading Workshop             |
| 1:45-2:25                                      | Reading Workshop                 | Computer Science/Engineering | Social Studies/Science       |
| 2:25-3:05                                      | Social Studies/Science           | Reading Workshop             | Computer Science/Engineering |
| 3:05-3:50                                      | Enrichment & Intervention        |                              |                              |
| 3:50-4:00                                      | Dismissal                        |                              |                              |

**Figure 4a.4: Upper Academy Daily Schedule, Wednesday**

| 3 5 Abbreviated Day Schedule Wednesday |                                           |                        |                        |
|----------------------------------------|-------------------------------------------|------------------------|------------------------|
| Time                                   | Cohort 1                                  | Cohort 2               | Cohort 3               |
| 7:20-7:45                              | Arrival, Breakfast, & Brain Work          |                        |                        |
| 7:45-8:25                              | PE                                        | Close Reading          | Close Reading          |
| 8:25-9:05                              | Guided Reading                            | PE                     | Guided Reading         |
| 9:05-9:55                              | CGI Math                                  | CGI Math               | CGI Math               |
| 9:55-10:35                             | Close Reading                             | Guided Reading         | PE                     |
| 10:35-11:15                            | Writing Workshop                          | Math Investigations    | Social Studies/Science |
| 11:15-11:55                            | Math Investigations                       | Social Studies/Science | Writing Workshop       |
| 11:55-12:25                            | Collegiate Celebration & Character Circle |                        |                        |
| 12:25-12:50                            | Lunch                                     |                        |                        |
| 12:50-1:30                             | Social Studies/Science                    | Writing Workshop       | Math Investigations    |
| 1:30-1:40                              | Dismissal                                 |                        |                        |
| 1:40-2:00                              | Staff Planning Time                       |                        |                        |
| 2:00-4:00                              | Staff Professional Development            |                        |                        |



## Attachment 4b: Sample Weekly Teacher Schedule

Figure 4b.1: Sample Lower Academy Daily Teacher Schedule, M, T, Th, F

| Sample Lower Academy (K 2) Teacher Schedule M, T, Th, F |                                  |                |             |            |
|---------------------------------------------------------|----------------------------------|----------------|-------------|------------|
| Time                                                    | Block                            | Lead           | Co Teacher  | Category   |
| 7:20-7:45                                               | Arrival, Breakfast, & Brain Work | Greeting       | Tutoring    | Duty/Teach |
| 7:45-8:00                                               | Morning Meeting                  | Teach          | Support     | Teach      |
| 8:00-8:20                                               | Read Aloud                       | Teach          | Support     | Teach      |
| 8:20-9:10                                               | CGI Math                         | Teach          | Support     | Teach/Plan |
| 9:10-9:50                                               | Literacy Rotation 1              | Guided Reading | Phonics     | Teach      |
| 9:50-10:00                                              | Snack and Bathroom               | Duty           | Duty        | Duty       |
| 10:00-10:40                                             | Literacy Rotation 2              | Guided Reading | Phonics     | Teach      |
| 10:40-11:20                                             | Literacy Rotation 3              | Guided Reading | Phonics     | Teach      |
| 11:20-11:55                                             | Recess & Lunch                   | Plan           | Plan        | Plan       |
| 11:55-12:20                                             | Literacy & Math Interventions    | Teach          | Teach       | Teach      |
| 12:20-1:00                                              | Math Investigations              | Teach          | Plan        | Teach/Plan |
| 1:00-1:40                                               | Writing Workshop                 | Support        | Teach       | Teach      |
| 1:40-2:20                                               | Social Studies/Science           | Plan           | Teach       | Teach/Plan |
| 2:20-3:00                                               | PE/CS & Engineering              | Plan           | Plan        | Plan       |
| 3:00-3:10                                               | Snack and Bathroom               | Plan           | Duty        | Plan/Duty  |
| 3:10-3:40                                               | Choice Time & Intervention       | Teach          | Teach       | Plan/Teach |
| 3:40-3:50                                               | Character Closeout               | Support        | Lead        | Plan/Teach |
| 3:50-4:00                                               | Pack up and Dismissal            | Duty           | Duty        | Duty/Teach |
| Total Planning Time                                     |                                  | 125 minutes    | 115 minutes |            |

Figure 4b.2: Sample Lower Academy Daily Teacher Schedule, Wednesday

| K 2 Abbreviated Day Teacher Schedule Wednesday |                                  |                |             |            |
|------------------------------------------------|----------------------------------|----------------|-------------|------------|
|                                                | Block                            | Lead           | Co Teacher  | Category   |
| 7:20-7:45                                      | Arrival, Breakfast, & Brain Work | Greeting       | Tutoring    | Duty/Teach |
| 7:45-7:55                                      | Morning Math                     | Teach          | Support     | Teach      |
| 7:55-8:45                                      | CGI Math                         | Teach          | Support     | Teach      |
| 8:45-9:25                                      | Literacy Rotation 1              | Guided Reading | Phonics     | Teach      |
| 9:25-10:05                                     | Literacy Rotation 2              | Guided Reading | Phonics     | Teach      |
| 10:05-10:45                                    | PE                               | Plan           | Plan        | Plan       |
| 10:45-11:25                                    | Literacy Rotation 3              | Guided Reading | Phonics     | Teach      |
| 11:25-11:45                                    | Lunch                            | Plan           | Plan        | Plan       |
| 11:45-12:25                                    | Math Investigations              | Teach          | Plan        | Teach/Plan |
| 12:25-1:05                                     | Social Studies/Science           | Plan           | Teach       | Teach/Plan |
| 1:05-1:30                                      | Collegiate Celebration           | Support        | Support     | Teach      |
| 1:30-1:40                                      | Dismissal                        | Duty           | Duty        | Duty/Teach |
| 1:40-2:00                                      | Staff Planning Time              | Plan           | Plan        | Plan       |
| 2:00-4:00                                      | Staff Professional Development   |                |             |            |
| Total Planning Time                            |                                  | 120 minutes    | 120 minutes |            |



**Figure 4b.3: Sample Upper Academy Daily Teacher Schedule, M, T, Th, F**

| Sample Middle Academy (3 5) Teacher Schedule |                                  |          |             |            |
|----------------------------------------------|----------------------------------|----------|-------------|------------|
| Time                                         | Block                            | Lead     | Co Teacher  | Category   |
| 7:20-7:45                                    | Arrival, Breakfast, & Brain Work | Greeting | Tutoring    | Duty/Teach |
| 7:45-8:25                                    | Close Reading                    | Teach    | Support     | Teach      |
| 8:25-9:15                                    | CGI Math                         | Teach    | Support     | Teach      |
| 9:15-10:05                                   | Physical Education/Arts          | Plan     | Plan        | Plan       |
| 10:15-10:55                                  | Guided Reading                   | Teach    | Support     | Teach      |
| 10:55-11:35                                  | Math Investigations              | Teach    | Plan        | Teach/Plan |
| 11:35-11:55                                  | Book Club                        | Teach    | Teach       | Teach      |
| 11:55-12:35                                  | Recess & Lunch                   | Plan     | Plan        | Plan       |
| 12:35-1:15                                   | Writing Workshop                 | Support  | Teach       | Teach      |
| 1:15-1:55                                    | Reading Workshop                 | Teach    | Support     | Teach      |
| 1:55-2:35                                    | Social Studies/Science           | Plan     | Lead for SS | Plan/Teach |
| 2:35-3:15                                    | Computer Science or Engineering  | Plan     | Plan        | Plan       |
| 3:15-3:50                                    | Enrichment & Intervention        | Teach    | Teach       | Teach      |
| 3:50-4:00                                    | Pack up and Dismissal            | Duty     | Duty        | Duty/Teach |
| Total Planning Time                          |                                  | 200      | 120         |            |

**Figure 4b.4: Sample Upper Academy Daily Teacher Schedule, Wednesday**

| K 2 Abbreviated Day Teacher Schedule Wednesday |                                  |          |            |            |
|------------------------------------------------|----------------------------------|----------|------------|------------|
|                                                | Block                            | Lead     | Co Teacher | Category   |
| 7:20-7:45                                      | Arrival, Breakfast, & Brain Work | Greeting | Tutoring   | Duty/Teach |
| 7:45-8:25                                      | PE                               | Plan     | Plan       | Plan       |
| 8:25-9:05                                      | Guided Reading                   | Teach    | Support    | Teach      |
| 9:05-9:55                                      | CGI Math                         | Teach    | Support    | Teach      |
| 9:55-10:35                                     | Close Reading                    | Teach    | Support    | Teach      |
| 10:35-11:15                                    | Writing Workshop                 | Support  | Teach      | Teach      |
| 11:15-11:55                                    | Math Investigations              | Teach    | Plan       | Teach/Plan |
| 11:55-12:25                                    | Collegiate Celebration           | Support  | Support    | Teach      |
| 12:25-12:50                                    | Lunch                            | Plan     | Plan       | Plan       |
| 12:50-1:30                                     | Social Studies/Science           | Plan     | Teach      | Plan/Teach |
| 1:30-1:40                                      | Dismissal                        | Duty     | Duty       | Duty       |
| 1:40-2:00                                      | Staff Planning Time              | Plan     | Plan       | Plan       |
| 2:00-4:00                                      | Staff Professional Development   |          |            |            |
| Total Planning Time                            |                                  | 125      | 125        |            |



## Attachment 4c: Proposed First Year Calendar

### The Collegiate School of Rochester 2020-2021 Academic Calendar

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

Instructional Days: 0

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

Instructional Days: 0

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

Instructional Days:

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

Instructional Days: 20

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

Instructional Days: 17

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

Instructional Days: 17

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

Instructional Days: 22

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

Instructional Days: 19

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

Instructional Days: 0

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

Instructional Days: 0

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

Instructional Days: 8

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

Instructional Days: 20

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

Instructional Days: 16

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

Instructional Days: 14

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

Instructional Days: 16

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

Instructional Days: 18

| Key:                                            |  |  |  |  |  |  |
|-------------------------------------------------|--|--|--|--|--|--|
| First and Last Day of School                    |  |  |  |  |  |  |
| Last Day of Trimester                           |  |  |  |  |  |  |
| Student Holidays                                |  |  |  |  |  |  |
| Family Events                                   |  |  |  |  |  |  |
| Staff Only Professional Development or Data Day |  |  |  |  |  |  |
| Assessments                                     |  |  |  |  |  |  |

| Important Dates:                                     |  |  |  |  |  |  |
|------------------------------------------------------|--|--|--|--|--|--|
| April 1: Lottery                                     |  |  |  |  |  |  |
| April 16-June 30: Home Visits                        |  |  |  |  |  |  |
| June 1: Family Orientation                           |  |  |  |  |  |  |
| June 17: Family Orientation                          |  |  |  |  |  |  |
| July 2: Family Orientation                           |  |  |  |  |  |  |
| July 18: Family Orientation                          |  |  |  |  |  |  |
| July 27-August 18: Summer Professional Development   |  |  |  |  |  |  |
| August 5: Family Orientation                         |  |  |  |  |  |  |
| August 19: First Day of School                       |  |  |  |  |  |  |
| August 21: Staff PD Day                              |  |  |  |  |  |  |
| August 26-28: NWEA Map Assessment 1                  |  |  |  |  |  |  |
| September 1-4: STEP Assessment Window                |  |  |  |  |  |  |
| September 7: Labor Day                               |  |  |  |  |  |  |
| September 8: Staff Data Day                          |  |  |  |  |  |  |
| September 10: Back to School Night                   |  |  |  |  |  |  |
| October 1: Literacy Night                            |  |  |  |  |  |  |
| October 6: Math Interim 1                            |  |  |  |  |  |  |
| October 12: Staff PD Day                             |  |  |  |  |  |  |
| October 26-29: STEP Assessment Window                |  |  |  |  |  |  |
| October 30: Staff Data Day                           |  |  |  |  |  |  |
| November 11: Veterans Day                            |  |  |  |  |  |  |
| November 19: Family Night "Gratitude"                |  |  |  |  |  |  |
| November 24: Last Day of Trimester 1                 |  |  |  |  |  |  |
| November 25-27: Thanksgiving Break                   |  |  |  |  |  |  |
| December 9: Family Conferences                       |  |  |  |  |  |  |
| December 16: Math Interim 2                          |  |  |  |  |  |  |
| December 17-18: NWEA Map Assessment                  |  |  |  |  |  |  |
| December 23-January 1: Winter Break                  |  |  |  |  |  |  |
| January 4: Staff PD Day                              |  |  |  |  |  |  |
| January 12: ELA Interim 1                            |  |  |  |  |  |  |
| January 13-15: STEP Assessment Window                |  |  |  |  |  |  |
| January 18: MLK Day                                  |  |  |  |  |  |  |
| January 19: Staff Data Day                           |  |  |  |  |  |  |
| January 21: Math Night                               |  |  |  |  |  |  |
| February 12: Black History Month Celebration         |  |  |  |  |  |  |
| February 15-19: Winter Break                         |  |  |  |  |  |  |
| February 22: Staff PD Day                            |  |  |  |  |  |  |
| March 9: Math Interim 3                              |  |  |  |  |  |  |
| March 15-19: STEP Assessment Window                  |  |  |  |  |  |  |
| March 19: Last Day Trimester 2                       |  |  |  |  |  |  |
| March 22: Staff Data Day                             |  |  |  |  |  |  |
| March 31: Family Conferences                         |  |  |  |  |  |  |
| April 5-9: Spring Break                              |  |  |  |  |  |  |
| April 12: Staff PD Day                               |  |  |  |  |  |  |
| May 5: Math Interim 4                                |  |  |  |  |  |  |
| May 14: Family Night                                 |  |  |  |  |  |  |
| May 24-27: STEP Assessment Window                    |  |  |  |  |  |  |
| May 28: Staff Data Day                               |  |  |  |  |  |  |
| May 31: Memorial Day                                 |  |  |  |  |  |  |
| June 3: ELA Interim 2                                |  |  |  |  |  |  |
| June 15-17: Map Assessment 3                         |  |  |  |  |  |  |
| June 24: End of Year Celebration; Last day of school |  |  |  |  |  |  |
| June 25: Staff PD Day                                |  |  |  |  |  |  |

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# Table 1: Applicant Group Additions and Deletions

Created: 05/03/2019 • Last updated: 05/05/2019

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|                                                                                                                               |     |
|-------------------------------------------------------------------------------------------------------------------------------|-----|
| <b>Have you made any changes<br/>(additions or deletions) to the<br/>applicant group after the<br/>submission of the LOI?</b> | Yes |
|-------------------------------------------------------------------------------------------------------------------------------|-----|

Changes to Applicant Group Information

|    | Name/Phone/<br>Email<br>Address | Current<br>Employment                       | Relevant<br>Experience/S<br>kills and Role<br>on Applicant<br>Group                      | Proposed<br>Role in<br>School (e.g.,<br>trustee,<br>employee,<br>none) | Proposed<br>Position on<br>Board<br>(Officer,<br>Trustee,<br>Constituent<br>Rep) | Change (Add<br>or Remove?) |
|----|---------------------------------|---------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------------|
| 1  | David<br>McBride<br><div></div> | Fellow,<br>Building<br>Excellent<br>Schools | Education,<br>School<br>Leadership,<br>Community<br>Engagement,<br>Strategic<br>Planning | Proposed<br>Head of<br>School                                          | Ex-officio,<br>non-voting<br>member                                              | Removed                    |
| 2  | David<br>McBride<br><div></div> | Fellow,<br>Building<br>Excellent<br>Schools | Education,<br>School<br>Leadership,<br>Community<br>Engagement,<br>Strategic<br>Planning | Employee,<br>Proposed<br>Head of<br>School                             | Not<br>Applicable                                                                | Added                      |
| 3  |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 4  |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 5  |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 6  |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 7  |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 8  |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 9  |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 10 |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 11 |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 12 |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 13 |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 14 |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |
| 15 |                                 |                                             |                                                                                          |                                                                        |                                                                                  |                            |



**New Applicant Group Member History**

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

Not applicable

NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)**

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** Lenora Reid-Rose

**Proposed Charter School Name:** The Collegiate School of Rochester Charter School

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.*

### **Background Information – All Applicant Group Members**

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☐ Copy of Diploma, Transcript or Supporting Documentation Attached

☒ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I met David McBride several years ago when he was Principal at the Rochester Preparatory Charter School. He and his wife, Joslyn- who works with me at Coordinated Care Services, Inc.- attended the graduation of the Prevention, Access, Self-Empowerment and Support (PASS) program. Joslyn would share on occasion his devotion to the children and families who attended the school and at times went into details about the activities at the school. When David reached out to me in September to share his ideas about opening a charter school in Rochester, I was very open to having the conversation with him. I did my own research on Building Excellent Schools, and got to know their concepts, principles and strategies that they use to support leaders in designing and building high-achieving schools. These concepts and principles aligned with and embody my own thinking on what my colleagues and I used to develop the PASS program (which has been in existence for about 20 years), the elementary education I received in Jamaica, and the Montessori school my child attended.

As David and I spoke more about the school, the idea of building a school that educates all students regardless of their race and ethnicity, economic status, disability, and preferred language was interesting to me. STEM classes beginning in kindergarten give students the opportunity to enter these fields of study and expose them to job opportunities that are very often not on the forefront of their thinking was also interesting to me. Individuals of color are missing from this field of study. I decided to join the applicant group to oversee and support the school, as it will offer an education to students in Rochester that they do not otherwise have.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

### **Statement of Intent—All Applicant Group Members**

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

As early as I can remember I have been engaged with learning and providing the opportunities to learn, especially to those who are disadvantaged and face challenges in accessing learning institutions.

My mother was a social worker in Jamaica who believed in education as the gateway to success. She taught me the importance giving back to others no matter what their station in life. One of my earliest volunteer experiences, at about the age of 9, was teaching more mature individuals to read and write. You see, my grandfather could not read nor write, so helping others to read has been a commitment of mine as well as others in my family.

After completing High School, I joined the National Youth Service Program of Jamaica and was placed in a secondary school for 2 years where I got an early exposure to the nuances of education and learning. After this formal volunteer experience, I entered the College of Arts Science and Technology, now known as The University of Technology (UTEC, Jamaica) and pursued a certificate in teaching. Once completed I opted to teach in rural Jamaica. Here I had the opportunity to engage with the community, parents and students on a more integrated level than I would if I stayed in the more urban areas of Jamaica. It was a most satisfying experience. I strongly feel that these experiences have shaped who I am. I am committed to the education of others for life. I find ways to interact with educational institutions, teaching others and trying to change systems to satisfy the need of those who want to learn

My own educational path has gone from one in accounting to one in healthcare administration and consulting in the areas of health equity, cultural competence, anti-oppressive practices, organizational development and strategic planning and using data to drive decisions. The experiences I have gained have been diverse, and I find myself sharing what I know giving back to others at every juncture. I continue to serve

on several committees that keeps me abreast of state, county and local initiatives/policies and give me the opportunity to help to shape policies that impact the lives of those we plan to serve.

To The Collegiate School of Rochester, I bring experience in education, board service, business and finance, and strategic planning.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a founding board member, I have provided support in many ways. Early in the process I gave feedback around the key design elements of the school, highlighting that more focus needs to be on forming strong partnerships with families. I have also attended many events and meetings with members of the public, including Wade Norwood and Rochester City Councilmember Willie Lightfoot, Jr. I have used my connections to connect with local organizations as well, including Action for a Better Community, in which Collegiate has now established a relationship.

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

My experiences and my commitment to helping others who are less fortunate and are underrepresented and challenged in accessing and receiving services that meet their needs have situated me to serve in this capacity.

As a Black woman and an immigrant, I have experienced adversities; however, I have found ways to overcome them and to situate myself at the "table" where I can influence policies and provide guidance to others who have found themselves in similar situations. This experience will be very beneficial to me and others as I support The Collegiate School of Rochester in achieving its goals.

I have vast experiences with working with our community, including recent work with community members to overhaul the discipline practices in the Rochester City School District and helping to start the FREE (Facing Race, Embracing Equity) initiative. I worked with those who focused on looking on the incarceration of people of color and raising the age of adolescents caught up in the criminal justice system.

Additionally, as a Director of Coordinated Care Services, Inc. (CCSI) and former Co-Chair of the Board of Directors for New York State Rehabilitation of Psychiatric Services (NYAPRS), I have been integrally involved in strategic planning, providing oversight to large organization, leading a department, delivering on outcomes, and making data-driven decisions. Some of my duties as the Co-Chair of NYAPRS are providing guidance to the organization's President and supervising and completing his annual performance appraisal. I also provided oversight related to governance,



finance, compliance, strategy, and human resources to the major committees/operations of the organization.

I am very confident that the skills, expertise I have gained will help me in my role on the board.

\_\_\_\_\_  
Printed Name  
\_\_\_\_\_  
Signature

March 28, 2019  
Date

### Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

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

☒ This does not apply to me. ☐ Yes.

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

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

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

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

I will be the Board Chair and member of the Governance Committee.

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

I want to be involved in a school that is cutting edge and innovative in serving our students, parents, and community while at the same time embracing, honoring and nurturing our professional staff.

A high percentage of children of color in Rochester do not graduate from high school. Neither they nor their parents have had opportunities to engage with the schools that their children attend and very often govern the outcomes of their lives. They do not get opportunities to be exposed to STEM at an early age or ever. They are not exposed to fine arts and cultural exploration. Reading is very often not a staple in their lives. Most of their parents live below the Federal poverty line and struggle to make ends meet. The children upon entering kindergarten are very often so disadvantaged and not ready to learn. They begin school with vocabularies that are far behind those of students in suburban districts and the current public school does



not take this into consideration and this lack of reading and understanding is not taken into consideration. It is ignored.

The Collegiate School of Rochester has considered all these issues in our design of the school and the curriculum. I know Collegiate will provide children and their parents a high-quality education, that takes their individual needs into consideration, will be respectful to their cultural nuances and will ensure success. It will also be supportive of its teachers and will create an infrastructure where they strive and grow and is committed to the families and community in which they serve.

Working with David McBride has been a great experience and David's enthusiasm is catching. David wants to do good for our community and sees the school as integral to our community in which we live, work and play. He creates the time to interact with community organizations and individuals from all walks of life that represent the diversity of the Rochester community. He doesn't use criticism of the Rochester City School District to promote our school but presents our charter in a way that enhances the lives of individuals by creating opportunities for all.

David and our team have embarked on accomplishing the mission, values and principles of our school. We are committed to the success of our students, our school and our community. I feel honored to be involved in this phase of the school and know that we will support and create a space that breathes success. I want to be a member of this winning team and its endeavor to impact the lives of individuals in the Rochester Community.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

### Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☐ No. ☒ Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

Coordinated Care Services, Inc. of which I am an employee, may be asked to provide a proposal for professional development in trauma responsive care to the teachers and professional staff. I will remove myself from any discussion of this matter and from the decision-making process.

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.

☒ Not applicable because the School does not/will not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Our Board will take the observation of our conflict of interest seriously. Activities that impinge on the work of our organization is potentially damaging to the reputation and sometimes to the demise of an organization. Since our reputation is one of our greatest and most valuable assets as a Board member, I will be vigilant to uphold the reputation of The Collegiate School of Rochester.

As we shape our charter, we will ensure that conflicts of interest and inappropriate behavior as a board member is clearly defined and communicated with all the members of the Board. We will have robust conversations with examples of conflict of interest and how breaking these will be addressed. A policy with clear guidelines on what will happen if one breaks or feels they will have a conflict will be put in place. Once there is a clear understanding by all, Board members will be asked to sign off on the statement.

If there is a conflict, at a minimum there will be an expectation that the Chair of the Board be informed immediately. The Chair of the Board will have a conversation, to include why, where, when and how it will impact the organization with the individual who may have the conflict. The entire Board will then be informed.

We would use this as an opportunity to review the policy with the full Board, have robust conversation why the activity is considered a conflict and the potential impact this will have on our organization. If it were found to be a conflict of interest,

we, as a board, would vote to remove this person from the board in accordance with our Conflict of Interest Policy.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

- ☒ This does not apply to me, my spouse or other family members.  
☐ Yes.

### **Educational Philosophy -Proposed Board of Trustees Only**

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of The Collegiate School of Rochester declares that we will prepare all students in kindergarten through grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, and results-driven community.

My understanding of the mission of our school is one that promises achievement within a supportive environment geared towards success of our students and their families, our staff, and the community. The mission and/or philosophy of our school will be an intense focus on quality education making our school an indispensable community investment in the future of the students and the community. The mission focuses on a whole child approach. This approach does not only promote academic achievement but also promotes the long-term development of each child; preparing each child for college, career, employment and citizenship. Our mission focuses on preparing students for the challenges and opportunities of today and tomorrow, by addressing students' comprehensive needs through the shared responsibilities of students, families, faculty, schools and communities. Our students, families and faculty will have a shared vision with which they want to engage; all will have a common goal. ... and our North Star of bringing a high-quality education to our students will guide our decisions to accomplish this shared goal.

The quality of education will be a shared accountability essential for the success of each student. This partnership will require commitment, communication and collaboration with all the students, faculty members, families and the community. Our students and teachers will be recognized and valued for their individual strength and cultural diversity.

24. Please explain your understanding of the educational program of the charter school.

The Collegiate School of Rochester will operate grades kindergarten through grade 5 in its initial years and may be interested in expanding to more grades following the first



charter term. As mentioned earlier, our school will adopt the whole child approach that ensures that each child is healthy, safe, engaged, supported and challenged. Our educational program will also focus on both shorter student, family, and staff success. We have adopted the motto "Every Child, Every Minute, Every day". The essence of this motto will be a driving force of every action, every decision of our school. BES has a track record of developing Fellows and schools that have been very successful in engaging individuals from the inner cities. Our Lead Founder continues his study of high performing schools and is very conscientious of the population of focus; their needs and what modifications and adaptations must be done so that the educational program meets the needs of community.

Our population of focus has the lowest vocabulary, literacy, and mathematics skills, which are linked to deficits in later school achievement. Literacy and mathematics will be the hallmark of our educational program. Our schools will adopt a rich curriculum of science, technology, engineering and mathematics (STEM) that utilizes multiple approaches to ensure learning is collaborative, project and performance-based. David is very cognizant of the fact that the first years of a child's life set the stage for all future growth. The population we will be serving are disadvantaged to having access and an awareness of the essential ingredients for healthy development.

Our educational program will take into consideration to ensure that our children are ready to learn and will provide relevant school services and instructional supports to address all these needs. Safety, structure, predictability, and discipline will also be a hallmark of our school.

Our school will have longer school days and a longer school year. This will allow for more time for academics and extracurricular activities. Parents will be invited and encouraged to see and accept the school as their own. Lots of time will be spent during orientation and the school year to engage our parents so that they are invested not only in their child, but in the outcome of all children and the school. There will be a myriad of activities to engage parents, such as monthly parent workshops with a focus on literacy and STEM support, as well as monthly parent coffee hours where parents can provide feedback on the school as we want them to feel ownership for the school and its outcome.

Alongside the rigor of the curriculum our faculty will also have the benefit of being mentored and coached so they can be at their best and operate at their fullest potential. Our teachers are our greatest asset; they are the capital that we will rely on to achieve successful outcomes. We will be investing in them, so they do not experience the "burn out" factor and the stressful situations are kept to a minimum.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school must have, at a minimum the following characteristics to in place to be successful:

- **7 Strong, effective leadership**— with a founding leader and governance in place. In order to create an environment that is open and supportive, strong leadership must be demonstrated at all levels of the organization, and we must be cognizant that there is influential leadership and positional leadership, and both must be in alignment with each other.
- **7 Clear and decisive written mission.** The mission statement is the guiding beacon of any organization that must be operationalized and modeled by all.
- **7 Student-centered instructional planning.** Having a clear plan in place to be tweaked based on child's performance and outcomes. Systems should be in place that helps students build the necessary strategies and skills to be more successful in the classrooms and their lives in general.
- **7 Parent outreach and engagement.** Relationships must be built and sustained with parents and the community to create a strong partnership that fosters student academic outcomes. There must be intentionality and transparency.
- **7 Recruitment and retention of mission-aligned teachers** and other school personnel who are supportive in carrying out the school's mission. Teachers must also be provided with professional development opportunities that allows them to both grow as a teacher and fulfil their own personal goals.
- **7 Strong school culture.** Our culture is driven by our college prep mission, high standards for academic and character, highly structured learning environment, a focus on accountability and data driven decision making and instructions, and a faculty on talented, respected and committed teachers and activities that addresses the whole child.
- **7 Commitment to success** made by the school's leadership, teachers, parents, and the community. Everyone to be involved with the school must sign on to the tenets of the school and our mission for the benefit of every child.
- **7 A clear definition for the school's success and performance metrics** that will help us know when we have achieved this success.
- **7 Our success must be told by the gathering of data** and its analysis alongside qualitative data to tell our story and whether we are successful or not. We will be able to make informed data decision and engage in a strong continuous quality improvement process.

These characteristics must be in place and adhered to for success. Some of the steps the board must take to ensure success are:

- **7** Ensure that our school has clearly defined and written guidelines that allows for the characteristics outlined to be successfully operationalized.
- **7** The Head of School, with the support of the board, must ensure that all school personnel, parents and students know and understand the guidelines of our school and what it means if these guidelines are not followed and how this will impact the success of the child and the school.
- **7** Be clear in its communications that the success of the school is dependent on everyone; each has a part to play and then through positions, rules and contracts be very explicit on how each body contributes to the success of the school.
- **7** Ensure that job descriptions of all school personnel embody, clearly support, and adhere to the mission and principles of the school.
- **7** Ensure that the board members understand the charter of the school and how the different committees contribute to achieving its goals.

- ? The board will have performance metrics in place that will be used on a monthly basis to measure success. Our metrics will focus on ensuring we are meeting our academic goals, that we are following local, state, and federal regulations, and that Collegiate is fiscally sound. Our team will also create internal metrics to assess parent engagement, community involvement, and ensuring that all personnel feel safe in our inclusive environment. Robust conversations will be held regularly regarding what it means to be successful in the achievement of these metrics.

#### STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Lenora Reid-Rose (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
\_\_\_\_\_  
Signature

3/28/19  
\_\_\_\_\_  
Date



## **ARTICLE 1: Name, Mission, and Objectives**

Section 1: The name of the Corporation is The Collegiate School of Rochester Charter School (hereinafter “The Corporation”).

Section 2: The purpose for which the Corporation is organized is to establish and operate a Charter School (the “Charter School”) to ensure academic success for students in grades kindergarten through fifth in Rochester, New York. The Collegiate School of Rochester prepares all students in kindergarten through grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, and results-driven community.

## **ARTICLE II: Membership**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of The Corporation (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board.

## **ARTICLE III: Board of Trustees**

Section 1: The Board of Trustees shall consist of at least seven (7) Trustees and no more than fifteen (15) Trustees. All Trustees shall have identical rights and responsibilities.

Section 2: Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees.

Section 3: The Corporation’s nominating committee, known as the Governance Committee, shall present a slate of potential Trustees and officers for election by the Board of Trustees. This slate shall be presented at the annual meeting of the Board.

Section 4: Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.

Section 5: The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2020), at least two Trustees who will serve a two-year term (ending in Spring 2021), and at least three Trustees who will serve a three-year term (ending in Spring 2022)

Section 6: Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, up on recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Trustees. A Trustee elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.



Section 7: A Trustee may resign at any time by filing a written resignation with the Chair of the Board.

Section 8: In accordance with New York State Education Law subdivision 226(8), the Board may remove or suspend from the office by vote of a majority of the entire Board any Trustee, Officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee by Registered Mail.

Section 9: Members of the Board of Trustees:

- a) Shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting business on behalf of the Corporation.
- b) Shall serve the Corporation with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with the Corporation.
- c) Shall ensure that all participation in Board work is bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- d) Shall have no direct or indirect financial interest in the assets or leases of the Corporation; any Trustee who individually or as part of a business or professional firm is involved in the business transitions or current professional services of the Corporation shall disclose this relationship and shall not participate in any vote taken with respect to such transitions or services.

#### **ARTICLE IV: Principal Office**

The Corporation's principal office shall be at the following address: 464 Harwick Road, Rochester, NY, 14609, or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

#### **ARTICLE V: Meetings of the Board**

Section 1: The annual meeting of the Board of Trustees shall occur in the last quarter of the fiscal year. There shall be at least 10 monthly meetings of the Board held each year. Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar.

Section 2: Special Meetings of the Board of Trustees may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore. Special Meetings shall be held upon four (4) days' notice by first-class mail or 48 hours' notice delivered 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.

Section 3: The Board shall select its own meeting format in any method allowed by the laws of the state of New York. Any such meeting, whether regular or special, complying with Sections 1 or 2 of Article V shall constitute a meeting of the Board of Trustees and shall subscribe to the policies, procedures, and rules adopted by the Board.

Section 4: An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.

Section 5: The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may only vote by video conference and not by phone conference.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
  - a) The date and time of the meeting.
  - b) A list of Trustees in attendance and those absent, either excused or otherwise;
  - c) A summary of all motions, proposals, resolutions, and any other matters formally voted upon;
  - d) A record of how each Trustee voted on each matter; and
  - e) In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
8. Minutes of open sessions will be available to the public upon request from the Secretary within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not



considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered.

10. All Trustees may participate in the executive session, and the Board may authorize others to be present at well.
11. No public funds may be appropriated during an executive session.
12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
  - a) Matters which imperil the public safety if disclosed;
  - b) Any matter which may disclose the identity of a law enforcement agent or informer;
  - c) Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
  - d) Discussions regarding proposed or pending litigation;
  - e) Matters which apply to school employees or collective negotiations that are within the scope of Article 14 of the Civil Service Law;
  - f) The medical, financial, credit, or employment history of a particular person or corporation;
  - g) The preparation, grading, or administration of examinations; and
  - h) The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Section 6: Board Meetings shall be held at The Corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section 7: A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 8: Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

#### **ARTICLE VI: Committees and Task Forces**

Section 1: A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Trustees or community members, or both. The Board may prescribe the need and/or the composition of such committees.

Section 2: There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) Trustees recommended by the Chair and elected by the Board of Trustees at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair.



Section 3: The duties of the Governance Committee shall be:

- a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Trustee positions on the Board;
- b) to present a slate of nominees for Officers to the Board for election at the annual meeting;
- c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
- d) to provide ongoing orientation to Trustees;
- e) to oversee a Trustee assessment process to ensure optimum performance; and
- f) to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

**ARTICLE VII: Action by the Board**

Section 1: A majority of the entire number of Trustees then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board of Trustees.

Section 2: Standard of Care:

1. Performance of Duties: Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
2. Reliance on Others: In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
  - a. One or more Officers or employees of The Corporation whom the Trustee believes to be reliable and competent in the matters presented;
  - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
  - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of The Corporation's Charter 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 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 in Article VII Section 2, and shall consider among other relevant considerations the long- and short-term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 3: Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of The Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such



right of 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.

Section 4: Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee 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 when present.

Section 5: Every Trustee has a duty to maintain the confidentiality of all Board actions that are not required by law to be open to the public, including discussions and votes that take place at any Executive Sessions of the Board. Any trustee violating this confidence may be removed from the Board.

#### **ARTICLE VIII: Officers**

Section 1: There shall be four (4) elective Officers of the Board: a Chair, Vice Chair, Secretary, and Treasurer.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of The Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disable, 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 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 of the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.



Section 2: The Governance Committee shall present nominations for Officer to the Board. The nominated Officers shall be Trustees.

Section 3: The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 4: A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

Section 5: Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year or until their successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

#### **ARTICLE IX: Non-Liability of Trustees**

The Trustees shall not be personally liable for The Corporation's debts, liabilities or other obligations.

#### **ARTICLE X: Indemnification of Corporate Grants**

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he his testate or intestate was a Director, Officer, employee or agent of The Corporation, against judgements, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

#### **ARTICLE XI: Other Provisions**

Section 1: The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2: Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of The Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instance. Unless so authorized, no Officer, agent, or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3: Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Board Chair, the Executive Director, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

Section 4: Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.





Section 5: Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may be 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 be reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary action 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 part (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

Section 6: Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

#### **ARTICLE XIII: Amendment**

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

#### **CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the 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    Date: \_\_\_\_\_



### Policy

The Board of Trustees (the “Board”) and senior staff of The Collegiate School of Rochester Charter School (“Collegiate”) must: conduct their affairs in the best interests of the school; avoid conflict, or the appearance of conflict, between their personal interests and those of Collegiate; and ensure that they do not receive improper personal benefit from their positions. Accordingly, the Collegiate Board has adopted the following procedures to govern Collegiate decision-making processes. Moreover, Board members, experts, advisors, and Collegiate staff of any level are subject to the gift policy set forth below.

- Trustees, officers, or employees of external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
- Trustees shall make all appropriate financial decisions whenever a grievance of conflict of interest is lodged against them.
- Trustees, officers, and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
- Trustees, officer, and employees will exercise the highest degree of care not to disclose confidential information, including but not limited to:
  - Student records
  - Financial information
  - Personnel records
  - Payroll records
- Trustees, officers, and employees will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to:
  - Theft or inappropriate removal or possession of property
  - Falsification of documents
  - Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace or while on duty
  - Use of tobacco or tobacco products on school grounds
  - Insubordination or other disrespectful conduct
  - Violation of safety or health rules

### Conflict of Interest Procedures and Definitions

1. Board members shall disclose to the Board their interest, as defined below, with respect to a transaction the Board is considering. Such transactions include contracts and the provision of services. The disclosure of an Interest may be made orally or in writing. A Board member has an Interest if the Board member or, to the Board member’s knowledge, the Board member’s family member (including parent, grandparent, spouse, sibling, child, grandchild, niece, or nephew), or close business associate (i) is employed by, or (ii) holds a fiduciary, significant owner or senior position with, any entity or person with which Collegiate is considering a transaction. Unless the Board requests their presences, Board members with Interests shall recuse themselves from the Board’s consideration of the relevant transaction. In no event shall Board members vote on transactions in which they have a financial interest. The nature of the Interest and the



individual's recusal, or Board determination not to recuse, shall be recorded in the appropriate minutes. In addition, the Board expects Board members to disclose close friendships with (a) any person with whom Collegiate is considering a transaction, and (b) any person who has a significant position in an entity with which Collegiate is considering a transaction.

2. Collegiate staff (including, but not limited to, the Head of School or any other employee, expert or advisor who is in a position to influence a decision in which he/she has an Interest) shall disclose to the Head of School if there is any real or presumed conflict of interest. Unless it is determined that there is not conflict of interest, the staff member shall recuse herself or himself from the decision-making process. The Procedures set forth in the preceding sentence shall also apply to any Board member who has knowledge that he/she has an Interest in a transaction being considered by Collegiate below the Board level. The nature of the Interest and the individual's recusal, or the Chair's determination not to require recusal, shall be memorialized in writing. In addition, the persons listed in the first sentence of this paragraph shall disclose close friendships with (a) any person with whom Collegiate is considering a transaction, and (b) any person who has a significant position in an entity with which Collegiate is considering a transaction.
3. No Board member or staff member shall accept or solicit payments for expense associated with Collegiate -related travel, meals, or other professional activity from actual or potential suppliers of Collegiate. No Board member or staff member shall receive or solicit a gratuitous payment or article of monetary values worth \$75 or more from actual or potential suppliers of services or good for Collegiate, except (a) gifts presented to Collegiate where the recipient is representing Collegiate and thereafter presents the gift to Collegiate, or (b) gifts that are motivated solely by a family or personal relationship, but are in no way connected with the recipient's official Collegiate duties. In general, a recipient should make every effort to decline to accept gifts on behalf of Collegiate, but, in cases where it would be considered ungracious to do so, should make clear that the gift is being accepted on behalf of, and will be given to, Collegiate.
4. Additional Conflict of Interest Provisions for all Trustees, Officers, and Employees
  - a. The conflict of interest provisions of the New York General Municipal Law are applicable to charter schools to the same extent those provisions (Gen. Municipal Law §§ 800-804, 804-a, 805, 805-a, 805-b, 806) are applicable to school districts. All trustees, officers, and employees shall comply with such laws.
  - b. No trustee, officer or employee shall:
    - i. Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;
    - ii. Disclose confidential information acquired by him in the course of his official duties or use such information to further his personal interests;
    - iii. Receive, or enter into any agreement, express or implied, for



compensation for services to be rendered in relation to any matter before any agency of his municipality, whereby his compensation is to be dependent or contingent upon any action by such agency with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered;

- c. Trustees, officers and employees must disclose any contract with not-for-profit entities, such as charter management organizations, partners and founding organizations.
- d. Any officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the municipality of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of a set forth in the official record of the proceedings of such body.

All trustees, officers, and employees of the school will be given a copy of the Code of Ethics upon their employment or association with the school.



## Attachment 6a: CMO Information

Not applicable.



## Attachment 6b: Proposed Management Contract

Not applicable.



## Attachment 6c: Appendix E Business Plan

Not applicable.





## Attachment 7: Partnership Information

Not applicable.



## Attachment 8a: Hiring and Personnel Policies and Procedures

Figure 8a.1: Staffing Chart

| Positions                          | Average Starting Salary | FTE per Year |   |    |                 |    |
|------------------------------------|-------------------------|--------------|---|----|-----------------|----|
|                                    |                         | 1            | 2 | 3  | 4               | 5  |
| Head of School                     | \$100,000               | 1            | 1 | 1  | 1               | 1  |
| Lower Academy Director             | \$90,000                | 0            | 0 | 1  | 1               | 1  |
| Upper Academy Director             | \$90,000                | 0            | 0 | 0  | 0               | 1  |
| Director of Operations             | \$75,000                | 0            | 0 | 1  | 1               | 1  |
| Director of Culture                | \$65,000                | 0            | 0 | 1  | 1               | 1  |
| Director of Student Supports       | \$65,000                | 0            | 0 | 1  | 1               | 1  |
| Dean of Culture                    | \$55,000                | 1            | 1 | 0  | 0               | 0  |
| Dean of Operations                 | \$65,000                | 1            | 1 | 0  | 0               | 0  |
| Student Supports Coordinator       | \$55,000                | .5           | 1 | 0  | 0               | 0  |
| Dean of Curriculum and Instruction | \$75,000                | 1            | 1 | 1  | 1               | 0  |
| Operations Fellow                  | \$55,000                | 0            | 1 | 1  | 1               | 1  |
| Office Manager                     | \$40,000                | 1            | 1 | 1  | 1               | 1  |
| Special Projects Coordinator       | \$50,000                | 0            | 0 | 0  | 0               | 1  |
| Behavioral Interventionist         | \$45,000                | 0            | 1 | 1  | 1               | 1  |
| Social Worker                      | \$50,000                | 0            | 1 | 1  | 1               | 1  |
| Special Education Teachers         | \$55,000                | 1.5          | 1 | 2  | 2               | 3  |
| ENL Teachers                       | \$55,000                | 1            | 1 | 1  | 2               | 2  |
| Lead Teachers                      | \$55,000                | 4            | 7 | 10 | 13 <sup>1</sup> | 16 |
| Assistant Teachers <sup>2</sup>    | \$45,000                | 4            | 7 | 10 | 13              | 16 |
| STEM Teachers                      | \$55,000                | 1            | 1 | 1  | 2               | 2  |
| Electives Teachers                 | \$48,500                | 1            | 1 | 2  | 3               | 4  |
| Teaching Fellows                   | \$40,000                | 0            | 0 | 1  | 1               | 1  |

### Job Descriptions and Qualifications

All Collegiate employees must demonstrate an unwavering commitment to the school's mission and a steadfast belief that all children can achieve at high levels.

**Head of School - Administrative. Responsibilities.** Our HOS will be responsible for the overall management of Collegiate and ensuring that we are on track to reach the goals established in the Charter School Performance Framework. The HOS will set the organizational priorities for the school and will develop and hold accountable staff in executing these priorities, and is responsible for the hiring, coaching, management, and evaluation of all Leadership Team members.<sup>1</sup> In years 1-2, the HOS will also serve as the Academy Director for the Lower Academy, and in year 3, the Upper Academy, while training a Dean of Curriculum and Instruction to step into the role of Academy Director. The HOS will communicate the vision of the school to all stakeholders and the public, report directly to the Board of Trustees, and ensure the school is in compliance with all policies and regulations of both applicable governmental laws and NYSED regulations.

<sup>1</sup> Beginning in year 3, we anticipate having two instructional coaches who have a reduced teaching load while directly coaching 1-2 teachers. These teachers will receive a \$2,000 stipend per teacher coached. This money has been accounted for in our proposed budget. For more information, see [Attachment 9, tab 6, line 82](#).

<sup>2</sup> With our two-teacher model, Assistant teachers are our Co-Teachers.



**Qualifications.** The Head of School must demonstrate a commitment to the success of all students, a commitment to the growth and development of all teachers and administrative team members, demonstrate the ability to inspire a team around the mission and vision of the school, and demonstrate the ability build relationships with a variety of stakeholders. A bachelor's degree, a minimum of three years of managing teachers, and evidence of success in driving student achievement are required. Master's or advanced degree preferred.

**Director of Culture – Administrative. Responsibilities.** The Director of Culture will oversee school-wide culture including behavior management and discipline systems, support the building of school community, and will use his/her expertise to design and implement restorative practices to best support our students. The Director of Culture will support teachers with classroom and whole-school management, while overseeing our culture team, consisting of our Behavioral Interventionist and Social Worker. **Qualifications.** A bachelor's degree and a minimum of three years school-based experience working with similar student populations required. Master's or advanced degree preferred.

**Director of Operations – Administrative. Responsibilities.** The Director of Operations will oversee and/or manage the operational systems of the school. This includes nutrition, enrollment, facilities, and day-to-day finances of the school with support from the Head of School and back-office provider. Our Director of Operations will oversee our Office Manager, Operations Fellow, Nurse, and Special Projects Coordinator. **Qualifications.** A bachelor's degree, a minimum of three years' experience in an operational role and demonstrated implementation of effective and efficient systems and processes required. Master's or advanced degree and school-based operations experience preferred.

**Director of Student Supports – Administrative. Responsibilities.** The Director of Student Supports will oversee all student supports, with a focus on our students receiving special education services and MLLs/ELLs. They will manage our special education and ENL teachers, our contracted service providers, ensure compliance with local, state, and federal regulations regarding students with disabilities and MLLs/ELLs, oversee our RTI process, and provide training and support to staff on best practices for supporting all learners. **Qualifications.** A bachelor's degree, a minimum of three years school-based working with special student populations, and New York State certification in Special Education required. Master's or advanced degree and ESOL certification preferred.

**General Education Teachers. Responsibilities.** Our General Education Teachers (Lead Teachers, Co-Teachers, STEM Teachers, PE Teachers, Art Teacher) are responsible for providing excellent instruction to our students. This includes preparing and expertly delivering all lessons, analyzing and responding to student data, providing a safe and joyful learning environment, providing necessary accommodations, modifications, and supports for all learners, actively participating in professional development, and collaborating with both teaching and leadership team members. **Qualifications.** Bachelor's Degree, NYS Teaching Certification, and two years teaching experience with demonstrated results required. Master's degree preferred.<sup>3</sup>

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<sup>3</sup> Our Co-Teachers are not required to have teaching experience. This is an entry-level role, and all Co-Teachers will be paired with an experienced Lead Teacher. STEM teachers are preferred to have a degree in the field of Science, Engineering, or Technology.



**Special Education Teachers. Responsibilities.** Our Special Education Teachers are responsible for providing excellent instruction to students with disabilities using differentiated methods of instruction that are aligned with requirements including accommodations and modifications of student's IEPs or Section 504 plans. They will work closely with general education teachers and leadership to analyze and respond to student data and will collaborate with general education teachers to ensure best practices for meeting student needs are in place. They will provide push-in and pull-out support for students, complete administrative requirements related to special education procedures, actively participate in professional development, and form strong relationships with families. **Qualifications.** Bachelor's Degree and NYS Special Education Teaching Certification required. Master's degree in Special Education or related field preferred.

**ENL Teachers. Responsibilities.** Our English as a New Language Teachers (ENL) are responsible for providing excellent ENL instruction (both stand-alone and integrated) to our English Language Learners and Multilingual Learners through the preparation and execution of lessons. They will conduct interviews with families based on the HLQ and administer the NYSITELL assessments. They will also prepare students for and administer the NYSESLAT assessment. ENL teachers are also responsible for facilitating all supports for our ELLs/MLLS, including collaborating with our general education teachers. They will actively participate in professional development and form strong relationships with both students and families. **Qualifications.** Bachelor's Degree and a New York State Certified English to Speakers of Other Languages (ESOL) certification required. Master's degree in related field preferred.

**Behavioral Interventionist – Teacher. Responsibilities.** Our Behavioral Interventionist is responsible for supporting The Director of Culture in overseeing our school-wide culture and behavior management systems, support the building of school community, and support in implementing restorative practices to best support all students. The Behavioral Interventionist will support teachers with classroom and whole-school management. **Qualifications.** Bachelor's Degree required. Two years school-based experience preferred.

**Office Manager – Other School Employees. Responsibilities.** The Office Manager will lead the daily operations of the main office and provide customer service for families, visitors, and vendors. They will maintain an efficient space, manage ordering of school office supplies, and support the Director of Operations with management of student records. They will manage family communication regarding transportation, meals, attendance, and student records. **Qualifications.** Demonstrated success in prior office or secretarial role and demonstrated ability to build strong relationships with key stakeholders including families and vendors required. Bachelor's Degree and fluency in Spanish preferred.

**Operations Fellow - Other School Employees. Responsibilities.** The Operations Fellow will support the Director of Operations in managing the operational systems of our school. This includes nutrition, enrollment, and facilities. The goal is to prepare the Operations Fellow for a Director of Operations role. **Qualifications.** Bachelor's Degree required. School-based experience preferred.

**Social Worker - Other School Employees. Responsibilities.** The Social Worker is responsible for supporting a caseload of students who require counseling services mandated by a student's IEP



or who have been identified for counseling services through a Tier 2 or Tier 3 intervention, advise school leadership on intervention placements, support school staff in addressing any suspected cases of abuse/neglect, develop and/or review student behavior plans, and support school staff in addressing emergency situations impacting students. **Qualifications.** Master's degree or higher in School Counseling or Social Work, appropriate NYS certification, and minimum two years' experience as a school counselor or social worker required.

**Special Projects Coordinator - Other School Employees. Responsibilities.** The Special Projects Coordinator will assist the Director of Operations and Operations Fellow in managing the operational systems of our school and will be tasked with projects related to organizing school-specific data, planning field trips, and creating project plans for school events. This includes nutrition, enrollment, facilities, and data entry. **Qualifications.** Bachelor's Degree required.

### Hiring Process and Procedures

**Candidate Hiring Process.** Collegiate will adhere to a 3-step hiring process to ensure that quality candidates are hired for our students, which is outlined below. Each stage of the process allows for an invitation to the next stage and are described below in **Figures 8a.1 and 8a.2.**

**Figure 8a.2: Stages of the Administrative Hiring Process.**

| Stage                                      | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resume Screening                           | All resumes will be screened to identify educational attainment and academic achievement/awards; quality of experience; relevant experience with an emphasis on urban education; potential gaps in professional experience; presence of references; quality of cover letter.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 30-minute Phone Screen                     | Candidates will be asked a series of questions that focus on the following: alignment to mission and vision; educational philosophies; receptiveness to school model; personal reflectiveness. These answers will be scored and compared to an internal rubric to determine if the candidate will advance to the next stage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| In-person Interview & Immersion Activities | This is a 3-part stage that includes a written component, completion of activities that align with the position; formal interview. <b>Written Component.</b> Candidates will be given a written task to complete to assess clarity in communication and quality of written communication. These could include formal letters on behalf of the school to families (Director of Operations role) or an email to a teacher following a classroom observation (Dean of Curriculum and Instruction). <b>Immersion Activities.</b> Candidates will complete approximately 4 immersion activities (30 minutes each) that test their ability and competency on key tasks related to the work. These could include role-plays or creating action plans based on student or school data. <b>Formal Interview.</b> During the formal interview, the candidate will be asked to reflect on their immersion activities and will receive feedback from the HOS. During this time, the candidate will have to implement feedback on one of the immersion activities. The candidate will also be asked additional questions related to the role that will allow the HOS to assess their ability to be managed, developed, and perform at a high level. <b>Follow-up.</b> In some instances, a candidate may be asked to complete a follow-up task related to feedback or to address potential areas of concern deemed by the HOS. |



**Figure 8a.3: Stages of the Teacher Hiring Process.**

| Stage                           | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Resume Screening                | All resumes will be screened to identify educational attainment and academic achievement/awards; quality of experience; teaching experience with an emphasis on urban education; potential gaps in professional experience; presence of references; quality of cover letter.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 30-minute Phone Screen          | Candidates will be asked a series of questions that focus on the following: alignment to mission and vision; educational philosophies; receptiveness to school model; personal reflectiveness. These answers will be scored and compared to an internal rubric to determine if the candidate will advance to the next stage.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Sample Lesson & Debrief Meeting | This is a 3-part stage that includes preparation for a 30-minute sample lesson; delivery of a 30-minute sample lesson; 60-90 minute debrief with the HOS.<br><b>Lesson Submission.</b> Candidates will be given criteria for a 30-minute sample lesson. They will be sent a lesson plan and asked to internalize the plan and adjust as needed. They will be offered the chance to send their internalized plan to the HOS 2-days before the sample lesson for feedback. <b>Sample Lesson.</b> Teachers will deliver a 30-minute sample lesson to a classroom of students. The teacher will be assessed on quality of instructional delivery, classroom management, receptiveness to feedback (all candidates will receive real-time coaching in the lesson), and response to student data. <b>Debrief.</b> During the debrief, the candidate will be asked to reflect on their lesson and then will receive feedback from the HOS. During this time, the candidate will re-practice delivering a part of the lesson determined by the HOS to demonstrate their willingness and ability to implement feedback. <b>Follow-up.</b> In some instances, a candidate may be asked to return to deliver another sample lesson. |

For staff positions outside of teaching and administrative roles, the process will include resume screening, a phone screen and a 2-hour interview that will include the completion of job-related tasks that the candidate must complete.<sup>4</sup> For all candidates, a formal offer or denial will be made within 48-hours of the interview process. Once an acceptance has been made by the candidate, the school will reach out within 48-hours to begin the onboarding process. We will conduct extensive checks of employment references, educational and licensure certifications, and criminal offender record information on all hired individuals prior to the start of their employment with Collegiate.

### Performance Review and Evaluation

It is our shared belief that to continually improve as a school, Collegiate staff members must regularly reflect upon and work to better their performance. Performance reviews and evaluations, both informal and formal, will be an integral part of every staff member's professional development. Performance evaluations will take place in a formal setting, scheduled in advance, and will occur twice during a contract year, once December and once in April. Evaluations will be based on an internal rubric that includes both role specific items and adherence to our core values.<sup>5</sup>

<sup>4</sup> These positions include Behavioral Interventionist, Social Worker, and Office Manager.

<sup>5</sup> The Head of School will be formally evaluated by the Board of Trustees once per year, with an informal review at the mid-point of the year.



**Administrative. Head of School.** Our HOS will be evaluated annually by the Board using the Charter School Performance Framework to assess the HOS's ability to effectively manage academic performance, teaching and learning, school culture, family engagement, finances, organizational capacity, upholding the promises of our mission and key design elements, enrollment, and legal compliance. The evaluation will be led by the Board Chair and Governance Committee and will be shared with the full Board. **Other Administrative Positions.** Annually, the Head of School will conduct an evaluation of members of the School Leadership Team, including Academy Directors, the Director of Operations, Director of Culture, and Director of Student Supports. We use internally created performance rubrics and results from our annual staff surveys related to effectiveness of the Leadership Team in these reviews. Results will be used to set individual goals for growth and development in the upcoming school year.

**Teachers and Non-Academic Staff.** In years 1-2, our Head of School will deliver all annual reviews to teachers, prior to our Academy Directors leading this work beginning in year 3. Teachers will receive mid-year performance reviews in December and will receive end-of-year reviews in April. Reviews will be based on our teacher development rubric and influenced by weekly observations, student performance data, professionalism, and teamwork. All annual review materials and rubrics will be provided to staff during summer PD so teachers will know how they will be assessed. In years 1-2, our HOS will deliver all annual reviews to non-academic staff before giving that responsibility to other respective members of the Leadership Team. Results of these evaluations will be used to determine individual goals for each staff member.

Performance evaluations may be used to determine professional development opportunities, annual salary increases, contract renewal, contract termination, or resolution of other contractually related terms and/or conditions. Performance evaluations will always be delivered in written form and be prepared by the immediate supervisor of the employee. When appropriate, the Head of School will also be involved in the preparation of performance evaluations. Employees will have five (5) business days to reply to a written evaluation. A meeting with the supervisor and the Head of School shall be scheduled within the next five (5) business days. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. Once this meeting takes place, a written response shall be prepared by the Head of School within five (5) business days and shall be immediately delivered to the employee and the direct supervisor of the employee. If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period of time, the Collegiate Board Chair schedules a meeting of the full Board, or sub-committee of the Board, to hear the case. Either party may request the presence of other individuals at this meeting for the purpose of providing any relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten (10) days to deliberate the case. All decisions of the Board shall be final.

### **Complaint Process for Staff**

It is the policy of Collegiate to treat employees in a fair and impartial manner. The school is firmly committed to the belief that undisclosed problems will remain unresolved and negatively affect the work environment at the School. Therefore, the School has established the administrative review system that follows, the intent of which is to solve problems as fairly and informally as





possible. A grievance is any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their co-workers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjects to discrimination or retaliation or be penalized in any way for their use of these procedures. Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Head of School where both employees are present. The resolution of the Head of School shall be considered final. The procedure set forth is intended to serve as a means for peaceful settlement of disputes that arise between employees and Collegiate. (1) In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor to try to resolve the issue. (2) If a resolution has not been reached through the discussion, the employee should present the written material to the Head of School within two (2) business days of receiving their supervisor's response. The employee must notify their supervisor of this action. (3) The Head of School will respond to both parties within two (2) business days of receiving the complaint. (4) If the complaint cannot be resolved by the Head of School, or if the complaint involves the Head of School, the employee may present the complaint to the Board of Trustees. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen (15) days of receiving the complaint. The decisions of the Board of Trustees are final. (5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure. (6) At their own expense, employees may seek outside guidance to articulate a complaint as clearly as possible. **Non-Discrimination Policy.** Any grievance regarding discrimination shall be handled through the Head of School and in consultation with the Board of Trustees when appropriate. The complainant should contact the EEOC officer, who shall provide information and assistance on filing and pursuing the complaint. Specifically, no persons within Collegiate shall intentionally commit any of the following acts for reasons prohibited by this policy: (a) Discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer, termination, lay-off, reduction in workforce, or any other terms of conditions of employment. (b) Make any comments, display or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class. (c) Deny a person any service or other program benefits based on the individual's legally protected classification. (d) A Collegiate employee who has become aware of violations of this provision has the affirmative obligation to report the conduct to another member of the management team. It is the policy of Collegiate Charter School, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, and/or ability to pay.



# New York State Education Department

## Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

### **Budget and Cash Flow Templates for the 2018 New Charter Applications**

#### **General Instructions and Notes for New Application Budgets and Cash Flows Templates**

1. - Complete ALL SIX tabs in **BLUE**
2. - Enter information into the **GRAY** cells
3. - Cells labeled in **ORANGE** contained guidance pertaining to that tab
4. - Cells containing **RED** triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at [State Aid--https://stateaid.nysed.gov/cha](https://stateaid.nysed.gov/cha) Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**New York State Education Department**  
**Request for Proposals to Establish Charter Schools**  
**Authorized by the Board of Regents**

**New Application Budget(s) & Cash Flow(s) Templates**

**The Collegiate School of Rochester Charter School**

Contact Name: David W. McBride

Contact Email:

Contact Phone:

District of Location

Pre-Opening Period November 5, 2019 to June 30, 2020

Operational Year ONE July, 2020 to June, 2021

**The Collegiate School of Rochester Charter School**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**November 5, 2019 to June 30, 2020**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

**Assumptions**

**DESCRIPTION OF ASSUMPTIONS** - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

|                                      |                   |
|--------------------------------------|-------------------|
| <b>Total Revenue</b>                 | <b>\$ 525,000</b> |
| <b>Total Expenses</b>                | <b>\$ 435,854</b> |
| <b>Net Income</b>                    | <b>\$ 89,147</b>  |
| <b>Actual Student Enrollment</b>     | <b>-</b>          |
| <b>Total Paid Student Enrollment</b> | <b>-</b>          |

Assumes all Revenue, including first installment of CSP Start-Up Grant, Konar Funding, and Annual Board Giving; for more details, see III. K. Budget and Cash Flow narrative.  
 Assumes all Expenses, including Personnel, Contracted Services, and Operations; for more details, see III. K. Budget and Cash Flow in charter narrative.

**START-UP  
PERIOD**

**REVENUE**

**REVENUES FROM STATE SOURCES**

Per Pupil Revenue

CY Per Pupil Rate

**District of Location**

School District 2 (Enter Name)  
 School District 3 (Enter Name)  
 School District 4 (Enter Name)  
 School District 5 (Enter Name)

|   |   |
|---|---|
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |
| - | - |

Special Education Revenue

Grants

Stimulus

Other

Other

|                   |
|-------------------|
| <b>\$ 350,000</b> |
| -                 |
| -                 |
| -                 |
| <b>\$ 350,000</b> |

Assumes first installment of CSP \$800K base allocation, which we anticipate as a result of meeting Design Priority 4 stated in the RFP. For more details, see III. K. Budget and Cash Flow in charter narrative.

**TOTAL REVENUE FROM STATE SOURCES**

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

|   |
|---|
| - |
| - |
| - |
| - |

|   |
|---|
| - |
| - |
| - |
| - |

**TOTAL REVENUE FROM FEDERAL SOURCES**

**LOCAL and OTHER REVENUE**

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

OTHER

|                   |
|-------------------|
| <b>\$ 175,000</b> |
| -                 |
| -                 |
| -                 |
| -                 |
| -                 |
| -                 |
| <b>\$ 175,000</b> |

Assumes \$150K from Konar Foundation and \$25K from Board; see Financial Commitment Letters in Attachment

**TOTAL REVENUE FROM LOCAL and OTHER SOURCES**

**TOTAL REVENUE**

**\$ 525,000**

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

No. of Positions

*List exact titles included in the position category, if different from description, and staff FTE's ( Full time equivalent)*

|                                             |      |            |                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------------------|------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Executive Management                        | 0.83 | \$ 83,000  | Assumes Head of School, Sept '19-Jun '20 (10 months) w/annual salary of \$100K, covered by BES Fellowship Jul '19-Aug'19 (2 months); first payment reflecting all work Sep 1 '19 - Dec 1 '19 will be disbursed within 30 days post-charter authorization with all remaining months disbursed within standard process.                                               |
| Instructional Management                    | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Deans, Directors & Coordinators             | 0.25 | \$ 22,500  | Assumes Dean of Curriculum and Instruction (DCI), Apr 1 '20-Jun 30 '20 (3 months) based on finding DCI w/salary of \$90K; if DCI not found, we will hire Instructional Leader at \$60K who would still teach in Y1 while helping coach one teacher; either salary will be covered by CSP funding beginning Nov '19. For conservancy, we estimate higher costs here. |
| CFO / Director of Finance                   | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Operation / Business Manager                | 0.50 | \$ 37,500  | Assumes Dean of Operations Jan 1 '19-Jun 30 '20 (6 months) w/pro-rated annual salary of \$75K covered by CSP funding beginning Jan '20.                                                                                                                                                                                                                             |
| Administrative Staff                        | 0.50 | \$ 20,000  | Assumes Office Manager Jan 1 '19-Jun 30 '20 (6 months) w/pro-rated annual salary of \$40K covered by CSP funding beginning January.                                                                                                                                                                                                                                 |
| TOTAL ADMINISTRATIVE STAFF                  | 2.08 | \$ 163,000 |                                                                                                                                                                                                                                                                                                                                                                     |
| <b>INSTRUCTIONAL PERSONNEL COSTS</b>        |      |            |                                                                                                                                                                                                                                                                                                                                                                     |
| Teachers - Regular                          | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Teachers - SPED                             | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Substitute Teachers                         | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Teaching Assistants                         | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Specialty Teachers                          | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Aides                                       | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Therapists & Counselors                     | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Other                                       | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| TOTAL INSTRUCTIONAL                         | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| <b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>    |      |            |                                                                                                                                                                                                                                                                                                                                                                     |
| Nurse                                       | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Librarian                                   | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Custodian                                   | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Security                                    | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Other                                       | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| TOTAL NON-INSTRUCTIONAL                     | -    | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| <b>SUBTOTAL PERSONNEL SERVICE COSTS</b>     | 2.08 | \$ 163,000 |                                                                                                                                                                                                                                                                                                                                                                     |
| <b>PAYROLL TAXES AND BENEFITS</b>           |      |            |                                                                                                                                                                                                                                                                                                                                                                     |
| Payroll Taxes                               |      | \$ 13,864  | Assumes 6.2% SSI, 1.45% Medicare, 4.1% of first \$8,500 for SUI                                                                                                                                                                                                                                                                                                     |
| Fringe / Employee Benefits                  |      | \$ 16,190  | Assumes \$7K average per FTE for health benefits; 1% WC Insurance                                                                                                                                                                                                                                                                                                   |
| Retirement / Pension                        |      | -          | Assumes no contribution during planning year                                                                                                                                                                                                                                                                                                                        |
| TOTAL PAYROLL TAXES AND BENEFITS            |      | \$ 30,054  |                                                                                                                                                                                                                                                                                                                                                                     |
| <b>TOTAL PERSONNEL SERVICE COSTS</b>        | 2.08 | \$ 193,054 |                                                                                                                                                                                                                                                                                                                                                                     |
| <b>CONTRACTED SERVICES</b>                  |      |            |                                                                                                                                                                                                                                                                                                                                                                     |
| Accounting / Audit                          |      | \$ 1,500   | Assumes contract with audit firm for initial control reviews statement                                                                                                                                                                                                                                                                                              |
| Legal                                       |      | \$ 5,000   | Assumes 5K retainer for planning year                                                                                                                                                                                                                                                                                                                               |
| Management Company Fee                      |      | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Nurse Services                              |      | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Food Service / School Lunch                 |      | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Payroll Services                            |      | \$ 300     | Assumes \$50/month for payroll to be processed for 6 months                                                                                                                                                                                                                                                                                                         |
| Special Ed Services                         |      | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Titlement Services (i.e. Title I)           |      | -          |                                                                                                                                                                                                                                                                                                                                                                     |
| Other Purchased / Professional / Consulting |      | \$ 10,000  | Assumes \$5K for literacy curriculum vetting by TLAC team; \$5K for CGI curriculum development                                                                                                                                                                                                                                                                      |
| TOTAL CONTRACTED SERVICES                   |      | \$ 16,800  |                                                                                                                                                                                                                                                                                                                                                                     |
| <b>SCHOOL OPERATIONS</b>                    |      |            |                                                                                                                                                                                                                                                                                                                                                                     |
| Board Expenses                              |      | \$ 700     | Assumes \$100/month beginning December '19                                                                                                                                                                                                                                                                                                                          |
| Classroom / Teaching Supplies & Materials   |      | \$ 27,000  | Assumes \$250/student using funds from CSP                                                                                                                                                                                                                                                                                                                          |
| Special Ed Supplies & Materials             |      | \$ 5,500   | Assumes \$250/student using CSP funds                                                                                                                                                                                                                                                                                                                               |
| Textbooks / Workbooks                       |      | \$ 21,600  | Assumes \$200/student; will cover Reading Mastery, STEP, Investigations, Science Kits                                                                                                                                                                                                                                                                               |
| Supplies & Materials other                  |      | \$ 10,800  | Assumes \$100/student; includes class libraries for students to use as well as class materials                                                                                                                                                                                                                                                                      |
| Equipment / Furniture                       |      | \$ 48,000  | Assumes \$6K/classroom (student desks, projectors, teacher desks, book shelves); \$15K/cafteria space (cafeteria tables, refrigerators); \$3K/teacher workroom and conference space (additional teacher desks, tables)                                                                                                                                              |

|                                                       |                   |                                                                                                                                       |
|-------------------------------------------------------|-------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Telephone                                             | \$ 3,000          | Assumes phone cost for HoS and then Ops team                                                                                          |
| Technology                                            | \$ 18,000         | Assumes internet, emails, subscriptions, and purchasing all year 1 staff lap tops                                                     |
| Student Testing & Assessment                          | \$ 10,000         | Assumes \$5K/grade for MAP assessments and STEP Assessments                                                                           |
| Field Trips                                           | -                 |                                                                                                                                       |
| Transportation (student)                              | -                 |                                                                                                                                       |
| Student Services - other                              | -                 |                                                                                                                                       |
| Office Expense                                        | \$ 17,100         | Assumes beginning Jan '19 \$500 per month general offices costs and additional \$6K for furniture (not copiers) for Y1 office and oth |
| Staff Development                                     | \$ 15,000         | Assumes \$3K/month from Jan-May (5 months) for PDs for Head of School, Dean of Operations, and Dean of Curriculum and Instru          |
| Staff Recruitment                                     | \$ 17,000         | Assumes \$1000/new hire for Y0 and Y1                                                                                                 |
| Student Recruitment / Marketing                       | \$ 8,100          | Assumes \$75/student                                                                                                                  |
| School Meals / Lunch                                  | -                 |                                                                                                                                       |
| Travel (Staff)                                        | \$ 4,000          | Assumes \$1K/month for school visits, including travel, hotel, and lodging, from December through March (4 months)                    |
| Fundraising                                           | \$ 1,500          | Assumes \$300/fundraising event, 5 events per year.                                                                                   |
| Other                                                 |                   |                                                                                                                                       |
| <b>TOTAL SCHOOL OPERATIONS</b>                        | <b>\$ 207,300</b> |                                                                                                                                       |
| <b>FACILITY OPERATION &amp; MAINTENANCE</b>           |                   |                                                                                                                                       |
| Insurance                                             | \$ 2,500          | Assumes D&O insurance                                                                                                                 |
| Janitorial                                            | -                 |                                                                                                                                       |
| Building and Land Rent / Lease                        | \$ 9,720          | Assumes 2-month lease                                                                                                                 |
| Repairs & Maintenance                                 |                   |                                                                                                                                       |
| Equipment / Furniture                                 | -                 |                                                                                                                                       |
| Security                                              | -                 |                                                                                                                                       |
| Utilities                                             | \$ 6,480          | Assumes 2-month lease                                                                                                                 |
| <b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>     | <b>\$ 18,700</b>  |                                                                                                                                       |
| <b>DEPRECIATION &amp; AMORTIZATION</b>                |                   |                                                                                                                                       |
| <b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b> | -                 |                                                                                                                                       |
| <b>TOTAL EXPENSES</b>                                 | <b>\$ 435,854</b> |                                                                                                                                       |
| <b>NET INCOME</b>                                     | <b>\$ 89,147</b>  |                                                                                                                                       |

**ENROLLMENT - \*School Districts Are Linked To Above Entries\***

|                                |          |
|--------------------------------|----------|
| District of Location           | -        |
| School District 2 (Enter Name) | -        |
| School District 3 (Enter Name) | -        |
| School District 4 (Enter Name) | -        |
| School District 5 (Enter Name) | -        |
| <b>TOTAL ENROLLMENT</b>        | <b>-</b> |
| <b>REVENUE PER PUPIL</b>       | <b>-</b> |
| <b>EXPENSES PER PUPIL</b>      | <b>-</b> |

## November 5, 2019 to June 30, 2020

|                        |           |   |   |   |   |   |           |   |
|------------------------|-----------|---|---|---|---|---|-----------|---|
| Total Revenue          | -         | - | - | - | - | - | -         | - |
| Total Expenses         | 181,080   | - | - | - | - | - | 181,080   | - |
| Net Income             | (181,080) | - | - | - | - | - | (181,080) | - |
| Cash Flow Adjustments  | -         | - | - | - | - | - | -         | - |
| Beginning Cash Balance | -         | - | - | - | - | - | -         | - |
| Net Income             | (181,080) | - | - | - | - | - | (181,080) | - |

## REVENUE

## Per Pupil Revenue

## Grants

Stimulus

Other

Other

TOTAL REVENUE FROM STATE SOURCES

### IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

## Grants

## Charter School Program (CSP) Planning & Implementation

Other

Other

TOTAL REVENUE FROM FEDERAL SOURCES

### Contributions and Donations, Fundraising

### Contributions and Donations, Fundraising

Erate Reimb

Interest Income, Earni

NYC-DYCD (Department of Youth and Community Development)

Food Service (Income from meals)

Text Book

OTHER

TOTAL REVENUE FROM LOCAL and OTHER SOURCES

**TOTAL REVENUE**

### ADMINISTRATIVE STAFF PERSONNEL COSTS

No. of  
Positions

## Executive Management

Instructional Management

Deans, Directors &amp; Coordinators

CFO / Director of Finance

Operation / Business Manager

Administrative Staff

TOTAL ADMINISTRATIVE STAFF

### INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular

Teachers - SPED

Substitute Teachers

### Substitute Teachers Teaching Assistants



|                                             |      |         |   |   |   |   |   |   |         |   |   |   |
|---------------------------------------------|------|---------|---|---|---|---|---|---|---------|---|---|---|
| Specialty Teachers                          | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| Aides                                       | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| Therapists & Counselors                     | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| Other                                       | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| TOTAL INSTRUCTIONAL                         | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| NON-INSTRUCTIONAL PERSONNEL COSTS           |      |         |   |   |   |   |   |   |         |   |   |   |
| Nurse                                       | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| Librarian                                   | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| Custodian                                   | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| Security                                    | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| Other                                       | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| TOTAL NON-INSTRUCTIONAL                     | -    | -       | - | - | - | - | - | - | -       | - | - | - |
| SUBTOTAL PERSONNEL SERVICE COSTS            | 2.08 | 123,330 | - | - | - | - | - | - | 123,330 | - | - | - |
| PAYROLL TAXES AND BENEFITS                  |      |         |   |   |   |   |   |   |         |   |   |   |
| Payroll Taxes                               |      | 9,960   | - | - | - | - | - | - | 9,960   | - | - | - |
| Fringe / Employee Benefits                  |      | 12,290  | - | - | - | - | - | - | 12,290  | - | - | - |
| Retirement / Pension                        |      | -       | - | - | - | - | - | - | -       | - | - | - |
| TOTAL PAYROLL TAXES AND BENEFITS            |      | 22,250  | - | - | - | - | - | - | 22,250  | - | - | - |
| TOTAL PERSONNEL SERVICE COSTS               | 2.08 | 145,580 | - | - | - | - | - | - | 145,580 | - | - | - |
| CONTRACTED SERVICES                         |      |         |   |   |   |   |   |   |         |   |   |   |
| Accounting / Audit                          |      | 1,500   | - | - | - | - | - | - | 1,500   | - | - | - |
| Legal                                       |      | 5,000   | - | - | - | - | - | - | 5,000   | - | - | - |
| Management Company Fee                      |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Nurse Services                              |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Food Service / School Lunch                 |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Payroll Services                            |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Special Ed Services                         |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Titlement Services (i.e. Title I)           |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Other Purchased / Professional / Consulting |      | -       | - | - | - | - | - | - | -       | - | - | - |
| TOTAL CONTRACTED SERVICES                   |      | 6,500   | - | - | - | - | - | - | 6,500   | - | - | - |
| SCHOOL OPERATIONS                           |      |         |   |   |   |   |   |   |         |   |   |   |
| Board Expenses                              |      | 1,000   | - | - | - | - | - | - | 1,000   | - | - | - |
| Classroom / Teaching Supplies & Materials   |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Special Ed Supplies & Materials             |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Textbooks / Workbooks                       |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Supplies & Materials other                  |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Equipment / Furniture                       |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Telephone                                   |      | 1,000   | - | - | - | - | - | - | 1,000   | - | - | - |
| Technology                                  |      | 3,000   | - | - | - | - | - | - | 3,000   | - | - | - |
| Student Testing & Assessment                |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Field Trips                                 |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Transportation (student)                    |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Student Services - other                    |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Office Expense                              |      | 1,500   | - | - | - | - | - | - | 1,500   | - | - | - |
| Staff Development                           |      | 5,000   | - | - | - | - | - | - | 5,000   | - | - | - |
| Staff Recruitment                           |      | 7,000   | - | - | - | - | - | - | 7,000   | - | - | - |
| Student Recruitment / Marketing             |      | 4,000   | - | - | - | - | - | - | 4,000   | - | - | - |
| School Meals / Lunch                        |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Travel (Staff)                              |      | 3,000   | - | - | - | - | - | - | 3,000   | - | - | - |
| Fundraising                                 |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Other                                       |      | 1,000   | - | - | - | - | - | - | 1,000   | - | - | - |
| TOTAL SCHOOL OPERATIONS                     |      | 26,500  | - | - | - | - | - | - | 26,500  | - | - | - |
| FACILITY OPERATION & MAINTENANCE            |      |         |   |   |   |   |   |   |         |   |   |   |
| Insurance                                   |      | 2,500   | - | - | - | - | - | - | 2,500   | - | - | - |
| Janitorial                                  |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Building and Land Rent / Lease              |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Repairs & Maintenance                       |      | -       | - | - | - | - | - | - | -       | - | - | - |
| Equipment / Furniture                       |      | -       | - | - | - | - | - | - | -       | - | - | - |

|                                                        |                  |   |   |   |   |   |   |                  |   |   |   |
|--------------------------------------------------------|------------------|---|---|---|---|---|---|------------------|---|---|---|
| Security                                               | -                | - | - | - | - | - | - | -                | - | - | - |
| Utilities                                              | -                | - | - | - | - | - | - | -                | - | - | - |
| TOTAL FACILITY OPERATION & MAINTENANCE                 | 2,500            | - | - | - | - | - | - | 2,500            | - | - | - |
| DEPRECIATION & AMORTIZATION                            | -                | - | - | - | - | - | - | -                | - | - | - |
| DISSOLUTION ESCROW & RESERVES / CONTIGENCY             | -                | - | - | - | - | - | - | -                | - | - | - |
| <b>TOTAL EXPENSES</b>                                  | <b>181,080</b>   | - | - | - | - | - | - | <b>181,080</b>   | - | - | - |
| <b>NET INCOME</b>                                      | <b>(181,080)</b> | - | - | - | - | - | - | <b>(181,080)</b> | - | - | - |
| <b>CASH FLOW ADJUSTMENTS</b>                           |                  |   |   |   |   |   |   |                  |   |   |   |
| OPERATING ACTIVITIES                                   |                  |   |   |   |   |   |   |                  |   |   |   |
| Example - Add Back Depreciation                        | -                | - | - | - | - | - | - | -                | - | - | - |
| Other                                                  | -                | - | - | - | - | - | - | -                | - | - | - |
| Total Operating Activities                             | -                | - | - | - | - | - | - | -                | - | - | - |
| INVESTMENT ACTIVITIES                                  |                  |   |   |   |   |   |   |                  |   |   |   |
| Example - Subtract Property and Equipment Expenditures | -                | - | - | - | - | - | - | -                | - | - | - |
| Other                                                  | -                | - | - | - | - | - | - | -                | - | - | - |
| Total Investment Activities                            | -                | - | - | - | - | - | - | -                | - | - | - |
| FINANCING ACTIVITIES                                   |                  |   |   |   |   |   |   |                  |   |   |   |
| Add Expected Proceeds from a Loan or Line of Credit    | -                | - | - | - | - | - | - | -                | - | - | - |
| Other                                                  | -                | - | - | - | - | - | - | -                | - | - | - |
| Total Financing Activities                             | -                | - | - | - | - | - | - | -                | - | - | - |
| <b>Total Cash Flow Adjustments</b>                     | -                | - | - | - | - | - | - | -                | - | - | - |
| <b>NET INCOME</b>                                      | <b>(181,080)</b> | - | - | - | - | - | - | <b>(181,080)</b> | - | - | - |
| <b>Beginning Cash Balance</b>                          | -                | - | - | - | - | - | - | -                | - | - | - |
| <b>ENDING CASH BALANCE</b>                             | <b>(181,080)</b> | - | - | - | - | - | - | <b>(181,080)</b> | - | - | - |

## November 5, 2019 to June 30, 2020

ould be left blank unless and/or until the charter agreement is duly modified to include a planning year

|   |   |         |   |   |   |   |        |   |         |
|---|---|---------|---|---|---|---|--------|---|---------|
| - | - | 500,000 | - | - | - | - | 25,000 | - | 525,000 |
|---|---|---------|---|---|---|---|--------|---|---------|

| October | November | December | January | February | March | April | May | June | TOTAL |
|---------|----------|----------|---------|----------|-------|-------|-----|------|-------|
|---------|----------|----------|---------|----------|-------|-------|-----|------|-------|

|   |   |   |   |   |   |   |   |   |    |    |
|---|---|---|---|---|---|---|---|---|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |

[illegible][illegible]

|   |   |         |   |   |   |   |   |   |         |
|---|---|---------|---|---|---|---|---|---|---------|
| - | - | 350,000 | - | - | - | - | - | - | 350,000 |
|---|---|---------|---|---|---|---|---|---|---------|

[illegible]

|   |   |         |   |   |   |   |   |   |         |
|---|---|---------|---|---|---|---|---|---|---------|
| - | - | 350,000 | - | - | - | - | - | - | 350,000 |
|---|---|---------|---|---|---|---|---|---|---------|

|   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|
| - | - | - | - | - | - | - | - | - |
|   |   |   |   |   |   |   |   |   |

[illegible]

|   |   |         |   |   |   |   |        |   |   |         |
|---|---|---------|---|---|---|---|--------|---|---|---------|
| - | - | -       | - | - | - | - | -      | - | - | -       |
| - | - | 150 000 | - | - | - | - | 25 000 | - | - | 175 000 |

|   |   |         |   |   |   |   |        |   |         |
|---|---|---------|---|---|---|---|--------|---|---------|
| - | - | 150,000 | - | - | - | - | 25,000 | - | 175,000 |
|---|---|---------|---|---|---|---|--------|---|---------|

|   |   |         |   |   |   |   |        |   |         |
|---|---|---------|---|---|---|---|--------|---|---------|
| - | - | 500,000 | - | - | - | - | 25,000 | - | 525,000 |
|---|---|---------|---|---|---|---|--------|---|---------|

|  |  |  |  |  |  |       |       |       |        |
|--|--|--|--|--|--|-------|-------|-------|--------|
|  |  |  |  |  |  | 7,500 | 7,500 | 7,500 | 22,500 |
|--|--|--|--|--|--|-------|-------|-------|--------|

|   |   |   |       |       |       |       |       |       |        |
|---|---|---|-------|-------|-------|-------|-------|-------|--------|
| - | - | - | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 6,250 | 37,500 |
|---|---|---|-------|-------|-------|-------|-------|-------|--------|

|   |   |   |          |          |          |          |          |          |        |
|---|---|---|----------|----------|----------|----------|----------|----------|--------|
| - | - | - | 3,333.33 | 3,333.33 | 3,333.33 | 3,333.33 | 3,333.33 | 3,333.33 | 20,000 |
| - | - | - |          |          |          |          |          |          |        |

|   |   |        |        |        |        |        |        |        |         |
|---|---|--------|--------|--------|--------|--------|--------|--------|---------|
| - | - | 33,200 | 17,883 | 17,883 | 17,883 | 25,383 | 25,383 | 25,383 | 163,000 |
|---|---|--------|--------|--------|--------|--------|--------|--------|---------|

[illegible]

|   |   |          |          |          |          |          |          |          |        |
|---|---|----------|----------|----------|----------|----------|----------|----------|--------|
|   |   | 1,980.50 | 1,981    | 1,981    | 1,981    | 1,981    | 1,981    | 1,981    | 13,864 |
|   |   | 2,590.40 | 1,942.80 | 1,942.80 | 1,942.80 | 2,590.40 | 2,590.40 | 2,590.40 | 16,190 |
| - | - | -        | -        | -        | -        | -        | -        | -        | -      |
| - | - | 4,571    | 3,923    | 3,923    | 3,923    | 4,571    | 4,571    | 4,571    | 30,054 |

|   |   |              |    |    |              |    |    |       |               |
|---|---|--------------|----|----|--------------|----|----|-------|---------------|
| - | - | -            | -  | -  | -            | -  | -  | 1,500 | 1,500         |
|   |   |              |    |    |              |    |    | 5,000 | 5,000         |
| - | - | -            | -  | -  | -            | -  | -  | -     | -             |
| - | - | -            | -  | -  | -            | -  | -  | -     | -             |
| - | - | -            | -  | -  | -            | -  | -  | -     | -             |
| - | - | -            | 50 | 50 | 50           | 50 | 50 | 50    | 300           |
| - | - | -            | -  | -  | -            | -  | -  | -     | -             |
| - | - | -            | -  | -  | -            | -  | -  | -     | -             |
| - | - | <u>5,000</u> |    |    | <u>5,000</u> | -  | -  | -     | <u>10,000</u> |
| - | - | 5,000        | 50 | 50 | 5,050        | 50 | 50 | 6,550 | 16,800        |

[illegible]

[illegible]

**The Collegiate School of Rochester Charter School  
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE**

**July, 2020 to June, 2021**

Please Note: The student enrollment data is entered below  
in the Enrollment Section beginning in row 147. This will  
populate the data in row 9.

|                                      |           |           |   |   |           |           |
|--------------------------------------|-----------|-----------|---|---|-----------|-----------|
| <b>Total Revenue</b>                 | 1,884,885 | 140,600   | - | - | -         | 2,025,485 |
| <b>Total Expenses</b>                | 1,272,278 | 243,300   | - | - | 380,461   | 1,896,039 |
| <b>Net Income</b>                    | 612,607   | (102,700) | - | - | (380,461) | 129,447   |
| <b>Actual Student Enrollment</b>     | 86        | 22        |   |   |           | 108       |
| <b>Total Paid Student Enrollment</b> | 82        | 21        |   |   |           | 103       |

| PROGRAM SERVICES     |                      |       | SUPPORT SERVICES |                         | TOTAL |
|----------------------|----------------------|-------|------------------|-------------------------|-------|
| REGULAR<br>EDUCATION | SPECIAL<br>EDUCATION | OTHER | FUNDRAISING      | MANAGEMENT<br>& GENERAL |       |

**REVENUE**

**REVENUES FROM STATE SOURCES**

d

CY Per Pupil Rate

**Rochester City SD**

13,995

School District 2 (Enter Name)  
School District 3 (Enter Name)  
School District 4 (Enter Name)  
School District 5 (Enter Name)

|           |            |   |   |   |           |
|-----------|------------|---|---|---|-----------|
| 1,441,485 | 120,800.40 | - | - | - | 1,562,285 |
| -         | -          | - | - | - | -         |
| -         | -          | - | - | - | -         |
| -         | -          | - | - | - | -         |
| -         | -          | - | - | - | -         |
| 1,441,485 | 120,800    | - | - | - | 1,562,285 |
| -         | -          | - | - | - | -         |
| -         | -          | - | - | - | -         |
| -         | -          | - | - | - | -         |
| 1,441,485 | 120,800    | - | - | - | 1,562,285 |

Special Education Revenue

Grants

Stimulus

Other

Other

**TOTAL REVENUE FROM STATE SOURCES**

**REVENUE FROM FEDERAL FUNDING**

IDEA Special Needs

Title I

Title Funding - Other

School Food Service (Free Lunch)

Grants

Charter School Program (CSP) Planning & Implementation

Other

Other

**TOTAL REVENUE FROM FEDERAL SOURCES**

|         |        |   |   |   |         |
|---------|--------|---|---|---|---------|
| -       | 19,800 | - | - | - | 19,800  |
| 48,600  | -      | - | - | - | 48,600  |
| 3,600   | -      | - | - | - | 3,600   |
| -       | -      | - | - | - | -       |
| 350,000 | -      | - | - | - | 350,000 |
| -       | -      | - | - | - | -       |
| -       | -      | - | - | - | -       |
| -       | -      | - | - | - | -       |
| 402,200 | 19,800 | - | - | - | 422,000 |

**LOCAL and OTHER REVENUE**

Contributions and Donations, Fundraising

Erate Reimbursement

Interest Income, Earnings on Investments,

NYC-DYCD (Department of Youth and Community Developmt.)

Food Service (Income from meals)

Text Book

OTHER

**TOTAL REVENUE FROM LOCAL and OTHER SOURCES**

|        |   |   |   |   |        |
|--------|---|---|---|---|--------|
| 25,000 | - | - | - | - | 25,000 |
| 16,200 | - | - | - | - | 16,200 |
| -      | - | - | - | - | -      |
| -      | - | - | - | - | -      |
| -      | - | - | - | - | -      |
| -      | - | - | - | - | -      |
| -      | - | - | - | - | -      |
| 41,200 | - | - | - | - | 41,200 |

**TOTAL REVENUE**

|           |         |   |   |   |           |
|-----------|---------|---|---|---|-----------|
| 1,884,885 | 140,600 | - | - | - | 2,025,485 |
|-----------|---------|---|---|---|-----------|

|         |         |       |             |            |
|---------|---------|-------|-------------|------------|
| REGULAR | Special | OTHER | FUNDRAISING | MANAGEMENT |
|---------|---------|-------|-------------|------------|

**EXPENSES**

**ADMINISTRATIVE STAFF PERSONNEL COSTS**

No. of Positions

|                                             |       |           |         |   |   |         |           |
|---------------------------------------------|-------|-----------|---------|---|---|---------|-----------|
| Executive Management                        | 1.00  | 50,000    | -       | - | - | 50,000  | 100,000   |
| Instructional Management                    | 1.00  | 75,000    | -       | - | - | -       | 75,000    |
| Deans, Directors & Coordinators             | 1.50  |           | 27,500  | - | - | 55,000  | 82,500    |
| CFO / Director of Finance                   | -     | -         | -       | - | - | -       | -         |
| Operation / Business Manager                | 1.00  |           | -       | - | - | 65,000  | 65,000    |
| Administrative Staff                        | 1.00  |           | -       | - | - | 40,000  | 40,000    |
| <b>TOTAL ADMINISTRATIVE STAFF</b>           | 5.50  | 125,000   | 27,500  | - | - | 210,000 | 362,500   |
| <b>INSTRUCTIONAL PERSONNEL COSTS</b>        |       |           |         |   |   |         |           |
| Teachers - Regular                          | 5.00  | 275,000   | -       | - | - | -       | 275,000   |
| Teachers - SPED                             | 2.50  |           | 137,500 | - | - | -       | 137,500   |
| Substitute Teachers                         | -     | -         | -       | - | - | -       | -         |
| Teaching Assistants                         | 4.00  | 180,000   | -       | - | - | -       | 180,000   |
| Specialty Teachers                          | 1.00  | 48,500    | -       | - | - | -       | 48,500    |
| Aides                                       | -     | -         | -       | - | - | -       | -         |
| Therapists & Counselors                     | -     | -         | -       | - | - | -       | -         |
| Other                                       | -     | -         | -       | - | - | -       | -         |
| <b>TOTAL INSTRUCTIONAL</b>                  | 12.50 | 503,500   | 137,500 | - | - | -       | 641,000   |
| <b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>    |       |           |         |   |   |         |           |
| Nurse                                       |       | -         | -       | - | - | -       | -         |
| Librarian                                   | -     | -         | -       | - | - | -       | -         |
| Custodian                                   |       |           | -       |   | - | -       |           |
| Security                                    | -     | -         | -       | - | - | -       | -         |
| Other                                       | -     | -         | -       | - | - | -       | -         |
| <b>TOTAL NON-INSTRUCTIONAL</b>              | -     | -         | -       | - | - | -       | -         |
| <b>SUBTOTAL PERSONNEL SERVICE COSTS</b>     | 18.00 | 628,500   | 165,000 | - | - | 210,000 | 1,003,500 |
| <b>PAYROLL TAXES AND BENEFITS</b>           |       |           |         |   |   |         |           |
| Payroll Taxes                               |       | 51,565    | 13,755  | - | - | 17,372  | 82,692    |
| Fringe / Employee Benefits                  |       | 76,285    | 24,400  | - | - | -       | 100,685   |
| Retirement / Pension                        |       | 18,855    | 4,950   | - | - | 6,300   | 30,105    |
| <b>TOTAL PAYROLL TAXES AND BENEFITS</b>     |       | 146,705   | 43,105  | - | - | 23,672  | 213,482   |
| <b>TOTAL PERSONNEL SERVICE COSTS</b>        | 18.00 | 775,205   | 208,105 | - | - | 233,672 | 1,216,982 |
| <b>CONTRACTED SERVICES</b>                  |       |           |         |   |   |         |           |
| Accounting / Audit                          |       | -         | -       | - |   | 3,000   | 3,000     |
| Legal                                       |       | -         | -       | - | - | 7,000   | 7,000     |
| Management Company Fee                      |       | -         | -       | - | - | 40,000  | 40,000    |
| Nurse Services                              |       | -         | -       | - | - | -       | -         |
| Food Service / School Lunch                 |       |           | -       | - | - | 30,294  | 30,294    |
| Payroll Services                            |       | 840       | 195     | - | - | 195     | 1,230     |
| Special Ed Services                         |       | -         | 22,000  | - | - | -       | 22,000    |
| Titlement Services (i.e. Title I)           |       | -         | -       | - | - | -       | -         |
| Other Purchased / Professional / Consulting |       | 25,000    | 5,000   | - | - | 5,000   | 35,000    |
| <b>TOTAL CONTRACTED SERVICES</b>            |       | 25,840    | 27,195  | - | - | 85,489  | 138,524   |
| <b>SCHOOL OPERATIONS</b>                    |       |           |         |   |   |         |           |
| Board Expenses                              |       | -         | -       | - | - | 4,000   | 4,000     |
| Classroom / Teaching Supplies & Materials   |       | 20,250.00 |         | - | - | -       | 20,250    |
| Special Ed Supplies & Materials             |       | -         | 5,500   | - | - | -       | 5,500     |
| Textbooks / Workbooks                       |       | 21,600    |         | - | - | -       | 21,600    |
| Supplies & Materials other                  |       | 10,800    |         | - | - | -       | 10,800    |



|                                                        |                  |                  |          |          |                  |                  |
|--------------------------------------------------------|------------------|------------------|----------|----------|------------------|------------------|
| Equipment / Furniture                                  | 19,237           | -                | -        | -        | -                | 19,237           |
| Telephone                                              | 8,400            |                  | -        | -        | -                | 8,400            |
| Technology                                             | 32,400           |                  | -        | -        | -                | 32,400           |
| Student Testing & Assessment                           | 15,000           |                  | -        | -        | -                | 15,000           |
| Field Trips                                            | 5,400            | -                | -        | -        | -                | 5,400            |
| Transportation (student)                               | 12,000           | -                | -        | -        | -                | 12,000           |
| Student Services - other                               | 8,100            |                  | -        | -        | -                | 8,100            |
| Office Expense                                         | -                | -                | -        | -        | 34,800           | 34,800           |
|                                                        | 7,500            | 2,500            | -        | -        | 2,500            | 12,500           |
| Staff Development                                      | 20,000           |                  | -        | -        |                  | 20,000           |
| Staff Recruitment                                      | 7,695            |                  | -        | -        | -                | 7,695            |
| Student Recruitment / Marketing                        |                  | -                | -        | -        | -                | -                |
| School Meals / Lunch                                   |                  | -                | -        | -        | -                | -                |
| Travel (Staff)                                         | 11,000           | -                | -        | -        | -                | 11,000           |
| Fundraising                                            | 1,500            | -                | -        | -        | -                | 1,500            |
|                                                        | 24,000           | -                | -        | -        | -                | 24,000           |
| Other                                                  |                  |                  |          |          |                  |                  |
| TOTAL SCHOOL OPERATIONS                                | 224,883          | 8,000            | -        | -        | 41,300           | 274,183          |
| <b>FACILITY OPERATION &amp; MAINTENANCE</b>            |                  |                  |          |          |                  |                  |
| Insurance                                              | 21,230           | -                | -        | -        | -                | 21,230           |
| Janitorial                                             | 19,440           | -                | -        | -        | -                | 19,440           |
| Building and Land Rent / Lease                         | 116,640          | -                | -        | -        | -                | 116,640          |
| Repairs & Maintenance                                  | 29,160           | -                | -        | -        | -                | 29,160           |
|                                                        | 21,000           | -                | -        | -        | -                | 21,000           |
| Equipment / Furniture                                  |                  |                  |          |          |                  |                  |
| Security                                               | -                | -                | -        | -        | -                | -                |
| Utilities                                              | 38,880           | -                | -        | -        | -                | 38,880           |
| TOTAL FACILITY OPERATION & MAINTENANCE                 | 246,350          | -                | -        | -        | -                | 246,350          |
| <b>DEPRECIATION &amp; AMORTIZATION</b>                 |                  |                  |          |          |                  |                  |
|                                                        | -                | -                | -        | -        |                  | -                |
| <b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b> |                  |                  |          |          |                  |                  |
|                                                        | -                | -                | -        | -        | 20,000           | 20,000           |
| <b>TOTAL EXPENSES</b>                                  | <b>1,272,278</b> | <b>243,300</b>   | <b>-</b> | <b>-</b> | <b>380,461</b>   | <b>1,896,039</b> |
| <b>NET INCOME</b>                                      | <b>612,607</b>   | <b>(102,700)</b> | <b>-</b> | <b>-</b> | <b>(380,461)</b> | <b>129,447</b>   |

|                                                                    |                   |                   |               |
|--------------------------------------------------------------------|-------------------|-------------------|---------------|
| <b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b> |                   |                   |               |
| Rochester City SD                                                  | REGULAR EDUCATION | SPECIAL EDUCATION |               |
| School District 2 (Enter Name)                                     | 86                | 22                | 108           |
| School District 3 (Enter Name)                                     |                   |                   | -             |
| School District 4 (Enter Name)                                     |                   |                   | -             |
| School District 5 (Enter Name)                                     |                   |                   | -             |
| <b>TOTAL ENROLLMENT</b>                                            | <b>86</b>         | <b>22</b>         | <b>108</b>    |
| <b>REVENUE PER PUPIL</b>                                           | <b>21,917</b>     | <b>6,391</b>      | <b>18,754</b> |
| <b>EXPENSES PER PUPIL</b>                                          | <b>14,794</b>     | <b>11,059</b>     | <b>17,556</b> |

### **Assumptions**

**DESCRIPTION OF ASSUMPTIONS** - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

Assumes 20% of population will be SPED, 50% below 20% classification, 30% in the 20-59% classification at \$8,754 rate, 20% greater than 60% at \$15,631 rate

Assumes \$900/most severe student, approximately 7 out of 30  
Assumes 90% FRL  
Assumes \$40/FRL count  
Assumes zero net sum of revenue to expenses for all food services

Assumes second installment of \$350K of the CSP grant

Assumes \$25K fundraising as board goal  
Assumes \$150/new student

Please see I35

**List exact titles included in the position category, if different from description, and staff FTE"s ( Full time equivalent)**

Assumes 1 HOS @ \$100K distributed per Instructional and Management responsibilities

Assumes 1 Dean of Curriculum and Instruction @ \$75K

Assumes 1 Dean of Culture @ \$55K and .5 Student Supports Coordinator @ \$27.5K

Assumes 1 Dean of Operations @ \$65K

Assumes 1 Office Manager @ \$40K

Assumes \$55K per FTE w/4 Lead Teachers and 1 STEM teacher hired Y1

Assumes \$55K per FTE w/1.5 SPED Teachers and 1 ELL/MLL teacher hired Y1;  
Student Supports Coordinator is .5 teacher and .5 coordinator (J59)

Assumes \$45K/FTE w/4 Teaching Assistants hired Y1

Assumes \$48.5K per specialty teachers w/1 Physical Education teacher hired Y1

Assumes cost of cleaning services included in lease

Assumes 6.2% SSI, 1.45% Medicare, 4.1% of first \$8,500 for SUI

Assumes \$7K average per FTE for health benefits; 1% WC Insurance

Assumes 3% match.

Assumes \$3K per year to audit proposed annual budget

Assumes one time retainer at beginning of academic year

Assumes use of back office support.

Assumes zero net sum with federal revenue (see O35); assumes additional costs of  
\$1.5/student for 187 days

Assume \$60/employee for payroll services

Assume \$1K per SPED student (20% of population) for services not covered by BPS  
or internal staff at NCP

Assumes \$12.5K for trauma-informed services with local CBO (\$5.5K for staff PD and  
\$1K/month for follow-on support); \$12.5K for walkthroughs and inspections. \$5K for  
SPED inspection and \$5K for Operations inspection. Inspections cover one time fee  
for inspectors and travel, food and lodging

Assumes annual training costs and monthly board meeting expenses

Assumes \$250/new student and \$6K per classroom. Will budget for 4 new  
classrooms for the upcoming year.

Assumes \$250/ New SPED student (20%)

Assumes \$200/new student

Assumes \$100/student

Assumes \$250/new student  
Assumes \$700/month for phone service  
Assumes \$300/student laptop  
Assumes \$5000/grade level, includes MAP and STEP assessments.  
Assumes \$50/student  
Assume \$500 per day per bus for 5 days outside of BPS schedule, need 1 bus per 50 students; assumes 2 busses; anticipate 80% of students ride busses  
Assumes \$75/student for uniform assistance  
Assumes \$2K/month for supplies and \$100/student for copier supplies  
Assumes 5 sessions of external PD presenters @ \$2500 each coming to Collegiate to deliver PD to staff.; 3 PDs will be for general education teachers; 1 PD for SPED staff; 1 PD for Ops team  
Assumes \$20K/per year for staff recruitment and paying for travel for interviewees  
Assumes \$95/new student if fully enrolled for the upcoming year  
  
Assumes \$1K for staff member to travel to PDs or school visits each month from August to June (11 months)  
Assumes \$300/fundraising event, 5 events per year  
Assumes \$1K/student to allow our 24 lowest performing students to attend Summer Leap through the Greater Rochester Summer Learning Association, a community partner of Collegiate  
  
Assumes general liability, workers compensation, D&O, property, excess liability, crime, accident insurance, quoted by FBB Insurance  
Assumes \$2/square foot @ 90 square feet per student  
Assumes \$12 per student @ 90 square feet  
Assumes \$3/square foot @ 90 square feet per student  
Assumes \$10K/printer to lease, and \$250/printer to lease, including top service plans; assumes 1 copier per grade level and 2 printers  
  
Assumes \$4/sq. ft and 90 sq. ft per student  
  
Assumes dissolution of escrow of \$100K per SED requirements; \$20K set aside each year of school operation

|  |
|--|
|  |
|--|

**The Collegiate School of Rochester Charter School**  
**PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS**  
**July 1, 2020 to June 30, 2021**

|                               |         |           |         |          |         |          |         |          |         |           |
|-------------------------------|---------|-----------|---------|----------|---------|----------|---------|----------|---------|-----------|
| <b>Total Revenue</b>          | 289,548 | 29,167    | 294,548 | 46,567   | 309,348 | 50,367   | 289,548 | 46,567   | 297,048 | 29,167    |
| <b>Total Expenses</b>         | 145,397 | 150,996   | 133,276 | 145,878  | 141,998 | 136,878  | 137,998 | 139,378  | 151,298 | 222,741   |
| <b>Net Income</b>             | 144,151 | (121,830) | 161,272 | (99,311) | 167,350 | (86,511) | 151,550 | (92,811) | 145,750 | (193,574) |
| <b>Cash Flow Adjustments</b>  | -       | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| <b>Beginning Cash Balance</b> | 89,147  | 233,297   | 111,467 | 272,739  | 173,428 | 340,777  | 254,266 | 405,816  | 313,004 | 458,754   |
| <b>Net Income</b>             | 233,297 | 111,467   | 272,739 | 173,428  | 340,777 | 254,266  | 405,816 | 313,004  | 458,754 | 265,180   |

|                | July                                                                                                                                | August | September | October | November | December | January | February | March | April |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|
| <b>REVENUE</b> | <b>* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column Assumptions'.</b> |        |           |         |          |          |         |          |       |       |

|                                         |           |        |         |   |         |   |         |   |         |   |
|-----------------------------------------|-----------|--------|---------|---|---------|---|---------|---|---------|---|
| <b>REVENUES FROM STATE SOURCES</b>      |           |        |         |   |         |   |         |   |         |   |
| Per Pupil Revenue                       |           | 13,995 |         |   |         |   |         |   |         |   |
| Rochester City SD                       | 240,248   | -      | 240,248 | - | 240,248 | - | 240,248 | - | 240,248 | - |
| School District 2 (Enter Name)          | -         | -      | -       | - | -       | - | -       | - | -       | - |
| School District 3 (Enter Name)          | -         | -      | -       | - | -       | - | -       | - | -       | - |
| School District 4 (Enter Name)          | -         | -      | -       | - | -       | - | -       | - | -       | - |
| School District 5 (Enter Name)          | -         | -      | -       | - | -       | - | -       | - | -       | - |
|                                         | 240,248   | -      | 240,248 | - | 240,248 | - | 240,248 | - | 240,248 | - |
| Special Education Revenue               | 20,133.40 | -      | 20,133  | - | 20,133  | - | 20,133  | - | 20,133  | - |
| Grants                                  |           |        |         |   |         |   |         |   |         |   |
| Stimulus                                | -         | -      | -       | - | -       | - | -       | - | -       | - |
| Other                                   | -         | -      | -       | - | -       | - | -       | - | -       | - |
| Other                                   | -         | -      | -       | - | -       | - | -       | - | -       | - |
| <b>TOTAL REVENUE FROM STATE SOURCES</b> | 260,381   | -      | 260,381 | - | 260,381 | - | 260,381 | - | 260,381 | - |

|                                                        |           |        |        |        |        |        |        |        |        |        |
|--------------------------------------------------------|-----------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| <b>REVENUE FROM FEDERAL FUNDING</b>                    |           |        |        |        |        |        |        |        |        |        |
| IDEA Special Needs                                     | -         | -      | -      | -      | 19,800 | -      | -      | -      | -      | -      |
| Title I                                                | -         | -      | -      | 16,200 | -      | -      | -      | 16,200 | -      | -      |
| Title Funding - Other                                  | -         | -      | -      | 1,200  | -      | -      | -      | 1,200  | -      | -      |
| School Food Service (Free Lunch)                       | -         | -      | -      | -      | -      | -      | -      | -      | -      | -      |
| Grants                                                 |           |        |        |        |        |        |        |        |        |        |
| Charter School Program (CSP) Planning & Implementation | 29,166.67 | 29,167 | 29,167 | 29,167 | 29,167 | 29,167 | 29,167 | 29,167 | 29,167 | 29,167 |
| Other                                                  | -         | -      | -      | -      | -      | -      | -      | -      | -      | -      |
| Other                                                  | -         | -      | -      | -      | -      | -      | -      | -      | -      | -      |
| <b>TOTAL REVENUE FROM FEDERAL SOURCES</b>              | 29,167    | 29,167 | 29,167 | 46,567 | 48,967 | 29,167 | 29,167 | 46,567 | 29,167 | 29,167 |

|                                                         |   |   |       |   |   |        |   |   |       |   |
|---------------------------------------------------------|---|---|-------|---|---|--------|---|---|-------|---|
| <b>LOCAL and OTHER REVENUE</b>                          |   |   |       |   |   |        |   |   |       |   |
| Contributions and Donations, Fundraising                | - | - | 5,000 | - | - | 5,000  | - | - | 7,500 | - |
| Erate Reimbursement                                     | - | - | -     | - | - | 16,200 | - | - | -     | - |
| Interest Income, Earnings on Investments,               | - | - | -     | - | - | -      | - | - | -     | - |
| NYC-DYCD (Department of Youth and Community Developmt.) | - | - | -     | - | - | -      | - | - | -     | - |
| Food Service (Income from meals)                        | - | - | -     | - | - | -      | - | - | -     | - |
| Text Book                                               | - | - | -     | - | - | -      | - | - | -     | - |
| OTHER                                                   | - | - | -     | - | - | -      | - | - | -     | - |
| <b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>       | - | - | 5,000 | - | - | 21,200 | - | - | 7,500 | - |

|                      |         |        |         |        |         |        |         |        |         |        |
|----------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|
| <b>TOTAL REVENUE</b> | 289,548 | 29,167 | 294,548 | 46,567 | 309,348 | 50,367 | 289,548 | 46,567 | 297,048 | 29,167 |
|----------------------|---------|--------|---------|--------|---------|--------|---------|--------|---------|--------|

|                                             |                  |          |          |        |        |        |        |        |        |        |
|---------------------------------------------|------------------|----------|----------|--------|--------|--------|--------|--------|--------|--------|
| <b>EXPENSES</b>                             |                  |          |          |        |        |        |        |        |        |        |
| <b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b> |                  |          |          |        |        |        |        |        |        |        |
| Executive Management                        | No. of Positions | 1.00     | 8,333.33 | 8,333  | 8,333  | 8,333  | 8,333  | 8,333  | 8,333  | 8,333  |
| Instructional Management                    | 1.00             | 6,250    | 6,250    | 6,250  | 6,250  | 6,250  | 6,250  | 6,250  | 6,250  | 6,250  |
| Deans, Directors & Coordinators             | 2.00             | 6,875.00 | 6,875    | 6,875  | 6,875  | 6,875  | 6,875  | 6,875  | 6,875  | 6,875  |
| CFO / Director of Finance                   | -                | -        | -        | -      | -      | -      | -      | -      | -      | -      |
| Operation / Business Manager                | 1.00             | 5,417    | 5,417    | 5,417  | 5,417  | 5,417  | 5,417  | 5,417  | 5,417  | 5,417  |
| Administrative Staff                        | 1.00             | 3,333.33 | 3,333    | 3,333  | 3,333  | 3,333  | 3,333  | 3,333  | 3,333  | 3,333  |
| <b>TOTAL ADMINISTRATIVE STAFF</b>           | 6.00             | 30,208   | 30,208   | 30,208 | 30,208 | 30,208 | 30,208 | 30,208 | 30,208 | 30,208 |

**INSTRUCTIONAL PERSONNEL COSTS**

|                                             |          |          |          |          |         |         |          |         |         |         |         |
|---------------------------------------------|----------|----------|----------|----------|---------|---------|----------|---------|---------|---------|---------|
| Teachers - Regular                          | 4.00     | 22,917   | 22,917   | 22,917   | 22,917  | 22,917  | 22,917   | 22,917  | 22,917  | 22,917  | 22,917  |
| Teachers - SPED                             | 2.00     | 11,458   | 11,458   | 11,458   | 11,458  | 11,458  | 11,458   | 11,458  | 11,458  | 11,458  | 11,458  |
| Substitute Teachers                         | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Teaching Assistants                         | 5.00     | 15,000   | 15,000   | 15,000   | 15,000  | 15,000  | 15,000   | 15,000  | 15,000  | 15,000  | 15,000  |
| Specialty Teachers                          | 1.00     | 4,041.67 | 4,042    | 4,042    | 4,042   | 4,042   | 4,042    | 4,042   | 4,042   | 4,042   | 4,042   |
| Aides                                       | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Therapists & Counselors                     | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Other                                       | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| TOTAL INSTRUCTIONAL                         | 12.00    | 53,417   | 53,417   | 53,417   | 53,417  | 53,417  | 53,417   | 53,417  | 53,417  | 53,417  | 53,417  |
| NON-INSTRUCTIONAL PERSONNEL COSTS           |          |          |          |          |         |         |          |         |         |         |         |
| Nurse                                       | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Librarian                                   | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Custodian                                   | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Security                                    | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Other                                       | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| TOTAL NON-INSTRUCTIONAL                     | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| SUBTOTAL PERSONNEL SERVICE COSTS            |          |          |          |          |         |         |          |         |         |         |         |
| 18.00                                       | 83,625   | 83,625   | 83,625   | 83,625   | 83,625  | 83,625  | 83,625   | 83,625  | 83,625  | 83,625  | 83,625  |
| PAYROLL TAXES AND BENEFITS                  |          |          |          |          |         |         |          |         |         |         |         |
| Payroll Taxes                               | 6,891.02 | 6,891    | 6,891    | 6,891    | 6,891   | 6,891   | 6,891    | 6,891   | 6,891   | 6,891   | 6,891   |
| Fringe / Employee Benefits                  | 8,390.42 | 8,390    | 8,390    | 8,390    | 8,390   | 8,390   | 8,390    | 8,390   | 8,390   | 8,390   | 8,390   |
| Retirement / Pension                        | 2,509    | 2,509    | 2,509    | 2,509    | 2,509   | 2,509   | 2,509    | 2,509   | 2,509   | 2,509   | 2,509   |
| TOTAL PAYROLL TAXES AND BENEFITS            | 17,790   | 17,790   | 17,790   | 17,790   | 17,790  | 17,790  | 17,790   | 17,790  | 17,790  | 17,790  | 17,790  |
| TOTAL PERSONNEL SERVICE COSTS               |          |          |          |          |         |         |          |         |         |         |         |
| 18.00                                       | 101,415  | 101,415  | 101,415  | 101,415  | 101,415 | 101,415 | 101,415  | 101,415 | 101,415 | 101,415 | 101,415 |
| CONTRACTED SERVICES                         |          |          |          |          |         |         |          |         |         |         |         |
| Accounting / Audit                          | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Legal                                       | 7,000    | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Management Company Fee                      | 3,333.33 | 3,333    | 3,333    | 3,333    | 3,333   | 3,333   | 3,333    | 3,333   | 3,333   | 3,333   | 3,333   |
| Nurse Services                              | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Food Service / School Lunch                 | -        | -        | 3,029.40 | 3,029    | 3,029   | 3,029   | 3,029    | 3,029   | 3,029   | 3,029   | 3,029   |
| Payroll Services                            | 103      | 103      | 103      | 103      | 103     | 103     | 103      | 103     | 103     | 103     | 103     |
| Special Ed Services                         | 1,833    | 1,833    | 1,833    | 1,833    | 1,833   | 1,833   | 1,833    | 1,833   | 1,833   | 1,833   | 1,833   |
| Titlement Services (i.e. Title I)           | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Other Purchased / Professional / Consulting | -        | 4,500    | 1,000    | 7,500    | 7,500   | 1,000   | 1,000    | 3,500   | 3,500   | 3,500   | 3,500   |
| TOTAL CONTRACTED SERVICES                   | 12,269   | 9,769    | 9,299    | 15,799   | 15,799  | 9,299   | 9,299    | 11,799  | 11,799  | 11,799  | 11,799  |
| SCHOOL OPERATIONS                           |          |          |          |          |         |         |          |         |         |         |         |
| Board Expenses                              | 333.33   | 333      | 333      | 333      | 333     | 333     | 333      | 333     | 333     | 333     | 333     |
| Classroom / Teaching Supplies & Materials   | 2,750.00 | 2,750    | -        | -        | -       | -       | -        | -       | -       | -       | 10,125  |
| Special Ed Supplies & Materials             | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | 21,600  |
| Textbooks / Workbooks                       | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Supplies & Materials other                  | -        | -        | -        | -        | -       | -       | -        | -       | 10,800  | -       | -       |
| Equipment / Furniture                       | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | 19,237  |
| Telephone                                   | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Technology                                  | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | 32,400  |
| Student Testing & Assessment                | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Field Trips                                 | -        | -        | -        | 1,080    | -       | 1,080   | -        | 1,080   | -       | -       | 1,080   |
| Transportation (student)                    | -        | 12,000   | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Student Services - other                    | 8,100    | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Office Expense                              | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Staff Development                           | -        | 2,500.00 | -        | 2,500.00 | -       | -       | 2,500.00 | -       | 2,500   | -       | -       |
| Staff Recruitment                           | -        | -        | -        | 2,222.22 | 2,222   | 2,222   | 2,222    | 2,222   | 2,222   | 2,222   | 2,222   |
| Student Recruitment / Marketing             | -        | 699.55   | 699.55   | 699.55   | 699.55  | 699.55  | 699.55   | 699.55  | 699.55  | 699.55  | 699.55  |
| School Meals / Lunch                        | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| Travel (Staff)                              | -        | 1,000.00 | 1,000    | 1,000    | 1,000   | 1,000   | 1,000    | 1,000   | 1,000   | 1,000   | 1,000   |
| Fundraising                                 | -        | -        | -        | 300      | -       | 300     | -        | 300     | -       | -       | 300     |
| Other                                       | -        | -        | -        | -        | -       | -       | -        | -       | -       | -       | -       |
| TOTAL SCHOOL OPERATIONS                     | 11,183   | 19,283   | 2,033    | 8,135    | 4,255   | 5,635   | 6,755    | 5,635   | 17,555  | 88,998  |         |
| FACILITY OPERATION & MAINTENANCE            |          |          |          |          |         |         |          |         |         |         |         |
| Insurance                                   | 1,769.17 | 1,769    | 1,769    | 1,769    | 1,769   | 1,769   | 1,769    | 1,769   | 1,769   | 1,769   | 1,769   |

|                                                               |          |           |         |          |         |          |         |          |         |           |
|---------------------------------------------------------------|----------|-----------|---------|----------|---------|----------|---------|----------|---------|-----------|
| Janitorial                                                    | 1,620.00 | 1,620     | 1,620   | 1,620    | 1,620   | 1,620    | 1,620   | 1,620    | 1,620   | 1,620     |
| Building and Land Rent / Lease                                | 9,720.00 | 9,720     | 9,720   | 9,720    | 9,720   | 9,720    | 9,720   | 9,720    | 9,720   | 9,720     |
| Repairs & Maintenance                                         | 2,430    | 2,430     | 2,430   | 2,430    | 2,430   | 2,430    | 2,430   | 2,430    | 2,430   | 2,430     |
| Equipment / Furniture                                         | 1,750.00 | 1,750     | 1,750   | 1,750    | 1,750   | 1,750    | 1,750   | 1,750    | 1,750   | 1,750     |
| Security                                                      | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| Utilities                                                     | 3,240.00 | 3,240     | 3,240   | 3,240    | 3,240   | 3,240    | 3,240   | 3,240    | 3,240   | 3,240     |
| TOTAL FACILITY OPERATION & MAINTENANCE                        | 20,529   | 20,529    | 20,529  | 20,529   | 20,529  | 20,529   | 20,529  | 20,529   | 20,529  | 20,529    |
| DEPRECIATION & AMORTIZATION                                   | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| DISSOLUTION ESCROW & RESERVES / CONTINGENCY                   | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| TOTAL EXPENSES                                                | 145,397  | 150,996   | 133,276 | 145,878  | 141,998 | 136,878  | 137,998 | 139,378  | 151,298 | 222,741   |
| NET INCOME                                                    | 144,151  | (121,830) | 161,272 | (99,311) | 167,350 | (86,511) | 151,550 | (92,811) | 145,750 | (193,574) |
| CASH FLOW ADJUSTMENTS                                         |          |           |         |          |         |          |         |          |         |           |
| OPERATING ACTIVITIES                                          |          |           |         |          |         |          |         |          |         |           |
| Example - Add Back Depreciation                               | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| Other                                                         | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| Total Operating Activities                                    | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| INVESTMENT ACTIVITIES                                         |          |           |         |          |         |          |         |          |         |           |
| Example - Subtract Property and Equipment Expenditures        | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| Other                                                         | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| Total Investment Activities                                   | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| FINANCING ACTIVITIES                                          |          |           |         |          |         |          |         |          |         |           |
| Example - Add Expected Proceeds from a Loan or Line of Credit | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| Other                                                         | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| Total Financing Activities                                    | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| Total Cash Flow Adjustments                                   | -        | -         | -       | -        | -       | -        | -       | -        | -       | -         |
| NET INCOME                                                    | 144,151  | (121,830) | 161,272 | (99,311) | 167,350 | (86,511) | 151,550 | (92,811) | 145,750 | (193,574) |
| Beginning Cash Balance                                        | 89,147   | 233,297   | 111,467 | 272,739  | 173,428 | 340,777  | 254,266 | 405,816  | 313,004 | 458,754   |
| ENDING CASH BALANCE                                           | 233,297  | 111,467   | 272,739 | 173,428  | 340,777 | 254,266  | 405,816 | 313,004  | 458,754 | 265,180   |



|         |           |           |
|---------|-----------|-----------|
|         |           |           |
|         |           |           |
|         |           |           |
| 297,048 | 46,567    | 2,025,485 |
| 154,078 | 236,123   | 1,896,039 |
| 142,970 | (189,556) | 129,447   |
| -       | -         | -         |
| 265,180 | 408,150   | -         |
| 408,150 | 218,593   | 129,447   |

|     |      |       |
|-----|------|-------|
| May | June | TOTAL |
|-----|------|-------|

in N) on tab '4.) Year Budget &

|         |   |           |
|---------|---|-----------|
| 240,248 | - | 1,441,485 |
| -       | - | -         |
| -       | - | -         |
| -       | - | -         |
| -       | - | -         |
| 240,248 | - | 1,441,485 |
| 20,133  | - | 120,800   |

|         |   |           |
|---------|---|-----------|
| -       | - | -         |
| -       | - | -         |
| -       | - | -         |
| 260,381 | - | 1,562,285 |

|   |        |        |
|---|--------|--------|
| - | -      | 19,800 |
| - | 16,200 | 48,600 |
| - | 1,200  | 3,600  |
| - | -      | -      |

|        |        |         |
|--------|--------|---------|
| 29,167 | 29,167 | 350,000 |
| -      | -      | -       |
| -      | -      | -       |
| 29,167 | 46,567 | 422,000 |

|       |   |        |
|-------|---|--------|
| 7,500 | - | 25,000 |
| -     | - | 16,200 |
| -     | - | -      |
| -     | - | -      |
| -     | - | -      |
| -     | - | -      |
| -     | - | -      |
| 7,500 | - | 41,200 |

|         |        |           |
|---------|--------|-----------|
| 297,048 | 46,567 | 2,025,485 |
|---------|--------|-----------|

|        |        |         |
|--------|--------|---------|
| 8,333  | 8,333  | 100,000 |
| 6,250  | 6,250  | 75,000  |
| 6,875  | 6,875  | 82,500  |
| -      | -      | -       |
| 5,417  | 5,417  | 65,000  |
| 3,333  | 3,333  | 40,000  |
| 30,208 | 30,208 | 362,500 |

|         |         |           |
|---------|---------|-----------|
| 22,917  | 22,917  | 275,000   |
| 11,458  | 11,458  | 137,500   |
| -       | -       | -         |
| 15,000  | 15,000  | 180,000   |
| 4,042   | 4,042   | 48,500    |
| -       | -       | -         |
| -       | -       | -         |
| -       | -       | -         |
| 53,417  | 53,417  | 641,000   |
| -       | -       | -         |
| -       | -       | -         |
| -       | -       | -         |
| -       | -       | -         |
| -       | -       | -         |
| -       | -       | -         |
| 83,625  | 83,625  | 1,003,500 |
| 6,891   | 6,891   | 82,692    |
| 8,390   | 8,390   | 100,685   |
| 2,509   | 2,509   | 30,105    |
| 17,790  | 17,790  | 213,482   |
| 101,415 | 101,415 | 1,216,982 |
| -       | 3,000   | 3,000     |
| -       | -       | 7,000     |
| 3,333   | 3,333   | 40,000    |
| -       | -       | -         |
| 3,029   | 3,029   | 30,294    |
| 103     | 103     | 1,230     |
| 1,833   | 1,833   | 22,000    |
| -       | -       | -         |
| 1,000   | 1,000   | 35,000    |
| 9,299   | 12,299  | 138,524   |
| 333     | 333     | 4,000     |
| -       | 10,125  | 20,250    |
| -       | -       | 5,500     |
| -       | -       | 21,600    |
| -       | -       | 10,800    |
| -       | -       | 19,237    |
| -       | 8,400   | 8,400     |
| -       | -       | 32,400    |
| 15,000  | -       | 15,000    |
| 1,080   | -       | 5,400     |
| -       | -       | 12,000    |
| -       | -       | 8,100     |
| -       | 34,800  | 34,800    |
| 2,500   | -       | 12,500    |
| 2,222   | 2,222   | 20,000    |
| 699.55  | 699.55  | 7,695     |
| -       | -       | -         |
| 1,000   | 1,000   | 11,000    |
| -       | 300     | 1,500     |
| -       | 24,000  | 24,000    |
| 22,835  | 81,880  | 274,183   |
| 1,769   | 1,769   | 21,230    |

|         |           |           |
|---------|-----------|-----------|
| 1,620   | 1,620     | 19,440    |
| 9,720   | 9,720     | 116,640   |
| 2,430   | 2,430     | 29,160    |
| 1,750   | 1,750     | 21,000    |
| -       | -         | -         |
| 3,240   | 3,240     | 38,880    |
| 20,529  | 20,529    | 246,350   |
| -       | -         | -         |
| -       | 20,000    | 20,000    |
| 154,078 | 236,123   | 1,896,039 |
| 142,970 | (189,556) | 129,447   |
| -       | -         | -         |
| -       | -         | -         |
| -       | -         | -         |
| -       | -         | -         |
| -       | -         | -         |
| -       | -         | -         |
| -       | -         | -         |
| -       | -         | -         |
| -       | -         | -         |
| -       | -         | -         |
| 142,970 | (189,556) | 129,447   |
| 265,180 | 408,150   |           |
| 408,150 | 218,593   | 129,447   |

**The Collegiate School of Rochester Charter School**  
**PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD**

\*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. **Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

|                                           |           |           |           |           |           |
|-------------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total Revenue                             | 2,025,485 | 2,971,991 | 4,091,679 | 5,291,620 | 6,511,308 |
| Total Expenses                            | 1,896,039 | 2,741,399 | 3,852,654 | 4,830,833 | 5,809,059 |
| Net Income (Before Cash Flow Adjustments) | 129,447   | 230,592   | 239,025   | 460,786   | 702,248   |
| Actual Student Enrollment                 | 108       | 189       | 270       | 351       | 432       |
| Total Paid Student Enrollment             | 103       | 180       | 257       | 333       | 410       |

|                                                                |        | Year 1<br>2020   | Year 2<br>2021   | Year 3<br>2022   | Year 4<br>2023   | Year 5<br>2024   |
|----------------------------------------------------------------|--------|------------------|------------------|------------------|------------------|------------------|
| <b>*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5</b> |        |                  |                  |                  |                  |                  |
| <b>REVENUE</b>                                                 |        |                  |                  |                  |                  |                  |
| <b>REVENUES FROM STATE SOURCES</b>                             |        |                  |                  |                  |                  |                  |
| <b>Per Pupil Revenue</b>                                       |        |                  |                  |                  |                  |                  |
| <b>CY Per Pupil Rate</b>                                       |        |                  |                  |                  |                  |                  |
| Rochester City SD                                              | 13,995 | 1,441,485        | 2,519,100        | 3,596,715        | 4,660,335        | 5,737,950        |
| School District 2 (Enter Name)                                 | -      | -                | -                | -                | -                | -                |
| School District 3 (Enter Name)                                 | -      | -                | -                | -                | -                | -                |
| School District 4 (Enter Name)                                 | -      | -                | -                | -                | -                | -                |
| School District 5 (Enter Name)                                 | -      | -                | -                | -                | -                | -                |
|                                                                |        | 1,441,485        | 2,519,100        | 3,596,715        | 4,660,335        | 5,737,950        |
| Special Education Revenue                                      |        | 120,800          | 201,334          | 293,372          | 379,658          | 471,697          |
| Grants                                                         |        |                  |                  |                  |                  |                  |
| Stimulus                                                       |        | -                | -                | -                | -                | -                |
| Other                                                          |        | -                | -                | -                | -                | -                |
| Other                                                          |        | -                | -                | -                | -                | -                |
| TOTAL REVENUE FROM STATE SOURCES                               |        | 1,562,285        | 2,720,434        | 3,890,087        | 5,039,993        | 6,209,647        |
| <b>REVENUE FROM FEDERAL FUNDING</b>                            |        |                  |                  |                  |                  |                  |
| IDEA Special Needs                                             |        | 19,800           | 36,639           | 52,578           | 68,517           | 84,456           |
| Title I                                                        |        | 48,600           | 72,570           | 104,140          | 135,710          | 167,280          |
| Title Funding - Other                                          |        | 3,600            | 5,806            | 8,331            | 10,857           | 13,382           |
| School Food Service (Free Lunch)                               |        | -                | -                | -                | -                | -                |
| Grants                                                         |        |                  |                  |                  |                  |                  |
| Charter School Program (CSP) Planning & Implementation         |        | 350,000          | 100,000          |                  | -                | -                |
| Other                                                          |        | -                | -                | -                | -                | -                |
| Other                                                          |        | -                | -                | -                | -                | -                |
| TOTAL REVENUE FROM FEDERAL SOURCES                             |        | 422,000          | 215,015          | 165,049          | 215,084          | 265,118          |
| <b>LOCAL and OTHER REVENUE</b>                                 |        |                  |                  |                  |                  |                  |
| Contributions and Donations, Fundraising                       |        | 25,000           | 25,000           | 25,000           | 25,000           | 25,000           |
| Erate Reimbursement                                            |        | 16,200           | 11,542           | 11,543           | 11,542           | 11,542           |
| Interest Income, Earnings on Investments,                      |        | -                | -                | -                | -                | -                |
| NYC-DYCD (Department of Youth and Community Developmt.)        |        | -                | -                | -                | -                | -                |
| Food Service (Income from meals)                               |        | -                | -                | -                | -                | -                |
| Text Book                                                      |        | -                | -                | -                | -                | -                |
| OTHER                                                          |        | -                | -                | -                | -                | -                |
| TOTAL REVENUE FROM LOCAL and OTHER SOURCES                     |        | 41,200           | 36,543           | 36,543           | 36,543           | 36,543           |
| <b>TOTAL REVENUE</b>                                           |        | <b>2,025,485</b> | <b>2,971,991</b> | <b>4,091,679</b> | <b>5,291,620</b> | <b>6,511,308</b> |

**EXPENSES****ADMINISTRATIVE STAFF PERSONNEL COSTS**

|                                 | No. of Positions |         |         |         |         |         |
|---------------------------------|------------------|---------|---------|---------|---------|---------|
| Executive Management            | 1                | 100,000 | 104,000 | 108,160 | 112,486 | 116,986 |
| Instructional Management        | 1.00             | 75,000  | 78,000  | 165,000 | 171,600 | 187,200 |
| Deans, Directors & Coordinators | 1.50             | 82,500  | 114,400 | 140,000 | 145,600 | 151,424 |
| CFO / Director of Finance       | -                | -       | -       | -       | -       | -       |
| Operation / Business Manager    | 1.00             | 65,000  | 122,600 | 132,200 | 137,488 | 192,988 |
| Administrative Staff            | 1.00             | 40,000  | 41,600  | 43,264  | 44,995  | 46,794  |
| TOTAL ADMINISTRATIVE STAFF      | 5.50             | 362,500 | 460,600 | 588,624 | 612,169 | 695,392 |

**INSTRUCTIONAL PERSONNEL COSTS**

|                         | No. of Positions |         |         |           |           |           |
|-------------------------|------------------|---------|---------|-----------|-----------|-----------|
| Teachers - Regular      | 5                | 275,000 | 396,000 | 629,640   | 876,938   | 1,022,100 |
| Teachers - SPED         | 2.50             | 137,500 | 114,400 | 173,976   | 235,935   | 300,372   |
| Substitute Teachers     | -                | -       | -       | -         | -         | -         |
| Teaching Assistants     | 4.00             | 180,000 | 322,200 | 470,088   | 623,892   | 783,847   |
| Specialty Teachers      | 1.00             | 48,500  | 50,440  | 100,958   | 153,496   | 208,136   |
| Aides                   | -                | -       | -       | -         | -         | -         |
| Therapists & Counselors | -                | -       | 95,000  | 98,800    | 102,752   | 106,862   |
| Other                   |                  |         | 40,000  | 40,000    | 40,000    | 40,000    |
| TOTAL INSTRUCTIONAL     | 12.50            | 641,000 | 978,040 | 1,513,462 | 2,033,012 | 2,461,317 |

**NON-INSTRUCTIONAL PERSONNEL COSTS**

|                         | No. of Positions |   |   |       |        |        |
|-------------------------|------------------|---|---|-------|--------|--------|
| Nurse                   | -                | - | - | -     | -      | -      |
| Librarian               | -                | - | - | -     | -      | -      |
| Custodian               | -                | - | - | -     | -      | -      |
| Security                | -                | - | - | -     | -      | -      |
| Other                   | -                | - | - | 6,000 | 16,000 | 16,000 |
| TOTAL NON-INSTRUCTIONAL | -                | - | - | 6,000 | 16,000 | 16,000 |

**SUBTOTAL PERSONNEL SERVICE COSTS**

|       |           |           |           |           |           |
|-------|-----------|-----------|-----------|-----------|-----------|
| 18.00 | 1,003,500 | 1,438,640 | 2,102,086 | 2,651,181 | 3,172,709 |
|-------|-----------|-----------|-----------|-----------|-----------|

**PAYROLL TAXES AND BENEFITS**

|                                  |         |         |         |         |         |
|----------------------------------|---------|---------|---------|---------|---------|
| Payroll Taxes                    | 82,692  | 119,465 | 173,704 | 218,846 | 262,577 |
| Fringe / Employee Benefits       | 100,685 | 203,386 | 280,021 | 348,512 | 409,035 |
| Retirement / Pension             | 30,105  | 43,159  | 63,063  | 79,535  | 126,908 |
| TOTAL PAYROLL TAXES AND BENEFITS | 213,482 | 366,011 | 516,787 | 646,894 | 798,520 |

**TOTAL PERSONNEL SERVICE COSTS**

|       |           |           |           |           |           |
|-------|-----------|-----------|-----------|-----------|-----------|
| 18.00 | 1,216,982 | 1,804,651 | 2,618,873 | 3,298,075 | 3,971,229 |
|-------|-----------|-----------|-----------|-----------|-----------|

**CONTRACTED SERVICES**

|                                             |        |        |        |        |         |
|---------------------------------------------|--------|--------|--------|--------|---------|
| Accounting / Audit                          | 3,000  | 3,450  | 3,968  | 4,563  | 5,247   |
| Legal                                       | 7,000  | 8,050  | 9,258  | 10,646 | 12,243  |
| Management Company Fee                      | 40,000 | 46,000 | 52,900 | 60,835 | 69,960  |
| Nurse Services                              | -      | -      | -      | -      | -       |
| Food Service / School Lunch                 | 30,294 | 53,015 | 75,735 | 98,456 | 121,176 |
| Payroll Services                            | 1,230  | 1,415  | 1,627  | 1,871  | 2,151   |
| Special Ed Services                         | 22,000 | 36,050 | 54,111 | 72,138 | 92,332  |
| Titlement Services (i.e. Title I)           | -      | -      | -      | -      | -       |
| Other Purchased / Professional / Consulting | 35,000 | 35,000 | 35,000 | 35,000 | 35,000  |

|                                                                    |                  |                  |                  |                  |                  |
|--------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|
| TOTAL CONTRACTED SERVICES                                          | 138,524          | 182,979          | 232,598          | 283,508          | 338,110          |
| <b>SCHOOL OPERATIONS</b>                                           |                  |                  |                  |                  |                  |
| Board Expenses                                                     | 4,000            | 4,600            | 5,290            | 6,084            | 6,996            |
| Classroom / Teaching Supplies & Materials                          | 20,250           | 47,250.00        | 67,500.00        | 87,750.00        | 108,000.00       |
| Special Ed Supplies & Materials                                    | 5,500            | 9,450            | 13,500           | 17,550           | 21,600           |
| Textbooks / Workbooks                                              | 21,600           | 16,200           | 16,200           | 16,200           | 16,200           |
| Supplies & Materials other                                         | 10,800           | 18,900           | 27,000           | 35,100           | 43,200           |
| Equipment / Furniture                                              | 19,237           | 19,237           | 19,238           | 19,237           | 19,237           |
| Telephone                                                          | 8,400            | 9,660            | 11,109           | 12,775           | 14,692           |
| Technology                                                         | 32,400           | 24,300           | 24,300           | 24,300           | 27,000           |
| Student Testing & Assessment                                       | 15,000           | 20,000           | 25,000           | 30,000           | 35,000           |
| Field Trips                                                        | 5,400            | 9,450            | 13,500           | 17,550           | 21,600           |
| Transportation (student)                                           | 12,000           | 16,000           | 20,000           | 28,000           | 32,000           |
| Student Services - other                                           | 8,100            | 14,175           | 20,250           | 26,325           | 32,400           |
| Office Expense                                                     | 34,800           | 42,495           | 50,190           | 57,885           | 65,580           |
| Staff Development                                                  | 12,500           | 12,500           | 12,500           | 12,500           | 12,500           |
| Staff Recruitment                                                  | 20,000           | 8,000            | 10,000           | 9,000            | 11,000           |
| Student Recruitment / Marketing                                    | 7,695            | 7,695            | 7,695            | 7,695            | 7,695            |
| School Meals / Lunch                                               | -                | -                | -                | -                | -                |
| Travel (Staff)                                                     | 11,000           | 11,000           | 11,000           | 11,000           | 11,000           |
| Fundraising                                                        | 1,500            | 1,500            | 1,500            | 1,500            | 1,500            |
|                                                                    | <u>24,000</u>    | <u>35,910</u>    | <u>51,300</u>    | <u>66,690</u>    | <u>82,080</u>    |
| Other                                                              |                  |                  |                  |                  |                  |
| TOTAL SCHOOL OPERATIONS                                            | 274,183          | 328,323          | 407,072          | 487,141          | 569,280          |
| <b>FACILITY OPERATION &amp; MAINTENANCE</b>                        |                  |                  |                  |                  |                  |
| Insurance                                                          | 21,230           | 32,896           | 44,896           | 56,228           | 67,894           |
| Janitorial                                                         | 19,440           | 34,020           | 48,600           | 63,180           | 77,760           |
| Building and Land Rent / Lease                                     | 116,640          | 193,914          | 277,020          | 360,126          | 443,232          |
| Repairs & Maintenance                                              | 29,160           | 48,478           | 69,255           | 90,032           | 110,808          |
| Equipment / Furniture                                              | 21,000           | 31,500           | 42,001           | 52,502           | 63,003           |
| Security                                                           | -                | -                | -                | -                | -                |
| Utilities                                                          | 38,880           | 64,638           | 92,340           | 120,042          | 147,744          |
| TOTAL FACILITY OPERATION & MAINTENANCE                             | 246,350          | 405,446          | 574,112          | 742,110          | 910,441          |
| <b>DEPRECIATION &amp; AMORTIZATION</b>                             | -                | -                | -                | -                | -                |
| <b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>             | 20,000           | 20,000           | 20,000           | 20,000           | 20,000           |
| <b>TOTAL EXPENSES</b>                                              | <u>1,896,039</u> | <u>2,741,399</u> | <u>3,852,654</u> | <u>4,830,833</u> | <u>5,809,059</u> |
| <b>NET INCOME</b>                                                  | <u>129,447</u>   | <u>230,592</u>   | <u>239,025</u>   | <u>460,786</u>   | <u>702,248</u>   |
| <b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b> |                  |                  |                  |                  |                  |
| Rochester City SD                                                  | 103              | 180              | 257              | 333              | 410              |
| School District 2 (Enter Name)                                     | -                | -                | -                | -                | -                |
| School District 3 (Enter Name)                                     | -                | -                | -                | -                | -                |
| School District 4 (Enter Name)                                     | -                | -                | -                | -                | -                |
| School District 5 (Enter Name)                                     | -                | -                | -                | -                | -                |
| <b>TOTAL ENROLLMENT</b>                                            | <u>103</u>       | <u>180</u>       | <u>257</u>       | <u>333</u>       | <u>410</u>       |
| <b>REVENUE PER PUPIL</b>                                           | <u>19,742</u>    | <u>16,552</u>    | <u>15,952</u>    | <u>15,869</u>    | <u>15,866</u>    |
| <b>EXPENSES PER PUPIL</b>                                          | <u>18,480</u>    | <u>15,268</u>    | <u>15,020</u>    | <u>14,487</u>    | <u>14,155</u>    |
| <b>CASH FLOW ADJUSTMENTS</b>                                       |                  |                  |                  |                  |                  |
| OPERATING ACTIVITIES                                               |                  |                  |                  |                  |                  |
| Example - Add Back Depreciation                                    | -                | -                | -                | -                | -                |

|                                                               |         |         |         |           |           |
|---------------------------------------------------------------|---------|---------|---------|-----------|-----------|
| Other                                                         | -       | -       | -       | -         | -         |
| Total Operating Activities                                    | -       | -       | -       | -         | -         |
| INVESTMENT ACTIVITIES                                         |         |         |         |           |           |
| Example - Subtract Property and Equipment Expenditures        | -       | -       | -       | -         | -         |
| Other                                                         | -       | -       | -       | -         | -         |
| Total Investment Activities                                   | -       | -       | -       | -         | -         |
| FINANCING ACTIVITIES                                          |         |         |         |           |           |
| Example - Add Expected Proceeds from a Loan or Line of Credit | -       | -       | -       | -         | -         |
| Other                                                         | -       | -       | -       | -         | -         |
| Total Financing Activities                                    | -       | -       | -       | -         | -         |
| Total Cash Flow Adjustments                                   | -       | -       | -       | -         | -         |
| NET INCOME                                                    | 129,447 | 230,592 | 239,025 | 460,786   | 702,248   |
| Beginning Cash Balance                                        | 89,147  | 218,593 | 449,185 | 688,210   | 1,148,996 |
| ENDING CASH BALANCE                                           | 218,593 | 449,185 | 688,210 | 1,148,996 | 1,851,245 |



### **Assumptions**

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable*. For example, student enrollment would reference the page in the application that states enrollment targets.

Assumes 3 installments of total \$800K CSP grant: \$350K in Y0, \$350K in Y1, \$100K in

List exact titles included in the position category, if different from description,

*and staff FTE"s ( Full time equivalent)*

State number of positions for years 2 thru 5 in assumptions if differ from year  
Assumes 1 FTE Head of School in years 1-5 w/4% COLA  
Assumes a Dean of Curriculum in year 1 and year 2 that becomes Lower Academy  
Director in year 3. We hire/promote another DCI in year 3 to work with Head of School  
to be developed into Upper Academy Director in year 5; assumes 4% COLA  
Assumes Student Supports Coordinator (w/.5 role as teacher) and Dean of Culture in  
Y1; positions become Director of Student Students and Director of Culture in Y3  
assumes 4% COLA

Assumes Dean of Operations in Y1 that becomes Director of Operations in Y3; Ops  
Fellow added Y2 and Special Projects Coordinator added Y5; assumes 4% COLA  
Assumes Office Manager and 4% COLA

Assumes 4 FTE lead teachers and 1 STEM teacher @ \$55K in Y1, assumes 3 FTE  
general education teachers added each year through Y5  
Assumes 1 FTE special education teacher and 1 ELL/MLL teacher in Y1; assumes full time  
Student Supports Coordinator and 1 special education teacher and 1 ELL/MLL in Y2;  
assumes we add 1 FTE special education teacher in Y3; assumes we add 1 FTE  
ELL/MLL teacher in Y4; assumes we add 1 FTE special education teacher in Y5;  
assumes 4% COLA

Assumes 4 FTE teacher assistants in Y1 w/addition of 3 FTEs each year; assumes 4%  
Assumes 1 FTE Y1; assumes addition of 2nd electives FTE in Y3, 3rd FTE in Y4, and  
4th electives FTE in Y5; assumes 4% COLA

Assumes Social Worker @ \$50k and behavioral interventionist @ \$45K in Y2; assumes  
4% COLA

Assumes 1 FTE teaching fellow each year beginning Y3; fellow moves into regular  
teaching role or assistant role following year

Assumes costs assumed by district

Assumes custodian and janitorial costs included in lease

Assumes \$2K stipend for instructional leaders per teacher they coach

Assumes 6.2% SSI, 1.45% Medicare, 4.1% of first \$8,500 for SUI

Assumes \$7K average per FTE for health benefits; 1% WC Insurance

Assumes 3% match Y1-Y4, 4% match in Y5 as teachers move to 5% match after four  
years at Collegiate

Assumes \$3K per year to audit proposed annual budget w/15% annual increase due to size  
Assumes retainer at beginning of academic year w/15% annual increase due to size  
Assumes use of back office support w/15% annual increase due to size

Assumes zero net cost with federal reimbursement to nutrition costs; assumes additional  
\$1.5/student for breakfast, lunch, and snack each day

Assume \$60/employee for payroll services w/15% annual increase per size

Assume \$1K per SPED student (20% of population) for services not covered by BPS or  
internal staff w/30% annual increase

Assumes \$35K/year for consulting and external PD opportunities.

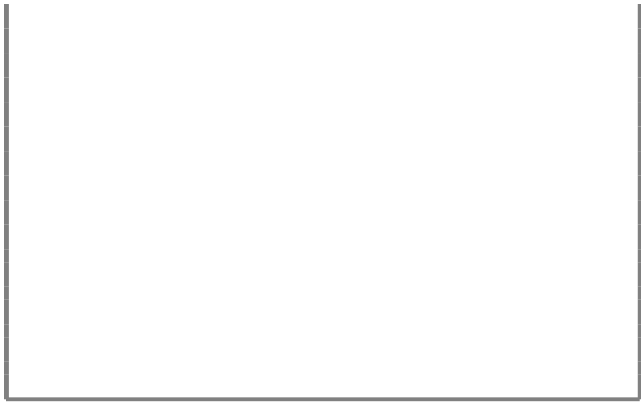
Assumes \$4K annual cost w/15% annual increase  
Assumes \$250/student  
Assumes \$250/new SPED student w/2% annual increase  
Assumes \$200/new student  
Assume \$100/student.  
Assumes \$250/new student  
Assumes \$700/month for phone service w/anticipated 15% annual increase due to school size  
Assumes \$300/lap top per student, w/10% increase in Y5 for replacements  
Assumes \$5000/grade level, includes MAP and STEP assessments.  
Assumes \$50/student  
Assume \$500 per day per bus for 5 days outside of BPS schedule, need 1 bus per 50 students; assumes 80% of students anticipated on busses  
Assumes \$75/student for base uniform set  
Assumes \$2K/month for supplies and \$100/student for copier supplies for Y1  
Assumes \$2500 per PD external PD w/5 PDs per year  
Assumes \$1K/new staff  
Assumes \$95/student; target 100 per year for enrollment, waitlist and backfilling  
Costs shown in line 100

Assumes \$1K for staff member to travel to PDs or school visits each month Aug-Jun  
Assumes \$300/fundraising event w/5 events per year  
Assumes \$1K/student to allow our 24 lowest performing students to attend Summer Leap through the Greater Rochester Summer Learning Association, a community partner of Collegiate; or each additional year, we support our 20% most at-risk students to ensure summer development

Assumes general liability, workers compensation, D&O, property, excess liability, crime and accident insurance, as quoted by FBB Insurance; assumes annual increases due to  
Assumes \$2/square feet @ 90 square feet per student  
Assumes \$12/square foot \*90 square feet per student \* number of students.  
Assumes \$3/square foot @ 90 square feet per student  
Assumes \$10K/printer to lease and \$250/printer to lease, including top service plans; assumes 1 copier per grade level and 2 printers

Assumes \$4/square foot; 90 square feet per student

Assumes dissolution or escrow of \$100K per SLEU requirements. \$20K set aside each year of school operation





March 14, 2019

Re: Commitment of Start-Up Funds to The Collegiate School of Rochester

To Whom It May Concern:

We are pleased to inform you that Building Excellent Schools will make available \$150,000 of start-up funds for the planning year (fiscal year 2019-2020) of The Collegiate School of Rochester contingent upon its charter authorization. These funds will be characterized as a \$150,000 grant.

Sincerely,

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

Aasimah Navlakhi  
Chief Executive Officer

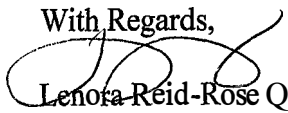
May 3, 2019

NYSED Charter Schools Office  
89 Washington Avenue  
Albany, NY 11234

NYSED Charter Schools Office:

The Founding Board of Trustees of the Collegiate School of Rochester recognizes the importance of fund development and the role that the Board plays in supporting these fundraising efforts. We commit to fundraising a minimum of \$25,000 per year during the planning year and through each year of the charter. This letter demonstrates our commitment to a development plan.

With Regards,



Lenora Reid-Rose Q  
The Collegiate School of Rochester Charter School  
Proposed Board Chair

## Attachment 11: Pre-Opening Plan

| Task                                                                             | Owner     | Deadline     |
|----------------------------------------------------------------------------------|-----------|--------------|
| <b>Student Recruitment and Admission</b>                                         |           |              |
| <b>Marketing</b>                                                                 |           |              |
| Design, translate and post informational packet/flyer on website and community   | HOS       | 11/19 – 3/20 |
| Identify and work with Head Starts, CBOs, and Pre-K's to help generate interest  | HOS       | 11/19-3/20   |
| Initiate recruiting/marketing campaign via ads in local stores, newspapers, etc. | HOS       | 11/19-3/20   |
| Secure invitations to Elementary School fairs                                    | HOS       | 12/19-6/20   |
| <b>Enrollment Form</b>                                                           |           |              |
| Design, translate, and make student enrollment form                              | HOS       | 11/19        |
| Make enrollment form available to community and post on website                  | HOS       | 11/19-3/20   |
| <b>Information Sessions</b>                                                      |           |              |
| Secure locations for information sessions                                        | HOS       | 11/19-6/20   |
| Mobilize volunteers for community canvassing                                     | HOS       | 11/19-6/20   |
| Host information sessions                                                        | HOS       | 11/19-6/20   |
| <b>Admissions Lottery and Enrollment</b>                                         |           |              |
| Collect enrollment forms through final enrollment day (4/1)                      | HOS       | 11/18-4/19   |
| Secure lottery location and announcer if needed                                  | HOS       | 3/20         |
| Post lottery date on website and on flyers in community                          | HOS       | 2/20-3/20    |
| Practice lottery protocol                                                        | HOS       | 3/20         |
| Conduct admission lottery                                                        | HOS       | 4/20         |
| Notify families of status                                                        | HOS       | 4/20         |
| Establish waitlist (or repeat lottery)                                           | HOS       | 4/20         |
| Confirm acceptances- home visits                                                 | HOS       | 4/20-9/20    |
| Request and receive student records                                              | HOS       | 5/20-8/20    |
| Create documents and compile student welcome packet and orientation info         | HOS       | 3/20-4/20    |
| <b>Facilities</b>                                                                |           |              |
| Identify school site with third party real estate expert                         | HOS       | 11/19-3/20   |
| Negotiate, Review, Approve, and Sign lease                                       | HOS/Board | 1/20-3/20    |
| Secure Certificate of Occupancy                                                  | HOS       | 6/20         |
| Renovations to be completed by landlord and/or Collegiate                        | HOS       | 1/20-6/20    |
| Obtain property insurance required by lease                                      | HOS       | 1/20-3/20    |
| Pass final inspection and receive occupancy certificate                          | HOS       | 6/20         |
| <b>Procurement</b>                                                               |           |              |
| Purchase supplies and materials for program                                      | HOS       | 4/20         |
| Secure janitorial services                                                       | HOS       | 5/20         |
| <b>Governance</b>                                                                |           |              |
| <b>Board Expansion and Transition to Board of Trustees</b>                       |           |              |
| Recruit and nominate board members                                               | Board     | 11/19        |
| Develop and ratify by-laws                                                       | Board     | 11/19        |
| Create Code of Ethics for board members. Adopt as policy.                        | Board     | 11/19        |
| <b>Develop Governance Strategy</b>                                               |           |              |
| Define role of Board members                                                     | Board     | 11/19        |
| Define relationship of Board and Head of School                                  | HOS       | 11/19        |
| Define communication methods and decision-making processes                       | HOS       | 11/19        |
| Arrange Board liability, draft policies                                          | Board     | 11/19        |
| Plan to move from Founding Board to Governing Authority                          | HOS       | 11/19        |
| Develop and file articles of incorporation                                       | HOS       | 11/19        |
| Apply for tax-exemption, 501c3                                                   | HOS       | 11/19        |





|                                                                                                                          |       |            |
|--------------------------------------------------------------------------------------------------------------------------|-------|------------|
| Develop Board calendar                                                                                                   | Board | 11/19      |
| <b>Board Structure</b>                                                                                                   |       |            |
| Finalize by-laws                                                                                                         | Board | 11/19      |
| Create job descriptions for Board, committee chairs/ committee. Adopt as policy.                                         | Board | 11/19      |
| Create and adopt policy defining relationship between school leader and board.                                           | Board | 11/19      |
| Create board member handbook, adopt as policy                                                                            | Board | 11/19      |
| Send Trustee information to NYSED for each trustee - trustee financial disclosures, trustee information form, and resume | HOS   | 11/19      |
| <b>Board Meetings</b>                                                                                                    |       |            |
| Pick set day and time to consistently hold meetings. Print schedule. Follow postings for New York Open Meeting Law       | HOS   | 11/19      |
| Develop consistent format for board meeting packets distributed 2 weeks prior                                            | HOS   | 11/19      |
| Create mechanism to track attendance at all board and committee meetings                                                 | HOS   | 11/19      |
| Develop board calendar and list critical tasks to happen at each board meeting                                           | HOS   | 11/19      |
| Develop and file articles of incorporation                                                                               | HOS   | 11/19      |
| Create mechanism (binder) to keep track of all official policies                                                         | HOS   | 11/19      |
| Create comprehensive list of policies to be created before school opening                                                | HOS   | 11/19      |
| <b>School Leader</b>                                                                                                     |       |            |
| Create job description for Head of School                                                                                | Board | 11/19      |
| Determine performance benchmarks and process for evaluating Head of School                                               | Board | 11/19      |
| Hire Head of School                                                                                                      | Board | 11/19      |
| <b>Board Development</b>                                                                                                 |       |            |
| Create board development plan to include orientation of new members                                                      | Board | 11/19      |
| Host Board Retreat                                                                                                       | Board | 11/19      |
| <b>Fund Development/Fund Raising</b>                                                                                     |       |            |
| Establish 501c3                                                                                                          | Board | 12/19      |
| Identify potential individual donors                                                                                     | Board | 11/19-7/20 |
| Develop strategy                                                                                                         | Board | 11/19-7/20 |
| <b>Secure Public/Private Grant Money</b>                                                                                 |       |            |
| Write need statement                                                                                                     | Board | 11/19-7/20 |
| Write and disseminate proposals to national and local governmental sources                                               | Board | 11/19-7/20 |
| Write and disseminate proposals to national and local foundations                                                        | Board | 11/19-7/20 |
| <b>Secure Donations from Individuals</b>                                                                                 |       |            |
| Cultivate and solicit potential donors                                                                                   | Board | 11/19-7/20 |
| Develop Board cultivation guidelines and strategies                                                                      | Board | 11/19-7/20 |
| Plan and host series of events for securing donations                                                                    | Board | 11/19-7/20 |
| <b>Administrative</b>                                                                                                    |       |            |
| <b>Data Management</b>                                                                                                   |       |            |
| Create filing system                                                                                                     | HOS   | 3/20-4/20  |
| Develop database for student reporting and attendance                                                                    | HOS   | 3/20-4/20  |
| Develop dashboard system: attendance, discipline, academics, and assessments                                             | HOS   | 3/20-4/20  |
| <b>Family Outreach</b>                                                                                                   |       |            |
| Write, translate, and mail family letter for Family Orientation                                                          | HOS   | 5/20       |
| Schedule Home Visits                                                                                                     | HOS   | 5/20-6/20  |
| Complete Home Visits                                                                                                     | HOS   | 5/20-7/20  |
| Call all families for Family Orientation                                                                                 | HOS   | 5/20-6/20  |
| Prepare pre-opening Family Orientation materials                                                                         | HOS   | 5/20       |
| Host pre-opening Family Orientation                                                                                      | HOS   | 5/20       |
| <b>Instructional Program</b>                                                                                             |       |            |



| Curriculum Development                                                                                            |           |            |
|-------------------------------------------------------------------------------------------------------------------|-----------|------------|
| Identify preliminary curriculum models for core subjects                                                          | HOS       | 11/19      |
| Site visits and analyses of "best practice" school models                                                         | HOS       | 11/19-1/20 |
| Hire Dean of Curriculum and Instruction                                                                           | HOS       | 1/20       |
| Create and finalize curriculum plans and timelines                                                                | HOS       | 11/19-4/20 |
| Create IAs aligned with state standards and curriculum frameworks                                                 | HOS       | 11/19-4/20 |
| Create scope and sequence and vertical alignment documents                                                        | HOS       | 11/19-4/20 |
| Create organizational system for unit plans and lesson plans                                                      | HOS       | 11/19-1/20 |
| Develop curriculum                                                                                                | HOS       | 11/19-4/20 |
| Procurement                                                                                                       |           |            |
| Purchase materials, textbooks, and standardized testing materials                                                 | HOS       | 5/19-7/19  |
| Contract with NWEA Map and STEP                                                                                   | HOS       | 1/20-4/20  |
| Assessment                                                                                                        |           |            |
| Finalize assessment strategy and timeline                                                                         | HOS       | 11/19-4/20 |
| Create dashboard for data analysis                                                                                | HOS       | 11/19-4/20 |
| Develop class configuration- classroom model                                                                      | HOS       | 3/20       |
| Conduct NYSITELL testing                                                                                          | HOS       | 6/20       |
| Special Education                                                                                                 |           |            |
| Reach out and form relationship with the CSE                                                                      | HOS       | 11/19      |
| Identify and secure specific texts and materials                                                                  | HOS       | 1/20-4/20  |
| Consult with the district administrator in charge of SPED services                                                | HOS       | 11/19      |
| Identify population of students with disabilities                                                                 | HOS       | 5/20       |
| Acquire student records                                                                                           | HOS       | 6/20-7/20  |
| Collaborate with CSE on IEP review schedule                                                                       | HOS       | 5/20-8/20  |
| Define service requirement for all SPED students                                                                  | HOS       | 5/20-8/20  |
| Create training session for teachers on sped modifications and accommodations                                     | HOS       | 7/20-8/20  |
| School Culture and Climate                                                                                        |           |            |
| Finalize daily schedule, discipline policy, and school calendar                                                   | HOS       | 11/19      |
| Establish rituals and routines                                                                                    | HOS       | 11/19      |
| Create classroom/hallway resources and materials                                                                  | HOS       | 5/20       |
| Financial Management                                                                                              |           |            |
| Codify the fiscal controls and financial policies that the school will employ to track daily operational finances | HOS       | 11/19      |
| Contract with Back-Office Provider                                                                                | Board     | 11/19      |
| Identify who signs and writes checks and finalize signature policies                                              | HOS/Board | 11/19      |
| Develop financial reporting templates (budget vs. actual) and policy                                              | HOS       | 11/19      |
| Design process forms (purchase orders, expense forms) and policy                                                  | HOS       | 11/19      |
| Appoint Treasurer                                                                                                 | Board     | 11/19      |
| Develop segregation of funds policy (public/private)                                                              | HOS/Board | 11/19      |
| Establish payroll                                                                                                 | HOS       | 11/19      |
| Develop schedule of Board financial reviews                                                                       | Board     | 11/19      |
| Develop chart of accounts to track income, expenses, assets, liabilities, cash flow                               | HOS       | 11/19      |
| Set up bank accounts                                                                                              | HOS       | 11/19      |
| Define investment/savings strategy                                                                                | HOS       | 11/19      |
| Finalize cash flow plan                                                                                           | HOS       | 11/19      |
| Personnel                                                                                                         |           |            |
| Finalize org chart and job descriptions                                                                           | HOS/Board | 11/19      |
| Design interview process for personnel hiring                                                                     | HOS       | 11/19      |
| Advertise jobs through partner organizations and website                                                          | HOS       | 11/19-7/20 |
| Coordinate benefit enrollment                                                                                     | HOS       | 1/20-5/20  |



|                                                                                                               |       |            |
|---------------------------------------------------------------------------------------------------------------|-------|------------|
| Recruit and hire staff and teachers                                                                           | HOS   | 11/19-7/20 |
| Negotiate and sign agreements for contracted services                                                         | HOS   | 1/20-5/20  |
| Finalize policies and procedures for evaluation of staff                                                      | HOS   | 4/20-5/20  |
| Develop professional development plans                                                                        | HOS   | 2/20-6/20  |
| Perform background checks on employees                                                                        | HOS   | 4/20-6/20  |
| Fill out forms to enroll teachers in payroll and benefits                                                     | HOS   | 7/20-8/20  |
| Plan and hold staff orientation                                                                               | HOS   | 7/20-8/20  |
| Have new staff fill out Employee information forms                                                            | HOS   | 7/20-8/20  |
| <b>Staff Handbook</b>                                                                                         |       |            |
| Draft, edit, and translate handbook content                                                                   | HOS   | 8/19       |
| Secure legal review of handbook                                                                               | HOS   | 8/19       |
| Board approval of handbook                                                                                    | Board | 8/19       |
| Print and distribute final copies to staff members                                                            | HOS   | 7/19-8/19  |
| <b>Transportation</b>                                                                                         |       |            |
| Determine transportation needs                                                                                | HOS   | 5/19       |
| Create system for securing and distributing metro cards to students                                           | HOS   | 6/19-8/19  |
| <b>Food Service</b>                                                                                           |       |            |
| Issue RFP for food services                                                                                   | HOS   | 3/20       |
| Define requirement (# of students/any religious or individual needs) and identify free/reduced lunch students | HOS   | 5/19       |
| Determine food service arrangement                                                                            | HOS   | 5/19       |
| Select vendor and draft and sign contract                                                                     | HOS   | 5/19       |
| Complete FRL forms                                                                                            | HOS   | 5/19       |
| <b>Health and Safety</b>                                                                                      |       |            |
| Identify doctor/nurse resources and first aid resources                                                       | HOS   | 1/19-2/19  |
| Develop policy for non-compliance by parents                                                                  | HOS   | 1/19-2/19  |
| Acquire medical forms                                                                                         | HOS   | 1/19-4/19  |
| Undergo fire and building inspection                                                                          | HOS   | 6/19       |
| Contact Board of Health                                                                                       | HOS   | 6/19       |
| Develop fire drill policy, schedule, route and School Safety Plan                                             | HOS   | 6/19       |
| <b>Community Partnerships</b>                                                                                 |       |            |
| Identify community partnership opportunities                                                                  | HOS   | Ongoing    |
| Devise performance measures for each strategic alliance                                                       | HOS   | Ongoing    |
| <b>Parents and Community</b>                                                                                  |       |            |
| Draft, edit, and translate content of Parent/Family Handbook                                                  | HOS   | 11/19      |
| Secure legal review of handbook                                                                               | HOS   | 4/19       |
| Board approval of handbook                                                                                    | Board | 4/19       |
| Print and distribute final copies to families at Family Orientation                                           | HOS   | 6/19-7/19  |
| <b>Communication</b>                                                                                          |       |            |
| Work with graphic designer to update website for approved school                                              | HOS   | 11/19      |
| Set up nonprofit mailing status with Post Office                                                              | HOS   | 11/19      |
| Filing system for student academic, disciplinary, and health records                                          | HOS   | 4/20       |
| Define procedure for visitors entering the building                                                           | HOS   | 4/19       |
| Develop forms necessary to track and monitor visitors                                                         | HOS   | 4/19       |
| Select provider for internet access                                                                           | HOS   | 4/19       |
| Set up Intranet                                                                                               | HOS   | 4/19       |
| Define how staff will communicate                                                                             | HOS   | 6/19       |
| Set up phone systems and answering services                                                                   | HOS   | 6/19       |
| <b>Purchasing</b>                                                                                             |       |            |
| Create a comprehensive purchasing list through December                                                       | HOS   | 4/19       |



|                                                                     |     |           |
|---------------------------------------------------------------------|-----|-----------|
| Purchase classroom and office equipment and furniture               | HOS | 5/19-7/19 |
| Lease postage meter                                                 | HOS | 11/19     |
| Purchase cleaning products and restroom supplies                    | HOS | 6/19      |
| Purchase science class materials and PE equipment                   | HOS | 6/19      |
| Purchase classroom library materials                                | HOS | 3/20-6/19 |
| Purchase classroom & office supplies & medical supplies/furniture   | HOS | 6/19      |
| Purchase signage for building interior                              | HOS | 6/19      |
| <b>Contract Personnel</b>                                           |     |           |
| Hire janitorial services; line up electrician, plumber and handyman | HOS | 5/19-6/19 |
| Line up related service providers                                   | HOS | 5/19-6/19 |
| <b>Technology</b>                                                   |     |           |
| Issue RFP for technology                                            | HOS | 11/19     |
| Finalize plans for purchasing technology                            | HOS | 1/20      |
| Computers for students and teachers                                 | HOS | 5/19      |
| <b>Uniform</b>                                                      |     |           |
| Contract student uniforms                                           | HOS | 3/20-4/19 |



## Attachment 12: Dissolution Plan

In the event of dissolution, the Board of Trustees, and Head of School will follow a set of dissolution procedures in accordance with Education Law §2851(2)(t), 219, and 220, and the Closing Procedures specified by the State Education Department. In accordance with NYSED requirements, The Collegiate School of Rochester (“Collegiate”) has budgeted a total of \$100,000, set-aside each year of the initial charter term in \$20,000 increments to be maintained in escrow specifically for any dissolution of the charter. These funds will be set aside in perpetuity and will only be used in the event of dissolution, specifically to pay for legal and audit expenses associated with dissolution, along with any debts or unmet financial obligations. The Dissolution procedures, as indicated by the New York State Education Department Closing Procedures Guide and Checklist are described below.

**Within 24 hours of SED vote to close the school:** Establish Transition Team made up of SED staff member, Board Chair, Head of School, Director of Operations, one teacher, and one parent that is responsible for ensuring the orderly closure of the school in accordance with the steps outlined in this Dissolution Plan. The Board Chair will solicit the assistance of external partners to fulfill all responsibilities associated with dissolution. The SED staff member and Board Chair will distribute a press release that includes: (a) history of the school; (b) SED closure policies; (c) reason(s) for school closure; (d) outline of support for students, parents, and staff; and (e) contact information for the SED and school media liaison.

**Within 48 hours of SED vote to close the school:** Assign Transition Team action item responsibilities and set a calendar for meetings and dates of completion for each closure action item. The Transition Team will develop a Student Transition Plan that focuses on enrolling students in a new, appropriate school, and will include clear deadlines for key activities and will not be considered complete until every student engaging in transitional services has been enrolled in a new school. A School Closure Coordinator will be established so families have access to a direct line of support that can provide guidance through the transition. SED staff member and Board chair will distribute an initial closure notification letter to faculty, staff, and parents that outlines the closure decision, the timeline for transition, and the help line and online information to address inquiries pertaining to records, enrollment, lottery procedures, names and locations of other charter schools. If the school has planned to operate a summer program, evidence must be provided to SED that the appropriate parties have been officially notified, and that the complete and proper financial management of the school is completed in a timely manner.

**Within 72 hours of SED vote to close the school:** SED staff member and Board chair will send a closure letter to state and local agencies, including the local school district, which will include: (a) notification materials distributed to parents, faculty, and staff; (b) SED decision materials; (c) a copy of any termination agreements (if applicable); and (d) a copy of local public school districts. The Transition Team will create talking points for parents, faculty, community members, and the press. The Head of School and Director of Operations



will secure all student and financial records.

**Within 1 week of SED vote to close the school:** Transition Team will create a parent contact list and faculty contact list, and provide copies of both to SED. The Transition Team will convene a parent closure meeting as well as a faculty/staff meeting.

**Ongoing activities after SED closure vote until end of classes as designated in SED resolution:** (a) Continue Instruction: The Head of School will ensure instruction continues at the school; (b) Board Communication: Board Chair will provide advance copies of all meeting agendas, minutes, financials, and all other documents outlined in the SED Closing Procedures guide; (c) Establish Use of Reserve Funds; (d) Maintain Location and Communication: Throughout the closing procedures, the school must remain in its current facility and maintain operational telephone service; (e) Maintain Insurance; and (f) Report on Financial Condition: The school will submit to SED a current balance sheet, current income statement, grant reports, and month-to-month cash flow documents.

**Within 10 days of SED vote to close the school:** Board Chair will send a parent/guardian closure transition letter that provides detailed guidance regarding the transition plan, including but not limited to: (a) date of last day of instruction; (b) notification of mandatory enrollment under New York State law; (c) contact and enrollment information of other schools; and (d) information on obtaining student records pursuant to the New York State Freedom of Information Law. The Board Chair will also ensure the school satisfies SED's statutory and regulatory obligation to ensure a smooth transition for students by notifying relevant agencies and organizational partners.

**Within three weeks of SED vote to close the school:** The Director of Operations will formulate a list of creditors and debtors and any amounts accrued and unpaid with respect to such creditor or debtor. The Director of Operations will formulate a list of all contractors with contracts in effect and notify them of the school closure and cessation of operations.

**Within 30 days of SED vote to close the school:** The Board shall engage, by a vote of the board, an independent auditor to conduct a final close-out audit of the school. The Board Chair will take the necessary steps to maintain 501(c)(3) status with the IRS. The Director of Operations will solicit from each creditor a final accounting of the school's accrued and unpaid debt and negotiate a settlement of debts, which the school will submit to SED. The Director of Operations will contact all debtors and demand payment, and submit this activity to SED. The Director of Operations will also perform a Uniform Commercial Code (UCC) search to determine if there are any perfected security interests and to what assets security interests are attached. This activity will be submitted to SED.



**Within 45 days of SED vote:** The Board Chair and Director of Operations will establish an employee termination date and notify all employees, benefit providers, payroll processor, and vendors of pending termination. These activities will be provided to SED. The Director of Operations will create a fixed asset list segregating New York State and federal dollars, note source codes for funds and price for each purchase, and establish a fair market value for all fixed assets. These materials will be provided to SED. The Director of Operations will develop a plan for the disposition of all assets, property, and inventory, including assets purchased with federal funds. The Board is required to petition the supreme court in the judicial district where the principal office of the corporation is located, directing the disposition of all property belonging to the school. This petition will be sent to SED and the New York State Attorney General at least 10 days prior to submission. The Director of Operations and SED staff member will ensure that the school prioritizes a payment strategy considering New York State and local requirements and will provide SED with a copy of all materials associated with this action.

**One week after the last day of instruction:** The Head of School will ensure final report cards and student records are up to date and sent home to parents/guardians, and provided to SED. The Head of School will transfer all testing materials in accordance with New York State regulations regarding disposition of New York State Assessment materials. The Director of Operations will file Federal form 269 or 269a if the school was receiving funds directly from the U.S. Department of Education.

**Within 30 days of the last day of instruction:** The Director of Operations will review, prepare, and make available itemized financial documents. The Head of School will generate a list of all payroll reports including taxes and retirement or adjustments on employee contracts, as well as employment verification reports, and provide these to each employee, as well as to SED. The Head of School and Transition Team will, in accordance with New York State statute, transfer all student records, including special education records, to the students' new school. The Board Chair and Head of School will ensure that written documentation of the transfer of records accompanies the transfer of all student materials. These materials will be submitted to SED.

**Within 45 days of the last day of instruction:** The Director of Operations will ensure that Federal Expenditure Reports and Annual Performance reports are completed and submitted to SED.

**Within 60 days of the last day of instruction:** The Director of Operations will ensure final distribution of assets, Board Chair will document disposition and transfer of corporate records.

**Within 120 days of the last day of instruction:** The Board Chair and Director of Operations will submit a final closure audit, which documents disposition of all liabilities. A copy will be provided to SED.





### Attachment 13: Plan to Address Multilingual Learners/English Language Learners

We anticipate 15% of our student population being ELLs/MLLs and are committed to ensuring that we have the personnel, resources, and on-going professional development to ensure that our teachers are expertly prepared to provide a high-quality education that meets the needs of our ELL/MLL students.

**Identification/Programs. 1. Administration/Oversight.** Working closely with our Head of School (HOS), our Director of Student Supports (DOSS) will administer and oversee/supervise our ELL/MLL program including staff supervision; training on best practices to support ELL/MLLs; oversight and coordination of services; and oversight of administrative compliance.<sup>1</sup> **2, 3. Identification Process and Oversight.** Our ELL/MLL students will be identified during our enrollment process. When a family accepts a seat at Collegiate they will be provided with a comprehensive enrollment packet, containing our Home Language Questionnaire (HLQ).<sup>2</sup> If the HLQ indicates that a language other than English is the student's home or primary language, an ENL teacher (ESOL certified), with support of the DOSS and/or HOS will then conduct an initial interview with the student and family during Home Visits in English and their preferred language.<sup>3</sup> If the results of the interview confirm that the home language or primary language are not English, the student will be administered the New York State Identification Test for English Language Learners (NYSITELL). The student will be identified as an ELL/MLL if they demonstrate proficiency at Entering, Emerging, Transitioning, or Expanding on the NYSITELL, and families will be notified in their preferred language that their child has been identified as an ELL/MLL within 5 school days. The school will then meet with the family to review the English as a New Language (ENL) supports and services that will be provided, explaining the why these supports will best meet the needs of the student and promote academic achievement and English language development. All information will be written in the family's preferred language and a translator will be made available to support the discussion. The DOSS oversees Collegiate's identification process. **4. Program.** Collegiate will implement an **ENL model** which includes both stand-alone and integrated ENL instruction.<sup>4</sup> ELL/MLL students will receive integrated instruction during literacy rotations, small group instruction, and independent practice and will receive stand-alone instruction during intervention blocks.<sup>5</sup> **5. Students with Disabilities.** An ELL identification and provided services are separate from the services provided students with disabilities, though an ELL/MLL student will not be denied special education services if the student qualifies through additional, separate testing. We will ensure that our Language Proficiency Team (LTP), consisting of our Director of Student Supports, ENL teacher, and HOS will determine whether a student with an existing IEP may have second language acquisition needs, and will determine if the child

<sup>1</sup> In years 1-2, this will be the Student Supports Coordinator. In year 2 and on, we will train our ENL teacher to administer the ELL/MLL program, with oversight and supervision continuing to be provided by our Director of Student Supports.

<sup>2</sup> We will use the sample Home Language Questionnaire or a similar form as found at: [http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/hlq\\_english\\_1.6.16.pdf](http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/hlq_english_1.6.16.pdf)

<sup>3</sup> A translator will be provided if the family's preferred language is not fluently spoken by the ESOL teacher.

<sup>4</sup> This is modeled after Neighborhood Charter School of Harlem's ELL program.

<sup>5</sup> At full scale, we will have two certified ENL teachers who will teach both Stand-alone ENL and integrated ENL. If a student's needs require more minutes of either Stand-alone or integrated ENL than anticipated, we will require one classroom teacher at each grade level to obtain their ESOL certification to support with this instruction. Additionally, if the minutes required for stand-alone instruction, we will provide that instruction during the school day without removing the child from elective courses.





should take the NYSITELL with or without accommodations. If it is found that they do not have second language acquisition needs, the Head of School will notify the child's parent/guardian.

**Quality of Instruction. 6. Meet and Exceed Academic Standards.** To ensure that ELLs/MLLs meet or exceed academic standards, our curriculum will align to Next Generation Learning Standards, which were adopted by NYSED to provide students with a clear set of expectations that will lead to college and career readiness. The Next Generation Learning Standards require that each teacher is equipped to teach academic language and challenging content to every student, including ELLs/MLLs. Our teachers will be trained to best support ELLs/MLLs as they acquire content knowledge and progress towards English language proficiency. All teachers will be responsible for implementing materials aligned to Next Generation Learning Standards that is age-appropriate; designing and delivering instruction that is culturally and linguistically appropriate for all learners, including students with disabilities; and ensuring that language and content instruction are integrated through language-focused scaffolds. The Director of Student Supports with support from the HOS will be responsible for setting a clear vision and bar for ELL/MLL success and achievement with a deliberate action plan for preparing all students for college and career readiness; holding teachers accountable for delivering high-quality instruction to ELL/MLL students and providing high-quality supports and feedback that leads to stronger instruction; ensuring that the budget and staffing plan support ELL/MLL success; providing a safe and inclusive learning environment for all students to be successful; ensuring that all school leaders are trained to best support ELL/MLLs to establish a culture of high expectations; and to ensure that differently-abled ELL/MLL students receive the same high-quality instruction and supports as their peers.<sup>6</sup> Exposure to our robust literacy program allows our ELL/MLL students more opportunities for reading fluency and vocabulary development and our small-group literacy instruction allows ELLs/MLLs to receive individualized, targeted support while reading level-appropriate texts, which research shows supports ELLs/MLLs' literacy development.<sup>7</sup> ELLs/MLLs will benefit from remaining in an inclusive classroom setting, as it will allow them to participate in discussions with and learn from peers who have more advanced English skills.<sup>8</sup> Throughout the school year, ELL/MLL students will receive separate testing accommodations that provide specific provisions, including extended time, bilingual glossaries, and test materials in their native language. **7, 8. Instructional Strategies & Differentiation.** The instructional strategies Collegiate will implement were selected to intentionally meet the needs of all learners, including ELL/MLLs. A detailed description of these practices can be found in **II.C. Instruction.** In addition to the strategies provided to all students, our teachers and administrators will ensure that all ELLs/MLLs are engaged in grade-appropriate instruction aligned to state standards. These strategies, as noted in the "Blueprint for English Language Learner/Multilingual Learner Success" guide, include: "articulating specific content and language objectives; integrating explicit and implicit research-based vocabulary instruction; providing opportunities for students to discuss content

<sup>6</sup> Blueprint for English Language Learner Success - nysed.gov. (n.d.). Retrieved from <http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>.

<sup>7</sup> ASCD. (n.d.). What Research Says About ... / Small-Group Intervention for ELLs. Retrieved from [http://www.ascd.org/publications/educational\\_leadership/apr09/vol66/num07/Small-Group\\_Intervention\\_for\\_ELLs.aspx](http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/Small-Group_Intervention_for_ELLs.aspx).

<sup>8</sup> Best Practices for Serving English Language Learners and ... (n.d.). Retrieved from <https://www.tolerance.org/sites/default/files/2017-11/TT-ELL-Best-Practices-Guide-WEB-v2-Nov2017.pdf>; Evidence-Based Practices for English Learners - CEEDAR. (n.d.). Retrieved from <http://ceedar.education.ufl.edu/wp-content/uploads/2016/11/EBP-for-english-learners.pdf>.



and problem-solve with peers; anchoring instruction by strategically using research-based practices (e.g., multimedia, visuals, graphic organizers, etc.); providing special education supports, services, accommodations, and specially-designed instruction to meet the specific instructional needs of ELLs/MLLs with disabilities; designing, selecting, and implementing a high-quality curriculum that meets the needs of Emergent Multilingual Learners (EMLLs) and supports the New York State Prekindergarten Foundation for the Common Core; using academic language and content-area supports to strategically move ELLs/MLLs along the language development continuum utilizing New York State Bilingual Common Core Progressions.”<sup>9</sup>

**9. Leveraging ELL/MLL Home Language.** We will leverage home languages, cultural assets, and prior language by utilizing home languages to bridge prior knowledge with newly acquired knowledge to ensure meaningful comprehension and, pursuant to the Dignity for All Students Act, using home language to promote diversity.

**10. Culturally Appropriate Materials.** Our curriculum, materials, and instructional resources will aligned to the Next Generation Learning Standards and we will ensure that all materials, including materials specifically for ELL/MLLs are culturally appropriate and research-based. For more details on our curricular selection, see **II.C. Instruction**. When selecting curricula to best meet the needs of students during ELN instruction, specifically, we will ensure the materials are high-quality and make selection based on the curriculum having proven results with ELL/MLLs in similar communities.

**11. Language Domains.** We will adhere to “the hallmarks” that promote advanced literacies in the classroom that support ELL/MLL students and can be implemented across all subjects, which are: utilizing engaging texts with rich content and big ideas; building conversational and academic language and knowledge through purposeful discussions; writing to build language and knowledge; and intentional vocabulary study to build breadth and depth of knowledge.<sup>10</sup> These strategies will be used to both differentiate lesson materials and to purposely influence planning decisions to promote each language domain, including purposeful classroom discussions.

**Support. 12, 15. Translated Materials and Engaging Parents.** We will ensure there is always clear communication with parents and families. All letters, documents, and pertinent information about their rights and program choices will be provided to parents in the family’s preferred language and a translator will be provided for all parent meetings and conferences. We will also provide trainings to parents in both English and their home language, with the use of a translator, to provide strategies for families to support their child’s learning at home. We will use the NYSED Parent Notification Letters/Forms, which are available in multiple languages, to notify families of their child’s assessment results and progress with language development. We will utilize the resources provided by NYSED that support schools in fully engaging all parents to ensure that all stakeholders are collaborating in the best interest of the student’s success. We will share these resources with families to empower them in the education process. These resources include, but are not limited to: *A Comprehensive Guide for Parents of ELLs*; *A Parent Bill of Rights*; NYS ELL Parent Hotline; and *Information for Parents on the NYS Identification Test for English Language Learners (NYSITELL) and on the New York State English as a Second Language Achievement Test*

<sup>9</sup> Ibid.

<sup>10</sup> Advanced Literacies For Academic Success. (n.d.). Retrieved from [http://www.nysed.gov/common/nysed/files/nov-8-nys\\_brief-1-of-8\\_summer\\_2017\\_adv\\_lit\\_final\\_2.pdf-a.pdf](http://www.nysed.gov/common/nysed/files/nov-8-nys_brief-1-of-8_summer_2017_adv_lit_final_2.pdf-a.pdf).



(NYSESLAT).<sup>11</sup> We will also provide families with resources from NYSED’s English Language Learner/Multilingual Learner Parent Resources, which include resources on state standards guides, parent guides, and roadmap to college guides, and will collaborate with immigrant community-based organizations to address the multiple needs of our families.<sup>12</sup> **13. Intervention and Support Services.** To best meet the needs of our ELL/MLLs, we will provide interventions and support services in English, as well as in their Home Language when needed. **14. Social-emotional Supports.** We will ensure that the social and emotional needs of ELLs/MLLs are addressed by “providing a clear vision for student success that includes high expectations for ELL/MLL student achievement and socio-emotional development, supported by a purposeful plan of action that provides multiple pathways to college, career, and civic readiness through high-quality programs that meet the needs of ELLs/MLLs.”<sup>13</sup> Collegiate is committed to providing a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students; ensuring that administration is trained in meeting the needs of ELLs/MLLs to cultivate a school culture of high expectations; providing high-quality instructional and support services to differently-abled ELLs/MLLs in alignment with their IEPs and current policies.

**Professional Development/Teacher Certification. 16, 18. Professional Learning Opportunities & Collaboration.** We will utilize the knowledge of our Director of Student Supports ENL teachers, and and our teachers with their ESOL certification to support our teachers growth and development while increasing their professional capacities by: creating intentional learning opportunities for all teachers to collaborate and design instruction, analyze student work, and develop rigorous lessons; and provide substantial and sustained opportunities for every teacher to participate in professional development that addresses the needs of our ELLs/MLLs, including home and new language development.<sup>14</sup> **17. Attract and Retain ESOL and Bilingual pedagogues.** Collegiate recognizes the importance of attracting and retaining qualified staff to support our ELL/MLL student populations. To that end, we offer a competitive wage scale and will utilize hiring bonuses to attract strong personnel, as well as offering competitive yearly pay increases as high as 6%. We are committed to supporting our teachers during the certification process, and will use monies allocated to professional development to support ESOL certification. Generally, with our commitment to supporting and developing staff members, teachers will see our commitment to their growth and development and will want to be part of our community. **19. Communicating Information.** Teachers have multiple opportunities to communicate with one another. We have a staff workspace where teachers can meet and work together during planning time and will utilize weekly professional development time to allow for grade-level collaboration as needed to ensure that teachers are able to share data and performance trends of students within their grade span, with a focus on disaggregated student data to allow for discussions on students with disabilities and ELLs/MLLs. Grade level teams meet for weekly data meetings to identify key student misconceptions and to devise action plans to address these misconceptions. For more information, see **III. D. Staff Supervision and Development.**

<sup>11</sup> Parent Engagement. (2016, October 03). Retrieved from <http://www.nysed.gov/bilingual-ed/parent-engagement>.

<sup>12</sup> ELL/MLL Parent Resources. (n.d.). Retrieved from <http://www.nysed.gov/bilingual-ed/english-language-learnermultilingual-learner-parent-resources>.

<sup>13</sup> Blueprint for English Language Learner Success - nysed.gov. (n.d.). Retrieved from <http://www.nysed.gov/common/nysed/files/nys-blueprint-for-ell-success.pdf>.

<sup>14</sup> Ibid.



**Data/Assessment. 20. Assessments/Data.** As noted in the Blueprint for English Language Learner/Multilingual Learner Success guide, we will use diagnostic tools and formative assessment practices to measure ELLs/MLLs' content knowledge and home language development, which will be utilized to inform our instructional practices. Specifically, we will: use NYS assessments in conjunction with our formative assessments; use language proficiency data from the New York State English as a Second Language Achievement Test (NYSESLAT) and the New York State Identification Test for English Language Learners (NYSITELL) to understand where ELLs/MLLs are along the continuum of language development and how we can provide appropriate scaffolds for them according to their proficiency level; administering assessments that require sophisticated uses of language embedded in authentic and rich content; utilizing appropriate tools to assess the needs and progress of differently-abled ELLs/MLLs; and utilizing analytical rubrics that provide feedback on content knowledge and language development.<sup>15</sup> In addition, we will administer regular assessments- exit tickets, mastery quizzes, unit assessments, STEP assessments, and interim assessments- as well as state examinations and national assessments that will allow us to constantly analyze student data and track performance. STEP assessments, interim assessments, and state and national assessments will be especially important as teachers will be able to analyze disaggregated student performance data and can plan accordingly on how to best support all students, including ELLs/MLLs. For more information on our assessments, see **II. E. Assessment System. 21. Not Applicable. 22. See Identification and Programs.**

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<sup>15</sup> Ibid.





# Table 1: Applicant Group Information

Last updated: 04/03/2019

Must include a minimum of 5 members proposed as Trustees

## Applicant Group Information

|   | Name/Phone/Email Address       | Current Employment                                                                                                         | Relevant Experience/Skills and Role on Applicant Group                                              | Proposed Role in School (e.g., trustee, employee, none) | Proposed Position on Board (Officer, Trustee, Constituent Rep) |
|---|--------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------|
| 1 | David McBride<br>[REDACTED]    | Fellow, Building Excellent Schools                                                                                         | Education<br>School Leadership<br>Community Engagement<br>Strategic Planning                        | Proposed Head of School                                 | Ex officio, non-voting member                                  |
| 2 | Lenora Reid-Rose<br>[REDACTED] | Director-Cultural and Linguistic Competence, Coordinated Care Services, Inc.                                               | Management Administration<br>Board Governance<br>Strategic Planning<br>Community Engagement         | Trustee                                                 | Chair; Governance Committee                                    |
| 3 | Susan Stites-Doe<br>[REDACTED] | Interim Dean, Professor, School of Business Administration and Economics, The College of Brockport, State University of NY | Education Management Administration<br>Finance Board Governance<br>Strategic Planning               | Trustee                                                 | Vice Chair; Governance Committee                               |
| 4 | William Bliek<br>[REDACTED]    | Vice President, Citizens Bank                                                                                              | Finance Board Governance<br>Strategic Planning<br>Community Engagement<br>Management Administration | Trustee                                                 | Treasurer; Finance Committee                                   |
|   |                                |                                                                                                                            | Education Strategic                                                                                 |                                                         |                                                                |

|    |                                |                                                                      |                                                                                |         |                                                    |
|----|--------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------------|---------|----------------------------------------------------|
| 5  | Cameron Lewis<br>[REDACTED]    | Associate<br>Program<br>Director,<br>Playworks                       | Planning<br>Community<br>Engagement<br>Management<br>Administration            | Trustee | Secretary;<br>Academic<br>Achievement<br>Committee |
| 6  | Theresa Hall<br>[REDACTED]     | Cook, University<br>of Rochester                                     | Community<br>Engagement                                                        | Trustee | Trustee;<br>Academic<br>Achievement<br>Committee   |
| 7  | Timothy Johnson<br>[REDACTED]  | Program<br>Coordinator,<br>Urban League of<br>Rochester              | Education<br>Strategic<br>Planning<br>Community<br>Planning                    | Trustee | Trustee;<br>Academic<br>Achievement<br>Committee   |
| 8  | Robert Pisanelli<br>[REDACTED] | Principal, U.S.<br>Realty Capital;<br>Principal, USRC<br>Hospitality | Finance<br>Facilities<br>Strategic<br>Planning<br>Management<br>Administration | Trustee | Trustee; Finance<br>Committee                      |
| 9  |                                |                                                                      |                                                                                |         |                                                    |
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## **Application History**

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

No member has previously applied for a charter.

NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

**Member Name:** Lenora Reid-Rose

**Proposed Charter School Name:** The Collegiate School of Rochester Charter School



*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.*

### **Background Information – All Applicant Group Members**

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☐ Copy of Diploma, Transcript or Supporting Documentation Attached

☒ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I met David McBride several years ago when he was Principal at the Rochester Preparatory Charter School. He and his wife, Joslyn- who works with me at Coordinated Care Services, Inc.- attended the graduation of the Prevention, Access, Self-Empowerment and Support (PASS) program. Joslyn would share on occasion his devotion to the children and families who attended the school and at times went into details about the activities at the school. When David reached out to me in September to share his ideas about opening a charter school in Rochester, I was very open to having the conversation with him. I did my own research on Building Excellent Schools, and got to know their concepts, principles and strategies that they use to support leaders in designing and building high-achieving schools. These concepts and principles aligned with and embody my own thinking on what my colleagues and I used to develop the PASS program (which has been in existence for about 20 years), the elementary education I received in Jamaica, and the Montessori school my child attended.

As David and I spoke more about the school, the idea of building a school that educates all students regardless of their race and ethnicity, economic status, disability, and preferred language was interesting to me. STEM classes beginning in kindergarten give students the opportunity to enter these fields of study and expose them to job opportunities that are very often not on the forefront of their thinking was also interesting to me. Individuals of color are missing from this field of study. I decided to join the applicant group to oversee and support the school, as it will offer an education to students in Rochester that they do not otherwise have.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

### **Statement of Intent—All Applicant Group Members**

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

As early as I can remember I have been engaged with learning and providing the opportunities to learn, especially to those who are disadvantaged and face challenges in accessing learning institutions.

My mother was a social worker in Jamaica who believed in education as the gateway to success. She taught me the importance giving back to others no matter what their station in life. One of my earliest volunteer experiences, at about the age of 9, was teaching more mature individuals to read and write. You see, my grandfather could not read nor write, so helping others to read has been a commitment of mine as well as others in my family.

After completing High School, I joined the National Youth Service Program of Jamaica and was placed in a secondary school for 2 years where I got an early exposure to the nuances of education and learning. After this formal volunteer experience, I entered the College of Arts Science and Technology, now known as The University of Technology (UTEC, Jamaica) and pursued a certificate in teaching. Once completed I opted to teach in rural Jamaica. Here I had the opportunity to engage with the community, parents and students on a more integrated level than I would if I stayed in the more urban areas of Jamaica. It was a most satisfying experience. I strongly feel that these experiences have shaped who I am. I am committed to the education of others for life. I find ways to interact with educational institutions, teaching others and trying to change systems to satisfy the need of those who want to learn

My own educational path has gone from one in accounting to one in healthcare administration and consulting in the areas of health equity, cultural competence, anti-oppressive practices, organizational development and strategic planning and using data to drive decisions. The experiences I have gained have been diverse, and I find myself sharing what I know giving back to others at every juncture. I continue to serve

on several committees that keeps me abreast of state, county and local initiatives/policies and give me the opportunity to help to shape policies that impact the lives of those we plan to serve.

To The Collegiate School of Rochester, I bring experience in education, board service, business and finance, and strategic planning.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a founding board member, I have provided support in many ways. Early in the process I gave feedback around the key design elements of the school, highlighting that more focus needs to be on forming strong partnerships with families. I have also attended many events and meetings with members of the public, including Wade Norwood and Rochester City Councilmember Willie Lightfoot, Jr. I have used my connections to connect with local organizations as well, including Action for a Better Community, in which Collegiate has now established a relationship.

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

My experiences and my commitment to helping others who are less fortunate and are underrepresented and challenged in accessing and receiving services that meet their needs have situated me to serve in this capacity.

As a Black woman and an immigrant, I have experienced adversities; however, I have found ways to overcome them and to situate myself at the "table" where I can influence policies and provide guidance to others who have found themselves in similar situations. This experience will be very beneficial to me and others as I support The Collegiate School of Rochester in achieving its goals.

I have vast experiences with working with our community, including recent work with community members to overhaul the discipline practices in the Rochester City School District and helping to start the FREE (Facing Race, Embracing Equity) initiative. I worked with those who focused on looking on the incarceration of people of color and raising the age of adolescents caught up in the criminal justice system.

Additionally, as a Director of Coordinated Care Services, Inc. (CCSI) and former Co-Chair of the Board of Directors for New York State Rehabilitation of Psychiatric Services (NYAPRS), I have been integrally involved in strategic planning, providing oversight to large organization, leading a department, delivering on outcomes, and making data-driven decisions. Some of my duties as the Co-Chair of NYAPRS are providing guidance to the organization's President and supervising and completing his annual performance appraisal. I also provided oversight related to governance,

finance, compliance, strategy, and human resources to the major committees/operations of the organization.

I am very confident that the skills, expertise I have gained will help me in my role on the board.

\_\_\_\_\_  
Printed Name  
\_\_\_\_\_  
Signature

March 28, 2019  
Date

### Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

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

☒ This does not apply to me. ☐ Yes.

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

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

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

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

I will be the Board Chair and member of the Governance Committee.

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

I want to be involved in a school that is cutting edge and innovative in serving our students, parents, and community while at the same time embracing, honoring and nurturing our professional staff.

A high percentage of children of color in Rochester do not graduate from high school. Neither they nor their parents have had opportunities to engage with the schools that their children attend and very often govern the outcomes of their lives. They do not get opportunities to be exposed to STEM at an early age or ever. They are not exposed to fine arts and cultural exploration. Reading is very often not a staple in their lives. Most of their parents live below the Federal poverty line and struggle to make ends meet. The children upon entering kindergarten are very often so disadvantaged and not ready to learn. They begin school with vocabularies that are far behind those of students in suburban districts and the current public school does



not take this into consideration and this lack of reading and understanding is not taken into consideration. It is ignored.

The Collegiate School of Rochester has considered all these issues in our design of the school and the curriculum. I know Collegiate will provide children and their parents a high-quality education, that takes their individual needs into consideration, will be respectful to their cultural nuances and will ensure success. It will also be supportive of its teachers and will create an infrastructure where they strive and grow and is committed to the families and community in which they serve.

Working with David McBride has been a great experience and David's enthusiasm is catching. David wants to do good for our community and sees the school as integral to our community in which we live, work and play. He creates the time to interact with community organizations and individuals from all walks of life that represent the diversity of the Rochester community. He doesn't use criticism of the Rochester City School District to promote our school but presents our charter in a way that enhances the lives of individuals by creating opportunities for all.

David and our team have embarked on accomplishing the mission, values and principles of our school. We are committed to the success of our students, our school and our community. I feel honored to be involved in this phase of the school and know that we will support and create a space that breathes success. I want to be a member of this winning team and its endeavor to impact the lives of individuals in the Rochester Community.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

### Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☐ No. ☒ Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

Coordinated Care Services, Inc. of which I am an employee, may be asked to provide a proposal for professional development in trauma responsive care to the teachers and professional staff. I will remove myself from any discussion of this matter and from the decision-making process.

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.

☒ Not applicable because the School does not/will not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

Our Board will take the observation of our conflict of interest seriously. Activities that impinge on the work of our organization is potentially damaging to the reputation and sometimes to the demise of an organization. Since our reputation is one of our greatest and most valuable assets as a Board member, I will be vigilant to uphold the reputation of The Collegiate School of Rochester.

As we shape our charter, we will ensure that conflicts of interest and inappropriate behavior as a board member is clearly defined and communicated with all the members of the Board. We will have robust conversations with examples of conflict of interest and how breaking these will be addressed. A policy with clear guidelines on what will happen if one breaks or feels they will have a conflict will be put in place. Once there is a clear understanding by all, Board members will be asked to sign off on the statement.

If there is a conflict, at a minimum there will be an expectation that the Chair of the Board be informed immediately. The Chair of the Board will have a conversation, to include why, where, when and how it will impact the organization with the individual who may have the conflict. The entire Board will then be informed.

We would use this as an opportunity to review the policy with the full Board, have robust conversation why the activity is considered a conflict and the potential impact this will have on our organization. If it were found to be a conflict of interest,



we, as a board, would vote to remove this person from the board in accordance with our Conflict of Interest Policy.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

- ☒ This does not apply to me, my spouse or other family members.  
☐ Yes.

### **Educational Philosophy -Proposed Board of Trustees Only**

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of The Collegiate School of Rochester declares that we will prepare all students in kindergarten through grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, and results-driven community.

My understanding of the mission of our school is one that promises achievement within a supportive environment geared towards success of our students and their families, our staff, and the community. The mission and/or philosophy of our school will be an intense focus on quality education making our school an indispensable community investment in the future of the students and the community. The mission focuses on a whole child approach. This approach does not only promote academic achievement but also promotes the long-term development of each child; preparing each child for college, career, employment and citizenship. Our mission focuses on preparing students for the challenges and opportunities of today and tomorrow, by addressing students' comprehensive needs through the shared responsibilities of students, families, faculty, schools and communities. Our students, families and faculty will have a shared vision with which they want to engage; all will have a common goal. ... and our North Star of bringing a high-quality education to our students will guide our decisions to accomplish this shared goal.

The quality of education will be a shared accountability essential for the success of each student. This partnership will require commitment, communication and collaboration with all the students, faculty members, families and the community. Our students and teachers will be recognized and valued for their individual strength and cultural diversity.

24. Please explain your understanding of the educational program of the charter school.

The Collegiate School of Rochester will operate grades kindergarten through grade 5 in its initial years and may be interested in expanding to more grades following the first

charter term. As mentioned earlier, our school will adopt the whole child approach that ensures that each child is healthy, safe, engaged, supported and challenged. Our educational program will also focus on both shorter student, family, and staff success. We have adopted the motto "Every Child, Every Minute, Every day". The essence of this motto will be a driving force of every action, every decision of our school. BES has a track record of developing Fellows and schools that have been very successful in engaging individuals from the inner cities. Our Lead Founder continues his study of high performing schools and is very conscientious of the population of focus; their needs and what modifications and adaptations must be done so that the educational program meets the needs of community.

Our population of focus has the lowest vocabulary, literacy, and mathematics skills, which are linked to deficits in later school achievement. Literacy and mathematics will be the hallmark of our educational program. Our schools will adopt a rich curriculum of science, technology, engineering and mathematics (STEM) that utilizes multiple approaches to ensure learning is collaborative, project and performance-based. David is very cognizant of the fact that the first years of a child's life set the stage for all future growth. The population we will be serving are disadvantaged to having access and an awareness of the essential ingredients for healthy development.

Our educational program will take into consideration to ensure that our children are ready to learn and will provide relevant school services and instructional supports to address all these needs. Safety, structure, predictability, and discipline will also be a hallmark of our school.

Our school will have longer school days and a longer school year. This will allow for more time for academics and extracurricular activities. Parents will be invited and encouraged to see and accept the school as their own. Lots of time will be spent during orientation and the school year to engage our parents so that they are invested not only in their child, but in the outcome of all children and the school. There will be a myriad of activities to engage parents, such as monthly parent workshops with a focus on literacy and STEM support, as well as monthly parent coffee hours where parents can provide feedback on the school as we want them to feel ownership for the school and its outcome.

Alongside the rigor of the curriculum our faculty will also have the benefit of being mentored and coached so they can be at their best and operate at their fullest potential. Our teachers are our greatest asset; they are the capital that we will rely on to achieve successful outcomes. We will be investing in them, so they do not experience the "burn out" factor and the stressful situations are kept to a minimum.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school must have, at a minimum the following characteristics to in place to be successful:

- **7 Strong, effective leadership**— with a founding leader and governance in place. In order to create an environment that is open and supportive, strong leadership must be demonstrated at all levels of the organization, and we must be cognizant that there is influential leadership and positional leadership, and both must be in alignment with each other.
- **7 Clear and decisive written mission.** The mission statement is the guiding beacon of any organization that must be operationalized and modeled by all.
- **7 Student-centered instructional planning.** Having a clear plan in place to be tweaked based on child's performance and outcomes. Systems should be in place that helps students build the necessary strategies and skills to be more successful in the classrooms and their lives in general.
- **7 Parent outreach and engagement.** Relationships must be built and sustained with parents and the community to create a strong partnership that fosters student academic outcomes. There must be intentionality and transparency.
- **7 Recruitment and retention of mission-aligned teachers** and other school personnel who are supportive in carrying out the school's mission. Teachers must also be provided with professional development opportunities that allows them to both grow as a teacher and fulfil their own personal goals.
- **7 Strong school culture.** Our culture is driven by our college prep mission, high standards for academic and character, highly structured learning environment, a focus on accountability and data driven decision making and instructions, and a faculty on talented, respected and committed teachers and activities that addresses the whole child.
- **7 Commitment to success** made by the school's leadership, teachers, parents, and the community. Everyone to be involved with the school must sign on to the tenets of the school and our mission for the benefit of every child.
- **7 A clear definition for the school's success and performance metrics** that will help us know when we have achieved this success.
- **7 Our success must be told by the gathering of data** and its analysis alongside qualitative data to tell our story and whether we are successful or not. We will be able to make informed data decision and engage in a strong continuous quality improvement process.

These characteristics must be in place and adhered to for success. Some of the steps the board must take to ensure success are:

- **7** Ensure that our school has clearly defined and written guidelines that allows for the characteristics outlined to be successfully operationalized.
- **7** The Head of School, with the support of the board, must ensure that all school personnel, parents and students know and understand the guidelines of our school and what it means if these guidelines are not followed and how this will impact the success of the child and the school.
- **7** Be clear in its communications that the success of the school is dependent on everyone; each has a part to play and then through positions, rules and contracts be very explicit on how each body contributes to the success of the school.
- **7** Ensure that job descriptions of all school personnel embody, clearly support, and adhere to the mission and principles of the school.
- **7** Ensure that the board members understand the charter of the school and how the different committees contribute to achieving its goals.

- ? The board will have performance metrics in place that will be used on a monthly basis to measure success. Our metrics will focus on ensuring we are meeting our academic goals, that we are following local, state, and federal regulations, and that Collegiate is fiscally sound. Our team will also create internal metrics to assess parent engagement, community involvement, and ensuring that all personnel feel safe in our inclusive environment. Robust conversations will be held regularly regarding what it means to be successful in the achievement of these metrics.

#### STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Lenora Reid-Rose (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
\_\_\_\_\_  
Signature

3/28/19  
\_\_\_\_\_  
Date



NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

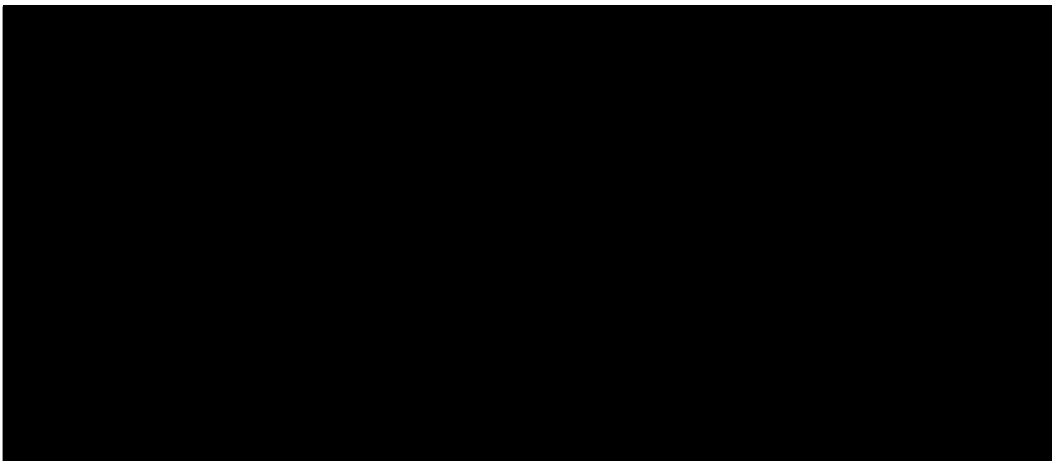
Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: David W. McBride

Proposed Charter School Name: The Collegiate School of Rochester Charter School



*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.*

### **Background Information – All Applicant Group Members**

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. I had announced in January of 2018 that I would be stepping down as Principal of Rochester Prep High School upon the graduation in June of the founding senior class. In May, I was contacted by a Building Excellent Schools ("BES") recruiter who asked to meet and discuss the possibility of opening a school in Rochester. I had known about BES for many years and was very interested to speak with them. After speaking with multiple BES members, I soon realized that the greatest impact that I could have on students, families, and my community would be to design and open a school that would best educate and meet the needs of the students and families in Rochester. In August of 2018, I began the BES Fellowship and the work of building the founding team and support for The Collegiate School of Rochester. Raising awareness with both community organizations, community residents, and education partners was a major focus of my early work as I wanted to both build support for the school but also to identify potential partnerships in the work that align to our mission and vision. Establishing these relationships was important for me and a reason why I wanted to embark on designing a school. Our community has witnessed generation after generation lacking the option for high-performing schools. With the opportunity to design a school that would begin in kindergarten, creating strong family partnerships at the start of their child's educational path while utilizing community partnerships, I am beyond committed to the work of The Collegiate School of Rochester.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. \ Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

### **Statement of Intent—All Applicant Group Members**

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

I come to this work with over 12 years of experience as an educator in Rochester, both as a classroom teacher and Principal. I was the founding social studies teacher for Rochester Prep Brooks Campus in 2006. I taught social studies and eventually honors English, and then became the Principal at the start of the 2009-2010 school year. I served as the Principal at the Brooks Campus for four years, and then was the Founding Principal of Rochester Prep High School from 2014-2018. During this time, I was directly managed by Doug Lemov (2009-2012) and then Josh Phillips (2012-2015). I learned a number of lessons from them both including the power of strong, meaningful literacy; best practices for analyzing student work; how to develop and deliver professional development; how to establish and uphold strong student culture that has high-expectations; how to establish strong staff culture; and how to be an executive leader that is systems-driven.

I have also lived in Rochester since 2006, and during this time had the opportunity to work with a group of students from the start of 5<sup>th</sup> grade through to their high school graduation - an experience that was life-altering. I became very close to the students and their families and I could see firsthand how our academic program supported them in their growth, while also seeing areas where we were not delivering on our promises to families. I am also acutely aware of the needs of my community and have established strong partnerships which will best meet the needs of my students and families, and in return better the community.

Joining the BES Fellowship this year brought all these experiences together for me and provided greater clarity to my vision for what a high-performing school in Rochester needs to be so that we can bring the best education to economically disadvantaged students, students with disabilities, and English Language Learners/Multilingual Learners, and their families. Through the study of over 30 high-performing schools nationally, I have a deeper understanding of how a school can hold high academic and behavioral expectations while infusing joy and restorative practices to create a strong school community. I also have a better understanding of how a positive and professional staff culture leads to stronger academic performance. Additionally, I have been able to grow my skillset as a leader in preparing to open a single-site school, which is not under a large network. This has included development of financial best practices and budget building, marketing and community engagement, and the importance of building positive relationships with community organizations.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I am the Lead Founder and Proposed Head of School of The Collegiate School of Rochester, and in my role, I have been leading the work of engaging with the community since early September, building a well-rounded founding team, and creating the design of the school using input from all key stakeholders. As the founding team has come together, I have been working alongside them engaging with the community, including hosting information sessions and tabling events. I am the lead writer on the application.

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

\_\_\_\_\_  
David W. McBride

Printed Name



\_\_\_\_\_  
Signature

\_\_\_\_\_  
3.28.19

Date



NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE  
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**Prospective BOT Members (“BOT”):** Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

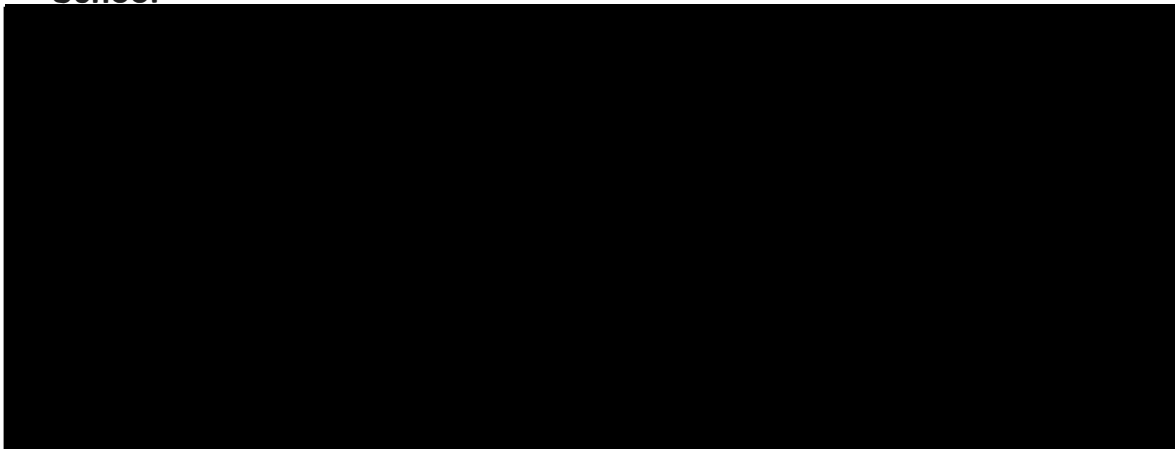
Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

**Member Name:** Susan Stites-Doe

**Proposed Charter School Name:** The Collegiate School of Rochester Charter School



*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.*

### **Background Information – All Applicant Group Members**

1. ~~W~~Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. ~~W~~Please indicate how you became aware of the opportunity to join the applicant group. I was informed of Building Excellent Schools ("BES") by a local proponent of charter school education. Following this conversation, I was referred to a BES recruiter who was holding a recruitment event in Rochester in December 2018. I was subsequently invited to this meeting and from that point on became interested in the development of Collegiate and offered my expertise.

The Collegiate School of Rochester is particularly interesting to me as I am a member of the greater Rochester community. My children were educated in this area, and I have been a college professor in the region for going on 30 years. As an educator interested in excellence at the primary and secondary education levels, I want to see Collegiate succeed. I am excited about the specialized attention to computer science and engineering and want to contribute to the success of the school in other additional areas over time, e.g., in entrepreneurship and business education skills and topics. I want students to see a future that provides multiple options for their own career success and fulfillment.

On a more micro level, I am appreciative of the passion and commitment of the founding leader, whom I am just starting to know more personally. This is an experienced leader who I want to see succeed and I will do whatever I can to provide whatever assistance I can to ensure Collegiate is successful.

3. ~~W~~Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. ☒ Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

### **Statement of Intent—All Applicant Group Members**

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

I have been teaching at the college level for 30 years and am now honored to serve as the Interim Dean of a large program at SUNY College at Brockport, where I oversee 3 academic departments, 29 full time faculty, 16 adjunct faculty, approximately 1200 undergraduate and graduate students.

Over the last decade, I have served on several non-profit boards, including the Educational Testing Service (ETS) Graduate Record Exam (GRE) board, The ETS TOEFL board, the Council of Graduate Students Board, and the Professional Science Masters (PSM) board. These board service commitments have given me a wide-angle view of the importance of testing and benchmarking performance in educational environments.

I bring expertise in education, assessment and accountability, and board service to the founding team at the Collegiate School of Rochester.

6. ☒ Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I take my fiduciary responsibility as a board member very seriously and will offer whatever advice, service, and sweat equity that might be required. At this point in our development, the board has held several meetings in my Campus' Brockport Downtown facility, and I have met with the founder an additional three times to offer counsel and advice on several other matters.

I have experience with educational testing, hiring and recruiting of teaching and office staff members, management practices, and public speaking. I hope to employ some of these skill sets while serving on the board.

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

I have an undergraduate degree in business (Marketing), an MBA in Marketing, and a PhD in Organizational Behavior. I have spent 15 years as a college administrator.

I also have the good sense not to wear this education or my experience on my sleeve, and to work toward the betterment of the region as a member of it, applying my passion and love for the community in as many ways as I can.

Susan Stites-Doe, PhD

Printed Name

*Susan Stites-Doe*

Signature

*3/27/19*

Date

### Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

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

☒ This does not apply to me. ☐ Yes.

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

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

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

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

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

I am a member of the Rochester community. We need help in our schools, and I cannot sit around waiting for other people to offer it, knowing that I have capable hands and relevant experience. Over the last 15 years I have been a leader on several boards of directors that are in the higher education space. Several of these boards have now also expanded into markets more traditionally aligned with primary and secondary education. For example, I have studied and guided research in the area of English as a second language while serving as a member of the TOEFL (Test of English as a Foreign Language) board of directors. This board has now created an exam referred to as the "TOEFL Junior" exam, targeting students from the age of 11 to 15.

ETS produces the PRAXIS exam for student educators, and this test and its outcomes were often the topic of conversation in GRE board meetings, as the students who take the GRE for graduate school have often also taken praxis. Thus, the correlations between PRAXIS scores and GRE scores were of interest.

Over the 15 years that I worked with the ETS organization I gained a tremendous amount of knowledge in educational testing, writ large. I am a data appreciator by training and preference, and I will apply this training and experience to the Collegiate School of Rochester as we begin and succeed in our educational journey.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☐ This does not apply to me. ☒ Yes. (Include description here):

Board and other relevant experiences appear below. I have now rotated off all of these boards, and thus no longer serve on any of them.

**Educational Testing Service:**

A. Technical Advisory Council for the Graduate Record Exam (GRE) program – Reviewed research proposals and advised the organization on which research proposals were deserving of ETS funding, and recommended alterations for proposals that were not ready to be considered for funding.

B. GRE program Board Services Committee – Served on this committee, which designed services for clients and prospective clients of educational testing

products within the domain of graduate school programs. Created info-graphic designs, recommended free test vouchers to widen the pipeline for applicants, commented on policy and other matters that were consistent with goals of inclusivity and diversity in graduate programs.

C. 8GRE Board of Directors – I served on the board executive committee after being asked to serve as the chair of the board services committee.

D. 8Test of English as a Foreign Language Board of Directors – worked with members from all over the world to create services and to broaden educational products to support entry to English speaking educational programs ranging from secondary education to graduate degrees.

### **Council of Graduate Schools:**

Served as member of the Executive Committee and specialized in Masters Degree program support and services for members.

### **National Professional Science Masters Board:**

This board served membership of a new type of masters degree in service of STEM programs. As board secretary I managed the election and provided insights resulting from my own experience as Dean of Graduate Studies at the College at Brockport.

### Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.

☒ Not applicable because the School does not/will not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

We take our Conflict of Interest Policy very seriously and understand that it is a critical component in ensuring that the best interests of our students and community are always placed first. If made aware of a potential conflict of interest involving one of our board members, I would alert the Board Chair and advise that the conflict of interest be addressed by removing the member from the board, in accordance with our By-Laws and Conflict of Interest Policies.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

### **Educational Philosophy -Proposed Board of Trustees Only**

23. Please explain your understanding of the charter school's mission and/or philosophy.

At Collegiate, our mantra is to serve and educate "every student, every minute, every day," and to ensure that every child is receiving a high-quality education that will prepare them for success in college and in life. Our values and strategies will include the following:



- A. ~~R~~We will educate all students, regardless of race, socioeconomic status, zip code, disability, or home language.
- B. ~~R~~All students will have access to individualized supports and small-group tutoring.
- C. We will offer a robust literacy program to ensure that all students will be at or above grade-level in reading by 2nd grade. Our students will have over 1000 minutes of literacy instruction per week from kindergarten through 2nd grade.
- D. All students will be exposed to computer science and engineering, beginning in kindergarten, to ensure that students are developing career-ready skills.
- E. ~~R~~Collegiate will create a safe, structured, and joyful learning environment that allows for character development, restorative justice, and the development of leadership skills.
- F. ~~R~~Collegiate will establish strong partnerships with our families and regularly communicate with parents so that all stakeholders are on the same page and working together for the success of the child.

24. Please explain your understanding of the educational program of the charter school.

As noted above, we will approach literacy as a foundational element of the curriculum and will ensure that the necessary elements are in place to permit us to achieve the goal of meeting or exceeding grade-level benchmarks. Our literacy program will offer phonics instruction, reading comprehension, reading and writing workshops, and will expose students to both non-fiction and fiction texts. STEP testing, daily exit tickets, and interim assessments will allow us to place students in the correct small group literacy groups so that every child is receiving curriculum and supports tailored to the needs of the individual student.

We will also offer two daily math classes- Cognitively Guided Instruction and math workshop- beginning in kindergarten, to ensure that students are building strong math backgrounds.

There will be a special emphasis on preparing students for market readiness, and in particular, on the introduction of computer science and engineering concepts beginning in kindergarten. Lastly, students will offer receive social studies and inquiry-based science lessons beginning in kindergarten.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The following characteristics are essential for a high-performing charter school:

- A. ~~R~~Special attention to the daily needs of students, both inside and outside of the classroom. This presence of mind in the classroom and via support services

means that we attend to students' needs responsibly and with an eye toward their future readiness for career entry and the navigation of middle school, high school, and college.

- B. Involvement of families and supportive and assistive services, e.g., trauma counseling to provide a nurturing environment for students.
- C. Good, sound, regular financial guidance and checking in on where we are in terms of fiscal health on a regular basis.
- D. Educational measurement and preparation in the classroom to reduce students' testing anxiety without falling into the trap of "teaching to the test."
- E. A sustainable pipeline of talented teachers who develop, learn, and grow while teaching. Faculty development will be a key feature of the school.
- F. Good leadership in terms of the Head of School and the Principal positions, but also via the counsel of the Board.
- G. The provision of a clean, stimulating, and healthy school environment and brick and mortar that supports what all of us would want for our own children.

#### Steps:

The first thing we need to do is to secure good leadership, and that has been accomplished. The leader/founder will serve as Head of School and principal in year one. An instructional fellow will be at his side to be mentored for elevated roles in the future. Once a leader is in place, the facility needs to be secured and fleshed out for school use.

Next, enrollment will need to be secured. These will be based on the hard and continuous work that is being undertaken now to get the word out on the school, to communicate the launching of the school, and to connect with the community and families with children who could enter Collegiate

The board will need to continuously offer support, guidance, and oversight to ensure that good controls are in place, including financial, managerial, human capital and compliance. The board will continue to also support in community engagement efforts to ensure that we have healthy enrollment numbers.

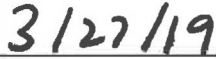
#### STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Susan Stites-Doe, Ph D (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public

servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.



Signature



Date

NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)**

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

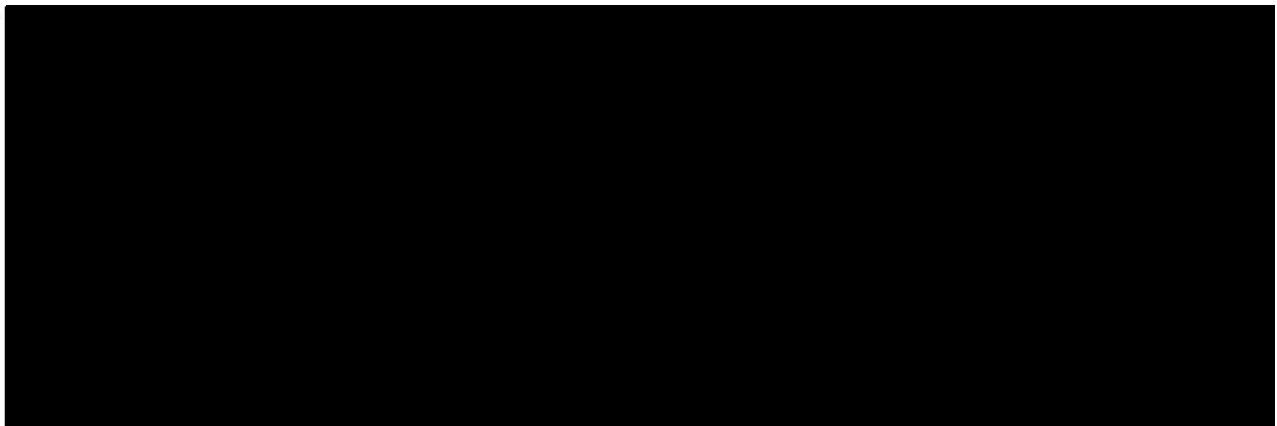
Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** William Bliek

**Proposed Charter School Name:** The Collegiate School of Rochester Charter School



*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.*

### **Background Information – All Applicant Group Members**

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I met David McBride when he visited my office to meet with one of my colleagues, Ted Smith. Ted is the Regional Executive for Citizens Bank and a board member of a charter school in Rochester. While David waited for Ted to finish his meeting, we had the opportunity to talk. David explained his work with Building Excellent Schools and the plans for building the Collegiate School of Rochester. I talked about my career path, which included me exploring a career change – a change that nearly led me to working with local charter schools. I ended up pursuing my banking career, but I remained interested in charter schools.

Meeting David happened by chance. Accepting David's invitation to become a founding board member of Collegiate was a choice – a choice that I took very seriously and a choice in which I did my due diligence in researching. I'm grateful that I met David, and I'm grateful to have this opportunity.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet

submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

### **Statement of Intent—All Applicant Group Members**

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

My professional experience includes 6 years of senior-level management experience and 12+ years of investment banking/commercial banking experience.

My operating experience includes the day-to-day management of two start-up businesses (one domestic and one international). You learn a tremendous amount when you're responsible for managing the human and capital assets of a business and delivering a product and experience that customers value. You also have to do this profitably, which I/we did. My time spent in operations will help David and the founding board think strategically and manage through the challenges that Collegiate will invariably encounter.

As a former investment banker and now as a commercial banker, I bring to the table a strong business acumen, a strong understanding of accounting and finance, and an established network of business professionals across Western New York. As a board member and member of the Finance Committee, I believe each of those attributes will provide value to Collegiate.

I also serve on the Board of the local affiliate of the Volunteers of America (the "Agency"). In this capacity, I also serve on the Finance Committee and the organization's Strategic Planning Task Force ("SPTF"). The SPTF is an ad hoc committee that was created to perform a thorough analysis on the Agency's program activities and assist the Board with its role in reviewing the Agency's strategic plan. I would add that the Agency is in the midst of a financial and operational turnaround (a situation that I inherited), and the SPTF was created to support the board and help the Agency manage through the turnaround. I believe this experience will greatly benefit Collegiate.

Character, credibility, leadership, and collaboration are not often referred to as skills, but I can assure you that I would not have joined the Collegiate board had I not seen those qualities in David, and he would not have asked me to join the Collegiate board had he not seen those same qualities in me.

6. Please provide a personal statement regarding your role, responsibilities, and

commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My role as a founding board member is to work with the founding team of Collegiate to develop a charter school that provides our community with a sustainable, world-class (as measured by outcomes) education. My personal role is focused on financial oversight and my responsibilities thus far have included a thorough review of the budget and diligence on potential locations for the school. The beauty of a financial statement is that GAAP provides a framework by which the choices, behaviors and activities of people are quantified and can be analyzed. My experience has allowed me to review and challenge our budget assumptions and help me understand the operations of the school. I have spent a significant amount of time studying the budget and the oversight required to ensure that the public funding received by the school is properly appropriated. Extending beyond my finance and facility-focused responsibilities, I have met with community leaders and supported the board's outreach to the community.

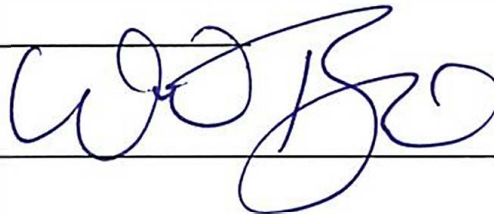
7. Please provide any other information that you feel is pertinent to the Department's review of your background.

My resume outlines my skills and experience. However, in my opinion, having strong character is the most important quality of any potential hire, regardless of position (including a board position). A close second to character is the "why" behind any applicant's desire to join an organization. I will spend as much time as is required to help you assess my character and understand the "why" behind my desire to be a member of the Collegiate board. I describe the "why" in detail in the Trustees Only section of this application.

William Bliek

Printed Name

Signature

A handwritten signature in blue ink, appearing to read 'W Bliek', written over a horizontal line.

3/13/2019

Date

### Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

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

☒ This does not apply to me. ☐ Yes.

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

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

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

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

Treasurer; Finance Committee

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

Our experiences shape our future. The following experiences should help provide context for why I wish to serve on the Collegiate board.

When I was in high school I tutored a middle school student in math. He was several grade levels behind in both math and reading. I grew up in a small town and knew his family, but I didn't know of the challenges he faced until many years later. He was a good kid. The adults he relied on failed him. He fell behind, and he never recovered. I should have found a way to do more for him.

During my sophomore year of college, I was one of a select group of students to receive an invitation to attend a study abroad program at Somerville College in Oxford. I threw the invitation in the garbage before leaving the post office. I wasn't going to ask my



parents to help me with that, and I couldn't afford it. I didn't know it at the time, but my parents also received the invitation. They weren't going to let me miss that opportunity. They found a way to afford it, and I came home from Oxford with two As.

In my late 20s, I traveled to Asia on a trade mission with the Governor of Vermont and a number of Vermont's prominent business leaders. While in Hong Kong, I saw billboards that marketed tutors. That was a reflection of how highly valued education was/is in that region. While in South Korea I had dinner with an ex-pat that had been there for ~30 years. He described how tremendous wealth had been generated by appreciation in real estate values. Fundamental to this was education. Communities developed around high quality schools, and the better the school the more expensive the real estate.

In my 30s I ran a contracting business. Our crews included tradesmen of varying skills and more times than not a checkered work history. A majority of these tradesmen lived paycheck to paycheck. Every one of those tradesmen faced their own unique challenges, but they all had one thing in common – they all wanted the best for their children.

My parents made sacrifices to support my education, and they did so without hesitation. I was lucky. I have also experienced what happens when adults could not or did not support their children like my parents did. I've seen how a good education can change lives and create prosperity.

I wish to serve on the Collegiate board because I will be in the fortunate position of being able to help families living in poverty find a great place to educate their children. Collegiate will provide its students with the education and tools they need to achieve and break out of poverty. I was raised to value this kind of work, and my children need to see me do this work.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☐ This does not apply to me. ☒ Yes. (Include description here):

I serve on the Board for The Volunteers of America of Upstate New York. I also sit on the Finance Committee and the Strategic Planning Task Force.

### Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.

☒ Not applicable because the School does not/will not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

If there is a perceived conflict of interest, it needs to be brought to the attention of the individual and the Board. If the conflict of interest is unintentional and unrecognized, Board policy will resolve the issue. If the conflict of interest is intentional and self-serving, Board policy will resolve the issue. In either case, the conflict of interest (perceived or real) will be handled as a matter of Board policy. The Board is in place to serve in the best interest of the organization and its mission, not a specific individual or that individual's specific interest. Our policy clearly states that if a person has been working for their own benefit, then the person will be removed from the board.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

### **Educational Philosophy -Proposed Board of Trustees Only**

23. Please explain your understanding of the charter school's mission and/or philosophy.

Our Mission Statement: The Collegiate School of Rochester prepares all students in kindergarten through grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, results-driven community.

That statement is meant to convey hope to families and children who do not believe that graduating from college is attainable, and that this belief begins on their first day of school. This statement does not necessarily mean that graduates of Collegiate must attend college. The ultimate goal is to create options for our graduates and ensure that they are prepared to achieve and thrive in college or the path that best suits their interest.

To achieve this goal, the Board and its staff (led by David McBride) must live by this mission and make choices that move the mission forward. I have the utmost confidence that David will lead the staff under the pillars of the mission and that the board will create an environment of accountability and support.

24. Please explain your understanding of the educational program of the charter school.

David and the founding board have discussed, at length, what our vision of Collegiate's educational program needs to include. Our curriculum is intentionally focused on literacy. Literacy is the foundation to academic achievement. Academic studies show that if a student falls behind in literacy, long-term achievement is nearly impossible. Our curriculum includes more daily and yearly minutes of literacy per week than the average city school in Rochester. Our curriculum is also focused on STEM. Our belief is that a STEM-focused course load will challenge our students, open their eyes to what a career in a STEM-focused field looks like, and create more career path options for them upon graduation.

Our intent is to create a challenging curriculum that requires hard work, teamwork and perseverance, and we often use the term "grit" when describing the key traits we want to see in our students. To ensure that our students and teachers are meeting academic performance standards, we will test and assess on a regular basis, which includes frequent exit tickets, mastery quizzes, and interim assessments. Regular testing and data collection will help us monitor whether or not our students are performing at or above grade level and, when necessary, quickly provide additional support and instruction. Regular testing will also support teacher assessments with the intention of creating development opportunities for our teachers.

One thing you will hear from David and the founding board is: "Every Student. Every Minute. Every Day." The interpretation I would offer is that we owe it to every student and the parents of those students to deliver an experience and curriculum that makes

the best use of every minute of every day. You cannot buy more minutes. You cannot earn more minutes. This design element is crucial.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

I believe the characteristics of a successful school include: (i) having in place an experienced management team; (ii) for both students and teachers, developing a culture centered on ethics, collaboration and achievement; (iii) developing a curriculum that advances Collegiate's mission; (iv) operating in accordance with a thoroughly vetted and balanced budget; (v) having a well-defined sales and marketing plan that helps management meet enrollment targets; and (vi) creating and maintaining a board that offers support while also challenging the leaders of the school as board oversight is critical to the success of the school. These are the tenets of a strong business, and our business is education.

The first step that the board needs to take is hiring a Head of School with great experience, a strong reputation, and track record of success. I have the utmost confidence in David McBride due in large part because he meets those criteria. I also believe David's character and intent are exactly what Collegiate needs to thrive. I wouldn't have joined the Board of Collegiate if I didn't believe in David McBride. After hiring David as Head of School, we will need to refocus our efforts on community engagement and enrollment and fill our remaining board seats. We will also need to focus on finding an appropriate facility and oversee the placement of key staff.

The founding board and future board members have an immense responsibility. Our responsibility is to ensure that we, as a board, are keenly focused on our responsibilities to the community and the academic outcomes of our students. In addition to the governance and compliance that we are responsible for, we need to create a culture of accountability for leaders of our school as we are ultimately responsible to the community for which we serve.

#### **STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, William Bliek, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is

guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
\_\_\_\_\_  
Signature

3/13/2019  
Date

NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

**Applicant Group Members ("AG"):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members ("BOT"):** Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Cameron Lewis

Proposed Charter School Name: The Collegiate School of Rochester

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.*

### Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

- ☒ Résumé Attached
- ☒ Copy of Diploma

2. Please indicate how you became aware of the opportunity to join the applicant group.

I became aware of the opportunity to join the applicant group thanks to a prior working relationship with BES Fellow, Mr. David McBride. David and I indirectly worked together within Uncommon Schools' Rochester Prep network. When David was founding Rochester Prep High School, I was the social worker at Rochester Prep West Middle School. He and I connected on account of our mutual love for our students, and a commitment to improve the Rochester community through education. David is a diligent, thoughtful and determined man, who is passionate about education and has positively impacted many students and families by teaching high academic, professional and personal achievement.

To join the applicant group with David is truly an honor. As he explained his involvement with the Building Excellent Schools Fellowship and his goals to provide a high-quality, innovative K-5 school, I knew immediately I wanted to be a part of the work.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

### Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you



bring to the table.

Across my professional career, I've worked to support students in various levels of education – including elementary school, middle school, high school, undergraduate, and medical school.

After graduating from the University at Buffalo, I began working for the school's Athletic Department as the Assistant Director of Recreation. In this position I managed the daily operations of the Informal Recreation department, supervising up to 100 student staff yearly, instructing fitness and CPR classes, overseeing the community service and outreach program, and coordinating high school exploration programs through the Buffalo Mayor's Summer Youth employment program.

Leaving that position to return to Rochester, NY, I spent time as the Director of Diversity Affairs and Community Outreach at the University of Rochester School of Medicine and Dentistry's Center for Advocacy Community Health, Education and Diversity. In this position, I was a direct support to all medical school affinity groups, designed to promote cultural awareness and student wellness. I was also the manager of two pipeline programs which expose students to careers in medical education, the Science Technology Entry Program (STEP) and the Summer Undergraduate Research Fellowship (SURF).

When I did resume my employment, I began working at Rochester Prep, where I initially served as the Alumni Services Coordinator. In this role I offered college guidance and outreach support for 9<sup>th</sup> and 10<sup>th</sup> grade students, as well as academic and behavior advisement for 5<sup>th</sup> – 8<sup>th</sup> grade students. I also spent 2 years as the middle school social worker, where I was the lead provider for individual and group counseling sessions and the advisor and parent liaison for all students/families.

After three years in these roles, I transitioned into employment with the Rochester Institute of Technology's Liberty Partnerships Program, a middle and high school initiative designed to assist dropout prevention and support parent engagement. As a Program Coordinator and Assistant Director for this program, I spent significant time providing academic and socio-emotional support to students, coordinating events and programs to assist these students and their families, tracking student goals and outcomes, and establishing strategic plans for community outreach and collaboration in support of our students.

Most recently, I have begun a new role as the Associate Director of Playworks Education Energized, a national non-profit organization designed to support K-6 education via safe, healthy and inclusive opportunities for school recess and out-of-school time play. In this role, I lead a Western, NY expansion initiative that includes promoting the socio-emotional benefits of play and recess, establishing new school and district partnerships, providing high quality training, consulting and direct recess service through the support of additional staff.

Each of these opportunities has given me a well-rounded understanding of how to support the needs of students, families and the local community – in a holistic and

collaborative manner.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a member of the applicant group and proposed initial Board of Trustees, my role will be to govern the school and ensure academic, fiscal, and operational oversight of the school, as well as to provide support and guidance to the Head of School. I bring a community-based lens, on account of my familiarity collaborating with families and community representatives, and charter school expertise to the work. Throughout our community engagement, I have been actively involved in our marketing via social media, distribution of fliers and surveys, and meeting with community stakeholders. I am excited to continue the work with Collegiate.

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

Cameron L. Lewis

Printed Name



Signature

3/26/19

Date

#### Background Information—Proposed Board of Trustees Only

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

☒ I affirm.

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

☒ This does not apply to me. ☐ Yes.

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

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

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

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

I will be a member of the Academic Achievement Committee and will be the board Secretary.

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

The city of Rochester needs and deserves high quality schools. The Collegiate School of Rochester has the ability to produce such educational support, and I'd like to be a part of this process. I have relevant experience in supporting school education, and charter school education specifically. I value accountability and I'm prepared to provide the type of vigilance and support that will aid in a high-performing charter school. My current involvement within the Rochester, NY community will help me to be a strong ambassador for Collegiate as we collaborate with community groups and local businesses. I care about the students in our community and I find myself to be an advocate for the students and parents in our community.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

### Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.

☒ Not applicable because the School does not/will not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

I think it would first be important for our board to declare and define Conflict of Interest policies, which would set a standard for us to address such issues. If one or more members were working for their own benefit, or that of friends or family, I would address it with the Chair of our board. Having clearly identified policies for potential conflicts will allow the board a guideline for addressing such matters with the board member in question. If the board member was found to be working for their benefit, I would vote to remove them from the board.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

### **Educational Philosophy -Proposed Board of Trustees Only**

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of the Collegiate School of Rochester is as follows: The Collegiate School of Rochester Charter School prepares all students in kindergarten through

grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, and results-driven community.

It is important to note that the Collegiate mission begins with kindergartners, which meets an intentional goal of impacting students at their earliest point of education. This charter seeks to prepare all students for college, starting as a K-5 school. While college entry and success will be a focus for Collegiate, the curriculum will also emphasize holistic development through character development, restorative justice practices to consequences, positive/fun school culture, standardized systems and routines and rigorous academic instruction driven by the collection of data. The mantra of our school highlights our desire to prioritize their needs in all decisions made on behalf of the school, "Every child. Every minute. Every day."

24. Please explain your understanding of the educational program of the charter school.

At Collegiate, student literacy will be very important and we will utilize a curriculum that maximizes this opportunity. Students will receive over three hours of literacy training each day, and their progression will be tracked to make sure they are operating on the appropriate grade level.

In addition to a strong literacy program, Collegiate will have a strong STEM program in order to prepare our student body for careers in STEM fields. This is significant because our target student demographic makes up a population that is traditionally underrepresented in STEM careers, however this group will now receive modern instruction which includes math foundational classes, computer science and engineering classes – beginning in kindergarten.

Collegiate will also benefit from the experience of school leader David McBride, who has experience who will invest in the professional development of his teaching staff, and implement a character development program to accompany academic instruction.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The characteristics of a successful charter school include the following:

1. Create an academic program that is both challenging and engaging. This will emphasize both literacy and STEM courses.
2. Teach character in addition to academics, to help students become productive citizens in addition to productive students.

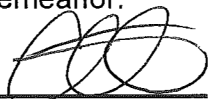
3. Making sure that all programs implemented are driven by the needs of the students and align to the school mission.
4. Support teachers as they grow into their roles, creating an environment they enjoy and are willing to remain for a substantial period.
5. Creating and sustaining strong family and community partnerships, that all support the development of our students and school mission.
6. Providing extended school days and an extended school calendar to maximize the period of student learning and development.

These steps will be best managed by diligent management and governance, under the relationship between a quality school leader and a strong school board. The board must be in full support of the school mission at all times to maintain the integrity of the charter school.

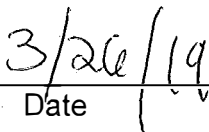
The board will oversee the Collegiate charter to ensure that the school is in compliance with the charter regulations, budgetary requirements and academic responsibilities.

#### STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Cameron L. Lewis, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.



Signature



Date

NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

**ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)**

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

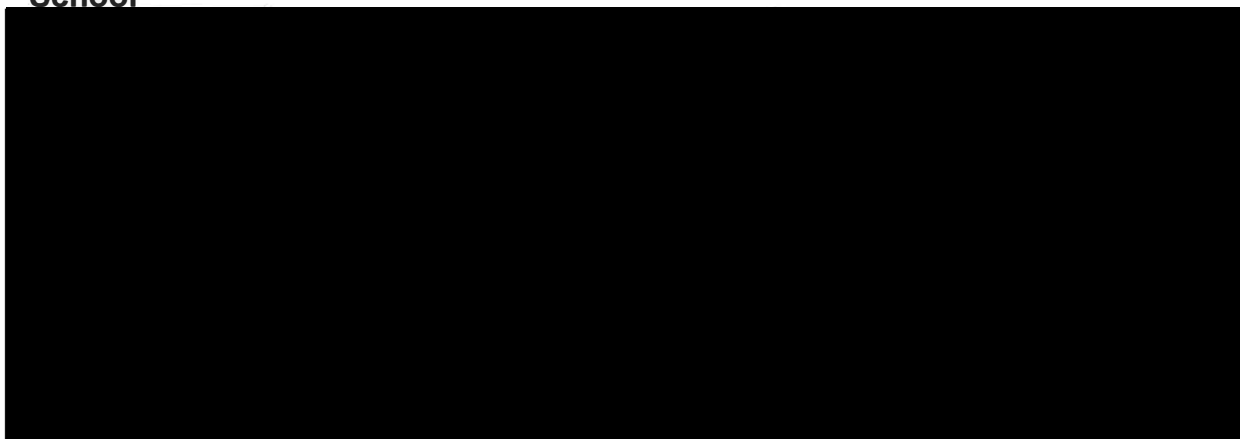
Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

**Member Name:** Theresa Hall

**Proposed Charter School Name:** The Collegiate School of Rochester Charter School





*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.*

### **Background Information – All Applicant Group Members**

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I know Mr. McBride from his time as principal at Rochester Prep. He was my grandson's and granddaughter's middle school teacher, then middle school principal, and then their high school principal. I have always had a lot of respect for him as an educator. He showed that he cared for my grandchildren and their classmates.

Education is very important to me and I want to see young people succeed and have opportunities opened to them through education. When Mr. McBride approached me this fall about becoming a member of the board, I did not hesitate to accept the position because I wanted to be a part of something special and to give back to the community.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

## **Statement of Intent—All Applicant Group Members**

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

I have lived in Rochester for my entire life and am very familiar with charter schools since two of my grandchildren have graduated from Rochester Prep High School. I raised my grandson to be the young man he is today. My grandson came in to Rochester Prep in fifth grade and did very well. I saw the difference that charter schools could make. My grandson attended the school's Saturday school program whenever offered, and he had good teachers during his time at Rochester Prep. I always appreciated the way that Mr. McBride built strong relationships with families, so once they got permission to start a high school, I sent my grandson there because I believed this would be the best school for him. In 2018, he graduated second in his class and received the QuestBridge scholarship, becoming the first student in Rochester to ever win this full scholarship. My youngest granddaughter also attended the school and graduated first in her class. She received a Dell Scholarship and she now attends George Washington University in DC.

I bring the experience of both a parent/guardian and a member of the Rochester community to this work. The Collegiate School of Rochester will provide this same opportunity to students as my grandchildren received, and as an experienced parent, grandparent, and community member, I will bring my experience and knowledge to make sure that our school supports all students.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a life-long member of this community, I take great pride in being a member of this board. I understand the needs of our community and the needs of our families and will work hard to ensure that our school is living up to the promises in our charter application.

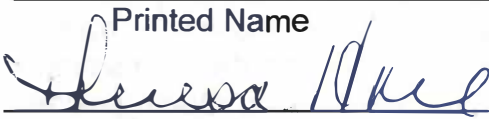
As a board, we have already had multiple meetings and a board retreat where we have discussed the mission, vision, academic program, and board governance. I have raised awareness of the school to community members and will continue to do so. Upon approval, I will continue to ensure that our school is successfully, both through board oversight and in helping recruit families to join our school.

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

I have lived in Rochester my entire life and I work at the University of Rochester as a

cook. In this role, I always engage with the students about their academics, family life and future plans. As a parent and grandparent who raised my grandson, I have always been an engaged partner with the school. I will use my experience to provide our responsibility of oversight as a board, as well as to share information about the school with the community to support with student recruitment.

Theresa Hall

\_\_\_\_\_  
Printed Name  
  
\_\_\_\_\_  
Signature

3/20/19

Date

#### **Background Information—Proposed Board of Trustees Only**

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

☒ I affirm.

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

☒ This does not apply to me. ☐ Yes.

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

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

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

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

Board member; member of the Academic Achievement Committee

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

I strongly believe that all children deserve to have a great education. I have seen what a strong school has done for my grandson and granddaughter, as well as other family members, and I want to be part of a school that will allow more children in our community to experience a great school. Education prepares children for life and encourages them to dream bigger. A solid educational foundation in grades K-12 will help children enter college prepared. I would love to be a part of a team that strives to be the foundation our students need.

The public schools in Rochester, NY are not the greatest. We need this charter school to broaden the reach and diversify options for our youth. We have a strong leader in Mr. McBride, and we will have a strong board. There is no better time to start children on this promising path. This path will lead to better educational outcomes, better financial outcomes (future workforce), and a stronger community.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

### Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.

☒ Not applicable because the School does not/will not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.



☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

This is an important issue and the board will put a policy in place to address such circumstances, as outlined in the policies regarding conflict of interest. If I believed someone was working for their own benefit, I would ask the person to bring this issue to our board chair, but if they wouldn't then I would bring the incident to the attention of the board. We have to make sure that as a board everything we do is in the best interest of our school and the students. In the circumstance that someone did work for their own benefit, I would vote to remove them from the board.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

### **Educational Philosophy -Proposed Board of Trustees Only**

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of our school is to provide our students with the best possible education to prepare them to be the best leaders and to prepare them for their future including college.

Our school will have safe structures that allow students to learn easier without distractions. Our school will be joyful and celebrate the success of our students. Our school will focus on reading and writing so that students can learn to be expert readers and writers. Our students will also take computer science and engineering courses where they will learn skills that will help them later in life. We will build strong relationships with parents so that students can be supported at home and so that parents feel that they are a part of our school. And we will use data to make sure that the decisions we make at the school are in the best interest of students.

24. Please explain your understanding of the educational program of the charter school.

We will have a heavy focus on reading and writing so that all our students are reading at grade level by third grade. We will also have a STEM focus where students receive math, science, computer science, and engineering, which means they will get a well-rounded education. We will also focus on character development so that our students learn to become leaders and good teammates. Character development will allow our school to be a positive community that promotes learning over everything else.

Data will drive the decisions we make about teaching and curriculum. This will allow our teachers to be able to best support students who need extra help. And our teachers will be valued and developed by school leadership so that they are the best teachers they can be and they see themselves growing at our school.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

Strong and effective leadership is needed for a school to be successful, including the board and administrators. As a member of the board, our first decision is to identify the Head of School, and I believe Mr. McBride is the right choice. We will then need to find a safe and secure building for the students. The board will also need to continue outreach in the community to find families to attend our school and to involve parents as partners in their children's education as well as the local community. As a potential board member, I also believe it is important that this board build relationships with other BES board members and other local charter schools that have high-functioning boards. Once the school is approved, the board needs to make sure that our finances are good and that we are following all regulations that are set by the federal government, state government, and local government. We will review these at each board meeting as well as making sure that our academics are doing well.

Other characteristics of successful charter schools are focusing on reading and writing; focusing on supporting and training teachers so our students receive the best lessons; choosing curriculum that is rigorous and engaging; making sure that the school and its leaders and teachers are working closely with families; and having longer school days

and school year so students can learn more. These characteristics will make for a strong and successful school and will be part of our school.

**STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Theresa Hall (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.



Signature

3/20/19

Date



**NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE**

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

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**CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS**

Member Name: Timothy Johnson

Proposed Charter School Name: The Collegiate School of Rochester Charter School

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.*

## Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

- ☒ Résumé Attached  
☒ Copy of Diploma

2. Please indicate how you became aware of the opportunity to join the applicant group.

I was approached by Mr. David McBride about his interest in developing and starting a new charter school in Rochester. Mr. McBride's research and description of his vision of The Collegiate School of Rochester resembled my thoughts in what was needed in the Rochester community. I was also impressed by the Building Excellent Schools (BES) overall support system to founding fellows and board members. The BES trainings allow founding members to understand the current state of education institutions and their role in developing successful schools.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

## Statement of Intent—All Applicant Group Members

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

My personal journey allows me to provide a first-hand account of the experiences faced by our students, parents, and the community we plan to serve. I received my education in the public schools of Brooklyn, New York. In this highly populated and crime ridden area, I was fortunate to attend college and graduate from The College at Brockport (SUNY) as an Educational Opportunity Program student. Many of my childhood peers were unable to attend college. Several of my friends engaged in crime, became drug addicts, and were eventually incarcerated. I can confidently

state that my perspective will always reflect the conscious of the community and their voices to improve the education system for future generations.

Professionally, I have over ten years' experience in higher education in Admissions, Higher Education Opportunity Program (HEOP), and Student Financial Services. In addition, I have nine years at The Urban League of Rochester serving at-risk and high academic achieving student populations. As a higher education administrator, I had the pleasure of engaging with groups from diverse cultures and professional fields. In addition, I have experience in creating and compiling data for institutional research purposes. As an HEOP official, I gained a deeper appreciation of the impact in providing academic support and counseling services to underserved program college participants.

At the Urban League of Rochester, I was an in-school mentor/parent liaison for the Rochester City School District. I advocated on behalf of my mentees to school officials, probation officers, mental health professionals, and caseworkers at the Department of Health Services. I was able to observe the discord amongst school administrators, teachers, and parents. The lack of communication and understanding of roles made it hard to provide the structure needed to educate our students.

Currently, I coordinate a college readiness program and honor society for high achieving students of African descent from school districts in Genesee, Livingston, Monroe, Ontario, Orleans, and Wayne Counties. The Urban League of Rochester's Black Scholars Program provides recognition, assistance, and college scholarship incentives to students who achieve and maintain a "B" or better average throughout their high school career.

The program also provides support to college alum with financial assistance, available college scholarships, post-graduate information, and employment/internship opportunities. This experience allowed me to gain access and information from students, parents, and school districts with different academic performance levels. My personal and professional background has provided me a number of skills that will be an asset to our board in making decisions that are in the best interest of the charter school and our students. These include my experience in education, working with the community that we will serve, and strategic planning.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

In my current career position, I developed a network of professional relationships with corporate sponsors, civic government officials, local colleges/universities, community foundations within the Greater Rochester Area. My role on the board is to engage community support for the charter school, assist Mr. McBride in any aspect needed, and to support in holding the school accountable for high levels of academic achievement. This will be done by analyzing students' performance data and establishing a systematic and flexible approach (in accordance to the

Department of Education & the New York State Education Department) to keep our mission for the school attainable.

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

Timothy Johnson  
Printed Name  
Signature  
3/14/19  
Date

**Background Information—Proposed Board of Trustees Only**

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

☒ I affirm.

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

☒ This does not apply to me. ☐ Yes.

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

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

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

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

Board Member; member of the Academic Achievement Committee.

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

As stated above, I was extremely fortunate to obtain a college education. Throughout my academic and professional career, I never forgot the struggles and sacrifices I made to unlearn the negative aspects of my childhood. When I entered The College at Brockport, I was exposed to how far behind academically I was to my peers. It was a devastating and embarrassing experience to feel unprepared for the rigors of college learning.

My pride prevented me from asking for help or to recognize when help was being offered to me. If not for the support of the EOP Office, I would have been academically dismissed from college. I asked myself these questions: 'what were the internal and external factors that had such a profound effect on me academically and mentally? When did I disengage and develop negative character traits which deprived me from a sound education?' The answer to these questions can be traced back to my primary school years.

My mission and purpose to serve on this board is to ask the tough questions and find solutions related to the students' academic success and character development. I want to make sure our students are encouraged, recognized, and being prepared for rigorous college majors in a safe learning environment. I want to ensure that parents are engaged with the school as these partnerships will be vital to student success. Parent voices will be heard by our school administration and board members.

Lastly, I want our school administration, teachers, and support staff know we will value their commitment and dedication to the mission of this charter school. This will be a team effort to circumvent many of the problems that schools face today. To be given this chance to serve on the board for The Collegiate School of Rochester is an honor. I will be emotionally invested to the success of our potential students.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

### **Conflict of Interest - Proposed Board of Trustees Only**

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.

☒ Not applicable because the School does not/will not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

First, the board will establish a Conflict of Interest policy to handle such issues. If I were made aware of a situation, my first course of action would be to speak with the board member/s and ask them to let the entire board know of the conflict. I would then alert the governance board members of my suspicion that a board member/s may have been benefiting in their own self-interest.

As a team, we will investigate if my allegations have any validity and if so will seek out the right course of action. The board will decide if we have any grounds to remove the board member/s and seek legal counsel before we make our final determination if needed.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

### **Educational Philosophy -Proposed Board of Trustees Only**

23. Please explain your understanding of the charter school's mission and/or philosophy.

The mission statement for The Collegiate School of Rochester is why I became interested in being a board member. To provide an engaging and rigorous curriculum to primary school aged children is an essential need in the Rochester community. Our children academic fortitude needs to be reinforced and encouraged

during the early stages of their development, and the college-prep curriculum, which focuses on literacy and STEM based learning, will allow our students to compete with affluent school district children throughout their academic career.

When students develop negative character traits in their early childhood development it can have a negative impact on their academic development. I witnessed very bright students (including their peers) lose valuable instruction time in order to resolve a classroom conflict. The Collegiate School of Rochester recognizes the need to help children develop the character attributes that contribute to good and caring citizens in our society. The cultural climate of any educational institution can be directly related to the academic performance of its students. Our mission to create and maintain high expectations from all parties will ensure a safe, structured, and joyful learning community.

It will be important to provide our students with teachers who care, inspire, and hold our students to a higher standard than they see for themselves. In addition, our teachers must have a deep knowledge of their subjects, a willingness to expand their professional training, and develop a structured and safe classroom environment. The Collegiate School of Rochester is dedicated to staff professional development and teacher training so that all teachers are teaching at a high level.

I realize that good schools have very active and involved communities. When parents are invested in their children's schools, entire school community benefits. High achieving schools also foster better communities by connecting people to necessary supports and establishing pride in the neighborhood. The Collegiate School of Rochester will also leverage key partnerships with community organizations that best support our mission and vision.

24. Please explain your understanding of the educational program of the charter school.

The educational program will provide several key components: literacy is foundational; students will receive a college-prep curriculum; leadership development supports academic growth; high quality instruction occurs through teacher development; data drives instructional and academic decisions; family communication and partnerships are key; all students receive computer science and engineering beginning in kindergarten.

Literacy will allow our students to be fluent and exhibit the responsible use of language and communicate effectively within and beyond the context of the school community. The mastery of language arts will increase students' chances of being successful in the other academic subjects. Literacy will also be important for our students to excel in the college-prep and STEM based subjects that the school will be implementing in the curriculum.

Beginning at an early age, our curriculum is designed around subjects that will prepare students for continuing their higher-level education at a college or university. By introducing college-prep and STEM based instruction, students will be challenged with a rigorous curriculum that will enable them to become confident independent, and critical thinkers. Our plan will include a leadership development component for our students. In order for our students to excel academically, certain



character traits must be present for lifelong learning. The goal is to develop and refine the necessary character traits in our students to be leaders in school and their community. However, it will take a team of responsible adults to set the course for the students to reach their full potential to succeed.

The educational program will need qualified teachers to provide high quality instruction. The faculty will need the following skill sets: mastery of their subject; the ability to engage students with a cohesive learning plan; and being receptive of professional development instruction. We will use data-driven feedback to improve classroom instruction and students' academic performance. Students who are behind academically will receive additional support from staff. Parents will be contacted and informed about students' performance, school activities, and any engagement events.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

The success of a charter school will be dependent on several factors, such as: strong leadership, great teaching staff, committed parents, and a safe, structured learning environment. As previously stated, David McBride's leadership qualities, professional experience, and commitment to The Collegiate School of Rochester's success can not be underestimated. His research of the failures and successes of charter schools locally and nationally will be a great starting point to achieve our overall mission. Mr. McBride's will use different data measurements to evaluate students' academic performance outcomes, internal fiscal management, and behavioral measures. This will allow the founding board to be proactive in changing methods to alleviate any issues that determines the school's overall success.

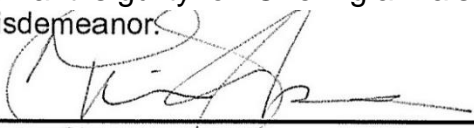
The role of our teachers will be significant in the academic and personal development of our students. Mr. McBride understands that teachers who feel supported professionally will be invested in the school's mission to our students. Great teachers are the frontline indicators of successful charter schools, and we believe that great teachers can be developed. Parent communication and engagement is also a vital tool in creating a successful school. Parents who are disengaged to what is happening in their children's school tend to be skeptical and resistant to school leaders and the teachers. Mr. McBride is well aware of these barriers that shape low-performing charter schools. To build trusting relationships with parents, Collegiate will need to be empathetic, sincere, and congruent to build lasting bonds. Parents who are well-informed, active, and provide feedback to the leadership team can ensure a safe learning environment for our children.

Students who will attend our school will thrive academically and personally if the latter factors co-exist. The structure provided by the school will encourage and foster an environment conducive to growing, learning, and developing future citizens for the Rochester community. As a founding board member, I will be committed to serve this school to the best of my abilities. I have faith in Mr. McBride's vision and the founding board leadership in providing the necessary oversight and supervision for this charter school. The Rochester community deserves better schools and we need to prepare our children for higher education.

In terms of the steps needed to ensure a strong charter school, the board must first hire the right leader upon being authorized by the state. The board will then need to help secure a facility for our students and staff and will work with our administrative team to help secure strong enrollment. The board will analyze key metrics every month at our board meetings which will ensure that the school is meeting its academic and financial metrics and is in compliance with all regulations.

#### **STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Timothy Johnson (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
\_\_\_\_\_  
Signature

3/14/19

NEW YORK STATE EDUCATION DEPARTMENT  
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE  
SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET  
(For New School Applications Only)

**Applicant Group Members (“AG”):** The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

**Prospective BOT Members (“BOT”):** Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

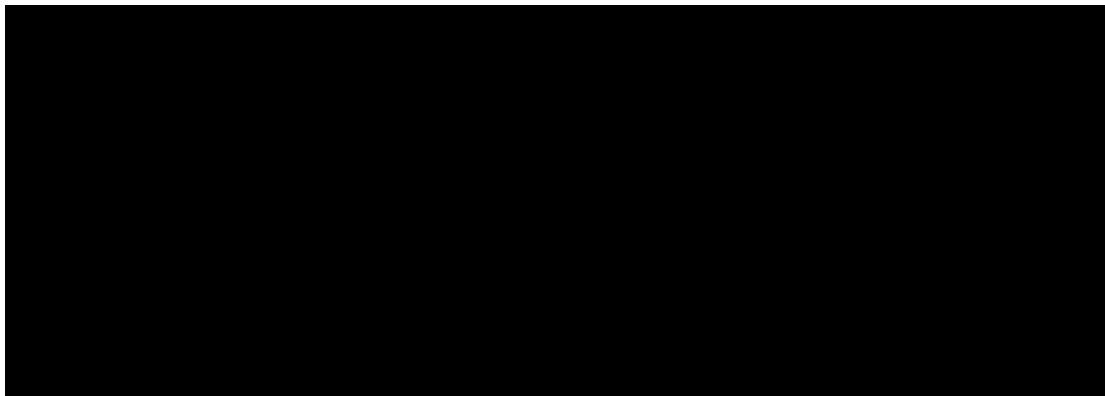
Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

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CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Robert Pisanelli

Proposed Charter School Name: The Collegiate School of Rochester Charter School



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*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided above will be redacted.*

### **Background Information – All Applicant Group Members**

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

☒ Résumé Attached

☒ Copy of Diploma, Transcript or Supporting Documentation Attached

☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

I have known David McBride, Building Excellent Schools Fellow and proposed Head of School for The Collegiate School of Rochester, for over 20 years. We went to Hobart College together and I have followed his career in education over the years. After our third meeting discussing his vision for The Collegiate School of Rochester, he convinced me that the educational need in Rochester was so great that I realized I was committed to the work and wanted to serve on the board of directors for The Collegiate School of Rochester.

I believe David is uniquely qualified to lead The Collegiate School of Rochester. His experience with Uncommon Schools as principal for nine years and his drive to make a difference in the lives of children in Rochester will make The Collegiate School of Rochester a success.

Since our initial meeting I have gotten to know Building Excellent Schools and come to regard it as one of the premiere incubators for new public charter schools in America. David being a Building Excellent Schools (BES) Fellow solidified my decision to join the board of The Collegiate School of Rochester. In BES, I believe our school has a longtime partner and support organization that will push us to achieve nothing short of excellence for all our students.

David has assembled a diverse board of directors with accomplished backgrounds and track records in their respective fields. In our board meetings over the past several months, our team has developed a strong set of operating principles, values, and norms all geared towards providing David will the highest levels of support and feedback, while holding him accountable to clear goals and outcomes. Through David's leadership, our

board has quickly grown into a high-functioning, collaborative team and I am confident in our team's ability to support David in carrying out our mission to prepare all students in kindergarten to grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, results-driven community.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

☒ I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

### **Statement of Intent—All Applicant Group Members**

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

I am a 2000 graduate from Hobart College and a 2004 Master of Business Administration graduate from East Carolina University. For the past 15 years I have been working in finance specializing in commercial real estate, operating my own company since 2008. My finance background will be an asset in reviewing budgets and overseeing the financial health of the school. My commercial real estate expertise will assist in selecting a site for the school and analyzing various lease or lease to own structures.

Prior to my career in finance I was a collegiate basketball coach. I saw first-hand how many of the inner-city student-athletes I coached were not prepared for college. They may have "NCAA qualified" to play but in many cases their reading levels were below grade-level and they didn't have the time management skills to succeed in college. I watched many students focus only on being eligible to play and ultimately not graduate college. It is my hope we can reverse this trend at The Collegiate School of Rochester and prepare our students to not only go to college but succeed and graduate from college.

My experience with finance and real estate, as well as my experience running my own company, will bring relevant and needed skills to The Collegiate School of Rochester Board.

6. Please provide a personal statement regarding your role, responsibilities, and

commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

My management and finance background will help me to ensure strong and effective oversight for The Collegiate School of Rochester once we are authorized. I will also bring my expertise to the application as needed.

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

Robert Pisanelli

Printed Name

A handwritten signature in cursive script that reads "Robert Pisanelli". The signature is written in dark ink and is positioned above a horizontal line.

Signature

3/7/2019

Date

### **Background Information—Proposed Board of Trustees Only**

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

☒ I affirm.

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

☒ This does not apply to me. ☐ Yes.

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

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

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

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

Member; Finance Committee

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

I am fortunate enough to live in a town, Pittsford, NY, where the school district is truly excellent. My children receive an outstanding education in a nurturing environment that provides all the resources they need to grow and succeed. I strongly believe that all children deserve access to this kind of an education. It is very clear that children in many parts of Rochester are not receiving a fraction of the resources they need to succeed. I am honored to serve on this board to create a great school to ensure our students receive a rigorous, engaging curriculum and character development within a structured, joyful, results-driven community to break the negative education cycle and create a great change in Rochester.

13. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.

☒ This does not apply to me. ☐ Yes. (Include description here):

**Conflict of Interest - Proposed Board of Trustees Only**

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective board members.

☒ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

15. Please indicate whether you, your spouse, or other family member knows any person who is a proposed charter school employee.

☒ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

16. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

☒ No. ☐ Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

17. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

☐ Yes.

☒ Not applicable because the School does not/will not contract with a management company or charter management organization.

☐ I / we do not know any such persons.

18. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.



☐ I / we have no such interest.

19. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that will be conducted.

☐ Yes.

☒ Not applicable because the School will not contract with a management company or charter management organization.

☐ I / we do not anticipate conducting any such business.

20. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

☒ None ☐ Yes

21. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

The Board of Directors will adopt a Conflict of Interest Policy that will establish clear guidelines for how each board member must conduct themselves to ensure that we avoid any potential conflicts of interest as well as outlines the steps we need to take if there is a potential conflict of interest. Our policy would require any member who is made aware of a potential conflict of interest to inform the board chair. If the concern is regarding another board member, then that person will be encouraged to bring this to the attention of the board chair. If the board member in question fails to reveal the conflict of interest, then it is the obligation of the other board member to report the issue to the board chair.

This policy will guard against "self-dealing" and will require any board member who might have a potential conflict of interest to disclose this information to the Board and Board Chair. This will allow the Board to discuss the issue and take any necessary votes without the board member in question being present. If there were a conflict of interest that was for self interest, we would vote to remove that board member.

22. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

## **Educational Philosophy -Proposed Board of Trustees Only**

23. Please explain your understanding of the charter school's mission and/or philosophy.

Our mission is to prepare all students in kindergarten to grade five to graduate from college by providing rigorous, engaging curriculum and character development within a structured, joyful, results-driven community.

Each component of this mission is extremely important in reaching the end goal of preparing our students for college. First, starting in kindergarten is critically important because we need to set a strong academic foundation in their earliest years. We will ensure that all students are receiving the best education possible by providing them rigorous and engaging curriculum that teaches grade-level standards. Collegiate will use data to determine our curricular decisions so that we make sure that all students are receiving the individual supports that they need.

We believe students excel in structured, joyful learning environments where there are clearly defined expectations for learning. In establishing a strong learning environment with both supportive and demanding teachers, our students can reach their academic and personal goals and find success in school. Literacy will be foundational to everything we do. We are committed to regular assessment and data analysis so we are informed about where each student is and so we can meet each student where they are in their learning and support them accordingly.

We believe in the power of strong family and community partnerships. We want all stakeholders to feel a part of a community of success in which each member is supporting the success of the child. We will start working with the families of our students before they even start school to ensure that all parties are aligned with the mission of The Collegiate School of Rochester. We will build strong community partnerships with organizations that align to our mission and can support the vision of our school.

24. Please explain your understanding of the educational program of the charter school.

Our academic program has been largely shaped by the experiences of our Lead Founder. David has 12 years of experience with Uncommon Schools, in which he was a school leader for 9 of the years. His Fellowship with BES has only strengthened his vision for the school and he continues to study the best practices of high-performing schools and to surround himself with great leaders in urban education.

Our academic program begins with a strong literacy program. Our students will experience strong reading and writing instruction every day and will receive more minutes of literacy each day and throughout the year due to our extended day and school year. Our students will also receive two math classes a day to provide a strong math foundation.

Unique to our program will be our emphasis on STEM classes. Students will receive computer science, engineering, and science classes beginning in kindergarten. These classes will provide students with career-ready skills needed in our constantly evolving

technological society.

Our school will be driven by data to ensure that we are meeting our academic benchmarks and that students are receiving the individual supports they need. Daily, weekly, and monthly data will help determine tutoring needs and will allow our teachers to place students in the relevant groups during our small group instruction.

Character development is an important part of our program. Through character development we will teach students the value of being both leaders and strong teammates. Students will learn values that will promote them to be both successful students and community members.

Lastly, our emphasis on forming strong family partnerships will support the academic vision of our school by ensuring that staff and families are on the same page when it comes to the educating and support of the child. Collegiate will hold monthly workshops that will teach families ways they can support their child at home, such as reading with them and how to support with homework.

25. Please indicate what you believe to be the characteristics of a successful charter school. Please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school needs to have strong leadership, rigorous and engaging academics, strong teaching and instruction, and a safe and structured learning environment where teachers can teach, and students can learn.

For Collegiate to be successful, we need both a strong leader and a strong board to ensure the success of the school. Upon authorization, the board will hire our Head of School to directly manage the day-to-day operations of the school. Once the right Head of School is in place, the board will work with the Head of School to secure a facility for our students. During this time, the board will continue to support with the community engagement efforts of our Head of School to ensure that we have strong enrollment numbers when we open. On an ongoing basis, the board will be responsible for assessing the success of Collegiate, by always ensuring that Collegiate is fiscally sound, in compliance with all local, state, and federal regulations, and ensuring that Collegiate is making good on the promises made in our charter.

### **STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY**

I, Robert Pisanelli (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters

I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor.

A handwritten signature in cursive script, appearing to read "Robert Pisanello".

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Signature

3/7/2019

Date