

Application: Rochester Sports Academy Charter School

Gabriel Marshall - [REDACTED]
New Charter School Applications

Summary

ID: 0219401039

Status: Full Application (Invitation) Stage

Last submitted: Jul 15 2021 11:47 AM (EDT)

Basic Letter of Intent Information

Completed May 2 2021

Instructions

Please complete the Basic Contact and Application form.

2021 PHASE I: Letter of Intent

Basic Contact and Application Information

New Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether your applicant group is applying as a New Operator (that does not operate a Regents-authorized charter school or any charter schools currently) or whether your applicant group is an Existing Education Corporation (which operates one or more Regents-authorized charter schools).

New Operator Applicant Group (operating no charter schools at all or in New York or not operating Regents-authorized charter schools)

Proposed Charter School Name

(Please write out the full name of the proposed new charter school, and include the words "charter" and "school" in the name).

Proposed School Name	Rochester Sports Academy Charter School
Grades Served (K-5, .6-8, 9-12, etc.) During Initial 5 year Term	9-12
Max Number of Students During Initial 5 year Term	400

Please enter the name of the proposed Board Chair (or current Board Chair for existing schools) and the name of the Public/Media Contact person, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Mary Andrecolich-Montesano Diaz		
Public/Media Contact Person	Gabriel Marshall		

Applications will only be accepted for applicant groups seeking to implement one or more of the following priority school designs (See page 5 of RFP) that align with New York State's Approved ESSA Plan and the strategic priorities of the Board of Regents:

Responses Selected:

- Models that will provide students with career and technical education certification(s) or a pathway to such credentials, through a program that has or will seek NYSED program approval;

List of Key Design Elements

List the key design elements (which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. **Approved schools will be accountable for implementation of the key design elements included in their charter.**

1	Pre-freshman Summer Experience
2	Sports Career Pathways (Sports Marketing, Sports Management, Sports Medicine & Psychology, Sports Leadership, Sports Journalism)
3	Advancement of Diversity, Equity, and Inclusion
4	Innovative Curriculum
5	Instructional Framework
6	(No response)
7	(No response)

If available, please provide the URL to the website established for the proposed school(s).

<https://sites.google.com/view/rsacharterschool/contact-us?authuser=2>

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	(No response)
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).



Date

May 2 2021

Thank you for completing this form.

Letter of Intent (6 pages excluding attachments)

Completed May 2 2021

Instructions

Upload only the 6 page Letter of Intent (signed by the proposed board chair) in response to the evaluation criteria. Do NOT exceed

the 6 page limit. Do NOT submit petitions; however, keep for your own records.

Attachments are uploaded separately where indicated.

[Rochester Sports Academy Letter of Intent 6 pgs](#)

Filename: Rochester Sports Academy Letter of ZMx5iF5.pdf **Size:** 309.6 kB

Table 1: Applicant Group Information

Completed May 19 2021

[Applicant Instructions](#)

Ia. Applicant Group Members: Using **Table 1**, provide the name, contact information, current employment, the current or prospective role, and the relevant experience, skills, and/or qualifications in the proposed school for all members of the applicant group, which includes the initial proposed board of trustees and any known proposed school employees. Table 1 is a fillable table within the portal.

Table 1: Applicant Group Information

Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

The term “applicant group” includes those actively participating in the planning of the application to establish the proposed charter school; those individuals who will comprise the initial board of trustees; and those individuals (if any) who will become school employees. (Employees cannot are not permitted to serve on the Board of Trustees of Regents-authorized charter schools, including as ex-officio members).

	Name/Phone/E mail 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)
			Over 15 years experience working in post secondary education and		

1	<p>Dr. Gabriel Marshal [REDACTED]</p>	<p>Assistant Vice President for Student Success & Retention, Buffalo State College</p>	<p>overseeing retention initiatives. Background as school counselor with certificate of advanced study in mental health counseling</p>	Employee	
2	<p>James Reaves [REDACTED]</p>	<p>Assistant Principal, Greece Central School District</p>	<p>5 years experience as a school administrator, Background as school counselor with certificate of advanced study in mental health counseling, 11 years experience as a Professional Basketball Player</p>	Employee	
3	<p>Natalie Sheppard [REDACTED]</p>	<p>Monroe County Democratic Board of Education Deputy Commissioner</p>	<p>Licensed Social Worker, Former Rochester City School District Board Member</p>	Trustee	Trustee
4	<p>Mary Andrecolich-Montesano Diaz [REDACTED]</p>	<p>School Principal, Rochester City School District</p>	<p>20 years experience as a school administrator. Creator of the Rochester International Program for</p>	Trustee	Trustee

			Refugee, FIV, and Immigrant students		
5	Alcindor Boller	International Accountant, Kodak	Over 20 years experience in Accounting & Finance	Trustee	Trustee
6	Rahel Smith	Counselor, Rochester CSD	15 years experience as a school counselor in the Rochester City School District; Owner and Director of Next Level Hoops, Basketball Development Business	Trustee	Trustee
7	Jon Williams	Business Education Teacher, Clark County School District, Current Football/Basketball Coach, Previous Owner and Head Strength Coach at	Over 10 years Trustee experience working in education as a teacher, coach, and strength trainer.	Trustee	Trustee
8					
9					
10					
11					
12					
13					

14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

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 of this applicant group has ever applied to this or another charter entity to open this proposed charter school or another charter school in New York State or outside of New York State.

Table 2: Public Outreach Information

Completed May 2 2021

Instructions

Please click here [Table 2: Public Outreach](#) to download a blank MS Word version of Table 2. Complete and upload as a .PDF document when complete.

[Table 2 Public Outreach Information](#)

Filename: Table 2 Public Outreach Information.pdf **Size:** 126.3 kB

Attachment 2a: Initial Samples of Public Outreach

Completed May 3 2021

Instructions

Provide **ONE** sample of evidence from **each** of the following categories that supports the applicant group's outreach attempts:

1. The group has informed the community about the proposed charter school, including the intended location, the target student population, the grades to be served, and a description of the educational program(s) to be offered;
2. Stakeholders in the community were given the opportunity to provide input into the design of the proposed charter school; and
3. At least one public meeting with stakeholders in the community in the school district in which the proposed charter school is to be located. Reasonable public notice should be provided to community stakeholders.

Samples of evidence may include but are not limited to: a public meeting flyer with sign-in sheet and signatures; minutes of discussions with community parents, stakeholders or organizations and feedback obtained; public awareness campaign materials (emails, social media postings, media, etc.) with documented results; and/or surveys distributed with statistical analysis. For a more complete list of sample evidence, refer to the Public Outreach section of the Full Application. **Please DO NOT submit any signed petitions; keep all petitions for your own records.**

Please be aware that the Board of Regents will not consider an application if the applicant group does not sufficiently demonstrate that the extensive public outreach process described above has been conducted. Since public outreach activities are expected to be ongoing throughout the application review process, additional information about public outreach activities is expected in the Full Application and at the capacity interview with additional input provided throughout the NYSED public comment period.

Attachment 2a Initial Samples of Public Outreach

Filename: Attachment 2a Initial Samples of Pu e0ldIvy.pdf Size: 452.5 kB

RSA Flyer

Filename: RSA Flyer.pdf Size: 81.1 kB

Attachment 5a for each Applicant Group Member

In Progress Last edited: May 19 2021

INSTRUCTIONS

See [Attachment 5a-Trustee Background Info Sheet](#)

Please submit one combined .PDF file containing the documentation (Attachment 5a) for all members of the Applicant Group - five of which must be identified as proposed members of the initial board of trustees. If this is what you choose to do, follow these steps:

STEP 1: Collect, save and combine the required documentation for each member into a single .PDF file.

STEP 2: Upload the single combined .PDF file into the portal.

Alternatively, an applicant group may submit an individual Attachment 5a file for **each** member of the Applicant Group - five of which must be identified as proposed members of the initial board of trustees. To upload a file for **each** applicant group, follow these steps:

STEP 1: Create folders on your hard drive for each member of the Applicant Group listed on Table 1. (i.e., Vickie_Smith, Marcia_Jones, Artemio_Rodriguez, etc.)

STEP 2: Upload a single .PDF file for the the first member, then the second member, then the third, and so on. Repeat this step as many times as needed, not to exceed 25 individual files.

For each member, please submit the following documentation:

- a. Submit an Applicant and Proposed School Trustee Background Information Sheet which incorporates the Signed Statement of Intent and Signed Statement of Assurance.
- b. A Resumé or Curriculum Vitae
- c. A Copy of Diploma or Transcript from Highest Degree Granting Institution. If an individual cannot provide such documentation, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

Note: Individuals are not required to have any of the education credentials to serve on a charter school's Board of Trustees. To the extent available, such documentation is used for identity verification.

[Attachment 5a Applicant Group Members](#)

Filename: Attachment 5a Applicant Group Members.pdf **Size:** 3.3 MB

[RSACS Att 5a for 2 BOT Mems](#)

Filename: RSACS Att 5a for 2 BOT Mems.pdf **Size:** 8.3 MB

Full Application Cover Page

Completed Jul 12 2021

Applicant Instructions

Complete the Full Application Cover Page as a form within the portal
(See <http://www.p12.nysed.gov/psc/startcharter/2021/2021CSRFPStandard3.pdf>)

FULL APPLICATION COVER PAGE

PROPOSED CHARTER SCHOOL NAME: Rochester Sports Academy Charter School

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

New Operator Applying to Establish a New Charter School

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
	Natalie Sheppard, LMSW	[REDACTED]	[REDACTED]

	Public Contact Name	Email Address	Phone Number
	Gabriel Marshall, Ed.D.	[REDACTED]	[REDACTED]

4. District/Community School District of Location

	Proposed District of Location
	Rochester CSD

5. Charter schools authorized by the Board of Regents in June or November 2021 should plan to open for instruction in 2022. 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, 2027 of the 5th year of operation.

Start date of initial term (1st day of school)

Sep 7 2022

End date of initial charter term

06/30/2027

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

Grades	Ages	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
K						
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						
9th	13-15	125				
10th	14-16		120			
11th	15-17			130		
12th	16-18				130	
Ungraded						
Total		125.0	120.0	130.0	130.0	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.

Rochester Sports Academy (RSA) Charter School's mission is to develop the next generation of off-field professionals in the sports industry. Our innovative, 21st Century Curriculum Framework will prepare RSA scholars for the rigors of instructional programming by providing students that represent the diversity of the Greater Rochester community with access to high academic standards. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

Priority School Designs Aligned with Regents Strategic Priorities

Responses Selected:

Career and technical education (CTE) models that have sought or will seek NYSED CTE program approval;

Key Design Elements (Please provide a brief descriptive name or phrase for each key design element - sufficient for the reviewer to have a clear understanding. Fuller descriptions should be presented in the narrative).

1	Core Beliefs about Teaching and Learning
2	Sports Career Pathways
3	School Schedule and Calendar
4	(No response)
5	(No response)
6	(No response)
7	(No response)

THANK YOU!

Full Application Summary

Completed Jul 12 2021

Applicant Instructions

Upload Full Application Summary, which is intended to provide the public and media with a concise description of the proposed school. This section will not count against the Full Application page limits; however, please limit the Summary to two pages and ensure it is consistent with information provided elsewhere in the Full Application.

[Final RSA Application Summary](#)

Filename: Final RSA Application Summary.pdf **Size:** 111.3 kB

Certification and Assurances Statement

Completed Jul 15 2021

Applicant Instructions

Click to open the [Certification and Assurances Statement](#). Review the statement and have the proposed board chair sign (in blue or black ink). Scan and convert the signed statement into a PDF format before uploading it to the portal.

[Certification and Assurances Statement](#)

Table of Contents and Full Application Narrative

Completed Jul 15 2021

Applicant Instructions - 75 pages

Please create a Table of Contents (inclusive of the name and location of the attachments) and combine with the Full Application Narrative numbered from page 1 to page 80. Upload as a single .PDF document, not to exceed **75 pages**, with the Table of Contents.

Note: Embed the *Projected Enrollment Table, Enrollment and Retention Targets Table, Projected Fiscal Impact Table, Organizational Chart, and Table 3: Management and Staffing Chart* within the 80 page narrative as instructed in the RFP.

Table of Contents and Full Application Narrative Final

Filename: Table of Contents and Full Applicat R84RSpL.pdf Size: 1.0 MB

Attachment 1: Admissions Policies and Procedures

Completed Jul 13 2021

Applicant Instructions

Attachment 1: Admissions Policy and Procedures (Suggested 5 pages)

(Policy should state how any vacancies created during the school year will be filled and any date by which the school will no longer fill such vacancies).

Attachment 1

Filename: Attachment 1. Enrollment and Admiss pZTGMtg.pdf Size: 136.7 kB

Table 2: Public Outreach Information

Completed Jul 13 2021

Applicant Instructions

Attachment Table 2: Public Outreach Information (Suggested 15 pages)

Update and submit [Table 2: Public Outreach Information](#) to describe the public outreach conducted to date.

Table 2 Public Outreach Information

Filename: Table 2 Public Outreach Information..pdf Size: 296.6 kB

Attachment 2b: Evidence of Public Review Process

Completed Jul 14 2021

Applicant Instructions (multiple uploads and variety of file formats permitted)

Attachment 2b: Evidence of Public Review Process. This attachment should provide a sampling of documentary evidence related to the public review process. Attachments should be limited to documents that provide meaningful and relevant information about the community outreach and public input. Please do not submit photocopied form letters of support or petitions containing signatures and addresses. Include any evidence that the school informed the community about the proposed charter school and invited comments and input, and provide evidence that comments/input were addressed. Examples of evidence may include, but are not limited to:

- Attendance lists from meetings and events;
- Public meeting flyer with sign-in sheet and signatures; (No petitions)
- Minutes or summaries of public meetings and meetings with stakeholders (school boards, school district administrators, elected officials, community leaders, parent organizations, etc.);
- Surveys distributed and resulting statistical analysis;
- Public awareness campaigns (emails, social media postings, media, etc.) with documented results;
- Responses sent to members of the public who submitted comments/input concerning the proposed charter school;
- Copies of received letters or emails;
- Invitations sent for meetings and events; and
- Media announcements or articles.

Attachment 2b Evidence of Public Review Facebook Survey 2

Filename: Attachment 2b Evidence of Public Re IjQxMA0.pdf **Size:** 127.6 kB

Attachment 2b Evidence of Public Review Facebook Post Highlights

Filename: Attachment 2b Evidence of Public Re Vjfunvu.pdf **Size:** 99.4 kB

Attachment 2b Evidence of Public Review RSA Flyer

Filename: Attachment 2b Evidence of Public Re 74CDXyn.pdf **Size:** 93.1 kB

Attachment 2b Evidence of Public Review TSE Meeting

Filename: Attachment 2b Evidence of Public Re jsm5VW7.pdf **Size:** 87.0 kB

Attachment 2b Evidence of Public Review Parent Survey

Filename: Attachment 2b Evidence of Public Re r7bVKVh.pdf **Size:** 160.1 kB

Attachment 2b Evidence of Public Review Facebook Survey

Filename: Attachment 2b Evidence of Public Re xeuHbyN.pdf **Size:** 95.1 kB

[Attachment 2b Evidence of Public Review Virtual Meeting with Anthony Lamb](#)

Filename: Attachment 2b Evidence of Public Re o3MVteU.pdf Size: 68.7 kB

[Attachment 2b Evidence of Public Review Google Survey](#)

Filename: Attachment 2b Evidence of Public Re ra6WrxB.pdf Size: 1.2 MB

Attachment 2c: Evidence of Community Support

Completed Jul 14 2021

Applicant Instructions

If applicable, upload **Attachment 2c: Evidence of Community Support**; Provide letters of support or other evidence of community support for the proposed school. Support must reflect the specific proposed school and should not be merely support for charter schools or education reform in general.

[RSA Full Application Letters of Support](#)

Filename: RSA Full Application Letters of Support.pdf Size: 3.0 MB

Attachment 2d: Evidence of District Support for Restart/Turnaround

Incomplete

Applicant Instructions

If applicable, upload **Optional Attachment 2d: Evidence of District Support for Restart/Turnaround**; Proposed charter schools that are intended to operate as a restart or turnaround school or to provide an option for students who are at risk of academic failure because they reside in a community served by a school that is persistently low-achieving must provide a Letter of Support from the school district.

Attachment 3: Course Descriptions

Completed Jul 12 2021

Applicant Instructions (multiple uploads in variety of formats permitted)

Required Attachment 3: Course Descriptions; Provide brief course descriptions for each subject at each grade level the school would serve within the initial charter term, including both core and non-core subject areas. These should include an overview of content and skills addressed by each course and any known curriculum programs or materials planned for the course. For high school proposals, provide an outline of course sequences leading to graduation.

[Attachment 3](#)

Filename: Attachment 3. Course Descriptions.pdf Size: 263.2 kB

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

Completed Jul 13 2021

Applicant Instructions

Required Attachment 3a: Student and Teacher “Day in the Life”; Provide a brief narrative no more than **4 pages** total describing a typical student and teacher day.

Attachment 3a

Filename: Attachment 3a. Student and Teacher IDGohUM.pdf Size: 137.8 kB

Attachment 3b: Curricular Documentation

Incomplete

Applicant Instructions

Optional Attachment 3b: Curricular Documentation: Applicants have the option to submit up to **10 pages of curricular documentation** for consideration. All supplemental material must relate directly to the Curriculum response and be labeled as Attachment 3b in the appendix. Such material can include, for example, framework or scope and sequence documents, unit or lesson plan templates, pacing calendars, or other means of cross-walking various curricula that may be essential to reviewers’ understanding of the proposed school model.

Attachment 3c: Exit Standards

Completed Jul 12 2021

Applicant Instructions

Attachment 3c: Exit Standards; Provide sample exit standards for English language arts, mathematics, and one other subject area for each level (i.e., elementary, middle, high) that the school intends to operate.

Attachment 3c

Filename: Attachment 3c. Exit Standards.pdf Size: 73.2 kB

Attachment 4: Student Discipline Policy

Completed Jul 13 2021

Applicant Instructions

Attachment 4: Student Discipline Policy; Provide a student discipline policy that includes rules and procedures by which students may be disciplined up to and including expulsion or suspension from the school, which are consistent with (a) the requirements of due process and with federal laws and regulations governing the placement of students with disabilities, and (b) the requirements of the Dignity for All Students Act (Education Law Article 2) relating to the creation of policies intended to create a school environment that is free from discrimination or harassment.

Attachment 4

Attachment 4a: Sample Weekly Student Schedule

Completed Jul 12 2021

Applicant Instructions (multiple uploads permitted)

Attachment 4a: Sample Weekly Student Schedule; Provide a sample weekly student schedule for at least one grade that is representative of each level the school intends to operate (elementary, middle, and/or high school). If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

Attachment 4a Sample Weekly Student Schedule

Filename: Attachment 4a Sample Weekly Student GWTr6Gw.pdf Size: 120.4 kB

Attachment 4b: Sample Weekly Teacher Schedule

Completed Jul 12 2021

Applicant Instructions (multiple uploads permitted)

Attachment 4b: Sample Weekly Teacher Schedule; Provide a sample weekly teacher schedule for at least one grade that is representative of each level the school intends to operate. If scheduling structures are unique to each grade, please provide a sample schedule for each grade.

Attachment 4b Sample Teacher Weekly Schedule

Filename: Attachment 4b Sample Teacher Weekly 4LjVqFE.pdf Size: 113.3 kB

Attachment 4c: Proposed First Year School Calendar

Completed Jul 13 2021

Applicant Instructions

Attachment 4c: Proposed First Year Calendar - Provide a copy of the proposed school calendar for year one of the school's operations that clearly demonstrates:

- Days that school is in session;
- Holidays, days off, and half days;
- Professional development days;
- Summer programming and/or instruction;
- First and last days of class; and
- Organization of the school year (quarters, semesters, trimesters) including the beginning and ending for each segment.

[Attachment 4c First-Year School Calendar](#)

Filename: Attachment 4c First Year School Calendar.pdf Size: 102.9 kB

Table 1 : Applicant Group Information

Completed Jul 13 2021

Applicant Instructions

Table 1: Applicant Group Information; If any Board of Trustee members have been added or removed or will now hold a officer position between the Letter of Intent and Application phases, please update Table 1 within the portal to reflect these changes.

Table 1: Applicant Group Additions and Deletions

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI?

Yes

Changes to Applicant Group Information

	Name/Phone /Email Address	Current Employment	Relevant Experience/S kills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Alcindor Boller [REDACTED]	Manager, Advisory Services and Ernst & Young	Over 20 years experience in Accounting & Finance	Trustee	Trustee	Removed
		Business Education				

2	Jonathan Williams/ [REDACTED]	Teacher, Clark County School District, Football/Bas ketball Coach, Previous Owner and Head Strength Coach at Nazareth College	Over 10 years experience working in education as a teacher, coach, and strength trainer.	Trustee	Trustee	Removed
3	Dr. Myra Henry/ [REDACTED]	President & CEO, YWCA of Rochester & Monroe County	Over 15 years as an administrativ e agent of positive change and leader in diversity, equity, and inclusion, leadership coaching, organization al development , fiscal and strategic accountabilit y, and communicati on skills	Trustee	Trustee	Added
4	Chantz Miles [REDACTED]	Division Director of Business Developmen t, Urban	Over 15 years experience and strong skills in Leadership, Strategic Planning,	Trustee	Trustee	Added

		League of Rochester	Operational Management , Customer Service, and Marketing.			
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).

No newly added members of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, wither in New York State or outside of New York State.

Attachment 5a: Upload required documents for each proposed BOT member.

Completed Jul 13 2021

Applicant Instructions

Attachment 5a: For each new member or proposed trustee(s) of the applicant group, please submit the following:

- New Applicant and Prospective School Trustee Background Information Form
- Resume or Curriculum Vitae
- Education Credentials

[Attachment 5a Myra Henry Degree](#)

Filename: Attachment 5a Myra Henry Degree.pdf **Size:** 83.3 kB

[Attachment 5a Myra Henry](#)

Filename: Attachment 5a Myra Henry.pdf **Size:** 330.3 kB

[Attachment 5a Myra Henry Resume](#)

Filename: Attachment 5a Myra Henry Resume.pdf **Size:** 748.5 kB

[Attachment 5a Chantz Miles](#)

Filename: Attachment 5a Chantz Miles.pdf **Size:** 235.6 kB

[Attachment 5a Chantz Miles Resume](#)

Filename: Attachment 5a Chantz Miles Resume.pdf **Size:** 196.5 kB

[Attachment 5a Chantz Miles Degrees](#)

Filename: Attachment 5a Chantz Miles Degrees.pdf **Size:** 1.4 MB

Attachment 5b: By-Laws

Completed Jul 13 2021

Applicant Instructions

Attachment 5b: By-Laws must meet the requirements of Education Law and all applicable laws and regulations governing education corporations in New York State. Submit a draft of proposed by-laws for the board of trustees.

[Attachment 5b](#)

Filename: Attachment 5b. Bylaws.pdf **Size:** 213.4 kB

Attachment 5c: Code of Ethics

Application Instructions

Attachment 5c: Code of Ethics must set forth the standards of conduct expected of the school's trustees, officers and employees, including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees. Submit a draft of a proposed Code of Ethics for the charter school.

Attachment 5c

Filename: Attachment 5c. Code of Ethics.pdf **Size:** 150.7 kB

Attachment 6a (Standard RFP): If applicable, CMO Information.

Incomplete

Applicant Instructions

If applicable, Attachment 6a: CMO information; If a management organization has been identified, provide the following:

- A list of any other schools managed by the organization in New York and in other states, including contact information;
- Academic performance data from all schools managed by the organization for the past three years;
- A summary of the organization's fiscal performance for the past three years and a description of the organization's current financial plan;
- A description of services to be provided by the organization; and
- A description of the management structure and a summary of key personnel at the organization.

Attachment 6b (Standard RFP): If applicable: Proposed Management Contract.

Incomplete

Applicant Instructions:

Attachment 6b: Proposed Management Contract; If applicable, submit a copy of the management contract or term sheet.

Attachment 6c (Standard RFP): If applicable, Appendix E Business Plan.

Incomplete

Applicant Instructions

Attachment 6c ([2018 RFP Standard Version](#)) Management Organization Business Plan; If applicable, submit a business plan for the management organization using the format outlined in Appendix E of the 2018 RFP.

Attachment 6a: (Replicator RFP) Appendix E: Management Organization Business Plan

Incomplete

Applicant Instructions

Submit Attachment 6a: Management Organization Business Plan using the prompts in Appendix E.

Attachment 6b: (Replicator RFP) Appendix E: Business Plan Attachments A through M

Incomplete

Applicant Instructions:

Submit Attachment 6b: Business Plan Attachments using Attachments A through M in Appendix E.

Attachment 7: If applicable: Partnership Information

Incomplete

Applicant Instructions

Attachment 7: Partnership Information; If applicable, submit a Letter of intent/ commitment or an agreement/contract from a bona fide representative of each partner organization indicating that the organization is undertaking the affiliation and the terms and extent of the undertaking, including evidence that the organization has legal standing to do business in New York and has tax-exempt status under Internal Revenue Code section 501(c)(3).

Attachment 8a: Hiring and Personnel Policies and Procedures

Completed Jul 13 2021

Applicant Instructions

Attachment 8a: Hiring and Personnel Policies and Procedures. Present a hiring plan and complete the proposed staffing chart. The hiring plan, which

should include:

- Job descriptions, including qualifications and responsibilities, used in the hiring of school administrators, teachers and other school employees.
- Hiring processes for administrators, teachers and other staff members.
- Evaluation processes for administrators, teachers and other staff members.
- Complaint process for staff.

[Attachment 8a](#)

Filename: Attachment 8a. RSA Hiring and Perso FgWLpDw.pdf **Size:** 145.9 kB

Attachment 8b: Resume for Proposed School Leader, if identified

Completed Jul 12 2021

Applicant Instructions

Attachment 8b: Resume for Proposed School Leader if one has been identified.

[Gabriel Marshall, Ed](#)

Filename: Gabriel Marshall Ed.D. Resume.pdf **Size:** 150.1 kB

Attachment 9: Budget and Cash Flow Template

Completed Jul 13 2021

Applicant Instructions

Complete the required [Attachment 9 Budget and Cash Flow Template](#) (MS Excel) Template. All budget lines in the budget template are required to include assumptions. **Please do not modify the template--maintain it as an Excel spreadsheet and upload.**

[Attachment 9 Budget and Cashflow Template](#)

Filename: Attachment 9 Budget and Cashflow Template.xlsx **Size:** 640.4 kB

Attachment 10: Evidence of Financial Support

Incomplete

Applicant Instructions

Optional Attachment 10: Evidence of Financial Support; If the proposed budget relies on contributions, provide evidence of commitment for those contributions.

Attachment 11: Pre-Opening Plan

Completed Jul 13 2021

Applicant Instructions

Attachment 11: Pre-Opening Plan; Provide a Pre-Opening Plan with a timeline that documents the start and end dates of key tasks to be completed between approval of the application and the opening of the school and the person(s) responsible for each task.

[Attachment 11](#)

Filename: Attachment 11. Pre Opening Plan.pdf **Size:** 304.3 kB

Attachment 12: Dissolution Plan

Completed Jul 13 2021

Applicant Instructions

Attachment 12: Dissolution Plan; Present a Dissolution Plan that describes the procedures to be followed in the event of closure or dissolution of the school.

[Attachment 12](#)

Filename: Attachment 12. Dissolution Plan.pdf **Size:** 102.8 kB

Attachment 13: Plan to Address Multilingual Learners/English Language Learners

Completed Jul 12 2021

Applicant Instructions:

Please provide more specific information including the school's vision of support and instruction for English Language Learners/Multilingual Learners by responding to questions in Attachment 13 on page 78.

[Attachment 13_ ELLs Plan for review](#)

Filename: Attachment 13 ELLs Plan for review.pdf **Size:** 219.9 kB

I. Applicant Group Information

Ia. Applicant Group: Detailed information on this applicant group is provided in Table 1

Ib. Public Contact: Dr. Gabriel Marshall [REDACTED]
[REDACTED]

Ic. Application History: No member of this applicant group has ever applied to this or another charter entity to open this proposed charter school or another charter school in New York State or outside of New York State.

II. Proposed Charter School Information

IIa. Proposed School Name: Rochester Sports Academy (RSA) Charter School

IIb. Proposed School Mission Statement: Rochester Sports Academy (RSA) Charter School's mission is to develop the next generation of off-field professionals in the sports industry. This will be achieved by providing early exposure to the business world of sports through internships, mentoring, and other professional experiences while involving students in a rigorous 21st century education.

IIb2. Proposed Vision Statement: Our vision is to develop well-rounded student-athletes and prepare them for careers in sports aside from being professional athletes. We will accomplish this by offering a first-class sports experience coupled with sports career pathways, an educational learning environment that encompasses quality and equitable educational instruction, character building, restorative practices, leadership, mentoring, community service, and civic engagement.

IIc. Proposed School Location(s): This applicant group continues looking for proposed school locations in Gates and Greece, New York.

IId. Target Population/Community Served: RSA Charter School will target students enrolled in grades 9-12 in the communities of Gates and Greece, New York who demonstrate an interest in one of the sports career pathways offered. The Greece Central School District is the 2nd largest and most diverse school district in Rochester. There are approximately 98,000 residents in the town of Greece, NY and 28,400 in the town of Gates, NY.

According to NYSED, during the 2018-19 school year Gates High School served 1,307 students. Gates High School boasts a positive school climate and good standing regarding accountability status. Gates's student body consists of 53 (4%) English Language Learners, 178 (14%) Students with Disabilities, and 620 (47%) Economically Disadvantaged Students. Gates had an 88% graduation rate for the 2015 4-year August cohort.

During the 2018-19 academic year, Greece Central School District had 4 high schools that served 4,304 students. Greece Arcadia, Athena, and Odyssey all had a positive school climate and good standing regarding accountability status, while Greece Olympia had a positive school climate and a targeted support and improvement accountability status. Combined the school serviced 122 (4%) English Language Learners, 633 (15%) Students with Disabilities, and 2,580 (60%) Economically Disadvantaged Students. The four schools combined for an average graduation rate of 90.5% for the 2015 4-year August cohort.

By targeting students within these districts, RSA expects to enroll a diverse incoming class each academic year and enrich the academic standard and environment students are accustomed to.

IIe. Priority School Design: The priority school design that RSA Charter School meets is a model that will provide students with career and technical education (CTE) certification(s), or a pathway to such credentials, through a program that has or will seek NYSED CTE program approval.

Iif. Planned grades and enrollment: RSA Charter School seeks to enroll students in grades 9-12. Beginning in the summer of 2022, the plan is to enroll 100 9th graders in the pre-freshman summer experience and add 100 students every year through the fall of 2025 for a total of 400 students.

Projected Enrollment Table Over the Charter Term

Grades	Ages	2021-22	2022-23	2023-24	2024-25	2025-26
9th	13-15		100	100	100	100
10th	14-16			100	100	100
11th	15-17				100	100
12th	16-18					100
Total			100	200	300	400

Iig. Proposed management and/or partner organization(s): RSA Charter School will not be affiliated with any charter management organization or significant partner organization.

Iih. Replication: RSA Charter School is not seeking to replicate an existing school model. This proposed charter school seeks to prepare students to fill a void on the business side of sports and understand career options they may not have previously considered.

Iii. School Overview/Key Elements: RSA Charter School is designed to provide students 21st century skills in various sports business careers by exposing them to unique career pathways and an innovative course curriculum with hands-on experiences. RSA Charter School will engage students in learning about careers in sports outside of being professional athletes. Our distinctive career pathways are designed to provide students professional experiences while building foundational relationships in their desired field of interest. Furthermore, in accordance with New York State’s initiative to advance diversity, equity, and inclusion, RSA will develop innovative policies that demonstrate the school’s commitment by educating students about racism and bigotry, providing opportunities for students to be involved in civic engagement and social justice activism, offering student-centered learning environments that affirm cultural identities, and empowering students to serve as agents for social change.

Sports Career Pathways: RSA Charter school will inform students and families that career opportunities in the sports industry aren’t limited to those with athletic prowess. These careers support the sports industry by providing mental and physical health services, sales and marketing, journalism, sports media, and leadership. Our Sports Career Pathways include:

Sports Marketing (Media & Production), Sports Management, Sports Medicine & Psychology, Sports Leadership, and Sports Journalism.

- a. **Curriculum:** RSA Charter School will provide access to a guaranteed and viable standards-based curriculum. Teachers will be provided with guidance about academic curriculum, pacing charts, and evidence-based tools to assess student learning. RSA will provide a strong Tier 1 instructional program with exposure to high level tasks and higher order thinking. Our instruction will include differentiation to support and enhance the learning of all students that include research-based strategies. All students will have the

necessary instructional materials such as Chromebooks and textbooks to successfully engage in the learning process, whether in person or through remote instruction.

Our instructional framework includes: Setting high expectations for all students; setting non-negotiables for teaching and learning; providing instruction that is aligned to Next Generation Learning Standards; utilizing common lesson plans; providing teachers with common planning time; establishing professional learning communities; providing time for student progress monitoring; and providing curriculum and instructional support.

We will prioritize literacy and mathematics; utilize research-based criteria for the selection of materials that embed proper Tier 1 interventions and formative assessments; we will provide quality and purposefully professional development; provide well defined and well-intended culturally responsive teaching; and utilize data to inform instructional and leadership practices.

III. Enrollment and Retention Strategies

IIIa. Describe the school's strategies to recruit and enroll its students, specifically those identified in the school's mission; students with disabilities; English language learners; and Economically disadvantaged students: RSA will use the following strategies to recruit and enroll these specific groups of students:

Students with Disabilities:

- Cultivate working relationships with local organizations that serve students with disabilities
- Conduct community information sessions to introduce school design/services and accommodations for students with disabilities (students with IEPs)
- Offer wide-ranging special education services including personal/social/emotional and academic support
- Strategically advertise RSA lottery information through school website, social media outlets, email, and flyers
- Produce advertising materials highlighting special education services offered

English Language Learners:

- Cultivate working relationships with local organizations that assist MLL/ELL students, such as, Catholic Family Services, Refugees Helping Refugees, Keeping our Promise, the Rochester Refugee Resettlement Agency, and Ibero-American Action League
- Conduct community information sessions in areas that are highly populated by MLL/ELL families to introduce school design/services and accommodations for MLL/ELL students and families in their preferred language; Hire employees from MLL/ELL communities to relate to students and build meaningful relationships
- Offer wide-ranging MLL/ELL services including personal/social/emotional and academic support to accelerate the learning process
- Strategically advertise RSA lottery information through school website, social media outlets, email, and flyers in multiple languages; Produce and distribute advertising materials and registration applications in multiple languages

Economically Disadvantaged Students:

- Conduct community information sessions to introduce school design/services and accommodations for students considered economically disadvantaged
- Targeted events in zip codes identified with residents considered economically disadvantaged
- Cultivate working relationships with community centers and agencies that support economically disadvantaged students and deliver registration applications
- Strategically advertise RSA lottery information through school website, social media outlets, email, and flyers
- Offer wide-ranging services including personal/social/emotional and academic support to economically disadvantaged students

IIIb. Describe the school's strategies to retain its students, specifically those identified in the school's mission; students with disabilities; English language learners; and Economically disadvantaged students.

Students with Disabilities:

- Ensure all employees are up to date regarding accommodations and trainings necessary to meet the needs of students with disabilities and provide a safe, inclusive environment
- Teachers and/or counseling staff will be available daily to provide additional support to meet social/emotional needs of students with disabilities
- Offer after school programs to help students build a sense of belonging and provide additional support; When necessary, conduct home visits to strengthen the relationship between school and home
- Routinely review academic data to ensure students with disabilities are able to maintain academic development and provide targeted academic intervention.
- Conduct town hall meetings for students and parents to share and receive program information.

English Language Learners:

- Offer monthly targeted professional development for teachers and other employees to enhance their competence to assist MLL/ELL students (this will happen before school starts); Ensure there are mentors that reflect our MLL/ELL population
- Offer after school programs to help students build a sense of belonging and provide additional support; Required home visits with language support in the families preferred language to build a direct line of communication with families
- Teachers and/or counseling staff will be available daily to provide additional support to meet social/emotional needs of MLL/ELL students
- Routinely review academic data to ensure MLL/ELL students are able to maintain academic development and provide targeted academic intervention time to address students' needs
- Conduct town halls for MLL/ELL students and parents to share and receive program information.

Economically Disadvantaged Students:

- Teachers and/or counseling staff will be available daily to provide additional support to meet social/emotional needs.
- Offer after school programs to help students build a sense of belonging and provide additional support; Offer wide-ranging services including personal/social/emotional and academic support.
- Routinely review academic data to ensure students are able to maintain academic development and provide targeted academic intervention time.
- Conduct town hall meetings for students and parents to share and receive program information.

RSA's strategies to retain all students begins with a Freshman 2-week summer institute. Students will be engaged in various activities, seminars, and workshops designed to prepare them for the challenging academic and athletic expectations they will encounter at RSA. Seminars and workshops focusing on holistic development will be continuous throughout student's four years at RSA. Additionally, students will be paired with selected mentors at RSA or professionals within the local community within their desired career pathway. Furthermore, students will work collaboratively with the Director of School Counseling in developing student success plans to chart their trajectory from 9th grade through 12th grade with the expectation of attending college or entering the workforce in their selected pathway.

It is equally important and an expectation that students proactively engage with and learn from their peers. A mandatory sophomore summer institute will focus on training students to be peer mentors for the incoming cohort of 9th graders. Peer mentoring will instill the importance of supporting one another and working collaboratively, not only when things are going well, but when they are experiencing challenging times. By focusing our retention efforts on summer institutes, ongoing holistic development through seminars and workshops, professional and peer mentoring, and student success plans, RSA plans to establish retention best practices that will sustain all students long after they graduate from the academy.

IV. Public Outreach and Community Support

IVa. Describe the public outreach conducted to date to solicit community input regarding the proposed school using the attached Table 2. This applicant group has shared the proposed RSA Charter School design with prospective parents/guardians/students, business owners, community leaders, community-based organizations, current and former professional athletes, as well as local politicians and engaged in meaningful dialogue. Additionally, RSA designers incorporated various outreach and media platforms to engage the local communities including: 1. community information sessions; 2. consistent feeds through social media (facebook, instagram, twitter); 3. visits to community centers and local agencies that serve ELL, Students with Disabilities, and Economically Disadvantaged students; 4. online surveys; 5. a website; (<https://sites.google.com/view/rsacharterschool/home?authuser=2>) and 6. press releases through local radio and television. Members of the RSA applicant group will continue meeting with community members, organizations and prospective parents/guardians and spearheading outreach efforts after submitting this letter of intent. Table 2 provides insight regarding public outreach efforts.

IVb. Describe your initial assessment of parent/guardian interest in and/or demand for your proposed charter school, which will allow the school to reach its anticipated enrollment. Include in your response a description or analysis of any data you have collected to support the initial assessment of interest. Various individuals and groups within Rochester and the surrounding communities have encouraged the applicant group of RSA to submit their application. Based on community engagement efforts, there is tremendous support for a school designed to address the interests and passions of students with a desire to understand and excel in the business of sports.

V. Proposed Board Chair Signature and Date

Signature:  Date: 4-30-21

Table 2: Public Outreach Information

Date(s) of Outreach (mm/dd/yyyy)	Target Stakeholder Group	Description of the Outreach	Location of Outreach	Input Obtained	Action taken on Input	Number of Attendees
3/28/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	School Approval & Interest	Documentation of names of individuals/families who are interested	564
3/29/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	School Approval & Interest	Documentation of names of individuals/families who are interested	1,100
3/29/2021	Students in grades 6th & 7th	Information Meeting	Rochester, NY 14620	Inquiry on Location, Sports Programs and Academic Instruction	Documentation of names of individuals/families who are interested	15
3/30/2021	Students in grades 6th & 7th	Community Event	Rochester, NY 14620	Inquiry on Location, Sports Programs and Academic Instruction	Exploration of Sports Programming & Academic Instruction	15

3/31/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	School Approval & Interest	Documentation of names of individuals/families who are interested	706
4/1/2021	Students in grades 4th-7th	Informal Meeting	Rochester, NY 14612	Inquiry on Location, Sports Programs and Academic Instruction	Documentation of names of individuals/families who are interested	20
4/1/2021	Students in grades 4th-7th	Community Event	Rochester, NY 14612	Inquiry on Location, Sports Programming, Academic Instruction	Documentation of names of individuals/families who are interested	20
4/4/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	Interest & Approval	Documentation of names of individuals/families who are interested	391
4/5/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	Interest & Approval	Documentation of names of individuals/families who are interested	153

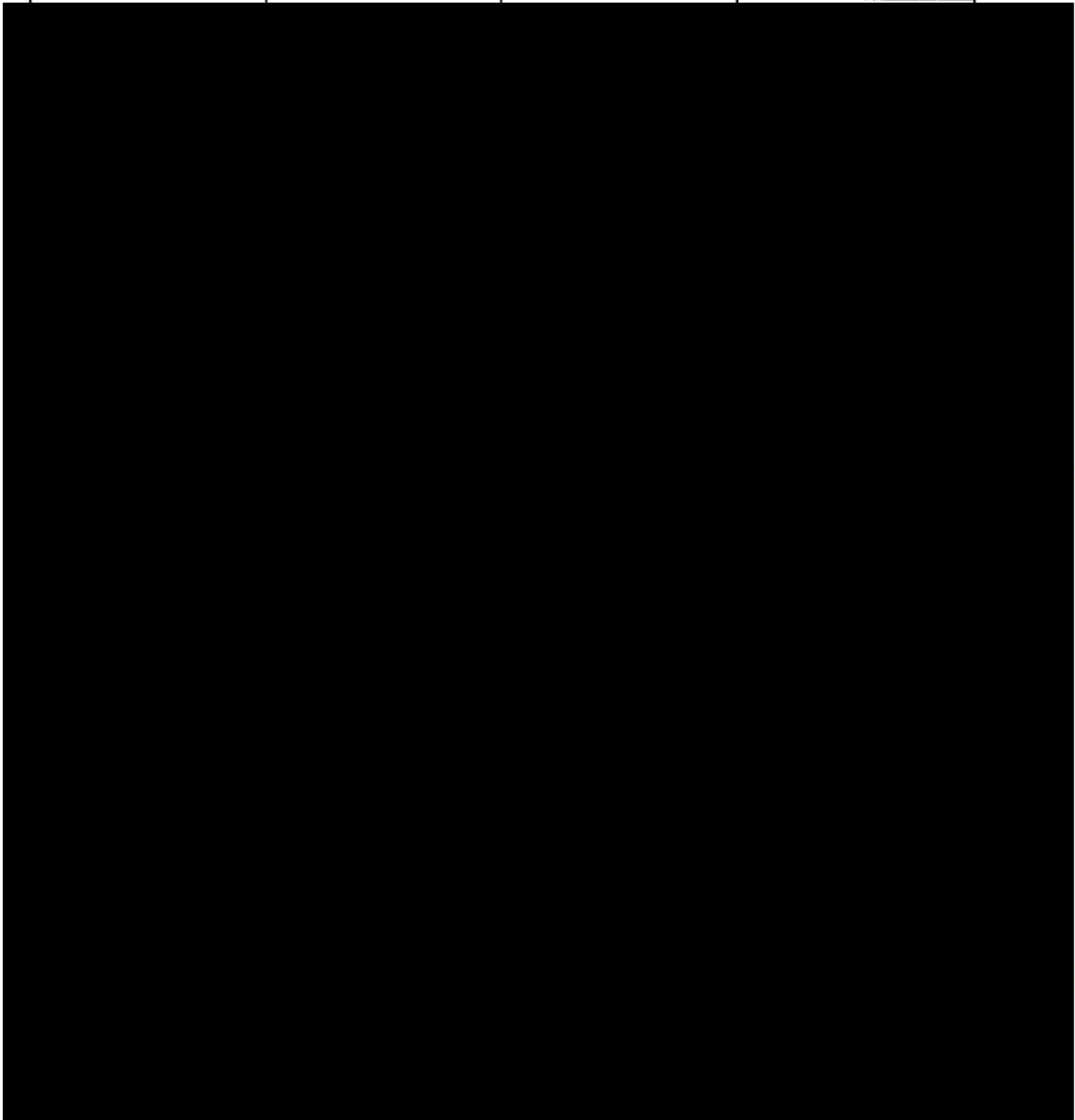
4/6/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	Interest & Approval	Documentation of names of individuals/families who are interested	80
4/7/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	Interest & Approval	Documentation of names of individuals/families who are interested	117
4/7/2021	Students in grades 4th-7th	Distribution of School Promotional Flyers	Rochester NY 14617	Inquiry about Special Education, Enrollment, Academic Curriculum	Enrolled in training on Chairing Committee of Special Education meetings	30
4/8/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	Interest Regarding Parent & Community Involvement	Documentation of names of individuals/families who are interested	113
4/9/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	Interest & Approval	Documentation of names of individuals/families who are interested	137
4/12/2021	Parents of Students in the	RSA Facebook Social Media Page	Facebook Social	Interest & Approval	Documentation of names of individuals/	112

	Rochester Community		Media Platform		families who are interested	
4/13/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	Interest Regarding Parent & Community Involvement	Documentation of names of individuals/families who are interested	18
4/14/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	Interest & Approval	Documentation of names of individuals/families who are interested	174
4/17/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	Interest & Approval	Documentation of names of individuals/families who are interested	95
4/18/2021	Parents of Students in the Rochester Community	Distribution of School Promotional Flyers	Rochester NY 14623	Parent & Community Involvement, Sports Programming	Calls to local community partners who have expressed interest in collaborating.	15
4/20/2021	Member of the Board of Trustees at Ibero American Action League	Face to face conversation	Rochester, NY 14612	Discussion about MLL student recruitment a	Scheduled future meeting to provide more information to MLL students and families.	1

4/22/2021	General Manager of Total Sports Experience (Gates)	Phone Conversation	Rochester, NY 14624	Discussion about facility usage, internships, and collaboration	Schedule future meeting dates to provide promotional material at the TSE facility and discuss collaboration opportunities.	1
4/23/2021	Parents of Students in the Rochester Community	RSA Facebook Social Media Page	Facebook Social Media Platform	Interest & Approval	Documentation of names of individuals/families who are interested	16
4/29/2021	YMCA of Gates and Greece	Email Conversations	Rochester NY 14626 & 14624	Discussion about Collaboration & Internships	Scheduled a future meeting to discuss collaboration opportunities	1
4/30/2021	YMCA of Gates and Greece	Phone Conversations	Rochester NY 14626 & 14624	Discussion about Collaboration & Internships	Discussion on potential partnership and internships	1

**Rochester Sports Academy Charter School
Proposed Opening 2022-2023
Co-Ed Grades 9th-12th
Parent Interest Sign-Up Sheet**

Parent Name	Address	Phone Number	Email Address
--------------------	----------------	---------------------	----------------------





CHARTER SCHOOL

**PROPOSED 2022-2023 TUITION FREE
CHARTER SCHOOL FOR 9TH-12TH
GRADE STUDENTS IN ROCHESTER, NY.**

ROCHESTER STATE MISSION



ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL'S MISSION IS TO DEVELOP THE NEXT GENERATION OF CRAFTED PROFESSIONALS IN THE SPORTS INDUSTRY BY PROVIDING EARLY EXPOSURE TO THE BUSINESS WORLD OF SPORTS THROUGH INTERNSHIPS, MENTORING, AND OTHER PROFESSIONAL EXPERIENCES. OUR INNOVATIVE ACADEMIC CURRICULUM AND SPORTS CAREER PATHWAYS PROGRAMS ARE DESIGNED TO PREPARE STUDENTS TO PURSUE VARIOUS CAREERS IN SPORTS AND BUILD MEANINGFUL PROFESSIONAL RELATIONSHIPS IN THE PROCESS.



SPORTS CAREER PATHWAYS

ROCHESTER SPORTS ACADEMY CHARTER SCHOOL WILL HELP STUDENTS AND FAMILIES UNDERSTAND THAT CAREER OPPORTUNITIES IN THE SPORTS INDUSTRY AREN'T LIMITED TO THOSE WITH ATHLETIC KNOWLEDGE; THERE ARE A WIDE RANGE OF POSITIONS IN THE FIELD FOR NON-ATHLETES TOO. THESE JOBS SUPPORT THE SPORTS INDUSTRY BY PROVIDING MENTAL AND PHYSICAL HEALTH SERVICES, SALES AND MARKETING REVENUE, AND SPORTS MEDIA CONTENT. OUR SPORTS CAREER PATHWAYS INCLUDE:



[HTTPS://WWW.RSAACADEMY.COM/ROCHESTER](https://www.rsaacademy.com/rochester)



Post Insights

Apr 3 - Apr 30 · Last 28 days

945
Post Reach

130
Engagements

0
Link Clicks

Posts ?

16 posts published in the last 28 days.

MOST ENGAGING

RECENT

MOST ENGAGING POSTS



Research has demonstrated rep...
April 14

Reach **181**
Engagements **22**



Photo only post
April 4

Reach **417**
Engagements **19**



What is a Sport Psychologists?
April 5

Reach **170**
Engagements **12**



Photo only post
April 12

Reach **115**
Engagements **9**



Photo only post
April 9

Reach **156**
Engagements **9**



Post Insights



What is a Sport Psychologists?
April 5

Reach **170**
Engagements **12**



Photo only post
April 12

Reach **115**
Engagements **9**



Photo only post
April 9

Reach **156**
Engagements **9**



What is sports management?
April 8

Reach **121**
Engagements **9**



What is Sports Analytics?
April 7

Reach **155**
Engagements **9**



Are charter schools required to provide...
April 14

Reach **102**
Engagements **5**



What Is A Sports Physical Therapist?
April 6

Reach **102**
Engagements **4**



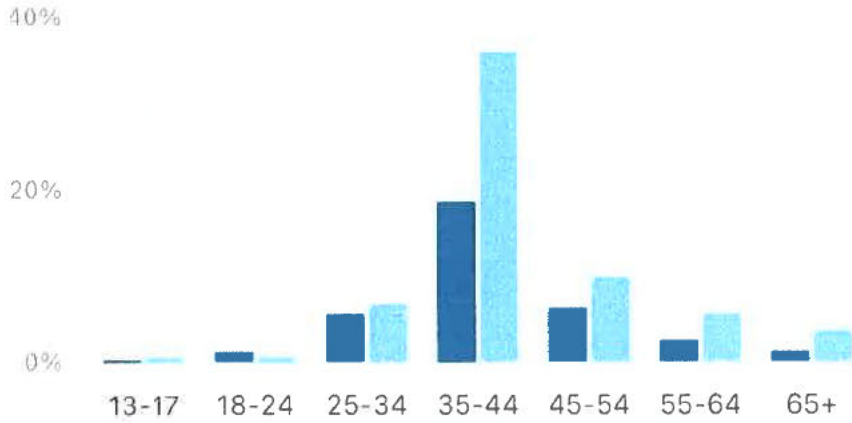
Photo only post
April 30

Reach **79**
Engagements **2**



Audience Insights

57 (35%) **Women** **102** (63%) **Men**



Top Locations

People who like your Page are in these locations. These numbers are estimates.

Cities

Countries

Rochester, NY	135
Henrietta, NY	5
Greece, NY	3
Shortsville, NY	2
Penfield, NY	2
Brighton, NY	2
Columbus, OH	1
Montrose, CO	1
Atlanta, GA	1
Chili Center, NY	1



Audience Insights

161
Total Page Likes
Lifetime

▲ 64
New Page Likes
Last 28 days

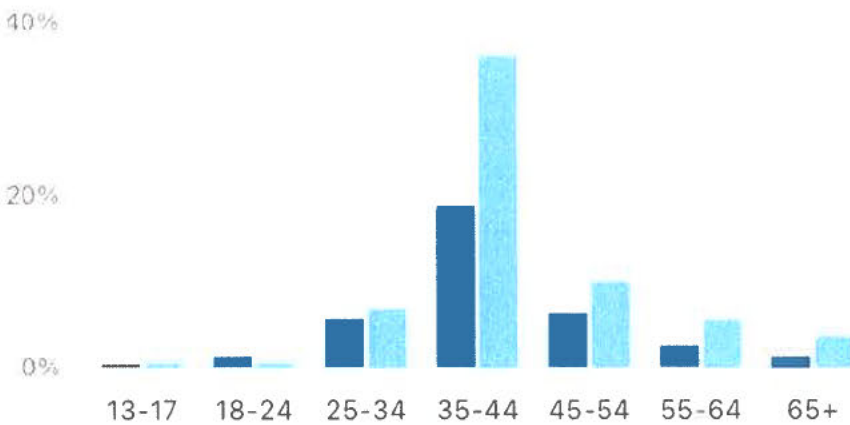


[Redacted] and 159 other people like your Page

Age and Gender

People who like your Page are in these age and gender groups. These numbers are estimates.

57 (35%) Women **102 (63%) Men**



Top Locations

People who like your Page are in these locations. These numbers are estimates.

Cities

Countries

[Redacted]

125

ROCHESTER SPORTS ACADEMY



CHARTER SCHOOL

PROPOSED 2022-2023 TUITION FREE
CHARTER SCHOOL FOR 9TH-12TH
GRADE STUDENTS IN ROCHESTER, NY.

MISSION STATEMENT



ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL'S MISSION IS TO DEVELOP THE NEXT GENERATION OF OFF-FIELD PROFESSIONALS IN THE SPORTS INDUSTRY BY PROVIDING EARLY EXPOSURE TO THE BUSINESS WORLD OF SPORTS THROUGH INTERNSHIPS, MENTORING, AND OTHER PROFESSIONAL EXPERIENCES. OUR INNOVATIVE ACADEMIC CURRICULUM AND SPORTS CAREER PATHWAYS PROGRAMS ARE DESIGNED TO PREPARE STUDENTS TO PURSUE VARIOUS CAREERS IN SPORTS AND BUILD MEANINGFUL PROFESSIONAL RELATIONSHIPS IN THE PROCESS.



SPORTS CAREER PATHWAYS

ROCHESTER SPORTS ACADEMY CHARTER SCHOOL WILL HELP STUDENTS AND FAMILIES UNDERSTAND THAT CAREER OPPORTUNITIES IN THE SPORTS INDUSTRY AREN'T LIMITED TO THOSE WITH ATHLETIC PROWESS! THERE ARE A WIDE RANGE OF POSITIONS IN THE FIELD FOR NON-ATHLETES TOO. THESE JOBS SUPPORT THE SPORTS INDUSTRY BY PROVIDING MENTAL AND PHYSICAL HEALTH SERVICES, SALES AND MARKETING REVENUE, AND SPORTS MEDIA CONTENT. OUR SPORTS CAREER PATHWAYS INCLUDE:



FOR MORE INFORMATION CONTACT US:
ROCHESTERSPORTSACADEMY@GMAIL.COM

**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.

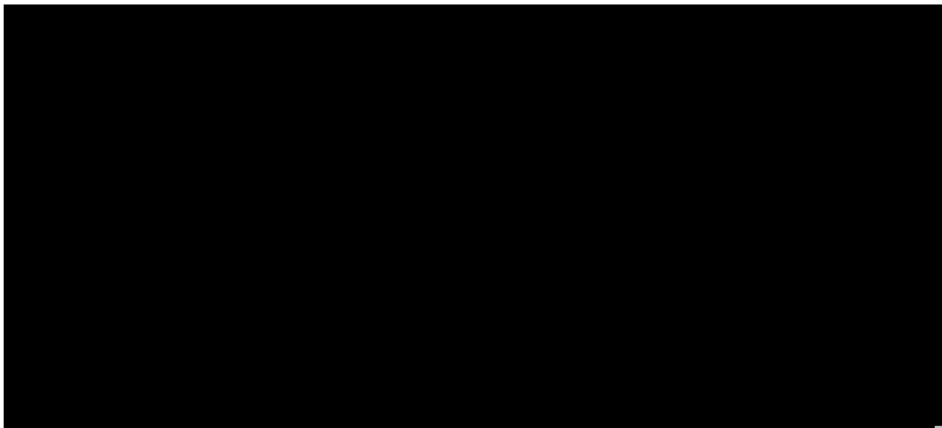
Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure 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.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Gabriel Marshall

Proposed Charter School Name: Rochester Sports Academy 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.

James Reaves and I developed the concept for the creation of Rochester Sports Academy Charter School. As the founders of the school, we conducted research about what it would entail to apply to open a charter school in New York State. Additionally, we oversaw recruitment of an applicant group of professionals that would support the mission and vision of the school and understood the transformational experience when plan to engage students in.

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 career as a counselor (College and Mental Health), coach (basketball at RIT and Nazareth College) and college administrator (Director and Assistant Vice President) has afforded me the opportunity to develop students and student-athletes over the past 15 years. Through these experiences, I've worked in private and public two and four-year colleges across Enrollment Management, Academic Affairs, and Student Affairs divisions recruiting students, developing programs, teaching, mentoring and providing leadership to transform the culture at these institutions. My professional career advancement enabled me to work with countless students, staff, faculty, and administrators and helped me understand the various components required to successfully operate an institution of learning.

As a senior administrator, I have excelled in understanding the processes and policies that govern academic institutions, influence decision making, and enable transformational change to be possible. Additionally, I have developed expertise in writing grants, managing budgets, recognizing the importance of advocating for and infusing a commitment to diversity, equity, and inclusion for all stakeholders. I understand how to be a visionary leader and effectively work with colleagues to produce successful results that increase students' academic performance and engagement.

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 of Rochester Sports Academy Charter School my role has been identified as the Chief Executive Officer. As the CEO my responsibilities include but are not limited to developing a championing a clear vision, goals, plans, results, and success stories; recruit, support, and retain a strong team of professionals; lead effective execution and accountability for programmatic, operational, and financial results; build a strong partnership with the Board of Trustees; and develop strong external relationships and a community presence. To prepare for this professional responsibility, I have maintained communication with other Charter School Executives that have experience serving in this capacity.

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

My background as a student-athlete throughout high school and college, college basketball coach, counselor, and administrator provided me insight that will be valuable in helping develop the next generation of students and professionals. Starting from humble beginnings, growing up in the inner city, having a passion for sports, earning a basketball scholarship to college, completing four degrees, and publishing a book has

enabled me to build meaningful relationships and learn valuable lessons that helped shape who I am as a person and professional.

Gabriel Marshall

Printed Name

Gm

Signature

4/29/2021

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.

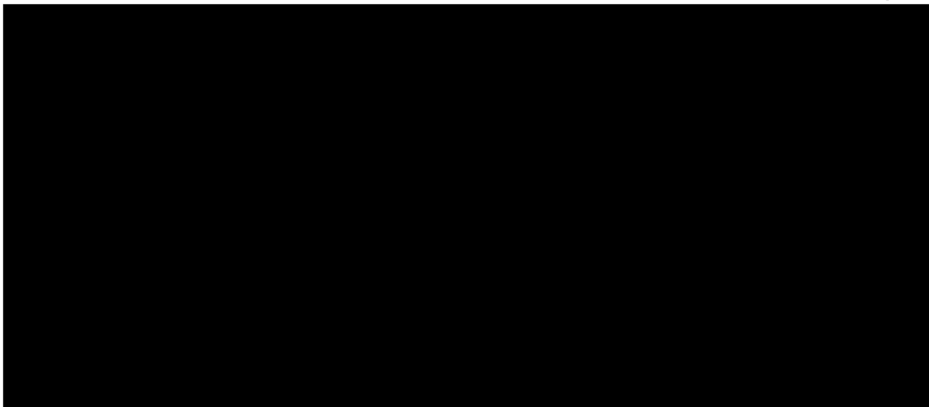
Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure 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.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: James L. Reaves

Proposed Charter School Name: Rochester Sports Academy 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.

Dr. Gabriel Marshall and myself developed the concept for the creation of the Rochester Sports Academy Charter School. As the founders of the school we began the initial letter intent for the school charter and the recruitment for potential applicant members to join the group.

3. Please affirm that you have read Article 56 of the New York State Education Law and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.

I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

I affirm.

Statement of Intent—All Applicant Group Members

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

My administrative career has provided me with experience with all grade levels K – 12, in large and small schools, urban and suburban and charter school sectors. I started my administrative journey when I was promoted from School Counselor to the Director of Operations at the University Preparatory Charter School for Young Men. I was then actively pursued for an Elementary Assistant Principal position at RISE Community School in the Rochester City School District which I gratefully accepted. The following year, I was again actively pursued and offered my current position of Assistant Principal at Edison Technical and Career High School, my Alma mater, which I excitingly accepted. Due to staffing cuts caused by the Coronavirus pandemic I was displaced from my position at Edison Technical and Career High School. In October of 2020 I accepted an Assistant Principal position in the Greece Central School district in a K-5 Elementary school in which I am currently still employed.

As a school leader I take great pride in my ability to build positive, honest and supportive relationships with students, parent/guardians, and staff in an effort to create a learning environment that provides quality, rigorous and equitable instruction for all students. It is my belief that a great school is a collaborative entity that embraces and celebrates the diversity of all members of the community, believes that their students deserve a high quality education in a safe and trauma sensitive environment and supports and provides continuous professional learning to all staff.

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).

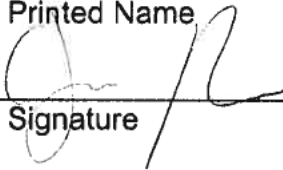
As a member of the applicant group for the Rochester Sports Academy (RSA) Charter School my role has been identified as the School Principal. As the School Principal I am would be tasked the leadership responsibilities of creating a educational environment that ecmopasses quality and equitable educational instruction for all students, supervision of the Sports Career Pathways, leading instruction, supervising, supporting and evaluating teachers, being in charge of building operations, organizing systematic interventions and student support services, leading attendance teams, managing and building relationships with parents/guardians and community partners, creating and implementing emergency and safety plans, managing student discipline with a myriad of support including restorative practices and collecting, assisting with professional development, analyzing, and utilizing data to make informed decisions on school improvement. In preparation of the submission of the application I have taken my years of experience and new practices into account as resources to provide a comprehensive school plan.

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

My background as a former professional basketball player in Europe, South America, and the United States minor leagues was a true blessing and I am honored to be one of the few individuals from my community to have success as an athlete. My 11 year career has allowed me to travel the world, build relationships, learn different cultures, and have the ability to provide for my family. Playing professional basketball was my dream and at that time my passion, something I loved to do but now my passion is working to educate, mentor, support, and lead young people in all grade levels with the opportunity to acquire a high quality equitable education so they too can pursue their dreams rather it be in sports or any other profession.

James Beaves

Printed Name



Signature

4/28/2021

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.

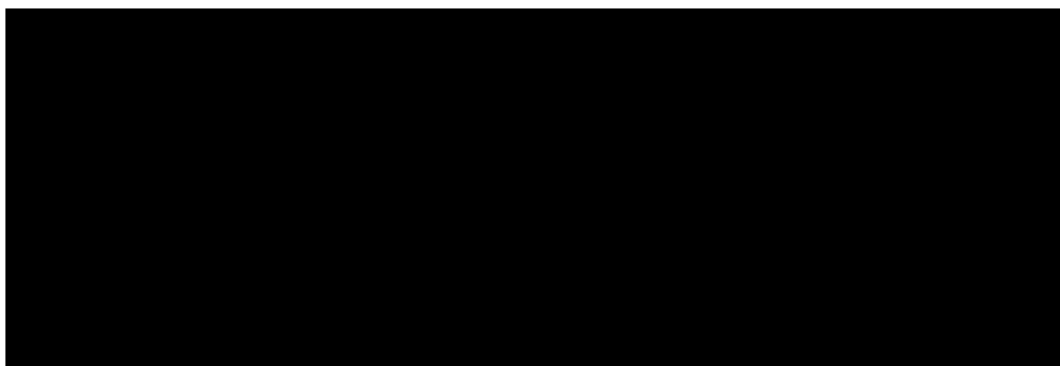
Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure 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.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: NATALIE SHEPPARD

Proposed Charter School Name: ROCHESTER SPORTS ACADEMY 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 identity 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.

James Reaves informed me that a new proposal for a Charter School centered around various sports careers was created and the team was looking for Board of Trustee members.

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 take great pride in doing my part of assisting with the improvement of the Rochester community. As a staunch advocate for the education of youth and family system support, I believe it is imperative that leaders are able to create and promote environments where students can thrive.

Experience shapes a person's leadership capabilities. My in-depth civil and professional experiences working with children and families have shaped my advocacy and support my ability to be an attributing member of the Rochester Sports Academy Charter School Team. Some of the previous roles I had were as a Commissioner of Schools for the Rochester City School District, Program Coordinator at Berkshire Farm Center, Social Worker at Children Awaiting Parents, Vice Chair of the Roc Against Gun Violence Coalition, Advisory Council Member for Action for a Better Community's New Direction's program, Adjunct Professor at Roberts Wesleyan College, Program Coordinator at Urban League of Rochester, Social Work-Intern at the Monroe County Children's Detention Center, Intake Worker at the Crisis Nursery, and Paraprofessional and Associate Teacher at Monroe BOCES 1.

Throughout my various roles, I have gained experience with writing and implementing policy, providing supervision of staff, budget management, fostering strengths in others, and management in strategic planning. I have also overseen and executed processes and procedures according to law, in order to ensure additional checks and balances are provided.

Working with different sectors of government at the City, County, State and Federal levels, I was introduced to the political process and have expanded my role in civic engagement. I am currently the Democratic Deputy Commissioner for the Monroe County Board of Elections. It is a role that allows me to utilize my strengths of community engagement and organizational leadership.

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 President of the Board of Trustees will be to ensure that the Rochester Sports Academy Charter School is providing a top notch educational experience for its students, partnering with parents, and making community connections. These are all responsibilities that I have experience with achieving.

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

NATALIE SHEPPARD

Printed Name

Natalie Sheppard

Signature

April 29, 2021

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).

Please see attached accompanying letter.

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.):

President of the Board of Trustees

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

Throughout my career I have been a fierce advocate for youth to be able to be exposed to a large variety of career choices. Having a school that promotes youth to explore different sports careers is needed. I am interested in serving as President of the Board of Trustees because I believe in the mission of the Rochester Sports Academy Charter School.

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): Commissioner of Schools for the Rochester City School District (2018-2020)

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 would bring this situation to the attention of the full Board of Trustees. I would recommend that we all meet to discuss and allow for the member to respond to the accusation. I would then recommend that our next steps align with the law to ensure we upkeep the integrity of our mission.

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.
My understanding is that the Rochester Sports Academy Charter School seeks to provide students with an opportunity to be introduced to a variety of sports careers promoting an expansion of professionals within this career field.

24. Please explain your understanding of the educational program of the charter school.
My understanding is that the Rochester Sports Academy Charter School seeks to provide an alternative educational program that offers a unique niche of career exposure, while adhering to the educational standards of the NYS Board of Regents.

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 a successful charter school will need to take a student centered approach, promote a high quality educational environment, have strong partnerships with parents/guardians and community members, adopt fiscally sound practices, and hire staff who believe that every student can develop greatness in all aspects.

The Board of Trustees will need to ensure the school is achieving the following:

1. **Education Targets: keeping track of student performance data through data comparison, charts, planning curriculum, and academic support plans**
2. **Fiscal Responsibility: adopting sound fiscal management policies and procedures, and closely monitoring revenues and expenditures**
3. **Partnership Goals with Parents and Community: active promotion of parent participation through parent committees, school events, internships, and other community activities**
4. **School Climate: fostering positive peer relationships through school events to promote school pride, social and emotional supports to guide peer-to-peer interactions, hiring a diverse staff that promotes multicultural and multi-generational attributes to the learning environment**

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Natalie Sheppard (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 2nd Degree, a Class A Misdemeanor.

Natalie Sheppard

Signature

April 29, 2021

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.

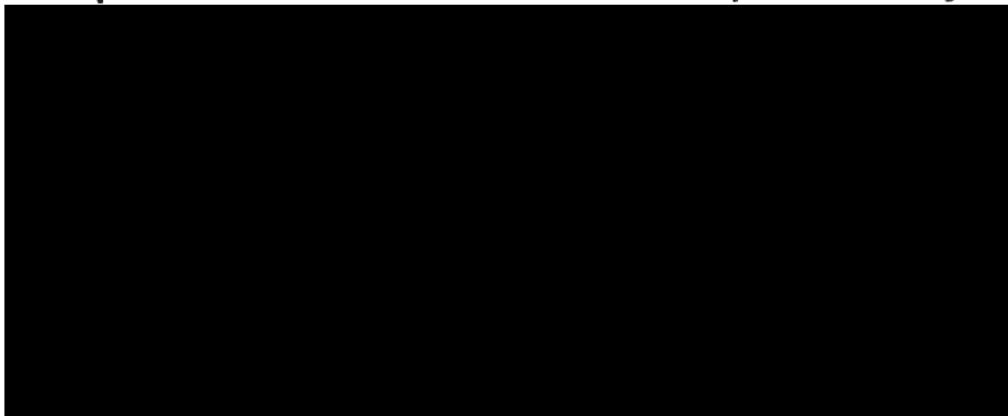
Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure 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.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Mary Andrecolich-Montesano Diaz

Proposed Charter School Name: Rochester Sports Academy 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.**

X Résumé Attached

X Copy of Diploma, Transcript or Supporting Documentation Attached

- If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

A conversation with Mr. James Reaves.

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.

X 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.

X 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 a seasoned and successful educator/administrator for almost 40 years, I bring much experience and many skills to the table that includes; academic oversight, curriculum development, creating safe & inclusive environments, Multilingual/English language learners, special education, family and community engagement, budget development and management, hiring and evaluating staff, understanding educational law, creating and implementing building safety plans, leadership training, creating and facilitating professional development and so much more. I pride myself on being an instructional leader ensuring all students equitable access to a high-quality education with the support of caring and qualified staff. I believe the success of any school starts with the leadership of the Principal. As a Principal for the last 18 years and as a mentor of new administrators, I have the skills to coach and lead administrators to their highest potential and I also have the skills to have courageous conversations with any staff member that does not have the best interest of all students at the forefront of all that they do.

Additionally 10 years ago, I was afforded the amazing opportunity to create and open the award winning, Rochester International Academy (RIA), a transitional program for students new to the United States with very little formal education, speaking very little English. I created the program from the ground up starting with the creation of the Rochester International Advisory Board, which I am still the Board Chair.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

I have been involved with the letter of intent from the onset and I am committed to assist with the development of the application in any means necessary. As a member of the proposed initial board of trustees of the Rochester Sports Academy Charter School, I am committed to being an active member to ensure academic excellence, budget soundness and creating a safe and culturally rich experience where our students leave knowing that they have full access to pursue college and/or career opportunities.

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

Mary Andrecovich - Montesano Diaz

Printed Name

M. Amundson

Signature

4-30-21

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.

X 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.

X 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.

X 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.

Trustee member

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

I wish to serve on the board of the Rochester Sports Academy Charter School (RSACS) because I believe in the mission and vision of the school and want to be part of ensuring the success of RSACS. As a high school student, sports literally changed the negative trajectory of my life. I believe RSACS will provide a different and much needed option to the Rochester Community. As someone who was involved in sports all of their life starting as an athlete, then becoming a Physical Education teacher and coach, I know how motivating and life-saving sports can be and RSACS will be able to afford students with unprecedented possibilities beyond being an athlete.

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.

X 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. X Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

As a Rochester City School employee, I know Ms. Natalie Sheppard as she was a RCSD Board Commissioner.

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. X Yes.

If yes, please indicate the precise nature of your relationship here:

As an employee of the RCSD for almost 40 years, I have known James Reaves since he was a student at Edison and followed his career through Basketball and then his return to the RCSD as an Assistant Principal. As an Assistant Principal, we became colleagues and friends.

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.

X 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.

X 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.

Following Board policy, I would bring it up as an agenda item for transparency and to ensure that a discussion was afforded to the entire board and the accused.

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.

Rochester Sports Academy Charter School's mission is to develop the next generation of off-field professionals in the sports industry. This will be achieved by providing early exposure to the business world of sports through internships, mentoring, and other professional experiences while involving students in a rigorous 21st century education. My understanding of this mission is that RSACS will afford students a 1st class education with a sports theme while engaging the Rochester sports community to inform students of sports careers.

24. Please explain your understanding of the educational program of the charter school.

RSACS will provide students an opportunity to participate in sports career pathways with CTE endorsements while receiving a 21st century and rigorous education that meets or exceeds all of the State requirements for graduation.

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 characteristic of a successful charter school is a high performing, diverse and effective board that has governing practices that ensures the success of the school which in turn will ensure the success of the students. By law, the board must oversee the legal and fiduciary parts of the school, however to be truly successful this cannot be the only parts the board should focus on. To ensure that RSACA is and remains successful, board members must be cohesive and be passionate about the mission and vision of the school with a focus on student achievement and an equitable education for all students. Board members must believe in the school leader, creating a trusting and supportive relationship while acting strategically in all matters with a hands-on approach. There must also be performance evaluations for everyone at all levels of the school, including the board to ensure that the board is high performing.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Mary Andrealich-Montesano Diaz (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 2nd Degree, a Class A Misdemeanor.



Signature

4-30-21

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.

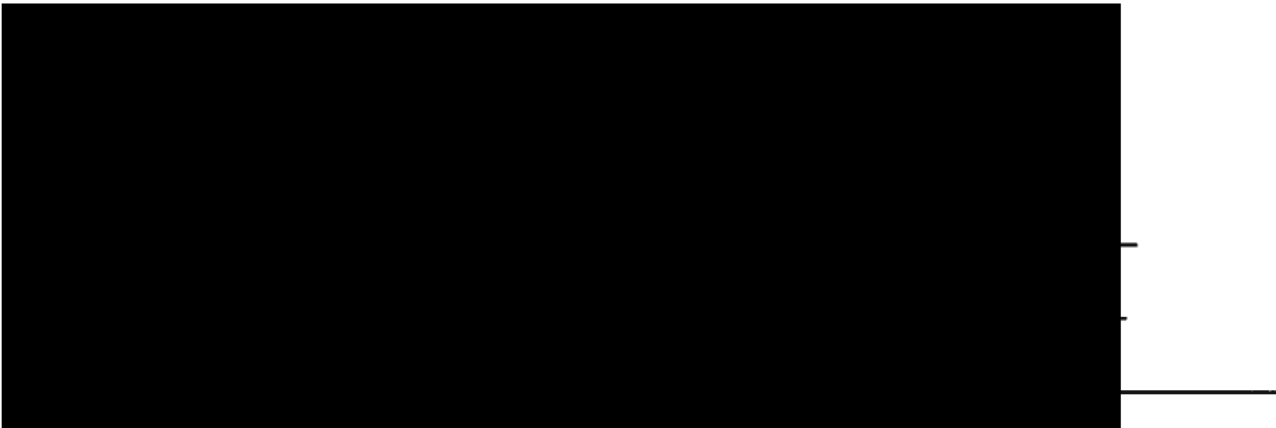
Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure 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.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Alcindor Boller _____

Proposed Charter School Name: Rochester Sports Academy 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.
Via conversation with the Gabriel Marshall, CEO

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.

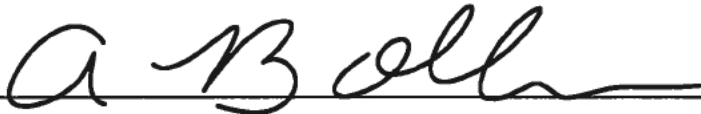
4. Please affirm that you have read and understand the charter school application, the charter school board’s by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter 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 respectful and productive citizen who had professional basketball career and transition to the corporate America as an audit consultant for several major multinational companies.
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). Member of the Board with a focus as the audit chair.
7. Please provide any other information that you feel is pertinent to the Department's review of your background. I am a Rochester native who is passionate about education and with a high emphasis on ethics and compliance.

Alcindor Boller
Printed Name

Signature 

4/28/2021
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.): _____ Finance committee and Audit Chair _____

12. Please explain why you wish to serve on the board. I have a strong interest in helping students in up-state New York achieve their academic goals. I am a seasoned professional with an accounting, finance and sports management background who wants to support the mission and vision of the school.

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:

James Reaves, principal – We have a business relationship as I provided representation for past professional basketball career.

Gabriel Marshall, CEO – Served as a mentor throughout professional career.

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.

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. A formal investigation will be conducted by an independent party. If allegation true the individuals would be recommended for immediate termination and restitution, if applicable.

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.

Mission is to develop to next generation off-field professional in the sports industry.

24. Please explain your understanding of the educational program of the charter school.

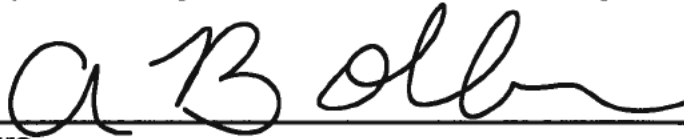
Sports Marketing, Sports Management, Sports Medicine, Sports Leadership and Sports Journalism are the five pillars of the education program.

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.

Community support.....etc.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Alcindor Boller (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 2nd Degree, a Class A Misdemeanor.



Signature

4/28/2021

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.

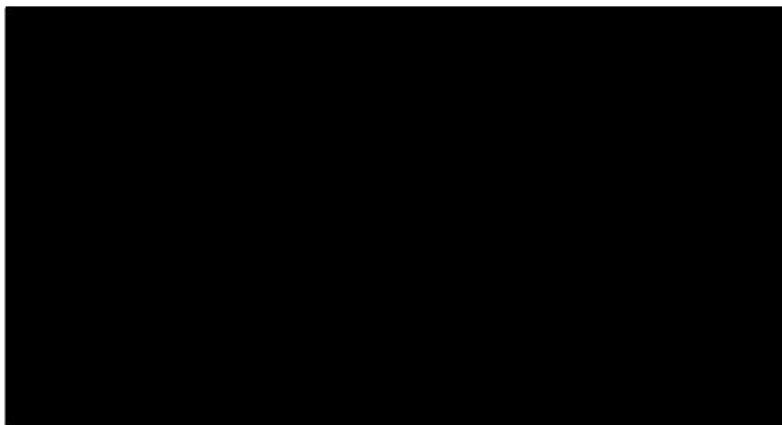
Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure 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.*

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Rahel M. Smith

Proposed Charter School Name: Rochester Sports Academy 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 became aware of the opportunity through a conversation with the CEO regarding interest in joining the Board of Trustees

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 been a school counselor for 15 years, during this time I have served as the school liaison for the NCAA Eligibility Center

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 intend to serve as a Board of Trustees member, acting in the best interest of all stakeholders, as we work together to build and operate this school*

7. Please provide any other information that you feel is pertinent to the Department's review of your background. *I have also coached college basketball for 15 years*

Printed Name: Rahel M. Smith

Signature: *Rahel M. Smith*

Date: 4-28-21

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*

12. Please explain why you wish to serve on the board: *I support the vision of this charter school and would like to be a consistent source of support*

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:
Jonathan Williams, friend.

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: Gabriel Marshall, former colleague

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 would have a formal conversation with the CEO, president about our ethics pertaining to the school.

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.
I believe the mission and philosophy of the charter school is to expose the youth in our community to a well-rounded learning experience with an emphasis on post-secondary opportunities within the sports and athletics field

24. Please explain your understanding of the educational program of the charter school.
There will be several career pathways available for students to explore across the sports/athletics field

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 at a successful charter school, the following exists: *a well-defined mission/ vision for the school, a strong teaching staff, solid parental support, students who buy into school expectations and rules*

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Rahel M. Smith(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 2nd Degree, a Class A Misdemeanor.

Rahel M. Smith

Signature

Date: 4-28-21

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.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name:

Jonathan Williams

Proposed Charter School Name:

Rochester Sports Academy 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 was requested to join the board because of my history as a student athlete and being born and raised in Rochester, NY.*
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. *Understanding the importance of using sports as a platform for education is my passion. I have taught or coached for over 2 decades.*
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). *Member of the proposed initial board.*
7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Jonathan Williams

Printed Name

J. Williams

Signature

4-28-21

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

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

THE MISSION OF THE CHARTER MATCHES MY CORE VALUES

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:

Dr. Gabriel Marshall, CEO

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.

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 philosophy of the RST Charter is to supply sports and career pathways for students in the Rochester, NY area.*

24. Please explain your understanding of the educational program of the charter school.

The goal is to find innovative ways to make learning equitable in the Rochester, NY Area.

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 goal of a charter is to provide equitable and community-based learning styles that engage all stakeholders involved. The board is to keep the mission of all stakeholders aligned and moving forward toward a positive learning environment.

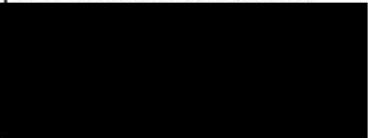

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Jonathan Williams (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 2nd Degree, a Class A Misdemeanor.

Jonathan Williams
Signature

4-28-21
Date

Table 1: Applicant Group Information

Applicant Group Member Name/Phone/ Email Address	Current Employment	Relevant Experience/ Skills and Role on Applicant Group	Proposed Role(s) in School (e.g., trustee, employee, none)	Proposed Position on the Board (e.g., officer, trustee, or constituent representative)
Dr. Gabriel Marshall 	Assistant Vice President, Senior Advisor for Student Success and Retention, Buffalo State College	Over 10 years experience working in Post Secondary Education and overseeing retention initiatives, Background as school counselor with certificate of advanced study in mental health counseling	Chief Executive Officer	NA
James Reaves 	Assistant Principal, Greece Central School District	5 years experience as a school administrator, Background as school counselor with certificate of advanced study in mental health counseling, 11 years experience as a Professional Basketball Player	School Principal	NA

Natalie Sheppard [REDACTED]	Monroe County Democratic BOE Deputy Commissioner	Licensed Social Worker, Former Rochester City School District Board Member	Trustee	Board Member
Mary Andrecolich-Montesano Diaz [REDACTED]	School Principal, Rochester City School District	20 years experience as a school administrator. Creator of the Rochester International Program for Refugee, FIV, and Immigrant students	Trustee	Board Member
Alcindor Boller [REDACTED]	International Accountant, Kodak	Accounting & Finance	Trustee	Board Member
Rahel Smith [REDACTED]	Counselor, Rochester City School District	15 years experience as a school counselor in the Rochester City School District; Owner and Director of Next Level Hoops Basketball Development Business	Trustee	Board Member
Jon Williams [REDACTED]	Business Education Teacher in Clark County School District, Current	Over 10 years experience working in education as a teacher, coach, and strength trainer.	Trustee	Board Member

	Football/Basketball Coach, Previous Owner and Head Strength Coach at CrossFit DPC	Previous business owner		
--	--	-------------------------	--	--

Rochester Sports Academy Charter School Application Summary

Rochester Sports Academy (RSA) Charter School will be a 9-12 high school located in Gates, New York looking to recruit students with a passion to pursue professional careers in the sports industry. RSA will enroll 9th grade students and then teach them the TEAM (Together Everyone Achieves More) approach, motivating them to achieve high academic standards, and embrace opportunities for civic engagement.

The mission of Rochester Sports Academy (RSA) Charter School is to develop the next generation of off-field professionals in the sports industry. Our innovative, 21st Century Curriculum Framework will prepare RSA scholars for the rigors of instructional programming by providing students that represent the diversity of the Greater Rochester community with access to high academic standards. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

The target population of RSA will be students in the Gates and other Greater Rochester School Districts. RSA will admit students of all cultural backgrounds, socioeconomic status, and with various learning needs that we will accommodate. With RSA being the only school with this unique design in western New York, and interest being high, we anticipate meeting our enrollment goals outlined in this application.

According to the National Occupational Outlook Handbook, “employment of entertainment and sports occupations is projected to grow 7 percent from 2019 to 2029, faster than the average for all occupations. The increasing popularity of sports will contribute to job growth for the entertainment and sports occupations”. RSA’s innovative curriculum was designed to respond to this growing demand for sports professionals while providing foundational skills training and work-based learning opportunities which will give our students the knowledge and experience to pursue sports careers. RSA seeks to prepare students to excel in sports related careers by aligning with our Key Design Elements (KDE):

KDE #1: Core Beliefs about Teaching and Learning. At the heart of RSA lies a set of core beliefs that demonstrate what it is to be an RSA community member. This means whether you are a teacher, an administrator, a student, a member of the Rochester community, or a family member, our core beliefs provide a framework in which we interact and aspire to grow: respect, high expectations, data driven decision making, cultural diversity, community engagement, and social and civic engagement.

KDE #2- Sports Career Pathways. A cornerstone of RSA is the sports career pathways design. Sports Career Pathways were selected as a key design element because they embrace the team concept. Studies have shown that students who participate in sports are more engaged academically and value teamwork.

KDE #3- School Schedule and Calendar. A strategic component of RSA is the combination of the school schedule and calendar. The school schedule and calendar were identified as a key design element because they incorporate an extended school day with block scheduling, pre-freshman summer institute, weekly professional learning communities, and ongoing professional development. Research suggests participation in summer programs and extended school schedules positively impacts retention and increases academic achievement.

RSA school leaders and members of the Board of Trustees will continuously research, learn and provide applicable curriculum to ensure students are knowledgeable of new trends and educational frameworks of the sports career industry. RSA will be led by the Chief Visionary Executive Officer, School Principal/Athletic Director, Instructional Coach and School Counselor. In year three, RSA will add an Assistant Principal and Athletic Director. It is the responsibility of the Chief Visionary Executive Officer and School Principal to ensure that every aspect of RSA is aligned to the mission and vision of the school. Additional staff include teachers, administrative assistants, a nurse, food services, custodial staff, and security. Collaboratively, we will build positive working relationships using our TEAM approach to instill respect, gain trust, and provide students with a gambit of strategies and resources to offset barriers that may hinder their success.

RSA will offer a strategic professional development program with the focus of addressing gaps in developing areas for teachers and staff. This professional development will include a two-week orientation for teachers, summer orientation for staff, professional learning communities, and three superintendent conference days to share school updates, discuss priorities, and plan accordingly for the future.

CERTIFICATION & ASSURANCES STATEMENT

Proposed Charter School Name:	Rochester Sports Academy Charter School
Proposed School Locations (District):	Gates Chili Central School District Greece Central School District Rochester City School District
Name of Existing Ed. Corporation (If applicable):	Not Applicable

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

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

opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹

The applicant group also 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;²
- 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;³and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴
- 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, Natalie Sheppard, hereby certify that the information submitted in this Full Application to establish Rochester Sports Academy 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: *Natalie Sheppard*

Date: *July 15, 2021*

¹ N.Y. Education Law § 2854(2)(a)

² 20 USC § 7221b(b)(3)(J)

³ 20 USC § 7221b (b)(3)(K)

⁴ 20 USC § 7221b (b)(3)(N)

TABLE OF CONTENTS

I. Mission, Key Design Elements, Enrollment, and Community	1
A. Mission statement, Objectives, and Goals	1
B. Key Design Elements	3
C. Community and Educational Milieu	7
D. Applicant Group History and Capacity	11
E. Public Outreach	14
F. Enrollment, Recruitment, and Retention	15
G. Programmatic and Fiscal Impact	19
H. Community	20
I. Dissemination	22
II. Educational Plan	23
A. Educational Philosophy	23
B. Curriculum	26
C. Instruction	33
D. Special Populations and Related Services	36
E. Assessment System	41
F. Performance, Promotion, and Graduation Criteria	46
G. School Culture and Climate	48
H. School Schedule and Calendar	52
III. Organizational and Fiscal Plan	55
A. Organizational Structure	55

B.	Board of Trustees and Governance	56
C.	Management and Staffing	62
C.1.	Comprehensive Management Service Providers	63
C.2.	Partner Organization(s)	63
C.3.	Networked Schools	63
D.	Staff Supervision and Development	64
E.	Evaluation	66
F.	Facilities	67
G.	Insurance	69
H.	Non-Academic Operations	69
I.	Family and Community Involvement	70
J.	Financial Management	71
K.	Budget	73
L.	Pre-Opening Plan	75
M.	Dissolution Plan	75

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

A. MISSION STATEMENT, OBJECTIVES, AND GOALS

1. Mission Statement: Rochester Sports Academy (RSA) Charter School's mission is to develop the next generation of off-field professionals in the sports industry. Our innovative, 21st Century Curriculum Framework will prepare RSA scholars for the rigors of instructional programming by providing students that represent the diversity of the Greater Rochester community with access to high academic standards. Students that graduate from RSA will be global thinkers, committed to life-long civic engagement as a result of our focus on diversity, equity, and inclusion practices that promote creative opportunities in the next level of sports and life.

Vision: Rochester Sports Academy Charter School's vision is to empower all students to achieve success on and off the field by being part of a TEAM (Together Everyone Achieves More).

2. Furthering the Charter Schools Act. RSA furthers Education Law §2850(2) in several ways. While RSA will be located in the Gates Chili CSD (as RSA has identified school building space), it anticipates recruiting students from the Greater Rochester School Districts. RSA also anticipates a large influx of refugees, according to the news released by the Biden administration in May, to resettle in Rochester beginning in October of 2021.¹ For these reasons, RSA will work to ensure that we not only serve the most-neediest students coming into the community, but it also targets the most at-risk from the Greater Rochester community to be served by our unique, non-traditional model. RSA is offering a unique opportunity to participate in a small, intimate school setting where they will learn self-care, control, and respect for themselves through active participation in sports pathway programs (Key Design 1, Core Beliefs about Teaching and Learning, and Key Design 2, Sports Career Pathways). Many times, the reason students are at risk of high school failure is due to a lack of engagement with the school. By developing a TEAM model of education, with adults in the building serving as coaches, at-risk students will view this as non-confrontational and will become active as a team member, with the goal of winning the game being high school graduation and a career in sports. RSA is using different and innovative teaching methods by employing a direct instruction model which integrates with our PBIS (Positive Behavior Intervention System) program, including project-based learning in all classrooms. Finally, RSA furthers the act by providing expanded choices in the types of educational opportunities by offering a rigorous NYSED based curriculum with the sole purpose of developing pathways for students to the world of careers in sports.

3. Mission Specific Goals. The goals of RSA will be established and reflective of the elements in its mission statement: developing the next generation of off-field professionals in the sports industry by 1) providing an innovative, 21st-century curriculum framework in the Greater Rochester Community; 2) rigorous academic standards; 3) lifelong civic engagement through practices focused on diversity, equity, and inclusion; and 4) college and career development that includes internships in the community and ultimately, employment in the sports industry.

¹ <https://www.state.gov/reports/report-to-congress-on-proposed-refugee-admissions-for-fy-2021/>

Core Beliefs about Teaching & Learning. To achieve these goals, RSA will follow the implementation of Key Design Element 1. Core Beliefs about Teaching & Learning to help meet the benchmarks established with the NYSED. RSA will be designed using Data Driven Decision Making as a means for perpetual school improvement.² Using data as a method of reflection, revision, and evaluation, the school ensures that the other components of KDE 1 (respect, high expectations, cultural diversity, and community, social, and civic engagement), are regarded as an integral part of the data culture the school will establish. Using a Continuous Improvement Model ensures RSA's Core Beliefs about Teaching and Learning is not just a data point considered in evaluating its progress, but the whole institution is regarded against the mission and vision of the school. Part of that process is RSA's vision being TEAM (Together Everyone Achieves More) centered, mitigating mission drift and solidifying the commitment of all stakeholders to uphold the mission and be reflective in the best practices for school improvement. RSA believes that a data driven culture establishes high expectations. In a TEAM centered culture, those high expectations are modeled from the Board of Trustees to the Chief Visionary Executive Officer, to the Principal and onward to RSA's most important stakeholders: staff and future students.

The components of school improvement are research-based strategies that lead to student growth and proficiency.³ Baseline and diagnostic assessments are administered to students after enrollment. The outcomes of these assessments will be used to determine classroom level interventions, and allow teachers to make modifications to instruction, curricular, and other approaches that will close the gap for each student. During PLC (Professional Learning Communities) work, staff will have the opportunity to share their student work and plans compared to the data, and further diagnose and design remedies to drive improvement. The use of block scheduling (Key Design Element 3) ensures that staff and coaches have a robust amount of face-to-face time with their students to provide descriptive feedback to support improvement measures in the classroom.⁴ Once a plan is put in place for each student, the cycle of improvement is in motion. Now teachers and school leaders can evaluate the goals for each student, the high expectations set forth in the rigorous curriculum, and the resources that address civic mindedness in and out of the school community to foster RSA's TEAM vision that will drive improvement.⁵

Beyond the classroom, RSA has an obligation to the Board of Trustees. Progress Monitoring is conducted by the Board with school leaders providing numerous tools, including qualitative and quantitative data points to share in the progress the school is making toward its annual and charter goals. RSA will implement a student information system that allows both teachers and families to track individual and classroom level progress and allow school leaders to collect aggregate data to report to the Board during their monthly meetings. Ultimately, the annual report to NYSED, along with an update to the charter liaison, will drive this continuous process, ensuring that the TEAM vision at RSA remains aligned to the mission of the school, and

² Wayman, J. C., Midgley, S., & Stringfield, S. (2017). Leadership for data-based decision making: Collaborative educator teams. In *Learner-Centered Leadership* (pp. 189-206). Routledge.

³ Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. *Educational research*, 61(3), 257-273.

⁴ Adie, L. E., Willis, J., & Van der Kleij, F. M. (2018). Diverse perspectives on student agency in classroom assessment. *The Australian Educational Researcher*, 45(1), 1-12.

⁵ Slack, A. (2019). The Power of Professional Learning: Using PLCs to Enhance Accessibility of Instruction for English Learners. *International Journal of Teacher Leadership*, 10(2), n2.

cognizant of the federal and state demands related to Every Student Succeeds Act (ESSA).⁶ RSA will use these high expectations to develop SMART (Specific, Measurable, Attainable, Realistic, Time-Sensitive) goals that are NYSED Next Generation Learning Standards and NYSED Charter School Performance Framework aligned.⁷ The following reflects our commitment to meeting academic benchmarks, but also includes goals related to school operations, governance and finance.

Academic Goals. RSA will meet the academic goals as set forth by ESSA and NYSED as compared to the local school district (see Key Design Element 1 in 1B). The school will measure its success on how the TEAM approach is applied to all activities and the use of data driven decision making to drive school improvement. Teachers work together to implement the curriculum; students work together to demonstrate their understanding of the material.

Education Success

1. 75% of the 2022-2023 cohort will pass the Algebra I, Living Environment, and Global Regents Examination by the end of 9th grade.
2. 75% of the 2022-2023 cohort will pass the English, Earth Science, and US History Regents Exams by the end of their 10th grade year.
3. Internships- 100% of students will participate in a sports-related internship with a Greater Rochester community partner.
4. Graduation Rates - RSA will maintain a graduation rate of 80% or higher.
5. 9th Grade Promotion - 90% of the 2022-2023 cohort will meet the requirements to be promoted to the 10th grade.
6. Teachers demonstrate growth on the Danielson Framework for Teaching.

Organizational and Fiscal Goals. While Curriculum and Instruction are the key ingredients to drive a school's success, strong organizational and fiscally sound practices need to be established. This will include regular Board oversight and transparency between the school, RSA's authorizer, and community stakeholders.

Organizational Soundness

1. The school will submit clean audits annually to NYSED
2. The school will run a balanced budget that is reported monthly to the Board of Trustees and annually in its audit report to NYSED
3. The Board of Trustees will meet monthly

Faithfulness to the Charter and Charter Law

4. The school will enroll and retain the special populations as set forth by the local school district(s)
5. The school will meet all legal obligations and compliance requirements

B. KEY DESIGN ELEMENTS

Rochester Sports Academy (RSA) Charter School is designed to provide students 21st-century skills in various careers related to the sports industry by accelerating their learning through an innovative academic curriculum and exposing them to hands-on experiences in a

⁶ <http://www.nysed.gov/essa>

⁷ Poe, L. F., Brooks, N. G., Korzaan, M., Hulshult, A. R., & Woods, D. M. (2020). Promoting Positive Student Outcomes: The Use of Reflection and Planning Activities with a Growth-Mindset Focus and SMART Goals. In *Proceedings of the EDSIG Conference ISSN* (Vol. 2473, p. 4901).

variety of career fields. RSA will engage scholars with a rigorous academic and athletic experience that prepares them to have full access to college and career opportunities in the sports industry. Our distinctive career pathways are designed to provide students with hands-on experiences and mentoring while building foundational relationships in their desired field of interest. Furthermore, in accordance with NYS's initiative to advance diversity, equity, and inclusion, RSA will develop innovative policies that demonstrate the school's commitment by educating students about racism and bigotry, providing opportunities for involvement in civic engagement and social justice activism, offering student-centered learning environments that affirm cultural identities, and empower students to serve as agents for social change.

KDE #1: Core Beliefs about Teaching and Learning. At the heart of RSA lies a set of core beliefs that demonstrate what it is to be an RSA community member. This means whether you are a teacher, an administrator, a student, a member of the Greater Rochester community, or a family member, our core beliefs provide a framework in which we interact and aspire to grow.

Respect: Teachers and staff will demonstrate respect for students, parents, community members and vice versa. Teachers will reward students for their courage, effort, hard work, determination, modeling restorative practices, and showing respect for others by providing positive affirmations and awards (ex, Student of the Week; Student of the Month).⁸ It is expected that respect will be reciprocated from all stakeholders.

High Expectations: RSA sets high expectations for all students and provides explicit direct instruction that is engaging, and of high interest (centered around sports). The goal is to build students' learning capacity and confidence, increase their ability to work independently and collaboratively, and enhance their capability to perform better academically.⁹

Data Driven Decision Making: RSA will use relevant and reliable data to monitor students' growth; provide adequate academic interventions for students; guide teaching practices; ensure efficient financial stability and sound organizational structures.¹⁰

Cultural Diversity: RSA will incorporate culturally responsive instruction in all learning environments; foster inclusivity and awareness around diverse student populations; provide opportunities for student advocacy, while enhancing their sense of belonging.¹¹

Community Engagement: RSA will build collaborative relationships with higher education institutions, businesses, community-based organizations, and stakeholders in the community to create opportunities for all students while developing 21st-century skills.¹²

Social and Civic Engagement: RSA will develop students into leaders that effectively communicate with others, create solutions to problems, and have the necessary 21st Century technological skills needed in the new digital world.¹³

KDE #2- Sports Career Pathways. A cornerstone of RSA is the sports career pathways design. Sports Career Pathways were selected as a key design element because they embrace the TEAM concept. Studies have shown the students who participate in sports are more

8 Owens, J. S., Coles, E. K., Evans, S. W., Himawan, L. K., Girio-Herrera, E., Holdaway, A. S., ... & Schulte, A. C. (2017). Using multi-component consultation to increase the integrity with which teachers implement behavioral classroom interventions: A pilot study. *School Mental Health, 9*(3), 218-234.

9 <https://oregongearup.org/sites/oregongearup.org/files/research-briefs/highexpectations.pdf>

10 https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/Data_Use_Infographic.

11 <https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>

12 <https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/>

13 <https://www.brookings.edu/policy2020/bigideas/the-need-for-civic-education-in-21st-century-schools/#:~:text=Schools%20can%20also%20directly%20provide,people%20with%2021st%2Dcentury%20skills>.

engaged academically and value teamwork.¹⁴ The sports industry is the second fastest growing sector for brands, providing students access to various career opportunities that were not prevalent in the past.¹⁵ RSA will join a burgeoning school model in the United States with this focus- such as in Florida like the private school IMG Academy¹⁶ and in New York City, the Business of Sports School (BOSS Academy).¹⁷ These two example models serve similar student populations¹⁸ and have established similar key design elements.¹⁹ Using our vision of a TEAM approach students are immersed in project based learning and modeling from teachers (coaches) in order to “practice” their academic skills in our block scheduling format (KDE 3). This mindset translates to the model, practice, and implementation of various plays in sports. Students that buy into this model will see their self-confidence, skills, and overall ability across disciplines improve as a result.²⁰ Further, students who participate in academic and social activities as members of a team show increased academic motivation,²¹ and are more willing to take risks.²² The cohesiveness of the team supports individual student well-being.²³ By implementing a TEAM approach, RSA is developing a strong foundation for students to refer back to when presented with challenges that could potentially derail their focus and success.

Incoming freshmen will explore three distinct tracks: Sports Business Management & Administration, Sports Technology, and Sports Health Sciences, before selecting a pathway for the remainder of their time at RSA. Between sophomore and senior year, students will receive NYS approved Career and Technical Education (CTE) instruction,²⁴ work-based learning,²⁵ internship and/or job opportunities,²⁶ as well as college and career readiness.²⁷ These experiences will help them determine which sector of their Sports Career Pathways to choose and focus on. Ultimately the goal is for RSA students to graduate with a Regents Diploma, a Career Development CDOS credential (and eventually a CTE credential when we aim to get certified after our first year of chartering), and college and work experience, all before entering

¹⁴ Bang, H., Won, D., & Park, S. (2020). School engagement, self-esteem, and depression of adolescents: The role of sport participation and volunteering activity and gender differences. *Children and youth services review*, 113, 105012.

¹⁵ <https://www.torrens.edu.au/blog/why-sports-industry-is-booming-in-2020-which-key-players-driving-growth#.YNzpWehKhPY>

¹⁶ <https://www.imgacademy.com/>

¹⁷ <https://www.nycboss.org/>

¹⁸ Similar special populations (SWDs, ELLs, EDs)

¹⁹ <https://www.nycboss.org/about-us>

²⁰ Pierce, S., Erickson, K., & Sarkar, M. (2020). High school student-athletes' perceptions and experiences of leadership as a life skill. *Psychology of Sport and Exercise*, 51, 101716.

²¹ Jenó, L. M., Raaheim, A., Kristensen, S. M., Kristensen, K. D., Hole, T. N., Haugland, M. J., & Mæland, S. (2017). The relative effect of team-based learning on motivation and learning: a self-determination theory perspective. *CBE—Life Sciences Education*, 16(4), ar59.

²² Jassawalla, A. R., & Sashittal, H. C. (2017). What students think and do in classroom teams when peer evaluations are highly consequential: A two-stage study. *Decision Sciences Journal of Innovative Education*, 15(2), 219-247.

²³ Fullan, M., & Gallagher, M. J. (2020). *The devil is in the details: System solutions for equity, excellence, and student well-being*. Corwin.

²⁴ <http://www.nysed.gov/career-technical-education>

²⁵ <http://www.nysed.gov/career-technical-education/work-based-learning-wbl-programs>

²⁶ <http://www.nysed.gov/hr/available-internship-programs>

²⁷ <http://www.p12.nysed.gov/ccr/>

a college program. RSA is excited to be developing partnerships within the Greater Rochester community to provide students with these exciting options. Having these options will encourage students to persist in their education, rise above the challenges, and succeed in attaining a sports career pathway when they complete their studies at RSA.²⁸

KDE #3- School Schedule and Calendar. RSA has spent considerable time reflecting on the important elements of the school's design. Key Design 1, Core Beliefs about Teaching and Learning, and Key Design 2, Sports Career Pathways, are integral to the implementation of the mission providing students from the Greater Rochester community with high expectations, rigorous stewardship of diversity, equity, and inclusion and ultimately an off-field career in the sports industry. The final part of that equation is the "how" of executing this mission and implementing our key design. The answer resounds loudly in the schedule and the calendar year. Our third key design element boasts a robust school day, extended so that our target population- the special populations of the Greater Rochester community have more crucial face-to-face time with their teachers (coaches).

Block Scheduling. Block scheduling is an essential part of our extended day.²⁹ For example, an ELL student will have more time to work with an ESOL teacher to develop foundational language skills and provide differentiation of school curriculum.³⁰ Disadvantaged or homeless students will have a place to receive meals and support in a safe, nurturing environment that allows them to concentrate on building their desired future.³¹ Schedules are designed to provide students with daily 90 minute blocks in Math, English, Social Studies, and Science. Ninety-minute blocks are offered in these core courses to ensure students have adequate instructional pacing, time for group work, and time for teachers to assess students' understanding of the material.³²

Extended School Day. The school day at RSA runs from 7:00 am to 3:46 pm. Students benefit from this extra time as described above.³³ The extended school day allows students to come in and have breakfast, work with their groups and partake in the TEAM experience in the four 90-minute blocks they have scheduled in the four main content areas, and also for intervention (Section II-D Special Populations).³⁴

Pre-service for Incoming Freshmen. All incoming students are required to attend the one-week RSA Summer Institute. The summer institute is designed to build student-staff relationships prior to the start of the academic year and assess students' learning levels to be

²⁸ Lindemann-Litzsinger, C. (2017). *Investigating the possible relationship between participation in high school athletics and first-generation college student persistence to college graduation* (Doctoral dissertation, Lindenwood University).

²⁹ Benner, M., & Partelow, L. (2017). *Reimagining the School Day: Innovative Schedules for Teaching and Learning*. Center for American Progress.

³⁰ Benner, M., & Partelow, L. (2017). *Reimagining the School Day: Innovative Schedules for Teaching and Learning*. Center for American Progress.

³¹ Moore, H., Astor, R. A., & Benbenishty, R. (2020). Role of school-climate in school-based violence among homeless and nonhomeless students: individual-and school-level analysis. *Child abuse & neglect*, 102, 104378.

³² <https://nysrti.org/files/resources/uninterrupted-literacy-block-brief.pdf>

³³ Furrer, C. J., Magnuson, L., & Suggs, J. W. (2012). Getting them there, keeping them there: Benefits of an extended school day program for high school students. *Journal of Education for Students Placed at Risk (JESPAR)*, 17(3), 149-164.

³⁴ Yeager, D. S., Hanselman, P., Walton, G. M., Murray, J. S., Crosnoe, R., Muller, C., ... & Dweck, C. S. (2019). A national experiment reveals where a growth mindset improves achievement. *Nature*, 573(7774), 364-369.

more prepared to meet students’ needs. Additionally, students will engage in various sport activities, seminars, and workshops while preparing them for the challenging academic and athletic expectations they will encounter at RSA. Seminars and workshops focusing on holistic development will be continuous throughout the student’s four years at RSA.

Pre-service for Staff. In August, all new teachers are required to attend a two-week new teacher orientation. Orientation introduces the professional development framework that will be a mainstay throughout the year for teachers through weekly Professional Learning Communities (PLC) to address students and staff instructional needs.³⁵ Summer professional development will include onboarding for all staff in year 1- where all teaching staff, regardless of the years they bring with them in experience, will be considered first year teachers. Opening a brand-new school will require everyone to be trained in the summer in preparation for the demands of building the school culture and developing relationships with students.

C. COMMUNITY AND EDUCATIONAL MILIEU

1. Options in the Community. The Greater Rochester community is a large area with many educational opportunities available to families. Of the three districts RSA will be recruiting from, Greece Central School District is the only district of the three that offers 6th graders the option to apply to schools outside of their catchment area. While Rochester City has numerous schools in the district, many of them have been rated by NYSED as a TSI or CSI school.³⁶ The Gates Chili district is home to one high school, and includes a private school where tuition in the area for a private religious school will cost families over \$8500 for a high school education.³⁷ With poverty rates as high as 17% in the Gates Chili District for youth under 18, private sectarian or religious schools may not be an option.³⁸ The table below shows the offerings to incoming high school students in the Greater Rochester area. Schools labeled as CSI or TSI are indicated with “*” after their school’s name. Also note that performance data is being pulled from the NYSED Data site, using the 2018-2019 school year data before COVID-19 regulations were established by the NYS Board of Regents. It should also be noted that since 2013, over 10 different high schools (public and charter) were closed, further straining the seats available for Rochester City.³⁹

Table 1. School Offerings and Performance, Greater Rochester.

School Name	School Type	District of Residence	% ELA Prof	% Algebra I Prof	4 Year Grad Rate	5 Year Grad Rate	% ELL	% SWD	% ED
Gates Chili HS	Public	Gates Chili	86	73	87	88	4	14	47
Arcadia HS	Public	Greece	83	73	94	93	2	15	56
Athena HS	Public	Greece	85	68	93	93	3	17	50

³⁵ DuFour, R. (2014). Harnessing the power of PLCS. *Educational Leadership*, 71(8), 30-35.

³⁶ <https://www.rcsdk12.org/dcip>

³⁷ <https://www.niche.com/k12/allendale-columbia-school-rochester-ny/#tuition>

³⁸ <https://censusreporter.org/profiles/16000US3628453-gates-ny/>

³⁹ <https://www.democratandchronicle.com/story/local/communities/time-to-educate/stories/2018/06/06/worst-public-schools-america-rochester-ny-rcsd-kodak-park-school-41/550929002/>

Odyssey Academy	Public	Greece	85	76	95	94	3	14	64
Olympia HS*	Public	Greece	80	69	85	89	4	14	70
East Upper HS*	Public	Rochester City	75	52	40	40	17	14	86
School Without Walls	Public	Rochester City	74	-	89	82	7	10	86
Eugenio Maria de Hostos CHS	Charter	Rochester City	72	62	-	-	19	9	82
True North Prep	Charter	Rochester City	54	75	-	-	2	11	80
University Prep	Charter	Rochester City	49	38	91	96	2	6	29
Vertus HS*	Charter	Rochester City	65	68	64	-	5	19	-
Young Women's College Prep	Charter	Rochester City	84	36	94	-	10	11	83

Private Schools. There are sixteen private and religious schools in the Greater Rochester community. As noted above, the average tuition of the high schools in the area that are religiously affiliated is upwards of \$8500.⁴⁰ For a nonsectarian private school, tuition is likely more than double that.⁴¹ There is one private high school located in Greece (The Avalon School at the Villa of Hope), three private high schools located in Gates (Northstar Christian Academy, Hope Hall School, and Archangel School), and the remaining throughout Rochester City.⁴²

2. Target Population. RSA plans to serve all students eligible for grades 9-12, between the ages of 13-19 in the Greater Rochester community. Based on the changes to federal laws concerning refugees, there is an expectation that more refugee families will be relocating in Rochester, and surrounding towns in October 2021.⁴³ Based on this influx of refugees, RSA administrators will proactively work with community agencies that serve these populations to recruit and enroll eligible students (like the Center for Refugee Health and the Catholic Family Center).⁴⁴ RSA expects to enroll 10% English Language Learners students, 60% economically disadvantaged students, and 17% of students with disabilities. While this is the target for the Gates Chili District, where the school will reside, we anticipate with the arrival of refugees and our recruitment from the Greater Rochester community that these targets will be higher.

⁴⁰ <https://www.niche.com/k12/search/best-schools/m/rochester-metro-area/>

⁴¹ *ibid*

⁴² *ibid*

⁴³ <https://www.state.gov/reports/report-to-congress-on-proposed-refugee-admissions-for-fy-2021/>

⁴⁴ <https://www.rochesterregional.org/locations/alexander-park/the-center-for-refugee-health> and <https://www.cfcrochester.org/our-services/welcoming-refugees-and-immigrants/>

Please see Section I-F (Enrollment, Recruitment, and Retention) for more information on RSA targets.

3. Educational Needs of the Community. Gates Chili High School presents students with a traditional educational experience to meet the requirements to earn a NYS Regents diploma. Private religious schools in Gates offer students a bible-based education with tuition costs in the thousands each year. Private and religious schools may not be viable options to most families in Gates, where the poverty is 9.3%, and a staggering 17% for youth under the age of 18 (see the table below). RSA is a free public school that will not only provide students with the quality education, but students will graduate with additional credentials- such as CDOS and college credits as a result of their work with local partners in the sports industry.⁴⁵ The mainstream nature of the sports industry has evolved with career opportunities that did not exist 5 years ago and RSA will offer students the foundational skills and training to access college or excel in relative careers.⁴⁶

Table 2. Community Demographic Information

	Gates	Chili	Greece	Rochester City
Rent Burden	11%	21%	30%	65%
Crime (<i>felonies per 1000 people</i>)	4.09	8.57	9.87	14.01
Bachelor’s Degree or Higher	21.6	38.2	23.5	28.2
Poverty Rate	9.3* *17% under 18	7.2	5.6	25.3* *36% under 18

4. Rationale for Target Community and Population. The RSA applicant group targeted the Gates community for several reasons. The most important reason is building availability. The team has identified a space in Gates that will accommodate the school’s needs and space requirements for RSA’s School model. While Gates-Chili is a high performing school, there are no other public options in the community.⁴⁷ With the anticipated arrival of hundreds of refugee families coming to the area, our school will be a vital space for students who need a different model.⁴⁸ As discussed earlier, Greece offers outgoing 6th graders an opportunity to apply to different schools out of their catchment area. However, for an 8th grader that has completed middle school in the Greater Rochester Community, they lack choices of schools that are high performing. RSA is coming at the right time, to accommodate the needs of rising 8th graders, and to welcome new refugee families and provide support as they settle into their new homes within the community. With many students entering 9th grade for the 2022-23 academic year, RSA is confident that it will meet its targets for special populations and students looking for a change.

5. RSA will be an asset to the Community. While RSA adds another educational option for students residing in the Gates community, we anticipate recruiting students from the Greater Rochester community. As noted in the table above, the poverty rate is considerably

⁴⁵ <http://www.nysed.gov/curriculum-instruction/cdos-pathway-regents-or-local-diploma>

⁴⁶ <https://www.learnhowtobecome.org/career-resource-center/careers-in-sports/>

⁴⁷ <https://www.niche.com/k12/search/best-private-k12-schools/m/rochester-metro-area/>

⁴⁸ <https://data.nysed.gov/essa.php?year=2019&instid=800000050065>

high for young people in all these communities. RSA will be a place for students that may have IEPs or Limited English Proficiency. The tables above show that all of the districts RSA would be working with have a very high population of economically disadvantaged students. There are also significant numbers of homeless students that RSA is prepared to serve with its extended day programming (Key Design 3).⁴⁹

6. Community Support. The RSA applicant group used in person meetings, surveys, community forums, social media platforms, phone conversations, flyers, media releases and other methods of communication to inform the community of the proposed RSA Charter School. Feedback from surveys, in person meetings, phone conversations, letters of support and social media indicate the community is in support of RSA being chartered. (Please refer to Attachment 2c, Evidence of Community Support for more details.) The applicant group regularly works in the community and has already garnered enough interest to enroll approximately 50% of the first-year enrollment targets based on this outreach. (Refer to Attachment to 2c).

7. Recruiting, Enrolling, and Retaining Rochester students. RSA's applicant group reached out to the Superintendents and Board Members of the Gates, Greece, and Rochester City School Districts to inform them of the proposed charter school to open in 2022-23. Establishing a supportive, collaborative relationship with these Districts is essential as all have similar goals to support student learning. Recruitment efforts will be strategic by cultivating relationships with community-based organizations, conducting information sessions, and sharing advertisements about the RSA lottery through social media, emails, flyers, and the RSA website (Refer to Attachment 2c). When students submit applications and enroll at RSA from any school, outreach efforts will be conducted by the CVEO to gain a better understanding of why students enrolled at RSA, what they are looking for in their academic experience, and their desired sports career track to engage in. By gathering this benchmark data, it will assist RSA administrators in improving the enrollment process for future students (Key Design 1, 2). Students enrolled at the beginning of any academic year will participate in the RSA Summer Institute (KDE 3).

RSA's approach to retaining students will require a holistic methodology from all stakeholders. The RSA team will work to understand the individual needs of the student and place them with the appropriate team that aligns with their desired goals and academic/career aspirations. By preparing RSA staff and teachers with ongoing professional development to effectively support students' individual academic, social, and emotional needs, the expectation is that students will be excited to return to this nurturing environment.

8. Connections with local Schools. As described above, the applicant group has done an extensive amount of community engagement and outreach with Gates Chili, Greece, and Rochester City School Districts. RSA has been clear about being a non-competitor, as it is on track to enroll the target population. The demand for seats from middle school to high school will also ease the demand for families looking for non-traditional methods of school (KDE 1). As RSA continues to develop relationships with the local districts, it will be clear in its interest in recruiting students who are struggling with traditional models and need a change that aligns with RSA's unique design (KDE 1, 2, 3).

⁴⁹ Gates Chili is 1%, Greece is 1%, and Rochester City is 3%: <https://data.nysed.gov/>

D. APPLICANT GROUP HISTORY AND CAPACITY

1. Members of the Applicant Group. RSA's applicant group consists of dedicated professionals with a passion for providing stellar educational opportunities for future generations of students. The applicant group aligned on the principle that sports can be used as the common thread to engage students in developing a variety of skills while increasing academic achievement, retention, and graduation rates, and gaining valuable professional experience to prepare them for college and careers. Two of RSA's original founding members, Jonathan Williams and Alcindor Boller were replaced with new members. Mr. Williams recently moved to Athens, Georgia and enrolled in a master's program and could not commit to the time requirement of serving as a member of the Board of Trustees. Mr. Boller accepted new responsibilities at work and is no longer able to commit to the responsibilities associated with serving on the Board. They will be replaced by Dr. Myra Henry and Chantz Miles.

Gabriel Marshall, Ed.D., Co-Founder, and Proposed Chief Visionary Executive Officer. Born and raised in Rochester, New York, Dr. Marshall was enrolled in the Urban Suburban program, graduating from West Irondequoit High School in 2000. He earned a basketball scholarship to Mercer County Community College (Trenton, New Jersey) where he played for two seasons before accepting another scholarship and transferring to Daemen College (Buffalo, New York). He completed a B.A. in English from Daemen College in May of 2005. In the fall of 2005, Gabriel continued his education and pursued his MEd. in College Counseling at SUNY Brockport. Since then, he has served as a Resource Specialist helping high school dropouts, an assistant men's basketball coach, senior counselor in the Educational Opportunity Program (EOP), and director. At Nazareth, in collaboration with the Vice President of Enrollment Management and Special Assistant to the President for Campus Diversity, Dr. Marshall designed and implemented the Young Scholars program.

In providing leadership over the Higher Education Opportunity Program (HEOP), Excel, and Young Scholars programs, Dr. Marshall's responsibilities expanded to include first-generation students' initiatives and the department was renamed Student Access and Achievement Programs (SAAP). The academic and personal successes of students enrolled under SAAP helped transform the culture of the institution as many of the techniques implemented with these programs were executed in other areas of the College. Additionally, the foundational principles and retention success of these programs have served as models for the creation of the Center for Student Success and the Center for Life's Work at Nazareth. In 2019, Dr. Marshall completed the requirements to earn his Doctorate of Executive Leadership from St. John Fisher College and accepted an inaugural position as the Assistant Vice President, Senior Advisor for Student Success and Retention at Buffalo State College. In this role, Dr. Marshall works collaboratively with the Vice President of Academic Affairs, Student Affairs, Vice President of Enrollment Management & Communications/Chief Information Officer planning strategically to build cross campus relationships that support student success and retention.

James Reaves, MEd., CAS, Co-Founder, Temporary Board Member and Proposed Principal. Born and raised in Rochester, New York, Mr. Reaves has been a prominent figure in the Rochester community since leading the Edison Technical and Occupation Center boys basketball team to a Section V basketball championship in 1999. Mr. Reaves earned a full athletic scholarship to play basketball at Niagara University and completed his B.A. in social sciences with a minor in sports management. After leaving Niagara University, Mr. Reaves continued his basketball career professionally playing internationally in Mexico, Germany, Belgium, Finland, and Venezuela. He returned home annually to help lead the Rochester

Razorsharks to four consecutive PBL league championships. After his basketball career ended, Mr. Reaves turned his attention to educating students in the Rochester community serving as a School Counselor and Director of Operations at University Preparatory Charter School for Young Men, Assistant Principal at Rise Community School (grades K-6), Assistant Principal at Edison Technical and Occupation Center (grades 9-12), and currently serves as an Assistant Principal at Longridge Elementary School in the Greece Central School District (grades K-5).

Natalie Sheppard, LMSW, Founding Board Member, and Proposed Board President.

Born and raised in Rochester, New York, Ms. Sheppard takes great pride in improving the Rochester community through advocating for education and family support systems. Her civil and professional experiences working with children and families has shaped her and supported her ability to contribute to RSA's fiscal and operational oversight. Ms. Sheppard has previously served as a Commissioner of Schools for the Rochester City School District, Program Director at Berkshire Farms Center, Social Worker at Children Awaiting Parents, Vice Chair of the Roc Against Gun Violence Coalition, and Advisory Council member for Action for a Better Community's New Directions program. Working with different sectors of government at the City, County, State, and Federal levels, and currently serving as the Democratic Deputy Commissioner of the Monroe County Board of Elections, Ms. Sheppard will be poised to utilize her strengths of community engagement and organizational leadership to thrive as the RSA Board President.

Mary Andrecolich-Montesano Diaz, MEd., CAS, Founding Board Member, and Proposed Board Vice President. Mary comes to the RSA board with 40 years of public-school experience in the Rochester City School District. Raised in the City of Rochester, Mary graduated from Benjamin Franklin High School where she was a three-sport athlete. She believes that sports saved her life, that she would have never had the opportunity to go to college. Mary holds a B.A. in Physical Education, a M.S. in Education and a Certificate of Advanced Studies in Administration from SUNY Brockport.

Starting as a Physical Education teacher and coach, she went on to Educational Administration in the following roles: Athletic Director, Dean of Students, Assistant Principal and for the last 18 years, Principal. Ten years ago, Mary created and founded the Rochester International Academy (RIA). RIA is a transitional program school that services the needs of newly arrived students to the United States that speak little to no English, many without formal education. Mary has received numerous accolades and awards due to her work with Newcomer, Refugee and ELL students. Mary was recognized as the Educator of the Year from the Rochester Education Foundation, presented with the Hannah G. Solomon Leadership & Service Award, Helen E. Quinn Service to Education Award, World Refugee Day Award for service to the Rochester refugee community. Mary was also featured in the 2018 United Nations video: Reading, Writing and Refugees for her work at RIA.

Rahel Smith, MEd., Founding Board Member. Born and raised in Rochester, New York, Mr. Smith was a student in the Urban Suburban program and graduated from West Irondequoit High School in 1996. He enrolled at Old Dominion University before transferring to SUNY Oswego where he earned his B.A. in Business Administration. After graduating, Mr. Smith received a graduate assistantship to remain at Oswego to complete his M.S. in Counseling Services (School Counseling) while also serving as an Assistant Men's basketball coach with the college. After earning his master's degree, Ray returned to Rochester, excited to work with students to address social and emotional barriers while helping them achieve their personal and life goals. Over the past 15 years, Mr. Smith has worked as a School Counselor for 7th and

8th graders at Monroe High School in the Rochester City School District and a men's Assistant Basketball coach at Rochester Institute of Technology (RIT). Additionally, Ray is the Director of Next Level Hoops, a basketball player development business offering year-round basketball training development programs for youth and young adults who are looking to improve in all facets of the game of basketball.

Myra Henry, Ed.D., Proposed New Board Member. Born and raised in Rochester, Dr. Henry is committed, courageous and on a mission to eliminate racism and empower women. As President & CEO of YWCA of Rochester & Monroe County, Dr. Myra Henry brings over 20 years of experience as an administrative change agent with a passion for integrating diversity, equity and inclusion principles within organizational systems. Her appointment to YWCA also is a moment in history as she is the first woman of color to lead the 138-year-old organization. Dr. Henry is well known in the community having worked closely with organizational committees and leadership teams in higher education, medical centers, and not for profits as well as community agencies to develop and deliver PD, coaching, and leadership training. Through these experiences, Dr. Henry will contribute to the fiscal and operational oversight of RSA.

Chantz Miles, MBA, Proposed New Board Member. Born and raised in Rochester, New York, Chantz attended Greece Olympia high school where he ran track and field, played baseball, football, and was an Urban League of Rochester Black Scholar. Mr. Miles received an A.S. Degree in Business Administration with a concentration in management from Monroe Community College. He later attended SUNY College at Buffalo, where he received two B.S. degrees, one in Business Administration with a concentration in Management and the other in Economics with a concentration in Finance. He also holds an Executive MBA from the Rochester Institute of Technology and is currently a doctoral candidate pursuing an Ed.D in Executive Leadership from St. John Fisher College. Mr. Miles' business experience is comprised of over 15 years of leadership, of which 10 years has been in executive leadership. He is a successful business owner, that started a business and grew it to over 100 employees in a 4-year period. Chantz wants to help mold, guide, and develop the leaders of the 21st century. He has the passion, drive, and desire to carry out the mission and vision of RSA.

2. Formation of Group, Relationships, School Design, & Outreach. Dr. Gabriel Marshall and James Reaves led the formation of the Board of Trustees. Through personal and professional relationships, they sought out individuals with unique skill sets and a variety of professional experiences that would be beneficial for the development of Rochester Sports Academy Charter School. Since meetings began as a board, the applicant group has established a great working relationship and has identified and agreed to the specific roles of everyone participating in this educational endeavor. RSA's school design focuses on the concept of teamwork and includes three key design elements: Core Beliefs about Teaching and Learning, Sports Career Pathways, and a unique School Schedule and Calendar. The RSA applicant group conducted wide ranging outreach to inform potential students, parents/guardians, and community members about the proposed RSA Charter School to open in the 2022-23 academic year. Outreach included in-person meetings, community forums, phone conversations, requesting and receiving letters of support, surveys, and social media communication.

3. Primary Authors. The primary authors of this application were Dr. Gabriel Marshall (Higher Education & Retention), Mr. James Reaves (Charter School Experience), Ms. Natalie Sheppard (Leadership), and Ms. Mary Andrecolich-Montesano Diaz (Special Populations). Other members of the RSA Team include Dr. Myra Henry (Governance), Chantz Miles (Finance), and Rahel Smith (Social/Emotional Wellness). Board members conducted outreach, reviewed the

application, and made suggestions during planning meetings. The team is working with Center for Educational Innovation (CEI) on proofreading, revising, and compliance support.

E. PUBLIC OUTREACH

1. Founding Group Outreach. RSA is committed to meeting the standards set forth in N.Y. Education Law Section 2852(9-a)(b)(ii) in conducting public outreach and input with regard to the development of the Charter School Model. Members of the applicant group began outreach to the public in the summer of 2020, sharing the proposed Rochester Sports Academy Charter School design with prospective parents/guardians/students, business owners, community leaders, community-based organizations, current, and former professional athletes, as well as local politicians and engaged in meaningful dialogue (please refer to Table 2 and Attachment 2b).⁵⁰ Through social media surveys, phone calls, going door to door passing out flyers, tabling at events, and community meetings, RSA's applicant group was able to listen and share valuable insight about its mission, vision, key design elements, academic structure, and how it will holistically educate students preparing them for college and beyond.⁵¹ The feedback RSA received was valuable and assisted with the crafting of the full application.

2. Outreach Summary- Sharing with the Community. In the summer of 2020, founding members developed a plan to establish the Rochester Sports Academy Charter School (RSA), researching educational institutions with similar concepts, and sharing this idea through the community. The RSA applicant group explored this concept with potential board members to gain support and additional perspective about potential changes that would enhance the quality of education as well as the student experience. Founding members met with local businesses that align with the sports career pathways design, to gauge their interests in partnering for the purposes of internships and collaborative efforts. Additionally, the applicant group sent out press releases to local media outlets: Democrat and Chronicle, Channel 10 News, Channel 8 News, Southwest Tribute, Minority Report, and WXXI radio (See Table 2 and Attachment 2b for more information).⁵²

July-August 2020. In June, co-founders had follow-up conversations with NYSED Charter School representatives regarding the chartering process. In July, co-founders of RSA started conversations with current educators about the RSA model and the potential for it to have success in the Rochester community. These educators were from charter schools, RCSD, Gates Central School District, and Greece Central School District. In August 2020, co-founders began engaging the interest of potential students, parents/guardians, and other community members who frequented the Reaves Sports Youth Organization. Mr. Reaves held a sports camp focusing on some of the components that would be prevalent with RSA such as financial literacy, independent reading time, basketball development, health and nutrition, community service and being a valued member of a TEAM.

September 2020-January 2021. In September 2020, As the Covid19 pandemic halted the applicant group's ability to connect with others as planned, much of the focus shifted to phone and email communication rather than in-person meetings. Co-founders reached out to community organizations, businesses, local colleges, and independent schools that serve similar

⁵⁰ <https://www.facebook.com/rochestersportsacademy/>

⁵¹ https://twitter.com/rsa_charter

⁵² <https://amp.whcc.com/articles/proposed-rochester-sports-academy-charter-school-receives-state-approval-6140797.html>

populations of students around sports concepts. The goal with these outreach efforts was to gain a better understanding of the various school designs and build relationships for the purposes of future collaborations. Efforts started in September 2020 and continued in October through January 2021.

February-June 2021. In February 2021, co-founders began outreach to secure potential Board of Trustees members while going through the planning stages of writing the letter of intent. By March, RSA co-founders' began re-engaging NYSED Charter School representatives about the RFP with questions pertaining to the letter of intent. RSA began the social media campaign using Facebook, Instagram and Twitter sharing information about the proposed opening of the school, mission, vision, and key design elements. In April, RSA co-founders worked to finalize securing members for the Board of Trustees, continued social media campaigns, began holding in-person information sessions, and contacting realtors to identify a potential school building location. In May, co-founders completed and submitted the Letter of Intent to NYSED, continued social media campaigns, held in-person information sessions, developed and distributed surveys, conducted meetings with potential business partners, and had further conversations with NYSED representatives about the charter school process. By June, the RSA applicant group sent letters to the Districts where students will be recruited from, informing them about the proposed charter school, sent out press releases through several local media outlets, and distributed surveys through social media to gather information about community needs and interests in attending RSA.

3. Feedback from the Community. Through face-to-face conversation, community forums, survey responses, and social media engagement, community members suggested mandating yearly community service for all students, incorporating mentoring, providing internship opportunities, and co-ops. There were also suggestions to offer students chances to earn college credits, specific accommodations for students with IEPs, teach life skills, provide extra tutoring hours, and more family involvement. Other feedback included offering after school programming to further develop student-athletes, ensure strong student-teacher relationships, provide awareness and support for mental health, offer summer job placements, and include health/fitness programs as well as dance or cheerleading.

Public Meeting. RSA's applicant group had numerous public meetings scheduled: Mr. Reaves held programs twice a week in the City of Rochester since late March and those meetings are continuing. Additionally, RSA's applicant group held meetings Thursday July 8th from 6-7pm at Total Sports Experience (TSE) (Gates, NY) and Friday July 9th from 12-1pm virtually with current NBA player Anthony Lamb of the Houston Rochester. Our public meetings were advertised on Rochester Sports Academy's Facebook and Instagram pages as well as our Twitter account. Public meetings focused on the school's mission, vision, key design elements, and answering general questions about RSA.

4. Making Connections with Gates-Chili, Greece, and Rochester City. Through email correspondence with these districts, they were informed about RSA's plan to open a charter school. The Superintendent in Gates Central School District responded with a meeting request for the week of July 19, 2021. There have been no responses from the Superintendents of Greece or the Rochester City School District.

F. ENROLLMENT, RECRUITMENT, AND RETENTION

Rochester Sports Academy (RSA) Charter School will be an open enrollment, public school serving grades 9-12 in the Gates Chili District and Greater Rochester community. During the 2019-2020 school year, Gates Chili Middle School had 278 6th graders, which will be the

rising 8th graders for the year RSA plans on opening, 2022-2023. Gates Chili high school in the 2019-2020 school year had approximately 1300 students.⁵³ For the other school Districts, the number of seats for rising 8th graders during RSA’s opening year will be in great demand, particularly with the anticipated arrival of at least 800 families per year in the next several years under the Biden Administration’s decision on refugee resettlement.⁵⁴

Table 3. Enrollment Table.

Grades	Ages	2022-2023	2023-2024	2024-2025	2025-2026
9	13-15	125	120	130	125
10	14-16		125	120	130
11	15-17			125	120
12	16-18				125
Ungraded					
Totals		125	245	375	500

2. Rationale for Enrollment. RSA’s projected number of students is the ideal number for its school model – particularly when anticipating involvement in college level courses and participation in community internships related to each student’s sports track (see Section I-B and Section II for more details on RSA’s educational model). Enrollment figures from the aforementioned districts are stable, however, with COVID-19 and the anticipated arrival of hundreds of refugee families, there is anticipation of a large demand for seats in the 2022-2023 school year.⁵⁵ RSA’s applicant group expects some attrition from year 1 to year 2 and after the school is established in year 3, RSA will backfill.

RSA will begin with Grade 9. Per RSA’s KDEs 2 and 3, Grade 9 students will participate in the Pre-Freshman Summer Institute (KDE 3) and be immersed in the Sports Career Pathways (KDE 2), giving students ample time to make a choice on a unique Sports Career Pathway (KDE 2). In RSA’s Letter of Intent, it was reported that RSA would start with 100 students, however, after reviewing the necessary staffing patterns, class structures, and the anticipated arrival of refugee families and restructuring of families that moved around as a result of COVID-19, RSA’s applicant group decided that starting with 125 students would provide additional options to the Greater Rochester community. In the second year, RSA will add another 120 seats, bringing the total to 245 students for grade 9 and 10. In the third year, RSA will enroll 130 new students in grade 9, and 125 students in year 4, until reaching the enrollment capacity of 500 students. RSA is prepared to backfill throughout the school year, particularly with the projected resettlement of refugee families after October 1, 2021.

⁵³ <https://data.nysed.gov/enrollment.php?year=2019&instid=800000034027>

⁵⁴ <https://www.whec.com/rochester-new-york-news/local-refugee-communities-on-increased-cap/6097843/>

⁵⁵ <https://www.postbulletin.com/news/education/6891529-Due-to-2020-setback-Rochester-Public-Schools-lowers-long-term-enrollment-projections>

The structure of the school (as described throughout Section II) incorporates RSA's vision of TEAM. Students are scheduled into five different groups. These groups are made up of 25 students (for a total of 125 students in year 1, 9th graders). In the second year when RSA has 10th grade, 120 new students are expected to enroll, or 24 students in each group. In the third year, RSA will enroll a new cohort of 130 students (or 26 students in the group). 125 students will be enrolled in year 4, which will be the targeted incoming enrollment number for the life of the charter. Starting with 125 students, RSA will evaluate the effectiveness of its TEAM approach and make adjustments where necessary to ensure all learners needs are being met. When comparing RSA's grade level requirements to other schools, RSA is on par with Greece, Gates-Chili, and Rochester City. With RSA's Special Education push-in model, as well as the ENL integrated model, RSA will have student-teacher ratios that complements block scheduling (KDE 3). Between enrolling students looking for a fresh start, or in need of extra, individualized support (KDE 1), RSA's block scheduling and student-teacher ratio will be appealing to the Greater Rochester community students and their families.

3. Student Recruitment Plan. Through RSA's community outreach (please refer to Section 1-E and corresponding attachments), the applicant team has experienced the efficacy of visiting local schools and organization fairs in developing relationships with families throughout the Greater Rochester Community. RSA's work in the community with the Reaves Sports Youth Organization over the past 7 years has laid the groundwork for youth engagement, recruitment of students, and building relationships with people in the community. Since developing the concept for RSA, information has been shared about the Charter School's design with participants of the Reaves Sports program in grades 5-7. The feedback from parents/guardians, and participants have been overwhelming and positive. These groups of students and families have shown great interest in enrolling at RSA. RSA has gathered the names and contact information of these interested individuals as potential students at RSA upon opening in the 2022-23 school year. On a weekly basis, Mr. Reaves continues working with groups of these students in the areas of mentorship, athletic development, and academic guidance. Due to the relationships that have been established with supporting these students, RSA has built a sense of trust and a culture of TEAM. RSA's applicant groups work in the community has created a high demand for its model, that RSA anticipates a high enrollment from this community organization. Additionally, RSA's continued outreach with local school districts, particularly in working together to serve the incoming refugee families will be a vital resource to families looking for a new model high school to attend.

With RSA's TEAM approach, the revision cycle (KDE 1) is to ensure that RSA is implementing its model with fidelity which will result in a recruitment strategy that comes from word of mouth.⁵⁶ RSA's applicant team has been working tirelessly in the Rochester community to share the sports-based model, demonstrate how students work in the context of internships and college classes which will help them build an off-field career in the sports industry. This type of referral-based work will only strengthen the already established roots in the community.

The other important component to student recruitment is referrals from peers. Partner schools work closely with the resident district to ensure that at-risk, ELL, SWD, and ED students

⁵⁶ Le, T. D., Dobebe, A. R., & Robinson, L. J. (2019). Information sought by prospective students from social media electronic word-of-mouth during the university choice process. *Journal of Higher Education Policy and Management*, 41(1), 18-34.

have access to alternate models instead of failing out of school.

4. Evidence of Interest and Demand. Based on RSA's community involvement with youth sports and mentoring students in Rochester and surrounding communities, the applicant group has gathered a large pool of all gender students that are interested in attending RSA. Those students range from grades 5-7 and some would be eligible to enroll in the 2022-23 academic year. Parents have signed interest forms detailing the information of their child (see Attachment 2c, evidence of community support). Further, when parents and students hear that they can have three Regents exams completed toward their diploma requirements by the end of ninth grade, they are excited for a future that will include real internships and college experience as they progress through the model (see Section IIG School Schedule and Calendar, and KDE 3).

5. Recruitment, Lottery, Enrollment Plan. Parents and students will be able to complete the lottery application on-line by going to the school's website or <http://www.GoodSchoolsRoc.org>.⁵⁷ These applications can be downloaded, mailed to the school's temporary address, or can be electronically submitted. A parent can have a lottery application mailed to them by contacting the school. Parents like to have hard copies and can come to any one of RSA's public meetings to pick up an application as the lottery date approaches.

Based on the number of students who apply, students from Gates have the priority because the school is in their home District. If more than 125 students submit applications, RSA will conduct a lottery. If less than 125 students submit applications, RSA plans to accept all students. RSA will backfill throughout the year, knowing that the influx of refugee families to the Rochester community after October 1 will likely inform RSA's recruitment strategies for years to come.

6. Enrollment Preferences. At RSA, other than the home district, there will be no preferences. It is not RSA's focus to enroll a specific population, but rather a diverse group of students that mirrors the community and are looking for a quality school that will help them become college and career ready. This includes students with IEPs, ELLs, Economically Disadvantaged, Homeless, and other learners that are looking for something non-traditional to develop their sense of belonging.

7. Vacancies. To fill vacancies, RSA will advertise on all social media platforms, select radio stations, and attend events within the Greater Rochester community to inform residents of available openings. The school will continue to fill seats until it's at capacity. If applications are submitted after RSA has filled all seats, students will be referred to the waiting list.

8. Enrollment and Retention Targets. RSA will enroll students throughout the year until the school has reached enrollment capacity for that school year. RSA is unsure what the attrition rate will be in the coming years due to the potential of COVID 19 disruptions but will anticipate a 15% attrition rate that should be mitigated by incoming refugee families to the area and backfilling throughout the year. The recruitment plan, as described above, will continue with relationship building within the community School Districts and organizations that serve students looking for a different option and an interest in sports.

⁵⁷ <https://www.goodschoolsroc.org/>

Table 4: Enrollment and Retention Targets- Year 1 and Year 5 (Census)

Year 1 Enrollment and Retention Targets		
	Enrollment #/%	Retention #/%
Economically Disadvantaged	57/44.5%	52/91.8
Students with Disabilities	21.2/16.6%	19.1/90%
English Language Learners	2/1.6%	1.7/85.6
Year 5 Enrollment and Retention Targets (at Census)		
	Enrollment #/%	Retention #/%
Economically Disadvantaged	195/38.8%	181.7/93.2%
Students with Disabilities	69/13.7%	63.8/92.4%
English Language Learners	5.4/1.1%	5.1/92.8%

9. Meeting Targets for Special Populations. RSA is committed to fulfilling its mission and retaining students by keeping them engaged at the school. Employing RSA’s TEAM vision and developing relationships with its students will encourage them to persist in their goals of earning a Regents Diploma and a future in off-field sports. This TEAM approach will keep economically disadvantaged or homeless, SWDs, and ELLs engaged with the school.⁵⁸ In addition to RSA’s TEAM approach, all of its students will receive individualized attention in block scheduling and the extended day format (KDE 3). Once school counselors from neighborhood Districts are aware that RSA is capable and willing to support struggling students, then RSA believes that recruitment for these groups will be attainable. Additionally, RSA is aware that refugee families will come to settle in Rochester, and with the increase in quota from the Biden administration and over 800 families moving to the area in 2021 alone, RSA is confident that the ELL population can assist in meeting the demand for seats at a quality school. Within RSA’s revision cycle, if recruitment efforts are not working, RSA stakeholders can meet as a team and develop new strategies to ensure that RSA achieves the targets (KDE 1).

G. PROGRAMMATIC AND FISCAL IMPACT

Programmatic Impact. The programmatic impact on the Gates-Chili Central School District appears that it could be disruptive. However, Gates-Chili CSD has a very strong existing school system and students who are happy will not leave. Further, RSA has a very specific niche which is an entrance to careers in the sports world, this will not appeal to every student in the Gates-Chili CSD. RSA will attract, at least in the first few years, those students who are struggling or who do not fit into the existing traditional school structure. RSA will allot remaining seats to students outside the District.

⁵⁸ Williams, S., Schneider, M., Wornell, C., & Langhinrichsen-Rohling, J. (2018). Student’s perceptions of school safety: It is not just about being bullied. *The Journal of School Nursing, 34*(4), 319-330.

Fiscal Impact. As demonstrated in the Projected Fiscal Impact upon District Location below, with data from the 2021-2022 budget produced by the Gates-Chili CSD, RSA will have minimal impact on the District’s overall finances. The budget for future years has not been released by the Gates-Chili CSD, but we increase the budget by 4% every year which was the increase from 2020-2021 to 2021-2022. Overall, RSA does not have an impact larger than 2.53% in any given year. RSA will likely enroll students from additional Districts in the Greater Rochester Area, thus making the impact to the Gates-Chili CSD budget even smaller.

Projected Fiscal Impact upon District of Location

Year	Number of Enrolled Students	Charter School Basic Per Pupil Tuition Rate	Total Charter School Per Pupil Cost to District	Estimated Additional Costs to District (e.g. SPED funds)	Total Projected Funding from District	Total District General Fund Budget ⁵⁹	Projected Impact on District Budget
2022-23	63	\$13,230	\$826,875	\$25,000	\$851,875	\$117,882,045	0.72%
2023-24	123	\$13,230	\$1,620,675	\$30,000	\$1,650,675	\$122,597,327	1.35%
2021-22	188	\$13,230	\$2,480,625	\$40,000	\$2,520,625	\$127,501,220	1.98%
2022-23	250	\$13,230	\$3,307,500	\$50,000	\$3,357,500	\$132,601,269	2.53%
2023-24	250	\$13,230	\$3,307,500	\$50,000	\$3,357,500	\$137,905,319	2.43%

H. COMMUNITY

1. Community to be Served. The RSA applicant group is excited for this school to reside in the Gates community. When the applicant group considered opening a charter school in Gates, they understood the potential impact it could have on students, families, and school personnel. Additionally, they thought about the effect this school would have on all community residents, churches, businesses, other schools, and school board members. It is the hope of the applicant group that RSA will significantly add to the close-knit community that currently exists in Gates and all aforementioned parties will view the school as a staple within the community that provides rigorous, engaging, academic, and scholastic experiences for all students. Additionally, RSA is aware that while Gates is the district of residence, RSA will also recruit students from other Districts in the Greater Rochester community. Reviewing the existing data on data.nysed.gov on the area schools, more than 250 students, half of RSA’s enrollment at census, dropped out of high school. This is a significant number of students who could have enrolled in a different program and chose not to because the options for different model schools have dwindled significantly in the last decade (note the number of closures in the

⁵⁹ Downloaded from NYC OMB at <http://www1.nyc.gov/assets/omb/downloads/pdf/de2-18.pdf> on March 8, 2018.

Rochester City School District).⁶⁰ Having options and engaging with our school model will provide students that are at-risk of dropping out with new hope for success. RSA's extended day and block scheduling provide support to the TEAM approach by students learning and practicing learning together to succeed. Block schedules provide conferencing and differentiation to student learners of all kinds and leaves little room for students to fall behind without an intervention being employed. The RSA TEAM spirit will promote camaraderie and persistence, as the community redevelops and open schools after the Covid19 pandemic.⁶¹

2. Processes, Practices, Policies to include community "voice." To ensure the perspectives of all Gates, and the Greater Rochester community stakeholders are included in the decision-making processes of the school, the applicant group held three community forums prior to completing the full application. Community forums were designed to share the school's mission, vision, key design elements, curriculum design, enrollment/retention strategies, and RSA's approach to addressing the social and emotional needs of students and solicit feedback about successes and challenges others have learned about students and operating a school in this community (see more in Attachment 2c, Evidence of Community Support). RSA's applicant group sent letters to the Gates Central School District Superintendent and members of the Board of Education as well as the leadership team at Northstar Christian Academy informing them of RSA's intention to open a Charter School in Gates and its desire to be collaborative in this process to provide all students with the best educational opportunities and social-emotional support.

At any time, community members can provide feedback and make recommendations to the board of trustees through the Rochester Sports Academy website. Community members are encouraged to visit the school and speak directly with the Chief Visionary Executive Officer to share opinions they believe could enhance the educational experience of students. RSA operates in this manner based on its core principle of respect for diversity of thought and to ensure equity and inclusion of all stakeholders. Any submissions received by community members will be reviewed weekly by the Chief Visionary Executive Officer and shared with the Principal. Individuals submitting suggestions, will be contacted and informed of RSA's process for reviewing submissions and notified when they will receive additional communication from the CVEO.

During professional learning community meetings, all feedback will be shared with the staff to gain an understanding of their perspective and determine if any feedback should be considered and implemented at RSA. These recommendations will be forwarded to the Board President for further discussion with all board members during monthly meetings. The CVEO will lead efforts to develop partnerships with community-based organizations, businesses, and other educational entities. Working collaboratively with the RSA Board of Trustees and other stakeholders, CBO's, businesses, and educational entities that align with the mission and vision of RSA will be identified and the CVEO will reach out to the appropriate individuals to schedule introductory meetings.

3. Assessing Community Voice and Serving all Community Members. Community voice will be assessed through town hall meetings, providing opportunities for student and parent feedback on surveys, and community engagement meetings. RSA's school model is inherently

⁶⁰ <https://www.democratandchronicle.com/story/local/communities/time-to-educate/conversation/2018/07/21/how-many-schools-has-rcsd-closed-since-2001-rochester-city-school-district/776428002/>

⁶¹ <https://www.cityofrochester.gov/SOTC2021/>

responsive to the community, as it values all stakeholders and as described above, will incorporate feedback into its monthly meetings with the Board of Trustees and in PLCs with staff. The social emotional development of RSA's students is predicated on the belief of its mission. RSA's relationships with the Greater Rochester community stakeholders will inform best practices in building relationships with its students. This translates to engagement, persistence, and overall achievement for RSA's staff and students.

4. Partnering with a CBO. Partnerships formed with CBO's, businesses, or educational entities will focus on gaining information about resources available to students and their families outside of the school setting. These resources can address students' needs for food, shelter, clothing, intervention programs (substance abuse, physical/mental abuse), and social-emotional support. In relation to academic partnerships, RSA will explore opportunities for tutoring, mentoring, and work-based learning.

5. Evaluating School-Community Partnerships. Community partnerships will be evaluated to determine their effectiveness in supporting students' academic and social-emotional needs. RSA will survey students, parents, and RSA staff using pre, mid-year and post testing to gain an understanding of the effectiveness of the relationships with CBO's.

I. DISSEMINATION

Learning from others. RSA's applicant group understands and appreciates the education provided to students by Gates Chili High School and Northstar Christian Academy. The applicant group has reached out to the Superintendent and members of the Gates Chili CSD to schedule a meeting the week of July 19th to discuss all components of Rochester Sports Academy and inquire about collaborative efforts regarding meeting the needs of all students through effective academic and social-emotional support practices. Additionally, RSA's applicant group reached out to the President and other administrators at Northstar Christian Academy for a similar conversation. It is RSA's hope that other educational organizations would find it beneficial to partner, with the goal of providing students an array of academic and social-emotional options that satisfy their interests and abilities.

RSA Administrators and Board Members are eager to partner with various community organizations and businesses in Gates including, but not limited to Total Sports Experience, Westside Family YMCA, and Monroe Boces 2. Additionally, there is excitement amongst RSA's applicant group about working collaboratively with various Minor League Sports teams, community organizations and businesses in Greater Rochester. Through fostering meaningful working relationships with these organizations, students at RSA will be provided opportunities to grow personally and professionally while being a valued member of a team. The potential for advanced learning that will enrich students' academic and social-emotional experiences entrenched in the mission and vision is what sets RSA apart from others.

During the pre-opening year, RSA Administrators plan to work collaboratively with administrative teams at Gates Chili CSD, and other Districts in the Greater Rochester community to gain a better understanding of the best academic and social/emotional support services that have been effective in supporting students. Additionally, RSA administrators will share key design elements of its school that intentionally plans to provide hands-on experience and holistic development with a keen focus on diversity.

To facilitate the transition of middle school students to RSA, Administrators will develop a strategic plan to work collaboratively with specific Public Schools in the surrounding Districts that enroll students in grades 6-8. With the goal of providing students the best educational

options that align with their passions and career interests, RSA will have a similarly reciprocal relationship for students no longer interested in remaining at Rochester Sports Academy.

II. Educational Plan

A. EDUCATIONAL PHILOSOPHY

1. Philosophy, Core Beliefs, and Values. RSA's educational philosophy involves rigorous, inclusive, equitable, differentiated and culturally responsive educational teaching. Through RSA's unique comprehensive curriculum design, combined with work-based learning, all students will attain the necessary 21st-century skills to be successful (KDE 1). RSA will connect educational teaching to real world experiences and sports career fields (KDE 2). To address the social emotional needs of students, RSA will create a safe and supportive learning environment that fosters positive relationships with staff through our extended day programming (KDE 3).

Core Beliefs about Teaching and Learning (KDE #1). As described in Section I-B, Key Design Elements, RSA holds a set of core beliefs that informs the way in which the School and its stakeholders interact to successfully serve students in the Greater Rochester area. With a TEAM (Together Everyone Achieve More) approach, the school design inherently lends itself to serving all learners, from all backgrounds. To achieve these rigorous goals, RSA believes these elements promote our core beliefs about teaching and learning, ensuring that all RSA scholars are set up for success in their post-secondary lives.

Sports Career Pathways (KDE #2) A cornerstone of RSA is the Sports Career Pathways design. Incoming 9th Graders will have the opportunity to explore three distinct tracks: Sports Business Management and Administration, Sports Health Care, and Sports Technology Education. Between sophomore and senior year, students will receive New York State aligned CTE instruction, work-based learning, potential employment opportunities, as well as college and career readiness. RSA's TEAM approach will harness the power of collaboration to support students in gaining knowledge, skill, and experience in their chosen Sports Career Pathway. Establishing partnerships with local colleges, professional sports teams, and local sports specific businesses will give RSA students opportunities for internships and to gain experience. Students select their own Sports Career Pathways provides them with ownership of their decision which will motivate them to stay engaged and take risks in their academic learning. Giving students real choices in the classroom, with highly engaging materials in an extended period, can boost their engagement and motivation, which will allow them to capitalize on their strengths and meet their individual learning needs.⁶²

School Schedule and Calendar (KDE#3) RSA's school schedule offers an extended school day which will provide students with the opportunity to have more instructional time in the classroom in core subjects (ELA, Math, Social Studies, and Sciences), provide students with a schedule that is comparable to a workday, and provides more time for courses in the Sports Careers Pathways. Expanded learning time and opportunities for all students, particular to students with special needs and/or ELLs, will provide additional opportunities to close gaps related to COVID-19.⁶³ Further, the expanded time will boost student morale and risk-taking through the positive relationships built from our TEAM vision.⁶⁴

⁶² Parker, F., Novak, J., & Bartell, T. (2017). To engage students, give them meaningful choices in the classroom. *Phi Delta Kappan*, 99(2), 37-41.

⁶³ Wojcikiewicz, S., & Darling-Hammond, L. (2020). Learning in the Time of COVID and Beyond.

⁶⁴ *ibid*

Cultural Diversity: RSA will incorporate culturally responsive instruction in our classrooms.⁶⁵ Fostering inclusion and awareness around multicultural education and taking a culturally responsive approach to teaching all students is the core of RSA’s TEAM vision regardless of who a student is or how they identify. This approach will encourage acceptance and help prepare students to thrive in a diverse society.⁶⁶

Community Engagement: RSA will build positive relationships with higher education institutions, businesses, community-based organizations, and stakeholders in and beyond Greater Rochester as a strategy to remove barriers to achieving quality education and creating opportunities for all.⁶⁷

Respect: All stakeholders will demonstrate respect for one another (students, parents, teachers, staff, administrators, and community members). Teachers will encourage and praise students for their courage, effort, hard work, determination, and respect for their others.⁶⁸ Using this PBIS school wide practice of praising and encouraging students when they display respect, will help with establishing a continuum of recognition strategies to provide specific feedback and encourage contextual appropriate behavior.⁶⁹

Social and Civic Engagement: RSA will develop students who can become leaders that can communicate effectively with others, create solutions to problems, and have the necessary 21st Century technological skills needed in the new digital world.⁷⁰

High Expectations: RSA will have high expectations for all students and provide teaching that is engaging and of high interest. RSA will work to build student’s self-esteem and increase their confidence with the focus of improving and enhancing academic performance.⁷¹

Data Driven Decision Making: RSA will use relevant and reliable data to guide the improvement of teaching practices, student growth, and school systems.⁷²

Summary of Research. RSA discusses the importance of RSA’s educational philosophy and why it is the basis to achieving success for its scholars. Learning, and the motivation to learn, are inherently linked.⁷³ To ensure that scholars are highly motivated, RSA has designed an educational program that will provide the steppingstones to achieve high academic performance, and the motivation to reach those high academic expectations as set forth by the

⁶⁵ Larson, K. E., Pas, E. T., Bradshaw, C. P., Rosenberg, M. S., & Day-Vines, N. L. (2018). Examining how proactive management and culturally responsive teaching relate to student behavior: Implications for measurement and practice. *School Psychology Review, 47*(2), 153-166.

⁶⁶ Samuels, A. J. (2018). Exploring Culturally Responsive Pedagogy: Teachers' Perspectives on Fostering Equitable and Inclusive Classrooms. *SRATE Journal, 27*(1), 22-30.

⁶⁷ Lee, C. C., Picart, J. A., Schoonover, N., & Dufresne, K. V. (2020). The Power of Literacy for Community Engagement: Partnering with Youth Community-Based Organizations. In *Literacy Across the Community* (pp. 342-356). Routledge.

⁶⁸ Floress, M. T., Beaudoin, M. M., & Bernas, R. S. (2021). Exploring secondary teachers’ actual and perceived praise and reprimand use. *Journal of Positive Behavior Interventions, 10983007211000381*.

⁶⁹ <https://www.pbis.org/>

⁷⁰ <https://www.brookings.edu/policy2020/bigideas/the-need-for-civic-education-in-21st-century-schools/#:~:text=Schools%20can%20also%20directly%20provide,people%20with%2021st%2Dcentury%20skills>.

⁷¹ <https://oregongearup.org/sites/oregongearup.org/files/research-briefs/highexpectations.pdf>

⁷² https://ies.ed.gov/ncee/edlabs/regions/midatlantic/app/Docs/Infographics/Data_Use_Infographic.pdf

⁷³ Ennis, C. D. (2017). Educating students for a lifetime of physical activity: Enhancing mindfulness, motivation, and meaning. *Research Quarterly for Exercise and Sport, 88*(3), 241-250.

School.⁷⁴ The Expectancy Value and Cost Model (EVCN) supports RSA's educational philosophy.⁷⁵ This model includes three major factors that influence student motivation. The first factor being expectancy of students, that they will demonstrate an ability to succeed in the assigned task because they feel empowered to meet the learning objectives. The second major factor is value, which involves students' ability to perceive the importance of engaging in a particular task. This gives meaning to the assignment or activity because students are clear on why the task behavior is valuable. The last major factor is cost, which points to the barriers that impede a student's ability to be successful on an assignment, activity, and the course at large. RSA's education philosophy will support students with their ability to achieve learning. Through the unique curriculum of Sports Career Pathways and school programs, RSA will provide students with materials that inspires them to learn. Through the TEAM approach, and learning the needs of its students, RSA will remove barriers that prevent students from learning.⁷⁶

In line with its Mission and Vision, RSA will incorporate the teaching and learning of sports and sports careers into every aspect of the academic curriculum and instruction. Culturally Responsive teaching will be essential for students to connect to the curriculum they will be learning, while building meaningful relationships with teachers, and enhancing a sense of belonging (KDE #1). When culturally responsive strategies are integrated into classroom instruction, students benefit from strengthening their identity, promoting equity and inclusivity, while engaging in course material, and supporting critical thinking.⁷⁷ Culturally Responsive teaching naturally aligns to RSA's mission, which provides all of its scholars with the ability to become life-long civic participants, modeling and supporting activities in their personal and professional lives linked to diversity, equity, and inclusion. RSA scholars will further become stewards in the movement to eliminate racism and bigotry in Rochester and the communities they engage in beyond their post-secondary training.⁷⁸

The teaching and learning of 21st Century skills, within the Sports Career Pathways, will provide a unique and impactful experience for RSA scholars (**KDE #2**). Students will have the opportunity to gain knowledge and hands-on experience in the pathways of Sports Business Management, Sports Media & Technology, and Sports Health Sciences. The exposure to these experiences at the high school level will bolster students' knowledge and understanding as they enter post-secondary education and sports career fields.⁷⁹ Young people master Math, Reading, and Science much better if they have an educational experience that develops their social and emotional learning competencies, like self-awareness and relationship skills, which are the foundation of career skills and puts academic learning in a more meaningful context. To ensure that RSA is prioritizing the needs of its students and school, RSA will strategically utilize a data

⁷⁴ Gamson, D. A., Eckert, S. A., & Anderson, J. (2019). Standards, instructional objectives and curriculum design: A complex relationship. *Phi Delta Kappan*, 100(6), 8-12.

⁷⁵ https://www.researchgate.net/publication/265965932_Expectancy-Value-Cost_Model_of_Motivation

⁷⁶ Sánchez, P. A., de Haro-Rodríguez, R., & Martínez, R. M. (2019). Barriers to student learning and participation in an inclusive school as perceived by future education professionals. *Journal of New Approaches in Educational Research (NAER Journal)*, 8(1), 18-24.

⁷⁷ <https://www.northeastern.edu/graduate/blog/culturally-responsive-teaching-strategies/>

⁷⁸ Arellanes, J. A., & Hendricks, M. (2021). Teaching Ethnic-Specific Coursework: Practical Suggestions for Promoting Diversity, Equity, and Inclusion Within the Classroom. *Teaching of Psychology*, 00986283211013050.

⁷⁹ Rothwell, G., & Shaffer, M. (2019). eSports in K-12 and Post-Secondary schools. *Education Sciences*, 9(2), 105.

driven culture.⁸⁰ Classroom teachers will use data to assess the needs, strengths, progress, and performance of students.⁸¹ Teachers will also use data to revise school plans, targets, and goals (**KDE #1**). School Leaders will use data to monitor the needs, strengths, progress, and performance of students and staff.⁸² In addition, the Principal and Chief Visionary Executive Officer (CVEO) will use data to monitor the implementation and impact of school practices, programs, and policies.⁸³

Community engagement will play a major role in RSA's School Design (**KDE #1, #3**). Parents will be asked to be involved in Parent Teachers Associations, Community Engagement Teams, Board Committee meetings, and joining data dives to give input and suggestions.⁸⁴ Businesses and Organizations that align with RSA's School Mission/Vision will be sought out for partnerships with Career Sports Pathways internships, employment, and educational collaboration (**KDE #2**).⁸⁵ Students will participate in community service events and RSA will advocate for its students and families in social and civic engagement. When families and community members are involved in student learning, students improve their academic performance, and gain advocates that promote their success, which helps them feel confident in the school and taking on more rigorous classwork.⁸⁶

B. CURRICULUM

1. Process for Selecting/Developing Curriculum. The guidelines that RSA will use for selecting and developing the school's curriculum involves a five-step process⁸⁷:

Step 1- Vetting Departmental Goals. The first step involves determining the Department Goals and developing a 9th-12th Grade scope and sequence aligned to the New York State Next Generation Standards.⁸⁸ By starting with an overall Department Goal that is NYS Next Generation Standards aligned and in line with the EVCM, staff members can use RSA's TEAM vision to work together in consistently implementing and individualizing the right scaffolds to meet the needs of its diverse learners (in Section II-A). An example of a Departmental Goal using RSA's EVCM and SMART goal approach is the Math Department will achieve a 75% pass rate on the Algebra I by the end of the school year (June 2023). Using RSA's TEAM approach to monitor the progress of its students in PLCs and by designing accessible curriculum that motivates students to engage with their instructors and take risks with challenging material. Here, the goal is marked by a 75% pass rate on the Regents, but teachers will work together using RSA's Data Driven Decision Making Activities (KDE 1) to progress monitor and review

⁸⁰ Dogan, E., & Demirbolat, A. O. (2021). Data-Driven Decision-Making in Schools Scale: A Study of Validity and Reliability. *International Journal of Curriculum and Instruction*, 13(1), 507-523.

⁸¹ Hora, M. T., Bouwma-Gearhart, J., & Park, H. J. (2017). Data driven decision-making in the era of accountability: Fostering faculty data cultures for learning. *The Review of Higher Education*, 40(3), 391-426.

⁸² Pak, K., & Desimone, L. M. (2019). Developing principals' data-driven decision-making capacity: Lessons from one urban district. *Phi Delta Kappan*, 100(7), 37-42.

⁸³ <https://ies.ed.gov/ncee/edlabs/>

⁸⁴ Park, S., & Holloway, S. (2018). Parental Involvement in Adolescents' Education: An Examination of the Interplay among School Factors, Parental Role Construction, and Family Income. *School Community Journal*, 28(1), 9-36.

⁸⁵ Murillo, M. A., Quartz, K. H., & Del Razo, J. (2017). High school internships: Utilizing a community cultural wealth framework to support career preparation and college-going among low-income students of color. *Journal of Education for Students Placed at Risk (JESPAR)*, 22(4), 237-252.

⁸⁶ <https://www.hanoverresearch.com/insights-blog/top-benefits-of-family-and-community-engagement/>

⁸⁷ Loosely based on: <https://www.aacs.org/assets/Journal-Vol-12-No-3/Vol-10-NO-3/The-Challenge-of-Selecting-an-Effective-Curriculum.pdf>

⁸⁸ <http://www.nysed.gov/next-generation-learning-standards>

student work. The EVCM Model will demonstrate how students are engaged in classroom activities that promote peer to peer interactions and educational risk taking in a safe space.

Step 2- Course or Grade Level Goals. The second step is to determine individual course or grade level goals and basic course objectives. When developing curriculum maps, it is essential to each course that instructors build objectives that capture the “know and do” of the curriculum. Example of Course or Grade Level Goals: Students in Ms. Williams’ Algebra I course will demonstrate a growth mindset by participating in group activities and peer mentoring during the group-think portions of the classroom instructional model (direct instruction followed by practice and modeling among the students). In this example, the departmental goal of 75% pass rate has already been set for Algebra I, so Ms. Williams will look to establish the growth mindset among her students to build their confidence (EVCM). This is measurable through classroom observations and PLC protocols that show student work samples.

Step 3- Teacher Expectations and Curriculum Checklist. The third step is to develop a checklist that covers curriculum specifications and teacher expectations. The curriculum committee will develop a checklist that includes everything considered important in a subject’s curriculum. The scope and sequence, and course objectives are the priority items on the checklist. Example: Ms. Williams’ checklist for Unit 1 in Algebra I (Solving Equations and Inequalities) includes students identifying sets of real numbers that are rational and irrational, understanding how to calculate the product of two rational numbers and understanding the product is a rational number, that the sum of a rational and irrational number will be irrational, and the product of a rational number (non-zero) and an irrational number is irrational. Here, the goal checklist is also measurable and can incorporate EVCM and TEAM practices that help students practice together these equations and demonstrate their understanding of these math practices.

Step 4. Readily Available and Accessible Resources for All. The fourth step addresses that for any goal to be realized, the right materials must be in place. As times change and access to resources also change, RSA believes that all staff and students should have access to print and virtual materials that will enhance learning. Teachers, the Instructional Coach, the Principal, and the CVEO will work together to determine the best resources for each course. Example: Ms. Williams works with Mr. Reaves and Dr. Marshall in evaluating the best materials for the Algebra I course. Using reference materials like the Common Core Modules,⁸⁹ and text support for SWDs and ELLs using EnVision Math,⁹⁰ along with different trade books for each subject area will be an excellent start for print resources. Students will take interim assessments online, including practice online games and activities from IXL⁹¹ and Problem Attic.⁹² The process for selecting materials and curriculum for the Sports Career Pathways will align with the New York State Education Department’s approved CTE pathways.⁹³ For the Sports Business and Administration pathways, RSA will use the New York State Career and Financial Management Curriculum Framework.⁹⁴ In the Sports Health Sciences pathways, RSA will use the New York State Health Science Educators Association’s Health Science Education Standards for selecting

⁸⁹ <https://www.engageny.org/resource/high-school-algebra-i>

⁹⁰ <https://www.savvas.com/index.cfm?locator=PS3z7h>

⁹¹ <https://www.ixl.com/math/algebra-1>

⁹² <https://www.problem-attic.com/ccss-details>

⁹³ <http://www.highered.nysed.gov/tcert/certificate/cte/pathways-options.html>

⁹⁴ https://nyctecenter.org/images/CFM.New_508.pdf

materials and curriculum.⁹⁵ The Sports Technology and Media Production material and curriculum will be aligned with the SUNY curriculum for Technology Education Communication Systems.⁹⁶ RSA's Media Arts materials and curriculum will align with the NYSED Arts Standards and RSA's unique sports design using sports specific language, theories, references.⁹⁷

Step 5- Data Driven Progress Monitoring. As with all goals, monitoring progress is essential in maintaining real time assessment/intervention progress and ensuring academic achievement. Teachers work together in PLCs to review student work and align progress to department, class, and school wide goals. Teachers will evaluate the implementation work, whether practices are TEAM and EVCM aligned, through classroom observation and feedback from the Principal and/or Instructional Coach. Teachers will look at interim and classroom level assessment data to further streamline their group-think practices. This ensures that the curriculum and scaffolds for each unit are reaching our SWDs, ELLs, and other students that need extra help or experience additional challenges in their work.

The five-step Curriculum Development Process ensures that all of RSA's curriculum is directly aligned to NYSED Next Generation Learning Standards and other P-12 Standards (like the changes ahead for Science, and the new PE and Health standards, Computer Standards, Visual Arts Standards, and Social Emotional Learning Benchmarks). RSA promotes the implementation and alignment of the EVCM model to ensure that students are motivated to learn, and teachers are motivated to teach a curriculum that they had direct input in establishing at the school. RSA's TEAM vision is at its highest when all stakeholders have a hand in developing the original materials and goals for implementation, and there is a shared responsibility in monitoring its success through data driven practices with school leadership (KDE 1).

2. Horizontal and Vertical Alignment and the Revision Process. The Curriculum at RSA is aligned to the Next Generation Learning Standards,⁹⁸ and all NYS Standards in other core subjects. RSA acknowledges the State is transitioning from Common Core to Next Generation and the P-12 Science Standards,⁹⁹ but RSA has decided to open up fully aligned to Next Generation rather than transitioning based on the opening timeline.¹⁰⁰ This ensures the curriculum maps for all teachers and their subsequent courses will be fully aligned to these changes and students will be ready for regents exams that are aligned to these frameworks. This also includes the United States History framework and new exam that has been delayed as a result of COVID-19.¹⁰¹ Teachers will have the opportunity to see what should be taught and align their weekly lesson plans to the goals of the units outlined in the core curriculum maps. The core maps are adapted from these pacing guides: Common Core modules for ELA and

⁹⁵ <https://www.acteonline.org/nyshsea/>

⁹⁶ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/computer-science-digital-fluency-standards-k-12.pdf>

⁹⁷ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-visual-arts-at-a-glance-final-8-2-2017-high-res-v2.pdf>

⁹⁸ <http://www.nysed.gov/next-generation-learning-standards>

⁹⁹ <http://www.nysed.gov/curriculum-instruction/science-learning-standards>

¹⁰⁰ Science timeline: <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/science-timeline.pdf>; Math: <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/next-gen-mathematics-implementation-timeline-revised-april-2020.pdf>; ELA: <http://www.nysed.gov/common/nysed/files/next-gen-ela-instruction-assessment-timeline.pdf>

¹⁰¹ <http://www.nysed.gov/news/2020/state-education-department-issues-guidance-graduation-and-course-requirement-changes-due>

Math, text collections from NYS like *Collections* for ELA,¹⁰² and EnVision Math,¹⁰³ in addition to the NYSED scope and sequences for Social Studies¹⁰⁴ and Science.¹⁰⁵ The Principal, teachers, and Instructional Coach will work closely together, as described in RSA's five-step process to choose curricular materials and ensure the alignment of standards to instructional priorities (such as aligning sports related topics to our subject matter). Per RSA's five-step process, step five includes a regular revision process, which will be done at least annually by the teaching staff, instructional coach, principal, and CVEO.

3. Curriculum Materials. RSA will use a variety of culturally responsive instructional material.¹⁰⁶ To ensure selected material and curriculum is culturally responsive and aligned to NYS Common Core and Next Generation Learning Standards, the RSA academic Instructional Coach and Principal will provide professional development on selecting culturally relevant instructional materials and curriculum. These materials will be student centered and take into consideration the experiences, realities, and interest of students. According to NYSED's framework for Culturally Responsive Sustaining Education, inclusive curriculum elevates historically marginalized voices.¹⁰⁷ It includes opportunities to learn about power and privilege in the context of various communities and empowers learners to be agents of positive social changes. It also provides the opportunity to learn about perspectives beyond one's own scope in addition to working towards dismantling systems of biases and inequities, while decentering dominant ideologies in education.¹⁰⁸ Resources that will be used to infuse Culturally Responsive Teaching into RSA curriculum are the Teacher Test Development and Participation Opportunities,¹⁰⁹ Civic Readiness Initiative,¹¹⁰ and the New York State K-12 Social Studies Framework Toolkits.¹¹¹

In all instances, RSA's Principal and the Academic Instructional Coach will manage what materials will be used, with teachers providing feedback during the annual curriculum reviews (as described above in our five-step process). The following materials are merely suggestions of what could be in place for RSA's first year, with the understanding that changes will be made based on the enrollment of its students. As mentioned throughout Section 1, the highly anticipated welcoming of over 800 refugee families to the Greater Rochester community will likely require adjustments to the materials used. Such changes will include selections based on representation, level of language acquisition and how we can process scaffolds to bring all learners to level, and interest. As described above, RSA's review process with school stakeholders and TEAM approach will ensure the right materials are in place when students

¹⁰² <https://www.hmhco.com/research/collections-research-foundations>

¹⁰³ <https://www.savvas.com/index.cfm?locator=PS3z7h>

¹⁰⁴ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-9-12.pdf>

¹⁰⁵ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/hs-science-learning-standards.pdf>

¹⁰⁶ Tanase, M. F. (2021). Culturally Responsive Teaching in Urban Secondary Schools. *Education and Urban Society*, 00131245211026689.

¹⁰⁷ <http://www.nysed.gov/curriculum-instruction/culturally-responsive-sustaining-education-framework>

¹⁰⁸ <https://educationnorthwest.org/sites/default/files/resources/culturally-responsive-teaching.pdf>

¹⁰⁹ <http://www.p12.nysed.gov/assessment/teacher/home.html>

¹¹⁰ <http://www.nysed.gov/curriculum-instruction/civic-readiness-initiative>

¹¹¹ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-9-12.pdf>

walk across the threshold for the very first time. For the time being, these are some examples of materials RSA may elect to use:

English Language Arts: The curricular materials used to deliver instruction are varied across classes. Using selections from *Collections*, including different novels as anchor texts, align themes for instruction to carry through to supporting texts and extra reading. Themes, for example, in Grade 9 can include “seeking to belong,” where the anchor text is *Rules of the Game*.¹¹² The support texts will follow a similar format to what is outlined in the structure of the ELA Regents- poetry, non-fiction, and fiction selections. The Support texts may include from the EngageNY modules *St. Lucy’s Home for Girls Raised by Wolves*, or *Night Calls*. The non-fiction selections may include *They Gettysburg Address* or *Episodes from the Genocide of Native Americans*.

For Math, Social Studies, and Science, teachers will use a variety of resources, including the EngageNY Common Core Modules for Algebra I, II, and Geometry. Additionally, RSA will use the EnVision Math series,¹¹³ which offers accessibility for SWDs and ELLs, and that structure mirrors RSA’s vision of Direct Instruction paired with groupthink and modeling, followed by TEAM based practice and peer to peer interactions to demonstrate learning. The Social Studies curriculum is derived from the NYSED SS Framework,¹¹⁴ and is aligned to the text, *United States History* (Prentice Hall) for US History in Grade 11. For Grades 9 and 10, *World History: Patterns of Interaction* will be used.¹¹⁵ In Grade 12, students will refer to *Economics: Concepts and Choices*.¹¹⁶ Also in Grade 12, students will refer to the civics reference, *Magruder’s American Government*.¹¹⁷ Science follows the scope and sequence of NYSED. The material used includes textbooks *Living Environment* (Cengage),¹¹⁸ *Earth Science* (McDougal Little),¹¹⁹ *Chemistry*,¹²⁰ and *Physics*,¹²¹ lab materials, and other trade books will serve as supplemental books.

The Sports Career Pathways have three distinct NYSED approved tracks of Sports Business and Administration, Sports Health Sciences, and Sports Technology Education. The text and material used for these courses will align to what is provided by NYSED and internship work-based learning experiences. Physical Education, Health, Media Art, and Spanish will all follow the scope and sequence provided by NYSED. The teachers will collaborate with the Academic Instructional Coach and the Principal to establish pacing guides based on NYS approved resources, and incorporate trade books, and supplemental software to remain current.

Innovation and RSA’s Key Design. RSA’s strategic vision is to create a learning environment that empowers students to achieve success in the classroom, in sports, and in their community by creating a TEAM (Together Everyone Achieves More) culture. The TEAM philosophy is consistent with a traditional sports philosophy which is the theme of our school.

¹¹² <https://www.goodreads.com/book/show/14059878-rules-of-the-game>

¹¹³ <https://www.savvas.com/index.cfm?locator=PS3z7h>

¹¹⁴ <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-9-12.pdf>

¹¹⁵ https://www.goodreads.com/book/show/450017.World_History

¹¹⁶ <https://starearlycollege.org/ourpages/auto/2017/1/28/68328297/Economics%20Textbook.pdf>

¹¹⁷ <https://www.savvas.com/index.cfm?locator=PS2y61>

¹¹⁸ <https://www.cengage.com/c/living-in-the-environment-20e-miller/9780357142202PF/>

¹¹⁹ <https://www.amazon.com/McDougal-Littell-Science-Student-Grade/dp/0618615385>

¹²⁰ <https://www.acs.org/content/acs/en/education/resources/undergraduate/chemistry.html>

¹²¹ <https://bcs.wiley.com/he-bcs/Books?action=index&itemId=0471320579&itemTypeId=BKS&bcsId=1458>

Key Design Element #1: Core Beliefs about Teaching and Learning. RSA core beliefs inform the way in which the School and its stakeholders interact to successfully serve the students. RSA's TEAM approach serves the needs of all students to ensure that they are successful. This includes practices in respect, high expectations, data driven decision making, cultural diversity, community engagement, and social and civic engagement.

Key Design Element #2: Sports Career Pathways. RSA will provide students with instruction, work based learning, and potential employment opportunities through its Sports Career Pathways. Using the TEAM approach, RSA will collaborate with local colleges, professional sports teams, and local business organizations to create internships for students to gain real time experience while making connections to their studies.

Key Design Element #3: School Schedule and Calendar. RSA's school schedule offers an extended day and 90-minute blocks of instruction in core subjects (ELA, Math, Social Studies, and Science). The extended instruction period will allow teachers to provide thorough instruction, small group work, and time to assess student's ability to learn and retain content. These three key design elements align with RSA's education philosophy and mission by providing unique and engaging opportunities for students that are rigorous and will prepare them for college and careers.

6. Research Based Design. Curriculum revision and reflection benefits RSA students by improving the students' learning experience. RSA knows the benefits of curriculum review: schools are able to articulate the strengths of the program, identify specific actions to address gaps within an academic program, improve teaching and learning practices, provide an opportunity for critical reflection on the program's curriculum and provide evidence to drive decision making within the program.¹²² Staying current and aligned with NYS Common Core, Next Generation Learning Standards and incorporating Culturally Responsive Teaching will ensure that RSA provides students with an appropriate grade level curriculum that is engaging and meaningful to the students.¹²³ Culturally Responsive Teaching will assist in making real time changes that will help all learners connect with the curricular materials.¹²⁴ Furthering RSA's commitment to EVCM (Expectancy Value and Cost Model), providing materials that further student motivation through culturally responsive learning ensures representation of historically marginalized voices.¹²⁵ Using our Explicit Direct Instruction approach in RSA classrooms further ensures that students have a clear path to learning, that directives and goals for their learning are clearly communicated from staff and that in the extended block period students have time to work independently and in teams to demonstrate that learning (see more on Explicit Direct Instruction in Section II-C, Instruction).¹²⁶

¹²² Jacobsen, M., Eaton, S. E., Brown, B., Simmons, M., & McDermott, M. (2018). Action research for graduate program improvements: A response to curriculum mapping and review. *Canadian Journal of Higher Education/Revue canadienne d'enseignement supérieur*, 48(1), 82-98.

¹²³ Martinez, R. R., Baker, S. B., & Young, T. (2017). Promoting career and college readiness, aspirations, and self-efficacy: Curriculum field test. *The Career Development Quarterly*, 65(2), 173-188.

¹²⁴ Reichert, F., & Print, M. (2018). Civic participation of high school students: The effect of civic learning in school. *Educational Review*, 70(3), 318-341.

¹²⁵ Patton, A. L., & Prince, K. L. (2018). Curriculum Design and Planning: Using Postmodern Curricular Approaches. *Journal of Curriculum Theorizing*, 32(3).

¹²⁶ Hughes, C. A., Morris, J. R., Therrien, W. J., & Benson, S. K. (2017). Explicit instruction: Historical and contemporary contexts. *Learning Disabilities Research & Practice*, 32(3), 140-148.

7. Supporting Benchmark 1 of the Charter School Performance Framework. As mentioned in Section 1A, Mission Statement, Objectives, and Goals, the curriculum developed and implemented at RSA will support the goals set forth in the NYSED Charter School Framework. The goals are as follows:

1. 75% of the 2022-2023 cohort will pass the Algebra I, Living Environment, and Global Regents Examination in the first year.
2. 75% of the 2022-2023 cohort will pass the English, Earth Science, and US History Regents Examination in the second year.
3. Internships- 100% of students will participate in a sports-related internship with a Greater Rochester community partner
4. College classes- 100% of students will participate in a college-level class or exam like the CLEP, PSAT, SAT, and/or AP
5. Graduation Rates - RSA will maintain a graduation rate of 80% or higher.
6. 9th Grade Promotion - 90% of the 2022-2023 cohort will meet the requirements to be promoted to the 10th grade.
7. Teachers demonstrate growth on the Danielson Framework for Teaching
8. The school will submit clean audits annually to NYSED
9. The school will run a balanced budget that is reported monthly to the Board of Trustees and annually in its audit report to NYSED
10. The Board of Trustees will meet monthly
11. The school will enroll and retain the special populations as set forth by the local school District(s)
12. The school will meet all legal obligations and compliance requirements

The school curriculum will help RSA meet its goals because of the nature of its Key Design Elements (Core beliefs about teaching and learning, sports pathways, school schedule and calendar). RSA's curriculum is mapped and evaluated regularly as a fluid document that should be adjusted based on data driven reflective practices (KDE 1). Other reasons for curriculum changes can be made in response to State mandates, national policy change, and/or major events such as the COVID-19 pandemic. The Curriculum Development, Alignment and Revision process will allow all stakeholders at the school, including students, to make recommendations to maximize student performance. This is at the core of RSA's beliefs about representation and ensuring the voices of the marginalized are heard.

8. Supplemental Curriculum. The voices of the marginalized are an important consideration and have been discussed at length when describing RSA's unique Key Design Elements. The core of RSA's vision, the TEAM approach, demands that as a collective, RSA stakeholders work together to support the individual learning styles of each student when they enroll with the School. This includes students with disabilities, English language learners, and economically disadvantaged families. By developing a block schedule (KDE 3), RSA is ensuring all learners have an ample opportunity to receive support from their classroom teachers after the Explicit Direct Teaching portion of the block (See Instruction, Section II-C). With these ideas in mind, RSA's supplemental curriculum will be designed with the unique needs of its students realized:

Sports Curriculum. While RSA's curriculum aligns to the NYSED CTE pathways, it is important to note that sports topics will also be aligned to the curriculum across content areas. For example, when discussing factoring, RSA teachers and coaches can discuss the numerous

ways statistics are calculated in all sporting events.¹²⁷ This practice is also reflective of RSA's EVCM model, connecting learners to their passions and increasing their motivation to persist in difficult topics (from their original perceptions).

Social Emotional Learning. RSA is dedicated to supporting its learners in every way possible. The SEL Benchmarks from NYSED will be aligned to RSA's coursework and will certainly inform the TEAM approach applied to teaching and learning at the School. Further, students will have the opportunity to participate in a morning ritual with their teachers prior to the start of school, which sets the tone of positivity for the day and aligns everyone to the mission of improvement and learning. In addition to the morning ritual before period 1, all students will participate in an advisory period with their group. Advisory will cover the SEL Benchmarks and address the major goals and aspirations of each grade level activity. For example, in Grade 9 students must choose a sports career pathway. Much of the advisory will talk about student planning and future goals that will align to one of these pathways.

C. INSTRUCTION

1. Instructional Strategies and Research Based Design. RSA will use the Explicit Direct Instruction (EDI) approach to help teachers deliver effective instruction that will improve student achievement for all learners including English Language Learners, low performing students, and students with special needs.¹²⁸ EDI operates under the philosophy that students learn best from a well-executed lesson plan.¹²⁹ The design components of Explicit Direct Instruction (EDI) lessons are learning objectives, activating prior knowledge, concept development, skill development, lesson importance, guided practice, lesson closure, and independent practices.¹³⁰ Learning objectives are statements that describe what students will be able to do by the end of the lesson (also integral to RSA's five-step process in curriculum selection and development, see Section II-B, Curriculum). The learning objective must match the independent practice portion of the period and be clearly communicated to students. Activating prior knowledge means teachers will purposely move something connected to the new lesson from students' long-term memories into their working memories so they can build upon existing knowledge.¹³¹ Concept development involves instructors teaching students the concepts contained in the learning objective. Skill development focuses on teaching students the steps to execute the skills in the learning objective. Understanding the "why" of the particular lesson and making sure lessons are culturally relevant will further enhance student engagement to learning (as related to our EVCM). Guided practice consists of working through problems with students, step by step, while checking that they can execute each step correctly. In the lesson closure, teachers will have students answer questions to prove they have learned the concepts and skills in the learning objective before they are given time to work independently or collaboratively with classmates. Lastly, independent practice will offer

¹²⁷ <http://www.ams.org/publicoutreach/feature-column/fcarc-sports>

¹²⁸ Hammond, L., & Moore, W. M. (2018). Teachers taking up explicit instruction: The impact of a professional development and directive instructional coaching model. *Australian Journal of Teacher Education (Online)*, 43(7), 110-133.

¹²⁹ Colovic-Markovic, J. (2019). "The Class Changed the Way I Read": The Effects of Explicit Instruction of Academic Formulas on ESL Writers. *Applied Language Learning*, 29, 17-51.

¹³⁰ <https://dataworks-ed.com/wp-content/uploads/2014/02/EDI-Lesson-Plan-Template.pdf>

¹³¹ Zambrano, J., Kirschner, F., Sweller, J., & Kirschner, P. A. (2019). Effects of prior knowledge on collaborative and individual learning. *Learning and Instruction*, 63, 101214.

students the opportunity to work individually or in groups to demonstrate their understanding of what they were taught.

The Explicit Direct Instruction lesson delivery strategies include checking for understanding, explaining, modeling, and demonstrating which are all evidence-based strategies listed by the New York State Education Department as well.¹³² Checking for understanding with students continuously informs the teacher that students are learning while they are being taught. Explaining refers to teachers clarifying and telling students what steps, concepts, or directions that need to be done in the lesson. Modeling consists of teachers using think-alouds to reveal to students the strategic thinking required to solve problems. The delivery strategy of demonstrating allows teachers to teach using physical objects to clarify the content and to support student learning.

The EDI approach produced better results than the progressive approach among all students, and its effects were stronger for students who were less prepared.¹³³ The approach is also more effective for students with learning disabilities at all social levels, was more effective for at-risk students, and was more effective for African Americans.¹³⁴ RSA's reasoning for using Explicit Direct Instruction is so teachers are aware of all evidence-based and effective instructional practices, when to use them, why to use them, how to use them, and what the expected results of using them should be.¹³⁵

2. Innovative Approach. As discussed throughout this application, and in Section II-A, RSA's use of EVCM and EDI aligns directly with its philosophy and core beliefs that every student can achieve great things with the support of the RSA staff and the community. Using the TEAM vision, the entire RSA community is dedicated to providing a safe space for all learners, along with college and career ready pathways in off-field sports professions.

Key Design Element 1- Core Beliefs about Teaching and Learning. Through RSA's TEAM vision, all learners have the right to participate in their learning and be represented in the curriculum. They have the right to be heard, sharing with their coaches/teachers the best way they learn through the individualized programming in block schedules.

Key Design Element 2- Sports Pathways. Beginning in Grade 9, RSA scholars will participate in three different tracks that will help them choose a sports career pathway for grades 10-12. These pathways are aligned to NYSED's CTE curriculum and will culminate in real-world experiences through internships, and college level classes.

Key Design Element 3- School Calendar and Schedule. Inherent to supporting learning, RSA students need options to help them overcome barriers and have the proper interventions to help them meet their goals. RSA's school calendar and schedule are extended to provide these supports to all learners, regardless of their needs. The benefits of block scheduling have been discussed throughout this application, and RSA is confident that its extended year, which includes a pre-freshman summer institute, will provide the tools and right expectations for scholars to flourish.

3. Supporting Rigorous Instruction. The RSA School Principal and Instructional Coach will provide curriculum leadership with the charge of having a clear understanding of the school

¹³² <http://www.nysed.gov/accountability/evidence-based-interventions>

¹³³ Hollingsworth, J. R., & Ybarra, S. E. (2017). *Explicit direct instruction (EDI): The power of the well-crafted, well-taught lesson*. Corwin Press.

¹³⁴ *ibid*

¹³⁵ Stockard, J., Wood, T. W., Coughlin, C., & Rasplia Khoury, C. (2018). The effectiveness of direct instruction curricula: A meta-analysis of a half century of research. *Review of Educational Research*, 88(4), 479-507.

goals. RSA's curriculum leadership activities will include ensuring that instruction is aligned with the RSA mission, collaborating with instructional staff, communicating initiatives and guidance to instructional staff, reflecting best practices and needs for improvement, progress monitoring specific learning goals, and providing a method for measuring student comprehension (KDE 1).

Effective teacher professional development will drive the teaching and learning of instructional strategies and practices. In order for students to master challenging content, critical thinking and complex problem solving, effective professional development is needed to help the teaching staff understand these competencies and make corrections in real time as they observe and collect student data during class.¹³⁶ RSA will implement the evidence based methodology as suggested by Hammond, Hyler, and Gardner.¹³⁷ This methodology highlights seven effective elements of professional development: content focused, incorporates active learning, supports collaboration (RSA's TEAM vision), models of effective practices, provides coaching and expert support, offers feedback and reflection, and that is sustainable and timely.

Content focused professional development ensures that teaching strategies associated with specific curriculum content supports teacher learning within the teacher's classroom context.¹³⁸ This includes an intentional focus on discipline-specific curriculum development and pedagogies in areas such as mathematics, science, literacy.¹³⁹ It is RSA's belief that content focused PD can be applied to the implementation of special programming culturally responsive curriculum¹⁴⁰ and RSA's CTE Sports Pathways Curriculum (KDE 2).¹⁴¹ Using EVCM and EDI strategies in professional development settings, teachers take on an active approach of hearing the goals of the session as related to their content area, then model with peers in an active setting, much like the methods they will use in their own classrooms with students.¹⁴²

Collaboration as a TEAM is essential in the makeup of RSA's school design. When teachers and school leaders are working collaboratively, they can create opportunities that will positively change the culture and instruction of the school at all levels.¹⁴³ The Principal and the Instructional Coach will provide instructional staff with a clear vision of what best practices look like in a collaborative model.¹⁴⁴ This will include unpacking curricular standards and

¹³⁶ Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. *Learning Policy Institute*.

¹³⁷ *ibid.*

¹³⁸ Bates, C. C., & Morgan, D. N. (2018). Seven elements of effective professional development. *The Reading Teacher*, 71(5), 623-626.

¹³⁹ Pando, M., & Aguirre-Muñoz, Z. (2021). Case-based Instruction in Science Professional Development: Bilingual/ESL Teachers Reflect about Science Subject Matter Knowledge and Pedagogy. *Journal of Science Teacher Education*, 32(3), 286-305.

¹⁴⁰ Mellom, P. J., Straubhaar, R., Balderas, C., Ariail, M., & Portes, P. R. (2018). "They come with nothing:" How professional development in a culturally responsive pedagogy shapes teacher attitudes towards Latino/a English language learners. *Teaching and Teacher Education*, 71, 98-107.

¹⁴¹ Braga, L., Jones, E., Bulger, S., & Elliott, E. (2017). Empowering teachers to implement innovative content in physical education through continuous professional development. *Teacher Development*, 21(2), 288-306.

¹⁴² Harmon, M. C. (2017). *Professional development as a catalyst for change in the community college science classroom: How active learning pedagogy impacts teaching practices as well as faculty and student perceptions of learning* (Doctoral dissertation, Wingate University).

¹⁴³ Veelen, R. V., Slegers, P. J., & Endedijk, M. D. (2017). Professional learning among school leaders in secondary education: The impact of personal and work context factors. *Educational administration quarterly*, 53(3), 365-408.

¹⁴⁴ Holmqvist, M., & Lelinge, B. (2020). Teachers' collaborative professional development for inclusive education. *European Journal of Special Needs Education*, 1-16.

aligning them to the content area-appropriate instructional strategy (i.e., a lab activity for adaptation would include modeling and group think experimentation, whereas in an ELA classroom there may be modeling, but the group-think activity would be based on evidence from the literature, not data collection as with the lab activity).¹⁴⁵

RSA's Instructional Coach will assist the Principal in guiding the development and growth of the teachers to meet the academic achievement goals for our students (as described in RSA's five-step process for goal setting in Section II-A). The power of on the ground coaching means teachers get feedback in real time, that is focused on instructional strategies and not "gotcha" moments that can negatively impact the school culture.¹⁴⁶ The provided support will include instructional guidance and mentorship for teachers with content and sharing of evidence-based practices. The Instructional Coach's role is to directly focus on the teacher's individual needs and be able to provide effective support and high-quality PD.

Professional Learning Communities (PLCs) inform the practices of teachers in small groups and provide think-time by following protocols that are directed at specific goals for the session (KDE 1). RSA values the work that teachers do together in reflecting on their work and adjusting based on the feedback from their peers. To that end, RSA embeds this kind of learning into the daily schedule (KDE 3).¹⁴⁷ By providing the consistent time and space for teachers to work together on data driven practices (KDE 1), RSA ensures that its team has the right tools and further develop their abilities to meet the needs of their students, thus contributing to the school's overall success, as outlined in the CSO's Performance Framework.

D. SPECIAL POPULATIONS AND RELATED SERVICES

1. Processes, Methods, and Strategies. RSA's target student population includes a large number of economically disadvantaged, ELLs, and students with disabilities, considered academically or emotionally "struggling". Under the guidance of the NYS Board of Regents for Academic Intervention Services (AIS)¹⁴⁸ and Response to Intervention (RTI) framework,¹⁴⁹ RSA will use the recommended Three Tier Approach for implementing RTI at the school. RSA will define any student that either self-identifies as being a struggling student, a parent who has identified their child as struggling, and/or has NYS Assessment scaled scores below the targets set for AIS by the Board of Regents each year.¹⁵⁰ Students are additionally identified by yearly Scantron testing, pre and post assessments in Read and Math 180 program, Level 1 or 2 scores from the 8th grade ELA/Math assessments and/or failing LE or Algebra I Regents exams, referrals made by teachers or families, and child find (in coordination with Monroe BOCES Two).¹⁵¹ Even if a student does not currently have an IEP they may have in the past which can provide additional information for academic struggles. RSA will also review ELL status through Monroe BOCES 2.

¹⁴⁵ Barajas-López, F., & Larnell, G. V. (2019). Research Commentary: Unpacking the Links Between Equitable Teaching Practices and Standards for Mathematical Practice: Equity for Whom and Under What Conditions?. *Journal for Research in Mathematics Education*, 50(4), 349-361.

¹⁴⁶ Grant, A. M. (2017). The third 'generation' of workplace coaching: creating a culture of quality conversations. *Coaching: An International Journal of Theory, Research and Practice*, 10(1), 37-53.

¹⁴⁷ Barbour, A. M. (2018). The impact of professional learning collaboration on teacher and team development.

¹⁴⁸ <http://www.nysed.gov/curriculum-instruction/guidelines-implementing-academic-intervention-services>

¹⁴⁹ <http://www.p12.nysed.gov/docs/ais-rti.html>

¹⁵⁰ While we don't have cut scores for recent assessments due to COVID19, guidance from NYSED will be similar to this: <http://www.p12.nysed.gov/sss/AIS2017-18SchoolYear.html>

¹⁵¹ <https://www.monroe2boces.org/SpecialEducationSupportService.aspx>

The Three Tier Approach to RTI¹⁵² involves the entire school population and aligns with RSA's PBIS framework.¹⁵³ Tier 1 interventions support KDE 1 (Core Beliefs about teaching and learning) and KDE 3 (Calendar and schedules), as the tier 1 supports are designed to address the needs of all learners in the classroom. RSA's robust curriculum and TEAM vision enables instructors to use EVCM and EDI practices to help students remain motivated and focused on the work. RSA's extended block schedule allows teachers the time to use these methods with fidelity, in addition to having time to share their experiences with peers in their daily prep schedule and participation in PLCs. Teachers will also have access to support staff such as Special Education teachers, related services, and Counselors. Tier 1 supports will include push-in services and ongoing assessment to monitor the progress of all students.

Students in need of Tier 2 (AIS) and Tier 3 (referral for Special Education) supports will be identified by the classroom and Special Education teacher or other specialists and designated for targeted instruction as is the approach for all RSA's students.¹⁵⁴ Similar support will be given to students that are identified as English Language Learners.¹⁵⁵ ELL students will be given strategies and techniques that will further advance their mastery of the English language. RSA will provide services in the least restrictive environment with services being given in the general education classroom, unless a student has significant limited English proficiency, in which they will receive targeted supports in an additional class.

RSA will implement an Integrated Co-Teaching setting (ICT) and does not provide services in a separate or small class setting. This has been the most effective way to deliver interventions as all students have access to the general education curriculum regardless if the student requires services.¹⁵⁶ This also allows for better preparation in taking the NYS Regents exams and passing classes aligned to the most current State standards, with interventions embedded in the context of class work (KDE 1). General Education teachers collaborate (TEAM Vision) with their Special Education and ELL peers, and benefit from learning and using strategies that can be used to support all learners (KDE 3). Students who have a more restrictive placement on their IEP do better in an inclusive setting and see a decrease in services or become decertified.¹⁵⁷

2. Rationale of Approach. The implementation of PBIS and RTI as an approach with struggling students aligns to RSA's mission, vision, and key design elements. Further, PBIS and RTI support the implementation of a full inclusion model, intended to support interventions for all learners in a positive classroom environment (KDE 1). The use of PBIS and RTI interventions in all areas (academic classes, sports pathways (KDE 2), and eventually the internship experience will help students achieve goals set forth by teachers through the extended block schedule (KDE 3). These models allow specially designed interventions to work in the least restrictive manner. These models are supported by research and are widely used and respected

¹⁵² <http://www.rtinetwork.org/learn/what/whatisrti>

¹⁵³ <https://www.pbis.org/>

¹⁵⁴ <http://www.rtinetwork.org/essential/tieredinstruction/tier3/distinguishing-between-tier-2-and-tier-3-instruction-in-order-to-support-implementation-of-rti>

¹⁵⁵ <https://www.monroe2boces.org/SpecialEducationSupportService.aspx>

¹⁵⁶ Gokbulut, O. D., Akcamete, G., & Güneyli, A. (2020). Impact of Co-Teaching Approach in Inclusive Education Settings on the Development of Reading Skills. *International Journal of Education and Practice*, 8(1), 1-17.

¹⁵⁷ Loreman, T. (2017). Pedagogy for inclusive education. In *Oxford research encyclopedia of education*.

throughout the nation.¹⁵⁸ PBIS and RTI allow students to be monitored and supported in a comprehensive manner; providing individualized interventions for specific academic and social-emotional behaviors as observed by the teachers, family, and with feedback from the student.

3. Research Based Approaches. RSA utilizes instructional practices based on research supporting the use of EVCM¹⁵⁹, EDI,¹⁶⁰ RTI¹⁶¹ and PBIS.¹⁶² The EVCM and EDI models are consistent with RSA’s extended block schedule providing time for teachers to develop highly motivating lessons using direct instruction to provide opportunities for its students to demonstrate the TEAM vision in their learning with their peers. This works well with a PBIS structure, as students who are engaged and motivated to work with their peers toward a common goal will remain engaged and persist in their learning. In addition to this fitting well with serving RSA’s most needy students, it also fits to provide the right support to the School’s gifted learners.¹⁶³

The success of RSA’s students, regardless of their academic or social-emotional needs requires meaningful relationships with staff at the school.¹⁶⁴ The PBIS and RTI philosophy are research-based and will be the best interventions provided to students at RSA.¹⁶⁵ RSA’s ELL students will be immersed in a curriculum that features the English language, while providing support to promote understanding (visual and auditory) of the vocabulary and concepts of the text (KDE 1). RSA will be utilizing instructional approaches as recommended by NYSED¹⁶⁶ and The Center for Applied Linguistics (CAL).¹⁶⁷ All of these approaches are aligned to RSA’s key design elements and support the TEAM vision for all RSA scholars. “At-risk” students, English language learners, students with disabilities, gifted students, and economically disadvantaged students are a few of the diverse groups of students RSA anticipates serving over the life of its charter. These students will benefit from RTI and PBIS, by being connected as a TEAM, learning together in the extended schedule, and building relationships to take risks in the classroom through RSA’s EVCM and EDI instructional approaches.

4. Staff Members. As part of RSA’s TEAM vision, all staff are responsible for the care and support of all scholars at RSA. Staff will co-plan with Special Education and ESOL staff to develop supports that are reflective of their students’ IEPs. The Instructional Coach and Principal will supervise the structure of co-planning and coordinate services with CSE/BOCES2.

¹⁵⁸ <https://ies.ed.gov/ncee/wwc/PracticeGuides>

¹⁵⁹ Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, 61, 101859.

¹⁶⁰ Hollingsworth, J. R., & Ybarra, S. E. (2017). *Explicit direct instruction (EDI): The power of the well-crafted, well-taught lesson*. Corwin Press.

¹⁶¹ <http://www.rtinetwork.org/high-school>

¹⁶² <https://www.pbis.org/>

¹⁶³ Utami, H., & Ashadi, A. (2018). Direct EFL Instruction for Gifted Students: A Case Study. *Celt: A Journal of Culture, English Language Teaching & Literature*, 18(2), 333-347.

¹⁶⁴ Benner, A. D., Boyle, A. E., & Bakhtiari, F. (2017). Understanding students’ transition to high school: Demographic variation and the role of supportive relationships. *Journal of youth and adolescence*, 46(10), 2129-2142.

¹⁶⁵ Vetted by the What Works Clearinhouse: <https://ies.ed.gov/ncee/wwc/PracticeGuides> and <https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2019/sel-pbis-mental-health.aspx>

¹⁶⁶ <http://www.nysed.gov/bilingual-ed/english-language-learner-and-multilingual-learner-educator-tools-and-best-practices>

¹⁶⁷ <https://www.cal.org/areas-of-impact/english-learners>

RSA will follow the processes as set forth by CSE/BOCES2 regarding the referral process, annual reviews, triennials, and re-evaluation of IEPs through CSE/BOCES2.¹⁶⁸ RSA is aware that coordinating with local Districts for additional services (like speech and other therapies) for students that have those designations on their IEPs will have added benefit for students. Families that need support services beyond the ICT setting offered at RSA will have related services available through coordination with the local district and BOCES2.¹⁶⁹ Special Education teachers will also coordinate responsibility of writing teacher reports with the General Education teacher (and the related service provider, if applicable). This includes report writing for IEPs and vocation assessments, where appropriate. The teacher schedule allows for coordination of this work in prep time and PLC planning (See Schedules, Section II-G).

In addition to this coordination, all of RSA's staff will work closely with the Instructional Coach and Principal to share best practices in Sped/ELL learning (KDE 1) and communicate with families on individual student progress. In addition to the Special Education and ESOL staff, RSA's Counselor and Social Worker will be an integral part of the supports provided to students with IEPs, but to also provide resources and support to students that are at-risk and suspected of being homeless. During RSA's first year of operation, the Principal will serve as the DASA Coordinator and the Counselor will serve as the McKinney-Vento liaison. In year two, RSA's Counselor and Social Worker will serve in the roles of DASA coordinator and McKinney-Vento liaison.

RSA's School Counselor and Social Worker will coordinate with the Special Education teacher, Instructional Coach and Principal to review the progress of students with mandated counseling, and how their social-emotional goals support their academic goals/progress as set forth in the student's IEP. ENL teachers will implement a Freestanding English as a Second Language program to provide instruction in English.¹⁷⁰ The RSA push-in model is aligned to its EDI instructional framework because the ENL teacher works with students during content instruction to support language acquisition and vocabulary support, and then transitions to group think and modeling within the TEAM vision. This level of support during RSA's extended block schedule (KDE 3), ensures that students, regardless of their level of English proficiency, receive individualized support and scaffolds to master content and reach academic goals tailored to their own progress (KDE 1). RSA staff will review student performance data, which includes NYSITELL or NYSESLAT results, and make real time changes through its review cycle to ensure that students are appropriately supported (KDE 1, KDE 3).

5. Service Coordination. Providing time and space to allow RSA students to flourish is as important as providing immersion in the sports pathways (KDE 2) and reviewing students' progress toward their academic goals (KDE 1, and with RSA's five-step process for developing a culturally responsive, appropriate curriculum for its scholars). Common planning time is embedded daily for RSA staff (KDE 3). Planning time allows for all of RSA's staff to review student data and confer on the best practices for each student (ELL, IEP, or struggling) for subsequent lessons. It is expected that after the first review of a lesson plan by the Instructional Coach or Principal that changes would be made later in the week as students are observed and data is collected from the classroom assessments administered. This approach to conferring for General and Special Education teachers is well steeped in research, including as an approach set

¹⁶⁸ <https://www.monroe2boces.org/SpecialEducationSupportService.aspx>

¹⁶⁹ RSA will be working closely with Gates Chili (district of residence), Greece CSD and Rochester City.

¹⁷⁰ <http://www.nysed.gov/bilingual-ed/program-options-english-language-learnersmultilingual-learners>

forth by NYSED.¹⁷¹ Interventions and strategies listed here are not just appropriate for ELLs or students with IEPs, but also benefit all learners in the classroom which includes differentiated instructions, small group instruction by the General Education, Special Education, or ESOL teacher, flexible grouping (after EDI), alternate assessments, varied assessments and observations to observe understanding and mastery of concepts, audio/visual supports, content area vocabulary support, checklists, graphic organizers, and many other tools.¹⁷² All staff come together during their co-planning and PLC time to confer and review IEP goals. Professional Development is also embedded throughout the year to ensure that staff remain aligned to RSA's TEAM vision and implement lessons that are reflective of its EVCM and EDI approaches.

6. Support Services and Community Outreach. RSA students may require ancillary services.¹⁷³ RSA's School Counselor and Social Worker will have access to a wide variety of services and will need to build (with the Instructional Coach, School Principal, and CVEO) positive relationships with local organizations. This includes the Monroe County Child Protective Services (CPS).¹⁷⁴ RSA views CPS as an integral support for families. RSA will also develop relationships with the Monroe County Mobile Crisis Unit,¹⁷⁵ Rochester Regional Health Services,¹⁷⁶ local homeless shelters,¹⁷⁷ and local Health Providers like Strong Memorial Hospital.¹⁷⁸ RSA believes relationships are at the heart of student support. RSA is anticipating serving refugee families and students in crisis. Coordinating support services for RSA families demonstrates RSA's work in the community as a beacon of safety and success.

7. Program Evaluation for Student Support Services. RSA will abide by all the assurances as set forth in Appendix B of the RFP Special Education Assurances; including New York State Education Department and Federal mandates. Local mandates include policies set by local School Districts in Greater Rochester, and New York State Department of Education along with Federal mandates including IDEA, FERPA, and ESSA. Students enrolling with RSA will be entered into the Child Find system (such as IEP Direct) checking if there is a case history with the local district's CSE.¹⁷⁹ RSA will have access to all student's IEPs regardless of their home District. By having access to the IEP, RSA will ensure that the enrolling student receives the correct services as indicated on the IEP. Students that have an IEP and enroll with the school (see Section I-C and Section I-F) will be included in the school's RTI/AIS intervention plan, with the services coordinated with the Special Education teacher, Instructional Coach and the Principal. RSA will provide regular contact with all families while obtaining an IEP or 504 allocation, demonstrating RSA's commitment to families and building trusting relationships with the best interest of scholars as the focus. Implementing the RTI process in our schedule (KDE 3) ensures that all students, even students that do not have an IEP or are in need of extension

¹⁷¹ <http://www.p12.nysed.gov/specialed/publications/iepguidance/intro.htm>

¹⁷² <http://www.p12.nysed.gov/specialed/RTI/guidance/intro.htm>

¹⁷³ <http://www.p12.nysed.gov/specialed/timely.htm>

¹⁷⁴ <https://www.monroecounty.gov/hs-child>

¹⁷⁵ <https://www.urmc.rochester.edu/mental-health-wellness/emergency-services/monroe-mobile-crisis-team.aspx>

¹⁷⁶ <https://www.rochesterregional.org/services/behavioral-health>

¹⁷⁷ <https://www.homelessshelterdirectory.org/city/ny-rochester>

¹⁷⁸ <https://www.urmc.rochester.edu/strong-memorial.aspx>

¹⁷⁹ <https://www.gateschili.org/Page/17714>

activities, have the time in their block to explore content at their pace with the support of the general education and special education teacher.

RSA will contact all families that have students with an IEP at the school. Close coordination with families is essential in maintaining an accurate and appropriate RTI service for the student. RSA will conduct annual and triennial reviews with the local CSE to review appropriate services and programming, ensuring that a student's goals are appropriate and achievable. The service for students with an IEP begins with the local District (Gates, Greece, or Greater Rochester community) and then staff will review the progress of their students during their PLC time (KDE 3). RSA will evaluate program effectiveness through its review cycle (KDE 1). The first mechanism is the completion of annual and triennial reviews for all students. This ensures that all families are being served appropriately, and the school is responding in a timely manner to their student's needs. This second is by reviewing performance data: NYSESLAT, regents exams, and local classroom data will inform progress monitoring and determine if students are on track towards graduation or falling behind (which will then restart the process of review with new interventions). In addition to the academic data, RSA will also evaluate program effectiveness by measuring student culture through its PBIS program (KDE 1). This ensures that the structures RSA has in place at the school address the whole student, and not just components related to the IEP. This contributes to RSA's overall school culture, ensuring that its TEAM vision is realized, and students are focused on academic programming and their immersion in the sports pathways (KDE 2).

E. ASSESSMENT SYSTEM

1. Overview of Assessments - Purpose, Design, and Format. RSA has a robust plan for implementing assessments as part of its review cycle (KDE 1). Assessments will be used to gauge the academic performance of the entire school (as with Regents' exams or college ready exams like the SAT), but also to gauge classroom and individual performance. During RSA goal setting process (as described in Section II-B, Curriculum) goals for each department, course, and student are established to identify targets toward annual progress. This activity is steeped in RSA's EVCM model when students and staff are motivated, its TEAM vision is realized.

Classroom level assessments for progress monitoring. As part of our curriculum review and development (as discussed in section IIB), teachers are responsible for working within their departments to establish a departmental goal, and then a course level goal. Teachers will use formative and summative assessments in their classroom to align their progress to these aforementioned goals. Assessments at the classroom level may include real time activities that activate prior knowledge or assessments that monitor the development of conceptual understanding (i.e. displaying a thumbs up or thumbs down to a question posted during the EDI portion of the block) or a summative assessment that measures the learning from the class period, or unit, or full course.¹⁸⁰

Baseline Assessment Pre-tests (Student Learning Objectives, or SLOs): RSA's staff will be developing course level goals and individual goals for its students, once they collect data on their pre-course assessments. This includes the use of the SLO, as set forth by NYSED.¹⁸¹ This pre-test will be another process in data collection that will inform teachers about the prior knowledge content or English proficiency students are bringing to the classroom and use this

¹⁸⁰ Villarroel, V., Bloxham, S., Bruna, D., Bruna, C., & Herrera-Seda, C. (2018). Authentic assessment: Creating a blueprint for course design. *Assessment & Evaluation in Higher Education*, 43(5), 840-854.

¹⁸¹ <http://www.nysed.gov/educator-quality/student-learning-objectives>

data to design flexible groupings (as discussed in Section II-D, special populations) and appropriate tiered interventions.¹⁸²

Final Exams (Post-test SLOs): Similar to what teachers would administer at the beginning of the year/semester, students will take a final exam that measures what they have learned over the course. This data will measure the School's movement toward achieving departmental and class level goals as described in Section II-B. Teachers and school leaders will use this data to inform the review cycle and make necessary changes to courses to ensure program success.

*Scantron Performance Series:*¹⁸³ In addition to RSA's pre-test student learning objectives, students will take the Scantron Performance Series in Reading, Language Arts, and Mathematics. These are computer based multiple choice exams that are adaptive to student performance. When a student continues to get correct responses, the questions will get more difficult. If a student gets multiple questions wrong, or leaves them blank, the programming shuts down and ends the evaluation. In this way, RSA will have a baseline reading and math grade level approximate for each student, which will inform the way groupings and interventions are scheduled after EDI in its block schedule.

*NYS Regents Exams:*¹⁸⁴ RSA will be fully participating in the administration of Regents exams. During RSA's 9th Grade opening year, RSA looks forward to its students completing three Regents exams toward their graduation requirements (Living Environment, Algebra I, and Global History and Geography II). The Regents exams serve as an annual performance measure for the school and for students in their pursuit of a Regent Diploma. The school will also use this data to inform progress towards their Benchmark I Charter Performance Goals, as well as the School's departmental and classroom level goals as discussed in Section II-B.

College Readiness Assessments. RSA is fully committed to providing opportunities for RSA's students to be engaged in college level practices. This includes taking the PSAT, SAT, and appropriate AP and CLEP exams.

2. Measuring Social Emotional Growth. RSA's TEAM vision is aligned to understanding how students grow socially and emotionally in High School. Secondary students experience a lot of transition from making decisions about their future (Sports Pathways, KDE 2), to the long-term implications of their growth and development as civically engaged adults in the Greater Rochester community. The NYSED SEL Benchmarks will be aligned to each of RSA's courses in its curriculum mapping software (Chalk, see Section II-B, Curriculum).¹⁸⁵ In addition, the School will be adopting a PBIS structure to engage students in positive culture (KDE 1). To measure such growth, students will be completing work experiences (Employability Profile)¹⁸⁶ and staff will also administer different assessments for formative and summative measures from the SEL Ready to Assess Act.¹⁸⁷

3. Aligned and Appropriate. Assessment is at the heart of progress monitoring and is embedded all through RSA's Key Design Elements and TEAM vision. RSA's five-step curriculum review process includes goal setting for Departments and individual classes. Formative assessment like the pre-test SLO, and classroom level assessments will inform classroom

¹⁸² <https://nysrti.org/resources/forms/p:1/>

¹⁸³ <http://www.performanceseries.com/>

¹⁸⁴ <https://www.nysedregents.org/>

¹⁸⁵ <http://www.p12.nysed.gov/sss/documents/GuideToSystemicWholeSchoolImplementationFINAL.pdf>

¹⁸⁶ <http://www.nysed.gov/career-technical-education/employability-profile>

¹⁸⁷ <https://www.air.org/sites/default/files/SEL-Ready-to-Assess-Act-2019-rev.pdf>

structures with regard to flexible grouping and differentiation during RSA’s extended block schedule. Classroom level assessments, created by teachers, will be reviewed regularly by the Instructional Coach and Principal, as well as by the staff during their daily PLC meetings. Summative and State/College level assessments are naturally aligned to State standards and teachers will be using this data to review their goals and adjust.

4. Instrument Selection. In both academic and social-emotional learning, the assessment instruments are well regarded and aligned to State standards. Scantron Performance Series is NYS aligned and an approved vendor. School level assessments will be reviewed and vetted for standards alignment with school teams and leadership during daily PLC meetings. SEL assessments and progress monitoring through AIR (NYSED vetted vendor)¹⁸⁸ will allow school leadership to measure climate and growth through RSA’s PBIS model. School leadership (the Instructional Coach, Principal, and CVEO will be ultimately responsible in ensuring these instruments are state standard aligned, approved vendors by NYSED, and aligned to the School’s Mission and Vision.

Table 5. Assessment Calendar.

Name of Assessment	Purpose	Grade Levels	Dates of Administration
Scantron Performance Series Reading and Language Arts	Identify fluency and grade level appropriate skills	9-12	September June
Scantron Performance Series in Mathematics	Identify fluency in grade level specific math concepts and practices	9-12	September June
Reading 180 Program Assessment	Identify progress for struggling students within the program	9-12	Throughout the year- per the recommendations of the program design
Math 180 Program Assessment	Identify progress for struggling students within the program	9-12	Throughout the year- per the recommendations of the program design
Pre-Test SLOs	Baseline assessment of prior content knowledge	9-12	September February (if semester based course)
Post-Test SLOs	Summative assessment of course pursuant to course goals established with the Instructional Coach, Principal, and Department team	9-12	January (if semester based course) June
Teacher developed assessments	Formative and summative assessments to measure	9-12	Throughout the school year

¹⁸⁸ <https://www.air.org/resource/are-you-ready-assess-social-and-emotional-learning-and-development-second-edition>

student learning in all content areas

6. Validity and Reliability of Assessments. RSA will ensure that all assessments are valid and reliable. The process in which this will take place has been described throughout this request- school leaders will ensure that all assessments are developed at the classroom level with the department and classroom level goals in mind, and that they are aligned to NYSED learning standards. The staff will review assessments and assessment data as administered to evaluate its effectiveness in progress monitoring toward the aforementioned goals (KDE 1). Per RSA's curriculum review cycle (Section II-B), staff will review assessments for validity and reliability during their daily PLC meetings (KDE 3). RSA's SEL surveys through AIR will be used to determine if further Tier 2 or 3 interventions are needed for identified students.¹⁸⁹

7. Administering Assessments: Collection, Storage, and Analysis. RSA staff will be trained throughout the year and during staff orientation on how to administer different exams, beginning with the administration of the Scantron Performance Series, Pre-Test SLOs, and ultimately state or college level exams like the Regents and SAT/AP. School leadership will be responsible for conducting training on how to appropriately administer exams and create culture around the importance of assessment as a tool to progress monitor and gauge social-emotional health among RSA's student body. For School Level Assessments, teachers will share results and samples of student work in their PLCs. The Regents exams and college level assessments will be scanned and scored according to the local assessment practices with BOCES2 for Regents and boxed and mailed for College Board Assessments. NYSESLAT/NYSITELL assessments follow specific guidelines, and those will be followed per the instructions that accompany the exams when they are ordered through the NYSED Business Portal. Computer based assessments, like the Scantron Performance Series, and the SEL Survey determined by the school through AIR, will be downloaded and compiled for teacher use. SLO testing will be scored at the school and results shared with staff for PLC work and intervention design. All hard copy assessments (i.e. Regents exams) must be stored according to the protocols set forth in the annual Regents Administration Manual.¹⁹⁰

8. Data Usage by Stakeholders. RSA believes Data usage by stakeholders is important because the results are used in several ways, starting with individualized intervention plans where appropriate to the development of school wide practices in response to departmental and course goals. To that end, stakeholders will be using data to gauge the overall health of the school toward its annual performance goals in the Charter Performance Framework). This is a summary of how RSA stakeholders may use data to inform their practices in upholding our mission and vision.

Teachers: Teachers use data daily in their PLC meetings. They will use school level pre-assessment data (SLOs, Scantron Performance, NYITELL, NYSESLAT) to inform their intervention plan during the extended block schedule (KDE 1, KDE 3).¹⁹¹

Administrators: The Instructional Coach, Principal and CVEO will use data to inform the

¹⁸⁹ <https://www.air.org/resource/are-you-ready-assess-social-and-emotional-learning-and-development-second-edition>

¹⁹⁰ <http://www.p12.nysed.gov/assessment/manuals/>

¹⁹¹ Prashanti, E., & Ramnarayan, K. (2019). Ten maxims of formative assessment. *Advances in physiology education*, 43(2), 99-102.

school's progress in meeting the school-wide goals in the Charter School Performance Framework. In addition to using data to inform these goals, school leadership will use this data to provide support and intervention to staff who are not meeting the department and course level goals described in Section II-B.

Board Members: The Board of Trustees ultimately responds to NYSED on its goals as set forth in the Performance Framework. The Board relies on school leadership to present this data during its monthly meetings and/or during sub-committee meetings. This data lets the Board know how the overall operations of the school are supporting the mission and vision and performance as compared to our district of residence, Gates Chili.

Families: Families will receive regular feedback from the staff toward their child's individual goals. Data reporting will be accessible to families on a regular basis through RSA's student information system, as well with Special Education reporting for annual and triennial reviews, where appropriate. ELL student families will receive regular updates and receive translation services to ensure access to the information in the home language is available.¹⁹²

Students: RSA scholars are a vital part of progress monitoring. They need to be the voice of their learning just as much as their instructor does.¹⁹³ Students will have access to their data through RSA's chosen student information system (to be determined) and also in class after the EDI portion of the block. Students can advocate for their style of learning and use tools like checklists to monitor specific skills as aligned to classroom level performance goals.

9. Use of Results RSA will use academic and SEL benchmark results across student, student cohort, and school wide data goals:

Individual Student: All students enrolling with RSA will be given the Scantron Performance Series. This will allow staff to make critical scheduling decisions, specific to scheduling students into a support ELA or Math class rather than straight into an Algebra I Regents class as an example. Placing a student in a class that is not appropriate to their current ability is setting the student up for failure. Triangulating baseline performance with SEL factors will allow staff to make the right intervention plan for students, determining whether they need Tier 2 (AIS) or Tier 3 (Special Education interventions or referrals). As with all data collection and analysis, staff, students, and families will work together to determine the correct course of action for a student's intervention plan in coordination with school leadership.

Student Cohort: The 9th Grade student cohort is used to determine the on-track progression of course and credit accrual toward a Regents diploma. The school will use cohort data, perhaps evaluating the 8th grade ELA and Math Assessments when they become available again, as an additional measure to evaluate student baseline progress toward college and career readiness goals. Additionally, the school will use subgroup data (SWD, ELL, ED) to review trends in performance and evaluate the school's effectiveness in helping these groups meet state and charter performance framework goals as compared to the Gates Chili School District.

School-wide Results: School leadership will work with staff to measure the effectiveness of RSA's school, department, and classroom level goals. This portion of the review cycle will

¹⁹² Families upon enrollment will be asked to fill out the home language survey if the family indicates that another language other than English is spoken in the home: http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/hlq_english_1.6.16.pdf

¹⁹³ Zhoc, K. C., Chung, T. S., & King, R. B. (2018). Emotional intelligence (EI) and self-directed learning: Examining their relation and contribution to better student learning outcomes in higher education. *British Educational Research Journal*, 44(6), 982-1004.

incorporate changes in response to data trends among subgroups and overall performance toward state and charter goals.

10. Goal Setting Practices. As described in KDE 1 Core Beliefs about Teaching and Learning, utilizing a Data Driven culture is integral to school success. RSA expects all staff to use different forms of diagnostic and formative assessments in academic and social emotional constructs that are school-created and vendor-developed (as in Scantron, and the to be determined SEL survey from AIR). The use of this kind of assessment allows the school community to plan for individualized learning and ultimately support our mission and TEAM vision. As discussed in Section II-B, RSA's five-step process for goal setting includes setting targets as a department, at the classroom level, and then aligned to individual student needs (per the IEP or in response to the level of proficiency on the NYSESLAT). The information from our data collection will inform data driven instructional practices and create a data culture that is rooted in standards aligned practices, culturally responsive, and designed to support a positive school culture (KDE 1). School leadership can further use this data to report to the Board of Trustees on the school's progress toward achieving its mission and vision, and in response to the set forth in the Charter School Performance Framework.

11. Progress and Achievements RSA is committed to cultivating a positive school culture by being transparent in data reporting to all stakeholders (as described in item 8). Data is tracked for families and students in RSA's SIS, that will be determined after chartering (and is in the budget, see Section III-K, Budget and Cash Flow). All school level stakeholders can use the data from RSA's SIS to track student performance toward their individual, classroom, department, and school wide goals. Leadership can use the data to inform professional development practices and make course corrections that ensure student performance is progressing toward achieving these goals. Classroom level assessments, and ultimately, Regents and College Board exams, will be the indicators of student progress toward their Regents Diploma and College Ready goals as set forth by NYSED and the Performance Framework.

F. PERFORMANCE, PROMOTION AND GRADUATION CRITERIA

1. Policies for Promotion and Grouping. RSA is committed to ensuring all students earn a New York State High School Regents Diploma and make several attempts to earn the traditional pathway before investigating alternative pathway options.¹⁹⁴ 9th Grade is a very important year for RSA students in earning their Regents Diploma. Because the school engages students in internships and college level coursework, Grade 9 serves as a trajectory for an individual student's sports pathway choice and culminates in students completing three Regents exams. Students need a level 3 or higher (65 or higher) to pass these exams and having three exams and courses completed will likely result in student's persisting with RSA despite any obstacles coming from outside of the school.¹⁹⁵ This further aligns with RSA's Expectancy Value Cost Model (EVCN).¹⁹⁶

Per RSA's data driven culture, students who are not meeting benchmarks throughout the school year will receive several mid-course corrections to ensure they get on track. RSA will remain in contact with families and provide a reasonable assessment of progress toward passing the Regents exams in Grade 9 through RSA's SIS and data reporting structures, as described in Section II-E, Assessment. The next part of the promotion criteria involves the

¹⁹⁴ <http://www.nysed.gov/curriculum-instruction/multiple-pathways>

¹⁹⁵ Tinto, V. (2017). Reflections on student persistence. *Student Success*, 8(2), 1-9.

¹⁹⁶ <https://link.springer.com/article/10.1007/s10734-021-00707-6>

student taking their sports career pathways seriously, passing the classes with a 65 or higher and choosing a pathway that will become their focus in grades 10-12. Students benefit from RSA's extended block schedule, ensuring that if they fall below or off-track there are several possibilities for interventions at Tier 2 or 3, and that all stakeholders will be involved in supporting their improvement. As with any grade level, students need to pass their courses with a 65 or higher and pass Regents' exams for that grade level. By grade 10 students should have completed their Regents exam (ELA and US History for Grade 10) and can determine an advanced distinction if they would like to continue with additional courses at the college level. PSAT/SAT and AP exams should be completed by grade 12, and completion in an internship within their sports trajectory should also be completed. It is the goal of the school to pursue CTE certification in RSA's charter renewal, where students will have the CTE credential after the school is an approved provider. For now, students can endeavor to earn the CDOS credential per their sports pathways aligned work and internship performance.

2. Intervention for Students Not Meeting Promotional Criteria Benchmarks RSA has an extensive data culture that is embedded in school level practices, extended block schedules, and daily professional development to evaluate progress towards goals (PLCs). This dedication to supporting student growth is embedded across all three key design elements. Staff will review student progress toward semester and year-long courses, evaluating their progress toward school-wide, department, course, and individual goals. Students that pass classes earn credits toward their high school diploma. By the end of their ninth-grade year, students should accrue approximately eight of the twenty-two credits required for a Regents Diploma. These credits are dispersed between the major subjects and electives, including Health and PE credits. Parents have access to their student's progress throughout the year with our SIS (to be determined). The SIS is available to students and families twenty-four hours a day, seven days a week, and there should be no gaps in reporting. Teachers have prep time and PLC time to review data and update their gradebooks to ensure that families and students have an accurate picture of their progress toward a diploma. When a student does not meet the goals established above, RSA will implement interventions in line with our data driven decision making culture and RTI. Using the curriculum mapping system (Chalk), RSA can make curriculum changes to develop interventions for its flexible student groups. Mapping to RSA's assessments: Scantron, SLOs, teacher-developed measures, and NYSED Regents and College Board PSAT/SAT/AP, staff can ensure that the prescribed interventions accurately reflect student performance and address the gaps that were identified in the review process. As described throughout Section II, this review process creates a constant loop of data driven decision making, ensuring that student knowledge and understanding is aligned to RSA's curriculum, promoting improvement.

3. Diploma Criteria The RSA mission reflects all students should be college and career ready through the 21st century framework for learning (which includes an EVCM and EDI instructional model that includes culturally responsive practices to promote global thinkers and life-long civic activity). All students should earn a Regents Diploma and have the option of obtaining an Advanced Regents based on their subject area preferences. RSA staff will meet with students to ensure they are able to monitor their progress efficiently and on time. All students will attain the twenty-two credits in the required subject areas.¹⁹⁷

¹⁹⁷ <http://www.nysed.gov/curriculum-instruction/credit-requirements>

G. SCHOOL CULTURE AND CLIMATE

1. Vision of School Culture. The vision of school culture at RSA starts with respect for all stakeholders. Schools that are reliant upon a positive school culture, that incorporate culturally responsive practices encourage students to remain engaged, persist in their studies and work towards common goals (such as RSA’s TEAM vision).¹⁹⁸ For this reason, RSA views school culture as one of the most important aspects of their culture.¹⁹⁹ With respect, RSA will ensure everyone’s voice is heard and valued (through its PBIS programming). RSA will support its staff and scholars’ individual needs (as with daily PD and implementation of the RTI program).²⁰⁰ RSA will ensure its scholars and staff feel socially, emotionally, intellectually, culturally, and physically safe.²⁰¹ To ensure RSA is implementing this vision of the culture with fidelity, RSA Administrators will continuously assess everyone’s needs and interests to promote student engagement and team cohesiveness.²⁰²

In the RSA school mission, it refers to providing opportunities for engaging educational experiences (as described through EVCM throughout this section). When the school community shares the common goal of having respect for everyone this creates positive relationships, which increases opportunities for students and staff to have better working relationships, and peers to feel more comfortable and motivated to come to school and participate in the learning community.²⁰³ RSA’s key design elements foster this climate, particular to the Core Beliefs about Teaching and Learning (KDE 1). Respect, high expectations, data driven decision making, cultural diversity, community, social and civic engagement are the components that inform these beliefs and apply to all of RSA stakeholders. The transparency that will be shared with all stakeholders, from students to Board Members to District partners and other members of the community, is a vital part of building trust and creating a sustainable environment for all learners.²⁰⁴

According to the National School Climate Council, 2007, in a positive school climate people are engaged and respected. Students, families, and educators work together to develop and contribute to a shared school vision. Educators model and nurture an attitude emphasizing the benefits and satisfaction of learning. RSA’s educational philosophy states “It will be RSA’s duty to ensure that it provides a safe and supportive learning environment that fosters positive relationships with all school stakeholders”.

2. Effective Models of School Culture used at RSA. The National School Climate Center has provided research that supports RSA’s decision to embody a school climate vision centered

¹⁹⁸ Payne, A. A. (2018). Creating and Sustaining a Positive and Communal School Climate: Contemporary Research, Present Obstacles, and Future Directions. National Institute of Justice Report. *National Institute of Justice*.

¹⁹⁹ Brownlow, C., Lawson, W., Pillay, Y., Mahony, J., & Abawi, D. (2021). “Just Ask Me”: The Importance of Respectful Relationships Within Schools. *Frontiers in Psychology*, 12, 2281.

²⁰⁰ Arden, S. V., Gandhi, A. G., Zumeta Edmonds, R., & Danielson, L. (2017). Toward more effective tiered systems: Lessons from national implementation efforts. *Exceptional Children*, 83(3), 269-280.

²⁰¹ Immordino-Yang, M. H., Darling-Hammond, L., & Krone, C. (2018). The Brain Basis for Integrated Social, Emotional, and Academic Development: How Emotions and Social Relationships Drive Learning. *Aspen Institute*.

²⁰² Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the Whole Child: Improving School Climate to Support Student Success. *Learning Policy Institute*.

²⁰³ Afifi, T. D. (2018). Individual/relational resilience. *Journal of Applied Communication Research*, 46(1), 5-9.

²⁰⁴ Dernowska, U. (2017). Teacher and student perceptions of school climate. Some conclusions from school culture and climate research. *Journal of Modern science*, 32(1), 63-82.

around respect.²⁰⁵ In their research they have identified four major aspects of school life that should be measured to determine a school's culture.²⁰⁶ These aspects, all related to KDE 1 Core Beliefs about Teaching and Learning include:

Safety - rules and norms and social as well as physical safety.

Relationships - school connectedness/engagement, respect for diversity, social support, and teacher and administrator leadership.

Teaching and learning - Intentional social, emotional, and civic learning; support for learning; professional development offering for teacher administrators.

Physical Environment- the physical space is inviting, clean, and safe to navigate.

The school will also be implementing a PBIS program. PBIS programs have long been vetted by many organizations as an effective means to building and sustaining a positive school climate. The What Works Clearinghouse has also vetted PBIS programming, including during the remote and hybrid learning environments created as a response to COVID-19 regulations.²⁰⁷ NYSED has vetted PBIS as an appropriate school climate program demonstrating the power of positive interventions as a means of promoting a positive school climate.²⁰⁸

3. Primary responsibility for school culture and discipline. While the RSA school leaders (Board of Trustees, Chief Visionary Executive Officer, and the School Principal) are primarily responsible for the supervision of the school culture and discipline, in a successful school culture model, all school stakeholders have a role.²⁰⁹ As discussed throughout this application, transparency in data reporting with all stakeholders builds a trusting environment and a recipe for building positive relationships with our scholars.²¹⁰ When students and others in the school community work together to understand school climate, effectively communicate, prioritize goals, and create an action plan, they take part in a democratically informed process of school improvement.²¹¹

RSA leadership will establish a nurturing environment where individuals feel valued in a positive school culture that promotes learning and engagement for students and parents (KDE 1, respect, cultural diversity). Examples will include asking students and teachers suggestions to address areas needing improvement through the development of different committees- such as a student government/leadership committee and a parent teacher association (PTA).²¹² School leadership greeting students and staff in the morning prior to the start of school and/or class sets the tone for a positive day (KDE 1, respect). Providing common planning time for teachers, morning meetings, peace circles, cultural celebrations, and creating a sense of belonging provides a clear direction for stakeholders involved in the school (KDE 3 Scheduling).

²⁰⁵ <https://schoolclimate.org/>

²⁰⁶ <https://schoolclimate.org/publications/school-climate-practice/>

²⁰⁷ https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog34_resources-for-implementing-tiered-systems.asp

²⁰⁸ <http://www.p12.nysed.gov/specialed/publications/2016-memos/documents/pbis-regional-forums-2016-2017.html>

²⁰⁹ Darling-Hammond, L., & Cook-Harvey, C. M. (2018). Educating the Whole Child: Improving School Climate to Support Student Success. *Learning Policy Institute*.

²¹⁰ https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion/transcript?language=en

²¹¹ Katz-Amey, J. (2019). Interrupting Inequitable Discipline Practices. *Multicultural Education*, 27(1), 37-42.

²¹² Yang, C., Sharkey, J. D., Reed, L. A., Chen, C., & Dowdy, E. (2018). Bullying victimization and student engagement in elementary, middle, and high schools: Moderating role of school climate. *School psychology quarterly*, 33(1), 54.

RSA's school discipline will be upheld by the CVEO and Principal. RSA's discipline policy will consist of restorative practices that will enable students to learn from their behavior and make better decisions in the future.²¹³ While RSA will approach discipline with a restorative approach, students will still be held accountable for infractions that violate the school code of conduct (see Attachment 4 Student Discipline Policy).

4. Strategies to Sustain the Culture. To develop and sustain the school culture school staff will use research-based strategies provided by the National School Climate Center. These five strategies are used to foster just, equitable, and inclusive classrooms. They include:

1. Creating opportunities for group decision making. (Student & Staff Voice)
2. Democratize space. (Restorative Circles, or safe space for dialogue)
3. Use Multidimensional group projects and vary the compositions of the groups. (Highlighting different learning styles, cultures and skills, and interdependence among groups working together).
4. Vary protocols for classroom sharing. (Offer various ways for students to share their thoughts, opinions, or feelings).
5. Create conflict around issues. (Provide real world experiences to discussing complex issues and collectively making a shared decision).²¹⁴

During the daily PLCs, staff will have the opportunity to evaluate the successful implementation of each of these strategies, utilizing student work, observational data, and behavioral events. Staff will use the revision cycle as described in Section II-B (KDE 1) to adjust in real time and coordinate with leadership to ensure the corrections will be effective. In the first year of operation, this kind of on the ground change is vital to the long-term success of the school. Opening a school for the first time, including targeting students in crisis like RSA's new refugee families, will require thoughtful, strategic planning to apply the right recipe of PBIS programming gain buy-in from stakeholders. It is essential for staff to feel safe in sharing their experiences and challenges during this first year to identify trends in student behavior and other events that inform the culture, to build upon the positives and change the negatives without fear of retribution or discipline from leadership. Starting from this safe space will ensure that everyone is ready and willing to commit and do what's necessary to employ the five strategies listed above and support PBIS programming as it fits the needs of RSA's scholars.

5. A safe and orderly school environment that is conducive to learning. RSA will establish a safe and orderly school environment that is conducive to learning by consistently working on ways to improve the school culture to address the needs of the students, staff, and parents. This includes all stakeholders, including leadership, modeling the non-negotiable of respect for everyone, and encouraging opportunities for a shared voice.²¹⁵ Culture develops and enhances through accumulations of actions, traditions, symbols, ceremonies, and rituals

²¹³ Mansfield, K. C., Fowler, B., & Rainbolt, S. (2018). The potential of restorative practices to ameliorate discipline gaps: The story of one high school's leadership team. *Educational Administration Quarterly*, 54(2), 303-323.

²¹⁴ <https://schoolclimate.org/publications/school-climate-practice/>

²¹⁵ Lac, V. T., & Cumings Mansfield, K. (2018). What do students have to do with educational leadership? Making a case for centering student voice. *Journal of Research on Leadership Education*, 13(1), 38-58.

that are closely aligned with that vision.²¹⁶ RSA's commitment to continuously develop the school culture to meet students' needs will help to enhance students' engagement, build a sense of belonging, and provide a safe educational experience for learning.

6. Promote, monitor, and assess social-emotional health. Research by the Center for Academic, Social and Emotional Learning (CASEL), has shown that a positive and sustained school climate promotes student's academic achievement and healthy development.²¹⁷ A positive school climate promotes teacher retention, which enhances student success.²¹⁸ RSA will monitor school climate data to promote staff, family and student engagement, and to enhance the social, emotional, ethical, civic, and intellectual skills and dispositions that leads to success in schools and life itself (KDE 1). RSA will assess the school climate in various ways such as creating focus groups, classroom observations, interviews, town hall discussions, study circles, participatory action research, and student, parent, and staff surveys. This data will be reviewed in professional development sessions and through the daily PLCs. It is also reflected in RSA's TEAM vision, ensuring that all stakeholders are committed to working collaboratively to promote a positive school culture that enhances RSA's students' social-emotional health. As with curriculum in its review cycle, and as described above, RSA's staff will review practices to determine if the culture is reflective of the mission, vision, and key design elements. If through RSA's SEL assessment observations, RSA Administrators recognize student social emotional health is not flourishing, administrators will make course corrections immediately to achieve progress (KDE 1, data driven decision making).

7. General and Special Populations. RSA will approach student behavior and discipline for the general population and special populations with a foundation in restorative practices.²¹⁹ Restorative practices incorporate preventative measures designed to build skills and capacity in students as well as adults.²²⁰ A major component of restorative practices is positive relationships between students and adults.²²¹ When students and staff are able to have positive respectful relationships this helps enhance the school climate and learning environment. RSA's use of restorative practice will also aim at reducing suspension rates, which history has shown leads to student dropout rates, and lower performance on student achievement.²²² The use of restorative practice will also address the unfair practices of suspensions of students of color and students with disabilities.²²³ Black students are three times more likely to be suspended than white students, females of color are suspended at a rate of 12% compared to 2% for white

²¹⁶ Fitria, H. (2018). The influence of organizational culture and trust through the teacher performance in the private secondary school in Palembang. *International Journal of Scientific & Technology Research*, 7(7), 82-86.

²¹⁷ <https://casel.org/>

²¹⁸ Holmes, B., Parker, D., & Gibson, J. (2019). Rethinking teacher retention in hard-to-staff schools.

²¹⁹ Kervick, C. T., Moore, M., Ballysingh, T. A., Garnett, B. R., & Smith, L. C. (2019). The emerging promise of restorative practices to reduce discipline disparities affecting youth with disabilities and youth of color: Addressing access and equity. *Harvard Educational Review*, 89(4), 588-610.

²²⁰ English, C. (2018). Restorative practices in education: building teacher capacity and empowering student voice.

²²¹ Brown, M. A. (2017). Being heard: How a listening culture supports the implementation of schoolwide restorative practices. *Restorative Justice*, 5(1), 53-69.

²²² Velez, G., Hahn, M., Recchia, H., & Wainryb, C. (2020). Rethinking responses to youth rebellion: recent growth and development of restorative practices in schools. *Current opinion in psychology*, 35, 36-40.

²²³ Kervick, C. T., Moore, M., Ballysingh, T. A., Garnett, B. R., & Smith, L. C. (2019). The emerging promise of restorative practices to reduce discipline disparities affecting youth with disabilities and youth of color: Addressing access and equity. *Harvard Educational Review*, 89(4), 588-610

girls, and students with disabilities represent 12% of the school aged population but comprised 58% of the students placed in seclusion and 75% of students who are physically restrained.²²⁴

According to the 1997 Individuals with Disabilities Act, the only procedure that applies exclusively to special education students is the determination of long-term suspension or removal to an alternative school setting.²²⁵ If the disciplinary measure for behavior infractions lasts ten or fewer days, and forty-five or fewer days for weapon or drug infractions, the special education student receives the same treatment that students without disabilities receive. If, however, the special education student's suspensions are recurrent and add up to more than ten days in a school year or more than forty-five days for a serious infraction, the local education agency must assess the student's behavior and implement an intervention plan to address the student's behavior problems.

After observing the special education student and examining the evaluation of the student's disability and the implementation of the individualized education plan, a committee designated by the local education agency must decide whether the student's behavior is a manifestation of the student's disability. If the committee determines that it is, the student's IEP team must immediately rewrite the student's program to correct the issue. If the committee determines that the behavior is not a manifestation of the disability, the child must be disciplined "in the same manner applied to children without disabilities."²²⁶

RSA will establish a restorative discipline policy that respects and protects all student's rights to free and public education as required by federal law. RSA's comprehensive discipline guidelines will cover the treatment of students with and without disabilities, and students of all races, sex, and gender.

8. Monitoring and Evaluation. RSA will monitor and evaluate the efficacy of school culture and discipline by focusing on four major factors that shape school climate. They include safety, relationship, teaching and learning, and the school environment.²²⁷ RSA plans to create a similar survey as the Center for Social and Emotional Education's Comprehensive School Climate Inventory as a survey to systematically measure how we are performing in each of the four areas.²²⁸ In the dimension of safety, RSA will assess our performance with rules and norms, physical safety, social emotional security. In the second dimension of teaching and learning, RSA will assess our performance with support for learning, social and civic learning. With the third dimension of relationships, RSA will assess its performance on respect for diversity, social support for adults, and social support for students. In the last dimension of the school environment, RSA will assess our performance on school engagement and physical environment.

H. SCHOOL SCHEDULE AND CALENDAR

1. Brief explanation. The RSA school calendar was designed to meet the needs of our students, staff, and instructional model. The RSA staff will participate in ongoing professional development through the school year, starting with ten days in August 2022. Through the school year RSA has planned for a total of three Superintendent's Conference days dedicated to staff development, and RSA has professional learning communities built into the teachers' daily

²²⁴ <https://ocrdata.ed.gov/assets/downloads/CRDC-School-Discipline-Snapshot.pdf>

²²⁵ <https://sites.ed.gov/idea/>

²²⁶ Individuals with Disabilities Education Act, 20 U.S.C. § 1415 [k][5]

²²⁷ <https://schoolclimate.org/school-climate/>

²²⁸ <https://schoolclimate.org/services/measuring-school-climate-csci/>

schedule. Outside of the weekly professional learning communities, school staff will be provided with a total of thirteen professional development days, not including any additional opportunities during the school year.

In the school calendar RSA has planned for 9th Grade incoming students to attend a mandatory Summer Institute that will last a total of five days. The Summer Institute will be held after the teachers/staff have completed their August PD. During Summer Institute, students will have the opportunity to become familiar with their peers and school staff. Students will be assessed on their academic levels, which will be used for scheduling students in their appropriate classes. Students will learn about the school culture, expectations, and become familiar with the school setting. This unique program will provide RSA with a head start, building positive relationships with students and families prior to the start of school. Throughout the school year students will have a total of 184 instructional school days. These days do not include any additional days during the school breaks or on Saturdays that will be offered for academic intervention. Teachers will work a 10-month schedule starting August 15th and ending June 30th, and will be provided with federal holidays off, and vacation.

Schedules are designed to provide RSA's students with daily 90-minute blocks in Math, English, Social Studies, and Science. RSA's reason behind 90-minute blocks in these core courses is to ensure that student have adequate instructional pacing, have time for small group work, can complete labs in science courses, and if students are able to successfully complete these semester courses, they are able to be promoted to the next course in the next semester. This scheduling philosophy offers a rigorous academic plan for students with the strategic plan of decreasing their academic load in their junior and senior year which would allow time for internships in their sports career pathway. For 9th Grade electives students will be offered every other day courses such as sports media arts, sports career pathways exploration courses, physical education, and flex/win time. These courses will be forty minutes long through the school year. Students will also be provided with a daily forty-minute lunch.

RSA's core content educators will teach (3) ninety-minute blocks daily, RSA's specialty educators will teach two core classes and two flex elective classes. RSA's PE teachers will teach (2) forty-minute physical education classes daily and two sports career exploration classes daily. The Sport Media Arts teacher will teach two sports career exploration courses in addition to their forty-minute Sports Media Arts course. Each teacher will be provided with a forty-minute planning period, they will have to attend a forty-minute professional learning community meeting that will consist of various PD opportunities or be used at a time to analyze school data.

The school year will be broken down to four marking periods or quarters that consist of ten-week cycles. It is important to note that for our Sports Career Pathways Exploration course students will rotate every ten weeks to a new pathway. This will offer students the opportunity to explore each career track and decide which pathway they want to commit to by 10th grade.

2. A brief account of the instructional day, from three student perspectives. An on grade level student's instructional day at the RSA would consist of the student attending his/her core classes and receiving whole group classroom instruction, collaborating with a peer on a lab, or independent work, and then come back as a whole with the class. A student at risk of failing instructional day would consist of a whole classroom instruction and Tier 3 small group work, if it is mandated on the IEP. An at-risk, non-identified student would receive Tier 2 supports through the flex scheduling and during the extended block. The student who is above grade level will receive whole group instruction, be allowed to work independently and may be

asked to work/support a student who may work below grade level. The RSA Schedule also offers an Advisory time to address students who may need more academic support (Tiers 2 and 3). During Advisory time a student at risk of failure will be able to get support from a teacher working on skill deficits. The student who is on grade level will be offered the same opportunity but will be encouraged to work independently to build his/her mastery of skills or knowledge, while the student who is above grade level may be given permission to use the time to work on something of their choice.

3/4. Student and Teacher schedules. *Teacher scheduling:* All full-time educators will teach (3) 90 minutes blocks daily in the core subject areas of: English, Math, Science, and Social Studies. Each full-time educator will be provided with a 45-minute planning period and will be required to attend a 45-minute professional learning community meeting. Full-time educators workdays will start at 7am and end at 4pm. Teacher administrative duties will consist of supporting students in the cafeteria during lunch and providing supervision during dismissal. Special teachers such as Sports Media Arts, Physical Education, Sports Career Instructors, and Flex/Win Time teachers will work a (.5) educators schedule, unless they are employed to work in multiple roles. For example, a Physical Education teacher may also teach one of the Sports Career Exploration courses. Another example is a (.5) Algebra teacher may be employed as a (.5) Flex/Win time instructor as well. This strategy will help us utilize (.5) teachers in a capacity of providing core course math instruction and math intervention instruction.

5. Research. Block schedules were created with the purpose of providing support for longer and more in-depth study of subjects, minimizing class to class transitions, administrative duties, increasing instructional flexibility, and allowing a greater variety of course options.²²⁹ RSA's school schedule will place an emphasis in providing more instructional time daily in its core subjects. The block scheduling will also provide students with the opportunity to gain CTE hours in their sport specific pathway and internship hours as they are promoted to juniors and seniors (KDE 2).²³⁰

Two evidence-based strategies that RSA will be able to implement because of the School calendar and schedule are Professional Learning Communities and Instructional Coaching (KDE 2). RSA's teachers' ability to have an individual planning period where they can work 1:1 with the Academic Instructional Coach will be essential to teacher professional development and enhance the school's instructional practice. Instructional coaches help teachers implement effective instructional strategies, new ideas, often by observing a teacher and providing feedback, demonstrating a lesson, or even co-teaching.²³¹ Instructional coaches also help teachers understand content standards, how to use content in planning and assessment, and help monitor curriculum implementation. Further, NYSED also supports the implementation of Professional Learning Communities and its ability to create opportunities for teachers to have discussion on student learning, collect and analyze data, develop, and practice instructional solutions, and assess the impact of the solutions.²³²

²²⁹ https://www.mansfieldisd.org/uploaded/main/departments/CIA/assets/MasterScheduleStudy/Research-OptimalScheduling_Secondary.pdf

²³⁰ Benner, M., & Partelow, L. (2017). *Reimagining the School Day: Innovative Schedules for Teaching and Learning*. Center for American Progress.

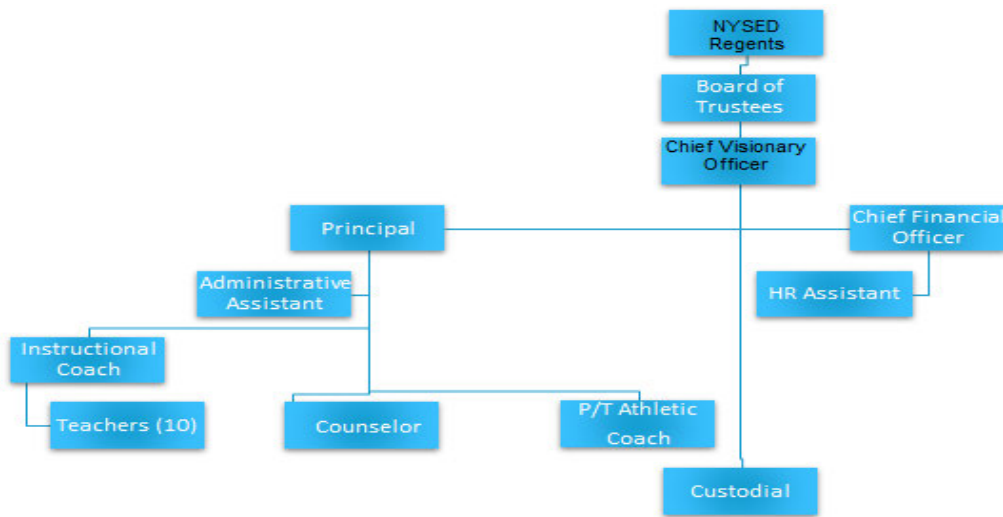
²³¹ <http://www.nysed.gov/curriculum-instruction/utilizing-teacher-leadership-and-instructional-coaching-support-next>

²³² <http://www.nysed.gov/educator-quality/professional-learning-and-growth>

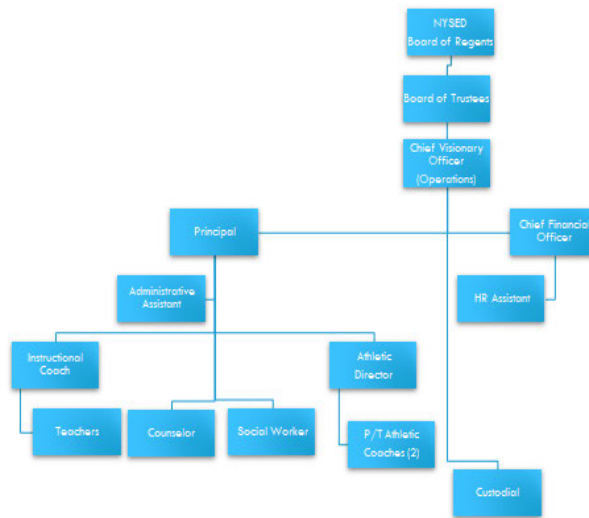
III. Organizational and Fiscal Plan

A. ORGANIZATIONAL STRUCTURE

Organizational Chart. Please see the organizational charts for School Years one and five below.



Year 5 Staffing



Rationale for Org Chart. Both organizational charts demonstrates that the RSA Board of Trustees fully understands the role of the Authorizer. The Board and School are accountable to the Authorizer. This includes all activities, compliance, and in particular, the 10 benchmarks contained in the NYSED Charter Schools Performance Framework. The Board is also aware that all policies and procedures, along with any charter changes, must be submitted to the Charter School Office (CSO) and approved prior to implementation.

The School will be led by a Chief Visionary Executive Officer who will also perform the operational duties for the school. This individual will be responsible to the Board, will oversee the Principal and CFO, and conduct all back-office work such as facilities, compliance, and reporting. The CFO will be responsible for all accounting, payroll, and HR functions. The Principal will oversee all academic programs as well as student supports and serve as the Athletic Director during years one and two. The Principal will oversee the Teachers (Coach(es) as well. An Instructional Coach will be hired since RSA teachers will be new and can benefit from the additional support.

By year five there will be two coaches and four teachers in Sports Pathway/CTE all of which align with the mission and vision of RSA. The school has grown from four teachers (math, ELA, science, social studies) to four teachers in each content areas for a total of 16 teachers, four total SPED teachers, from 5 Specialty teachers to 13 (two each in ELL, LOTE, Art; three in PE; and 4 in Sports Pathway/CTE). This is a total of 33 teachers for 500 students which is a 1:15 teacher to student ratio.

B. BOARD OF TRUSTEES AND GOVERNANCE

Roles & Responsibilities of Board of Trustees. The Board of Trustees (“the Board”) of Rochester Sports Academy Charter School will have overall responsibility for the governance of the school. The Board will be responsible for conducting and directing the affairs of RSA, subject to all applicable education and charter laws, the Charter, and the Charter Bylaws. While the Board will delegate day-to-day management and other activities of RSA to others, it is understood that the Board will, at all times, retain absolute authority, oversight and responsibility for managing the affairs of the School. Among the Board’s responsibilities are: 1) hiring and reviewing the performance of the Chief Visionary Executive Officer; 2) ensuring the School meets all local, state, and federal guidelines, regulations and laws and all requirements of the authorizer; 3) establishing, reviewing, and overseeing institutional, educational and operational policies and activities to ensure consistency with the mission and charter of the School; 4) reviewing all data necessary for the continued viability and sustainability of the school including, but not limited to, lottery procedures, fiscal information, compliance, and student outcomes; and 5) acting as liaison to the CSO. The powers and responsibilities of the Board are laid out in the bylaws.

Proposed Governance Practices. Below are the governance practices which are also included in the board bylaws.

Number of Trustees. The number of Trustees shall not be less than five (5) nor more than fifteen (15) and shall be set by the sitting Board members. Currently there are six proposed Board members.

Qualifications for Board Membership. Qualification for Board membership is as follows: 1) a belief that all students can learn; 2) a thorough understanding and support of the school’s vision and mission; 3) experience in an identified need area of the school (community, education, law, finances, mental health, etc.); 4) 18 years of age or older; 5) commitment to community service; and 6) moral integrity. In line with the Board’s diversity, inclusion, and equity commitment, there will be no education requirements.

Recruitment & Selection. At this point, RSA is continuing to recruit trustees. Current Trustees were recruited based on their professional expertise and their educational philosophies. This group of individuals were all recruited based on their prior work which indicated that they do believe in education for all students and their community service. Going forward, recruitment will be done by all existing Board members. After the first evaluation of

the work of the Board, the Executive Committee will identify the needs of the Board. Members will then be tasked with reaching out to the community to field candidates. Potential Board members must submit a resume, plus the required paperwork from NYSED CSO. The Executive Committee will review all submissions and then submit their recommendations to the whole Board. The Board will then vote on membership, a straight yes/no vote. The majority of the Board will carry the resolution. The person will then be contacted, paperwork submitted to NYSED CSO. Once the CSO approves the individual, they will be seated on the Board.

Appointment & Election. Once the above process is followed, the individual will be considered on the Board. At the annual meeting, all Board members ending their second-year term will be either renominated for another term or will be considered resigned. Any Board member can nominate themselves, any existing Board member, or having completed above, a new Board member. The entire Board will then vote on membership. Following this, the Executive Committee will ask individuals to serve on the appropriate committees. The Board will vote on these nominations as well.

Member Terms. As described in the bylaws, all appointments to the Board will be for a two (2) year term. No person shall serve more than three consecutive terms (6 years) unless a majority of the Board, during the course of a Board meeting at which a quorum is present, votes to appoint a Board member to up to 2 additional term(s). No person shall serve more than ten consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for Board membership after one year has passed since the conclusion of Board member's service. For the planning year, two Board members will be nominated for three years one time to ensure that people coming off the Board are staggered.

Ex officio and/or Representative Positions. While the bylaws do allow the Board to vote to include ex officio members on the Board, there are currently none being proposed. The bylaws do not identify any representative positions.

Structure of the Board. There shall be four officer positions: Chair, Vice Chair, Secretary, and Treasurer. The **Chair** has the general supervision, direction and control of the affairs of RSA and has other powers and duties as the Board may prescribe. The Chair will be responsible for ensuring that all compliance duties of the Board are addressed (i.e., Annual Meeting, Board Elections, development of the Board agenda, etc.) and that all Board members are duly trained in their duties. The Chair shall preside at all Board meetings.

The **Vice Chair** will perform all the Chair's duties in the event the Chair is unavailable or unable to perform his/her duties. The Vice Chair's powers will be subjected to the same restrictions as the Chair's powers.

The **Secretary** will ensure that notice is given of all Board and Committee meetings as outlined in the By-Laws. The Secretary will keep the time and place of all meetings, whether the meeting was regular, committee, or special, notice given, the names of those present, and the minutes of each meeting. The Secretary will also keep a signed copy of the School's Charter and Bylaws with amendments.

The **Treasurer** will, working with the School's CFO and auditors, keep an accounting of the School's properties, receipts, and disbursements ensuring that the books of account are available at any time for inspection. The Treasurer will oversee the depositing of the School's monies in the School's name in depositories the Board designates; the disbursement of School's funds as the Board directs; and will ensure that appropriate Fiscal materials are disseminating at every Board meeting outlining whether or not the School is functioning within its budget. The Treasurer will also prepare any reports on investments or loans.

Standing Committees. There are three standing committees: Executive, Finance, and Audit. The Executive Committee is responsible for setting the agenda for the Board of Trustees, nominating new members, and the evaluation of the work of the Board. The Finance Committee presents the monthly and annual financial statements to the Board and proposes the annual budget for Board approval. They make recommendations on budget revisions when it is necessary. The Audit Committee hires, oversees, and terminates (if necessary) the external, independent CPA firm to conduct the school's financial audits.

Board & Committee Meetings. The Board will meet every month on the same day each month. After chartering, at the first Board Meeting, they will develop a meeting calendar for January 2022 through June 2022, and it will be posted to the website with information about where the meeting is to be held and at what time. There are occasions when the Board must have special meetings. These meetings will occur as needed. The secretary will post notice of these meetings as outlined in the bylaws and in accordance with educational law. Once a school site is identified, the meetings will be held at the school. During the first official Board meeting, committees will be established, and they will pick meeting dates for the planning time period as well. Minutes will be kept of all meetings and posted to the school's website.

Involvement in School Governance. School staff will provide input and participate in the governance of the school by participating on school-based committees. We expect that teachers will serve on committees which will respond directly to the Board about issues such as benefits packages, hiring practices, accountability, all these committees will be formed once the staff are hired and the school is opened. Members of the committee will regularly present at Board meetings. Even though these are formal pathways to governance, anyone is invited to Board meetings. Members of the community and parents will be invited to attend Board meetings in order to learn more about the school and interact with Trustees. During enrollment (May through June), the Board will host parent meetings and request input. Throughout the year, the Board will conduct surveys of the parents and community to make sure all voices are heard. This all aligns with RSA's Diversity, Equity, and Inclusion policies.

Open Meeting Law. Adherence to the Open Meeting Law is very important to growing RSA's diversity, equity, and inclusion practices. RSA's Trustees will adhere to all aspects of the Public Officers Law, Article 7, or informally known as the Open Meetings Law.²³³ The Trustees understand the intent of the law is to make sure that all stakeholders have access to the governance and outcomes of the school. It is important that all Board and Committee meetings are open to the public and that the public has notice of these meetings in advance. RSA will make use of all technology (website, Facebook, Twitter, Instagram) and well as posting notices in public places such as churches and libraries. RSA will make the minutes of all such meetings available to the public. To this end, the agenda of each meeting will be posted to the website prior to the meeting, along with the locations of any Board member who is video conferencing into the meeting. After approval, the Board minutes will be posted to the School's website.

Board Training and Development. All new Trustees will attend an orientation to the school and Board responsibilities. Prior to submitting an application to join the Board, a potential new member will meet with the Board chair, during which time the philosophy of the school is explained, the potential new Trustees will be given the Charter to review, as well as all relevant documents and policies and procedures, including the Board documents (bylaws,

²³³ <http://www.dos.ny.gov/coog/openmeetlaw.html>

evaluations, etc.). The potential new member will visit the school. If the new potential Trustee feels this would be a good fit for him/her at this point, (s)he will continue with the process. The potential member would then be asked to submit an application and attend a Board meeting. Existing Trustees will then vote on membership. The data requested by the authorizer for the potential Board member will be submitted with the minutes containing the resolution. Once the Institute receives the required information, they can approve or disapprove the individual for membership. New Trustees will then be expected to complete the Board training process.

Board Training. There are a number of organizations who train Boards. Once RSA is chartered, three companies will be identified and will do presentations to the Board. The Board, once legally incorporated to conduct business in the State of New York, will hire one of these companies. This training will then be shared with the CSO. The money for this is included in the budget.

Expertise and Background.

James Reaves, MEd., CAS, Co-Founder, Temporary Board Member and Proposed Principal. Mr. Reaves earned a full athletic scholarship to play basketball at Niagara University and completed his B.A. in social sciences with a minor in sports management. After leaving Niagara University, Mr. Reaves continued his basketball career professionally playing internationally in Mexico, Germany, Belgium, Finland, and Venezuela. He returned home annually to help lead the Rochester Razorsharks to four consecutive PBL league championships. After his basketball career ended, Mr. Reaves turned his attention to educating students in the Rochester community serving as a School Counselor and Director of Operations at University Preparatory Charter School for Young Men, Assistant Principal at Rise Community School (grades K-6), Assistant Principal at Edison Technical and Occupation Center (grades 9-12), and currently serves as an Assistant Principal at Longridge Elementary School in the Greece Central School District (grades K-5).

Natalie Sheppard, LMSW, Founding Board Member, and Proposed Board President. Ms. Sheppard takes great pride in improving the Rochester community through advocating for education and family support systems. Her civil and professional experiences working with children and families has shaped her and supported her ability to contribute to RSA's fiscal and operational oversight. Ms. Sheppard has previously served as a Commissioner of Schools for the Rochester City School District, Program Director at Berkshire Farms Center, Social Worker at Children Awaiting Parents, Vice Chair of the Roc Against Gun Violence Coalition, and Advisory Council member for Action for a Better Community's New Directions program. Working with different sectors of government at the City, County, State, and Federal levels, and currently serving as the Democratic Deputy Commissioner of the Monroe County Board of Elections, Ms. Sheppard will be poised to utilize her strengths of community engagement and organizational leadership to thrive as the RSA Board President.

Mary Andrecolich-Montesano Diaz, MEd., CAS, Founding Board Member, and Proposed Board Vice President. Mary comes to the RSA board with 40 years of public-school experience in the Rochester City School District. Mary holds a B.A. in Physical Education, a M.S. in Education and a Certificate of Advanced Studies in Administration from SUNY Brockport.

Starting as a Physical Education teacher and coach, she went on to Educational Administration in the following roles: Athletic Director, Dean of Students, Assistant Principal and for the last 18 years, Principal. Ten years ago, Mary created and founded the Rochester International Academy (RIA). RIA is a transitional program school that services the needs of

newly arrived students to the United States that speak little to no English, many without formal education. Mary has received numerous accolades and awards due to her work with Newcomer, Refugee and ELL students.

Rahel Smith, MEd., Founding Board Member. Over the past 15 years, Mr. Smith has worked as a School Counselor for 7th and 8th graders at Monroe High School in the Rochester City School District and a men's Assistant Basketball coach at Rochester Institute of Technology (RIT). Additionally, Ray is the Director of Next Level Hoops, a basketball player development business offering year-round basketball training development programs for youth and young adults who are looking to improve in all facets of the game of basketball. Mr. Smith holds a BA in Business Administration and a MS in Counseling Services (School Counseling).

Myra Henry, Ed.D., Proposed New Board Member. Dr. Henry is committed, courageous and on a mission to eliminate racism and empower women. As President & CEO of YWCA of Rochester & Monroe County, Dr. Myra Henry brings over 20 years of experience as an administrative change agent with a passion for integrating diversity, equity and inclusion principles within organizational systems. Her appointment to YWCA also is a moment in history as she is the first woman of color to lead the 138-year-old organization. Dr. Henry is well known in the community having worked closely with organizational committees and leadership teams in higher education, medical centers, and not for profits as well as community agencies to develop and deliver PD, coaching, and leadership training. Through these experiences, Dr. Henry will contribute to the fiscal and operational oversight of RSA.

Chantz Miles, MBA, Proposed New Board Member. Mr. Miles earned an A.S. Degree in Business Administration with a concentration in management from Monroe Community College, two B.S. degrees, one in Business Administration with a concentration in Management and the other in Economics with a concentration in Finance. He also holds an Executive MBA from the Rochester Institute of Technology and is currently a doctoral candidate pursuing an Ed.D in Executive Leadership from St. John Fisher College. Mr. Miles' business experience is comprised of over 15 years of leadership, of which 10 years has been in executive leadership. He is a successful business owner, that started a business and grew it to over 100 employees in a 4-year period. Chantz wants to help mold, guide, and develop the leaders of the 21st century. He has the passion, drive, and desire to carry out the mission and vision of RSA.

Delegation of Authority. The Board of Trustees has the overall responsibility for the viability, sustainability, and functioning of the School. However, the Board will delegate the responsibility of the day to day running of the school to the Chief Visionary Executive Officer who will then ensure that the policies and procedures as developed by the Board are implemented at the school. The Board also will assign responsibility to the Executive and Audit Committees as needed. Even though the Board is delegating some of its responsibilities, the Board of Trustees has overall control and will vote on any business before the Board as defined in the Board of Trustees Bylaws and Fiscal Policies.

Accountability of Management. The Board of Trustees will hold the school management accountable in the following ways.

Board of Trustees. On an annual basis, the Board of Trustees will evaluate itself in the following areas that impact governance: Financial Oversight, Meeting Efficiency, Professional Development, Community Engagement, Board Behavior amongst Trustees and RSA staff. The Board will use a self-assessment tool which provides a matrix for each Trustee to take individually. After each Trustee has completed the evaluation, the full Board will discuss the results and work on best practices. The results of this evaluation will be used to develop the Board's Strategic Plan, identify needs on the Board of Trustees, and identify areas of weakness for growth over the coming year.

Chief Visionary Executive Officer. The Board of Trustees will evaluate the CVEO annually on a tool which the Board will develop that aligns to the mission and vision of the school. Using the Open School Rubric as a model, the Board will edit the tool to align with the areas of importance to RSA. The tool will be completed by the CVEO and the Board separately. The CVEO will then meet with the Chair of the Board for a review of rating, discussing those areas where there are disagreements. Using the outcomes of this evaluation, the CVEO will develop, and the Board will approve, the areas of growth, goals, and expectations for the CVEO for the coming year. The primary purposes of the evaluations shall be to encourage and promote improved performance and to make decisions about the occupancy of positions. (Please see Section III-E. Evaluation).

DEI in Policy and Practices. Diversity, equity, and inclusion (DEI) will be a cornerstone of all practices at RSA. First, and foremost, our job is to provide educational services to children and this will be at the forefront of any policy at the school. By including DEI strategies such as updated curriculum to include people of color and different cultures (usually thought of in terms of history but also in reading, math, science, art, PE, and career/college choice), inclusive instruction (having students identified with IEPs and as ELLS in all classes), and having students in classes with a wide range of student proficiencies will be strategies employed. Using these strategies will allow students to become engaged in their education and result in proficiency across the content areas. We will continually update our instructional practices to mirror DEI.

Second, discipline has many times been administered in an inequitable fashion within schools. RSA will strive to ensure that no one group is punished through the use of the discipline techniques at the school. Removal from school will be the very last resort. The School will set suspension goals to ensure that no one group of students is harmed through the discipline policy. This will result in high graduation rates for certain classes of students.

Staffing is also an area where DEI will be instituted. Hiring will be done free of discrimination of any kind and there will be a sensitivity to different cultures (Eid, Diwali, Lunar New Year, Kwanzaa to name a few) and celebrations will be held around differing cultures. Salaries will be determined based on a salary scale that only uses experience as the method of determining salary. This ensures that everyone is receiving equitable pay based on one thing and nothing else. All staff will receive the same benefits regardless of salary (health, dental, retirement, FSA etc.) so that it is inclusive of all staff regardless of position.

The Board will never enact any policy, procedure, or regulation that unduly harms one group of people, which includes parent involvement and discipline. There will be no membership fee for being on the Board which opens Board membership up to people of all economic levels. The Board will have annual training on DEI best practices and will review all decisions with an eye towards equity and inclusion.

C. MANAGEMENT & STAFFING

Staffing Chart. Please see the staffing chart for the school over the course of the five years of the charter.

Proposed Staffing Chart						
Positions	Avg. Starting Salary	FTE				
		Year 1	Year 2	Year 3	Year 4	Year 5
Chief Visionary Executive Officer	\$115,000	1	1	1	1	1
Principal	\$100,000	1	1	1	1	1
Assistant Principal	\$70,000			1	1	1
Athletic Dir.	\$70,000			1	1	1
CFO	\$80,000	1	1	1	1	1
Instructional Coach	\$50,000	1	1	2	2	2
Counselor	\$35,000	1	2	3	3	3
Admin Assistant	\$28,000	1	1	1	2	2
HR Assistant	\$28,000		1	1	1	1
ELA Teacher	\$43,000	1	2	3	4	4
Math Teacher	\$43,000	1	2	3	4	4
SS Teacher	\$43,000	1	2	3	4	4
Science Teacher	\$43,000	1	2	3	4	4
ELL Teacher	\$43,000	1	1	2	2	2
Art Teacher	\$43,000	1	1	2	2	2
LOTE Teacher	\$43,000	1	1	2	2	2
PE/Health Teacher	\$43,000	1	2	3	3	3
Sports Path. CTE Teacher	\$43,000	1	2	3	4	4
SPED Teacher	\$43,000	1	2	3	4	4
Media Art/ Sub./TA	\$43,000	1	1	2	2	2
Coach	\$43,000	.25	.50	1	2	2
Nurse	\$40,000	1	1	1	1	1
Custodial	\$30,000	1	1	2	3	3
Food Service	\$30,000	1	2	3	3	3
Security	\$30,000	1	1	2	2	2
TOTAL		21	29	46	54	54

Staffing Plan. The staffing plan fully covers the needs of the school across the chartering term. The Chief Visionary Executive Officer will oversee and supervise the entire school and will supervise the Principal and the CFO. The Principal will oversee all other staff with the exception of the HR Assistant (CFO report) and custodial and security (CCEO). The Instructional Coach, Counselor, Teachers and Sports Team Coaches will report to the Principal in Year 1, by Year 3 one Athletic Director will be hired and all sports team coaches will report to that individual. Teachers will report to the Instructional Coach, but the Principal will have direct involvement in evaluation of teachers. This staffing plan ensures that all activities are completed as necessary at the minimum costs to the school, allowing the remaining monies to be spent on teaching, instruction, and counseling.

Roles and Responsibilities of School Leader. The Chief Visionary Executive Officer will oversee the entire school and will be hired, evaluated, and terminated (if necessary) by the Board of Trustees. The responsibilities of the CCEO will include supervising the Principal and CFO. As such, supervision responsibilities will include reviewing and supporting all curriculum,

scheduling, counseling, Special Education and ELL services, and all activities pertaining to students and teachers. Supervision of the CFO includes responsibility for all financial activities in the school including payroll, accounts payable, audits, general ledger, inventory, invoicing the districts, and all financial reports. Direct responsibilities will include the development of all policies and procedures, identifying the facility, securing a lease, working with the landlord to install systems (phone, security, internet), arranging all services (fire, sanitation, building approvals, working with the local school districts to enroll all students, etc.), all compliance and reporting, as well as opening the school. The CVEO will also be responsible for building relationships with businesses that align with our sports career pathways to increase our resources and provide internships and potential employment opportunities.

Management Roles and Responsibilities. As stated above, the Chief Visionary Executive Officer (CVEO) will be responsible for ensuring the vision of RSA is implemented in all aspects of the school community, monitoring the utilization of the team approach with instruction, athletics, community collaborations, and all stakeholder relationships. The Principal will oversee all instruction, curriculum, and classroom activities. The Principal will have responsibility for the educational, counseling, and Sports Pathways for the school. Working closely with the Instructional Coach, the Principal will be responsible for supporting all teachers, evaluating teachers, and supporting them with their instructional work. The Principal will oversee the counseling department, ensuring that all students and parents receive the supports they need. The Principal will also oversee the Athletic Director, who will be responsible for coordinating extracurricular activities for athletic and non-athletic events. The CFO will ensure that the management of all financial activities are aligned with good accounting practices and that the Financial Policies and Procedures are integrated into the school and followed.

Identifying and Serving IEP & ELL Students. Upon receiving student's applications, it will be the responsibility of the Principal to review the submitted documents to determine if students have IEPs or have English Language Learners needs. School administrators will conduct intake meetings with students and their families to gain information about students' learning needs and how they will be accommodated at RSA. If needed, additional documentation will be requested from the student's previous school. Home Language Surveys will be administered to those newly enrolled students who speak a language other than English at home. Staff will also utilize child find through BOCES 2 to identify students with IEPs (see Section II).

Retaining High Quality Teachers. RSA will retain high quality teachers by creating a safe and supportive learning environment, providing them with professional learning so they are equipped with the knowledge and skills to provide quality instruction, and empowering them through collaborative decision making ensuring their voices are heard. As a new Charter School, RSA anticipates getting recent college graduates as teachers in the first few years. RSA will develop strategies (time off for school, tuition and certification fee reimbursement, incentives, etc.) once the teachers are hired and the audience is known. The Board of Trustees will review best practices for rewarding and retaining teachers and develop a plan that aligns with best practices and the population of teachers hired in year one.

C.1. COMPREHENSIVE MANAGEMENT SERVICE PROVIDERS
RSA will not be employing a CMO.

C.2. PARTNER ORGANIZATION(S)
RSA has no partner organizations.

- C.3. NETWORKED SCHOOLS
RSA is not a networked school.

D. STAFF SUPERVISION AND DEVELOPMENT

Instructional Leadership Roles and Responsibilities for Teachers. The Principal will have overall responsibilities for supporting individual teachers, with the support of the Instructional Coach. The Principal and Instructional Coach will observe all teachers in September using the Danielson Teaching Framework. The Principal and Instructional Coach will meet with teachers, using the results of their Danielson Observation Tool and discuss what was observed, what the teacher experienced, and what the teacher feels he/she needs. From this, the teacher will develop a growth plan, agreed on by all, and the Instructional Coach will then support him/her in those identified areas. The Instructional Coach will develop a plan for embedded classroom support as well as supporting teachers outside the classroom.

Supporting departments will be run by teachers themselves during PLCs, which are scheduled for every day. In year 1 there will be no departments so groups will be aligned with subject area (science and math, etc.). Teachers will identify issues in their areas and work towards resolving these areas through developing strategies for instruction and classrooms management as well as further developing their content areas.

Supporting Professional Development as part of the overall school support is an integral part of RSA's overall school development and viability. RSA will provide robust PD to all of its teachers. All teachers are being paid on a 12-month schedule so that there is time prior to school opening in August for intensive PD. There is time every day for teachers to work together, and some of this time will be used throughout the year for PD in areas that are identified through teacher surveys and the evaluations of the Principal and Instructional Leader.

PD for Staff. All staff will be provided with thirteen full days of professional development throughout the academic year. The first ten days will take place during a Summer Institute prior to the start of the academic year and will consist of direct explicit instruction, project-based learning, lesson planning, assessing students, differentiation of lessons, culturally responsive teaching, understanding the code of conduct, implicit bias training, incorporating restorative practices into the classroom, and relationship building from the TEAM perspective. During the school year, we will have three Superintendent's Conference Days that will consist of professional development that meets the needs of the School. Weekly professional learning communities will be led by RSA's School Principal and Instructional Coach that will include modeling effective instructional practices, differentiating lessons, unpacking curriculum, progress monitoring, reviewing student's work, and analyzing and interpreting student data. Some of these times throughout the year will be used for school wide PD on issues that are identified through the work of the PLCs. The Instructional Coach will also be available to staff to provide individual support and guidance based on their needs.

Based on the assessments of the Principal and Instructional Coach throughout the year, for teachers struggling in specific areas that cannot be addressed by the school, outside professional development, further training, and/or consultants will be brought in to deal with these specific issues. School wide issues of RSA will need to address classroom management, instructional strategies, restorative justice practices and aligning this to its discipline policy and PDs in these areas. The specific areas that a teacher may be struggling with include appropriate

lesson planning, lack of content, dealing with coworkers, will be dealt with one an individual basis and learning plans will be developed for these teachers.

Administrators will take advantage of the many State offering for professional development, as well as training offered through the Charter Center and BOCES. It is important that RSA Administrators stay abreast of best practices as well as changes within the Charter and Education Law and Regulations.

PD Deliverables. When areas of improvement are identified as needing PD, the School will hire the appropriate professionals to administer the PD. There are a large number of free PD services in the community of which the School can take advantage of through the State and BOCES which will be identified and staff needing the support will be assigned. There are many PD series for content areas as well as compliance and the Instructional Coach will develop a schedule for these trainings for all staff. Teachers will be given class coverage to attend. Regular, in-house professional development will be led by the Principal and Instructional Coach. There will be weekly PLC meetings during which time teachers will self-identify areas in need of further development. Working with the Principal and Instructional Coach, interventions will be developed on a schoolwide, content, or individualized basis.

Implementation and Evaluation of PD. RSA has a full thirteen days of professional development, ten days during a Summer Institute and three days during the year. RSA will also make use of some of our PLC days to administer PD on topics that the PLCs (and in some cases Principal and Instructional Coach) have identified as areas of improvement. The Instructional Coach will provide individualized PD schedules for all staff, while making sure that there is coverage for those staff to attend.

Evaluation of PD will take several forms. For the Summer Institute, staff will give feedback on each of the topics being addressed so that Administration can improve for next year and address anything that is still unresolved during this two-week Institute. For any external PD brought into the school, there will be a comprehensive survey of staff receiving the PD as well as administrators. This data will be used to determine if the PD was effective, what modifications should be made going forward, and how to build on what was already done. Finally, the PLC activities will be specific to the areas of improvement being addressed and results of the PLC focus area of practice will be identified and tracked. If PLCs identify classroom management as an issue, after providing a PD on this, the number of discipline referrals will be assessed over time. If it is a content area issue, the grades on tests and quizzes will be tracked.

Establishing a Professional Climate for Teacher and Administration Retention. To retain quality staff at any level, it is important to provide opportunities for staff to become involved in the decision making of the school. As part of this, we will have to teach our staff how to become responsible for decision making. Through the PLCs, teachers will take an active role in identifying the focus of practice and for developing solutions to these areas of improvement. It will be the responsibility of the Principal and the Instructional Coach to help staff understand their responsibilities. This will require establishing a culture of transparency that is supportive, professional, and nonthreatening. This is what PLCs are designed to do and with the support and guidance of the Principal and Instructional Leader, teachers will learn to address and resolve problems in a straightforward fashion. This will lead to the development of a culture where everyone has some responsibility and people feel that they are part of the solution rather than the problem. This will directly lead to staff retention at all levels.

Planning and Collaboration. Teachers have one period each day for collaboration and planning. Schedules will be developed for co-planning and individual planning (i.e., Wednesday and Thursday are co-planning days; Monday, Tuesday, and Friday are individualized days). There will be trainings on how to co-plan during the Summer Institute since this is one of the problem areas especially for new teachers. Further, there is PLC time every day as well. These are both opportunities for planning and collaboration.

E. EVALUATION

All staff will be evaluated on rubrics which have either been obtained through reputable resources or developed specifically based on job descriptions but aligning with the teacher evaluation rubrics (Danielson).

Board of Trustees. As defined in the By-Laws, the Board of Trustees will govern the school and have final authority for its policies and operations; as well as have oversight over the academic progress and fiscal soundness of the school while delegating day to day responsibilities to the Chief Visionary Executive Officer. As such, the Board will conduct a self-assessment regarding their oversight responsibilities. The responsibilities on which the Board will assess itself and its members will be in the three categories containing the ten benchmarks from the NYSED CSO Accountability Framework: Educational Success, Organizational Soundness, and Faithfulness to Charter & Law. There are many Board evaluations in the field, but during year one, the Board of Trustees will develop their own four-point rubric which aligns fully with the Accountability Framework as it applies to Board responsibilities. The Board will conduct a self-evaluation annually in May or June. From this evaluation, the Board will formulate goals for the coming year and will integrate these goals into their Strategic Plan.

Chief Visionary Executive Officer. The Board evaluates the CVEO on the Open School Project Rubric during the planning phase. During year one, the same process explained above for the Board will be done for the CVEO position as well and a new 4-point measure will be developed based on the accountability framework. The CVEO will attend every Board meeting so the members of the Board will be in a position to evaluate the CVEO who is responsible for all actions taken in the school. The results of the evaluation are discussed with the CVEO and goals are determined for the coming year based on these results. The CVEO will then present a plan for the coming year including personal and school goals.

Instructional Leadership and Supervisory Positions. Evaluation at all levels of school operations allows for honest discussions and viable methods of problem solving as a school community. In order to ensure that all members of the community are working to their best abilities. During year one, the same process for the Principal and Instructional Coach will be followed, with the exception that the Danielson Classroom Observation Tool will be used as the basis for the Leadership Rubric. The main responsibilities of these leaders are to support teachers so they can do their jobs. Therefore, the outline of Danielson Teaching Framework will be used to evaluate these positions. Rather than being evaluated on how they instruct a class, they will be evaluated on how they supported teachers to instruct a class. These positions will be evaluated on the Educational Success of the school as will be developed in the CVEO's evaluation. The individuals will self-evaluate, be evaluated by their supervisor, and have those reporting to them evaluated as well. The supervisor will integrate this information and will hold discussions with their direct reports who will then develop their growth and goals plan for the coming year.

Teachers and Classroom Support Staff. Teachers will be evaluated by the Instructional Coach and the Principal of the school based on weekly evaluations of the teachers' plans and

classroom observations, both announced and unannounced, throughout the school year. Teachers will meet regularly with the Instructional Coach to discuss their practice and will self-assess their effectiveness as well. The Danielson Teaching Framework²³⁴ will be used to rate the effectiveness of the teacher at the beginning, midpoint, and end of the year. All teachers in a content area will be held accountable for Regents results. This will ensure that all teachers are vested in student performance outcomes and not just their individual classes.

Non-academic staff. Non-academic staff will be evaluated by their direct supervisors using school created rubrics specific to their roles at the school. These rubrics will be assessed by the supervisors and self-assessed by the staff member several times per year in order to make a final evaluation at the year's end. This rubric evaluation will be used to determine their effectiveness for the year.

Accountability for Teacher Effectiveness. Tracking growth trends in teaching over time will be very important at RSA. RSA will utilize the Danielson rubric to evaluate its teachers' effectiveness. RSA will create an atmosphere where learning and growth are expected and respected. Teachers who do not show growth after being provided with support, will be terminated based on RSA's employment policies. The Danielson Observation Tool assists with the grow teacher effectiveness because it is based on what objectively happens in the classroom. This makes communicating areas of improvement clearer to the teacher. The scores on Danielson will be calculated during the first two months of school and the last two months of school. The scores will be compared for growth, including growth in particular areas. Teachers will meet with the Instructional Coach and the Principal and develop their growth and goals plans from these ratings. A low score of the Danielson Rubric does not automatically result in termination.

F. FACILITIES

RSA does not have a facility at this time, however, the applicant group has been looking at the space at Rochester Tech Park Complex located at 779-903 Elmgrove Road, Rochester, NY 14624, which is ideal for its needs. Not only is the space good for what RSA needs (square feet) but Total Sports Experience, Agape Physical Therapy, and Power Train Strength Training are all directly across the street where we can rent additional field space. This will be an ideal space for RSA's Sports Career Pathways Program and at a cost of \$12,500. RSA will continue discussions with the landlord. The rent is included in the budget.

The landlord is willing to allow RSA to only pay rent for the space the school needs each year. RSA estimate it will need approximately 100 square feet per student. The yearly needs are: Year one will require 12,500 sq ft; year two 24,500 sq ft; year three 37,500 sq ft, and 50,000 at year four and throughout the life of the charter. The landlord is offering this space at \$9 a square foot, but RSA has put \$10 in the budget. Please see the spreadsheet included below for the breakdown of space.

²³⁴ <https://www.danielsongroup.org/framework/>

Facilities Table.

Space	Year 1	Year 2	Year 3	Year 4	Year 5
Chief Visionary Executive Officer/Operations Office	1	1	1	1	1
Principal Office	1	1	1	1	1
Assistant Principal Office			1	1	1
CFO Office	1	1	1	1	1
Instructional Coach Office	1	1	1	1	1
Athletic Directors Office			1	1	1
SPED & ELL Coordinator Office		1	1	1	1
Security area	1	1	1	1	1
Administrative Office	1	1	1	1	1
Counselors/Social Worker Office	1	1	2	3	3
Unassigned Teachers (push-ins)	1	1	2	2	2
Extra Offices/meeting rooms			1	2	2
Teacher's Lounge	1	1	1	1	1
Conference Room	1	1	1	1	1
Multi-Purpose Room/Cafeteria	1	1	1	1	1
Kitchen	1	1	1	1	1
Gym	1	1	1	1	1
Computer Lab	1	1	2	2	2
Science Lab	1	1	2	3	3
Classrooms	10	19	26	32	32
Nurse's Office	1	1	1	1	1
Custodial Closets	1	1	2	3	3
Custodial Office	1	1	1	1	1
Storage Closets	2	2	3	4	4
Room for storage of sports materials	1	1	1	1	1
Outside Space or fields	1	1	1	1	1
Bathrooms--depends on layout					

Facility Needs Over the Course of the Charter. Based on the Facilities Table, RSA will need a reception area which will serve as the security desk. There is a need for seven offices which will grow to 12 offices by census. These offices are all administration, school front office, and counselor's offices. By the end of the chartering period, RSA will have two additional offices which can serve as meeting rooms or can be floating offices as needed by different staff. RSA also has a shared office for teachers who are not assigned a classroom (push-ins, teachers whose rooms are being used for other classes, etc.). There is also a room for the athletic directors and coaches by year three. RSA has a need for the gym, multipurpose room, kitchen, teacher's lounge, conference rooms, nurse's office, science and computer labs, as well as bathrooms. The number of bathrooms depends on the number of toilet stalls but will meet the needs of the students in the building. RSA is also anticipating storage needs, particularly for sports equipment. The custodians will have one office, but the number of custodial closets

depends on the layout of the building. RSA will also in need of outdoor space and fields, at least one field. At this time, RSA is hoping to locate its building near existing fields that can be used.

Existing Building. RSA has not signed a lease yet.

Identifying a Building. RSA is negotiating for space at Rochester Tech Park which is centrally located and directly across the street from available outdoor space. This space is in excellent condition and the amount of renovations would be minimal (sheetrock walls, etc.) and would be the responsibility of the landlord. RSA will have money for renovations and will work on negotiating the landlord making renovations. The Board of Trustees, CVEO, and Principal will be involved in the identification of a building. The CVEO and Principal, while not hired at this time, will volunteer their time now to identify the building. The negotiations for a lease will continue until the charter is approved in November. Once the Charter is approved the Board will sign the lease with the landlord once CSP funds for a deposit are available.

Costs. The full costs of the rent are included in RSA's current budget. The landlord is asking for \$9 a square foot, but RSA has budgeted for \$10 a square foot. The landlord is willing to do minor renovations, but RSA has contingency funds in the budget if RSA must pay for some of the renovations. The building is in excellent condition, so RSA does not expect this to be a major cost. RSA is requesting the extra \$250,000 from CSP due to the fact it will be leasing the building for the life of the charter.

G. INSURANCE

Rochester Sports Academy Charter School will obtain full insurance before the School is opened. The following costs are taken directly from an insurance premium put together by Austin & Co, Inc. During lease negotiations, RSA will have the insurance for the physical land and property will be included in the lease with the owner.

Personal Property, Equipment Breakdown, Crime, Automobile: \$4,306. Limit: \$2,984,600

Excess Crime (computer fraud, banking fraud), Cyber risk: \$3,377. Limit: \$6,955,000

Directors and Officers: \$6,448. Limit: \$3,116,000

General Liability, Umbrella, Excess D&O, Excess Fiduciary: \$24,074. Limit: \$42,000,000

Student Accident: \$5,174. Limit: \$50,000

Catastrophic Student Accident: \$462. Limit: \$1,000,000

Total costs will be \$43,841 and limits set at \$56,148,841. The Board of Trustees will review several policies prior to deciding. These costs are in the budget.

H. NON-ACADEMIC OPERATIONS

Health Services. RSA will not hire a full-time school nurse. Instead, RSA will utilize a traveling nurse provided by the Gates Chili Central School District; however, in the event this does not work out, RSA has included the costs of a nurse in its budget. The CVEO will supervise the collection of student health records and immunizations. During the intake process, students will be required to submit immunization records, medical examination records, and medical administration forms. The Nurse in conjunction with the School Counselor will work with families needing assistance obtaining health services by referring them to specific community agencies. New York State Public Health Law 2164 requires all students be presented to a health professional to administer the necessary immunizations against poliomyelitis, mumps, measles, diphtheria, Haemophilus influenzae type b (Hib), rubella, hepatitis B, and varicella. The nurse will be provided with office space within the building to conduct medical support services.

There will be an identified location to maintain confidential medical records under lock and key. The only individuals with access to this information will be the CVEO, Principal, and Nurse.

Food Services. RSA will provide breakfast and lunch daily. The school will hire a cafeteria manager responsible for ordering food and cafeteria supplies. The Cafeteria Manager, who will serve as the cook in the first few years, will also be responsible for food safety and nutritional guidelines. RSA will hire a full-time cook to prepare daily meals. The overall supervision of the cafeteria and food service are the responsibility of the Cafeteria Manager. The food service program will fall under the leadership of the CVEO. The CVEO will look for form a partnership with Foodlink for additional meal support.

Transportation. Any student residing in the Gates Central School District will be provided transportation services by the District. Students enrolling at RSA from other Districts will be responsible for coordinating their transportation through their district with the assistance of the Principal and Counselor. During the intake process, students will be notified of their transportation responsibilities and provided guidance on the proper steps to secure transportation needs. The Principal will be responsible for working with families on providing guidance on transportation needs for general education students as well as students with IEPs and 504 plans.

Facility. The overall supervision of the RSA facility will fall under the guidance of the CVEO. The CVEO will be responsible for confirming all emergency and safety response plans are communicated, implemented, and adhered to, maintaining the certificate of occupancy, ensuring compliance with the Americans with Disabilities Act while RSA is chartered, and guarantee RSA is an educational facility that students, staff, and the community take pride in that enhances the school culture.

Non-academic Operations. The CVEO at RSA will be responsible for overseeing all operations relating to facilities, technology, and student information. All cumulative educational records personally identifying students will be secured by lock and key and stored in the main office and will be technologically protected. RSA administrators will decide between Infinite Campus and Power School as the School's Student Information System. The CVEO will also be responsible for managing all matters related to compliance, reporting, and purchases of goods and services with the support of a back-office provider.

I. FAMILY AND COMMUNITY INVOLVEMENT

Family and community involvement will be a major component within the framework at RSA. By providing opportunities for families and community members to be actively engaged to offer feedback, RSA administrators will build collaborative relationships to empower families and community members. Having this approach strengthens RSA's team concept.

RSA will share its School Design with prospective parents/guardians/students, business owners, community leaders, community-based organizations, current and former professional athletes, as well as local politicians and engaged in meaningful dialogue. RSA applicants have and will continue to conduct outreach through a variety of ways that include: 1. Community information sessions, 2. Consistent feeds through social media (Facebook, Instagram, Twitter), 3. Visits to community centers and local agencies that serve ELL, Students with Disabilities, and Economically Disadvantaged students, 4. Online surveys, 5. a website; and 6. Press releases through local radio and television. Members of the RSA applicant group will also continue meeting with community members, organizations and prospective parents/guardians spearheading outreach efforts between the Charter Approval and school opening. Table 2

Once school opens, RSA leadership will work to meaningfully engage families by establishing a Parent Teacher Association for participation, providing transparency of information by directly sharing meetings and the school calendar to students and their families. Two-way communication will be strongly encouraged, and RSA will disseminate information to families through postal mail, email, and direct phone calls.

RSA will offer a variety of resources to support families in helping RSA scholars grow by staffing a Social Worker and School Counselor. The role of the Social Worker will be to work with families to identify their needs so that they can assist in connecting families with resources outside of school (Department of Social Services, food pantries, and other community supports). The School Counselor's role will be to work with staff and students to identify strengths and areas of improvement that each student has to ensure the student is provided with the supports they need to be successful in and out of the classroom.

RSA will use a School-Family-Community Partnership Model. The success of RSA scholars will be dependent upon an interrelated network of influence from the student's school, family, and community promoting effective communication, parenting, volunteering, learning at home, decision-making, and community collaboration. RSA's primary responsibility is to holistically educate each scholar while nurturing positive social-emotional habits. The RSA scholar's family and community will be primarily responsible for providing the student with an environment of positive reinforcement, support, and resources that will foster healthy behavior, personal relationships, and professional connections.²³⁵

J. FINANCIAL MANAGEMENT

Budgeting Process. Input will be requested from different sets of stakeholders to inform the annual budget. Once the School starts and is operational, teachers will be involved in the budgeting process in the areas of supplies, materials, and professional development and will be invited to participate annually. The organization of this will be the responsibility of the Chief Visionary Executive Officer and Principal.

Community and families will be involved in input both through in person meetings, Zoom, and website postings. This aligns with the need for parent/community feedback on the federal applications such as Title 1. The Principal will be available to discuss parent budgeting concerns at meetings scheduled throughout the year. Once input from the various stakeholders has been gathered and synthesized by the Chief Visionary Executive Officer, this will be given to the Treasurer of the Board and the CFO at the school. They in turn, will develop a draft budget for presentation to the Board. The draft budget will be submitted to the Board by the May meeting at the latest for approval in the June meeting. The final budget will be submitted to the authorizer as part of the Annual Report.

Policies, Procedures, and Systems for Managing Funds. The CFO has the day-to-day responsibilities for ensuring the budgeting and use of funds at the school level. The Board will be responsible for the overall integrity of all funds being awarded and expended by the school. During the pre-opening period, the Board of Trustees will develop the School's Fiscal Policies and Procedures. These policies will outline the handling of equipment and funds within the school and will align with all applicable laws, good accounting practices, and the School's Code of Ethics. The Policies and Procedures will outline the following: development of inventory,

²³⁵ (Sanders M.G., Epstein J.L. (2005) *School-Family-Community Partnerships and Educational Change: International Perspectives*. In: Hargreaves A. (eds) *Extending Educational Change*. Springer, Dordrecht. https://doi.org/10.1007/1-4020-4453-4_10)

ordering/accepting/paying for orders, number of contracts and orders which must have Board approval, who is tasked with signing for the school, number of signatures on checks, receiving and opening mail, approval of payment on invoices, among many other aspects of managing money for a multimillion-dollar corporation. The CFO will present the Board with monthly financials which the Board will have two weeks to review prior to the board meeting. The Board can call for an external audit of the School's books at any time. The CFO and Board Treasurer will meet bi-monthly. These items will be outlined in the RSA Fiscal Policies and Procedures which will be developed and approved by the Authorizer during the pre-opening period.

Contract for Financial Services. This is not applicable at this time.

Financial Oversight. The CVEO and CFO will meet weekly to review the expenditures of the school. The Board Treasurer and CFO will meet bi-weekly to review invoices, income, financial systems in place, and any other budget issue which arises. The CVEO and Board Chair will meet weekly to discuss the status of the School, particularly as it applies to the budget. The Board will review the budget financials monthly. There is money in the budget in the event the CFO requires support in designing systems by which to monitor the funding. The Board can call for an external audit at any time to ensure that all fiscal safeguards are in place.

Maintaining & Protecting Student and Financial Records. For student records all IDEA and FERPA safeguards will be in place. IEPs will be in locked file cabinets. All financial records will be locked in file cabinets as well. Because student records can be kept electronically, RSA will follow all regulations as outlined by the NYSED Data Privacy and Security page.²³⁶ During the pre-opening phase, the Board and CVEO will develop the Parent's Bill of Rights for Data Privacy and Security, Data Inventory, Data Privacy and Security Policy, and any information needed from external vendors (Supplemental Information for NYSED Contracts). These will all be posted to the School's website. Once the School is open, RSA will assign a Data Protection Officer. All computers and servers will have the technological safeguards necessary to secure the systems. RSA will have insurance for its data. This is included in the budget.

Conducting Independent Audits. RSA's annual independent audits on school funds and CSP Funds separately will align with the assurances included in the application packet. RSA will hire an independent certified public accounting firm licensed in New York State to conduct their annual financial audits. The Audited Financial Statements will be submitted by November 1 (if still required but will be available for review regardless). The Financial Transparency report will be submitted by November 1 annually following the guidelines put out by the State.²³⁷

- The process for conducting the audit will be to hire a certified CPA firm to conduct an audit on the finances of the School and CSP funds separately. These audits will follow US GAAP as well as best practices. It will align with RSA's Code of Ethics. The Board will hire the auditors who will start organizing for the audit with the Treasurer and CFO by July to take place in August and September. The Audit Committee will be responsible for working with the auditors to ensure all records are available for review. The School will be responsible for supplying all records necessary for the auditors to complete the audit. Agreed upon procedures between RSA and the external auditor is due no later than forty-five days after the commencement of the agreed upon procedures. The work between RSA and the external auditor shall start within sixty days after the charter school has received and disbursed more than \$50,000.00. The finalized audit will be submitted to NYSED by November 1 of each year.

²³⁶ [Data Privacy and Security | New York State Education Department \(nysed.gov\)](#)

²³⁷ [Financial Transparency | New York State Education Department \(nysed.gov\)](#)

K. BUDGET

RSA is submitting a balanced budget throughout the life of the charter. Please see Attachment 9: Budget and Cash Flow Statement. Below is the rationalization for the budget and an explanation of assumptions.

Pre-Opening Phase. Will run from January 1, 2022 through June 30, 2022. Below is an explanation of the budget for this period. All money for this time period will come from CSP funds.

Staff. There will be a total of 1.5 FTE annual staff hired (Chief Visionary Executive Officer/Operations, Principal, and CFO) in January, and working full time through June--6 months or .5FTE each. This is a total of \$147,500 of CSP funds on salaries, which will be \$182,163 with benefits and taxes.

Contracted services will include money for auditing the School's finances and the CSP funds, legal fees for lease negotiations, and payroll services for six months. An additional \$50,000 for potential contingency costs. The three individuals hired in the pre-planning year have committed (or in the case of the CFO will commit) to doing everything necessary to open the School. There will be items that they will need consulting on such as safeguarding the technology, training on the technology around the SIS, training on the curriculum mapping tool, etc. and therefore the budget includes a contingency fund up front to cover these costs in the budget. There is a total of \$106,200 for contracted services.

Under *School Operations* there is \$6,000 allocated for Board training to ensure all Founding Board of Trustee members are trained on the various aspects of Charter School Law. RSA has included the down payment on its furniture for year one of operations because furniture must be ordered in the Spring to be timely for the fall. RSA has included money for cell phones and computers for the three staff. All systems necessary to run the school are also included: student information system, accounting software, and curriculum mapping tool. Supplies are estimated at \$100 a month. Recruitment costs have been included for both staff and students which will include a full development of RSA's website. Finally, RSA has included minimal travel for staff. This is a total of \$134,400 in operational costs.

Facility Operation and Management. This will include RSA's insurance costs which were taken from an actual policy. The space costs are the estimates of what the landlord will need upon signing of the lease. It is calculated at three months' rent for 12,500 square feet at \$10 a square foot. There is an addition of \$50,000 for minor renovations that may be required for a total Facilities cost of \$140,250.

This is a total pre-opening cost of \$578,013 in CSP funds.

Operation Year 1 through Year 5. Operational Year one will run from July 1, 2022 through June 30, 2023. Below is an explanation of costs and calculations.

Revenues from Federal, State, and Local Sources. RSA is expecting to enroll students from the Gates-Chili CSD (50%), the Rochester SD (40%), and the Greece CSD (10%) and this is calculated throughout the five-year budget period. Also carried through the budget is the Economically Disadvantaged to calculate the Title monies and is based on 50% ED in Gates-Chili CSD, 90% Rochester SD, and 60% Greece CSD. SPED costs were calculated at 12% for Gates-Chili CSD, 22% Rochester SD, and 14% Greece CSD. Per pupil costs were taken from the NYSED CSO's listing included in the template, and RSA has not increased that amount to keep the most conservative budget. RSA estimates the SPED revenue at \$242,438 in year one, growing to \$412,142 in year five. Title Revenues are estimated at \$500 per pupil for Title and \$40 per pupil for other Title programs. CSP funds at \$1,050,000 spread over years one and two. CSP was

calculated at \$800,000 plus the additional \$250,000 for leasing RSA's own space for at least three years. E-rate is conservatively estimated at \$10,000. The year one revenues equal \$2,412,761 and grow to \$7,351,442 by year five.

Expenses: Administrative Staff. The budget of \$518,750 will include the following five positions: Chief Visionary Executive Officer/Operations, Principal, Instructional Coach, CFO, and Administrative Assistant (School Secretary). This will grow to a staff of eleven by year five. *Instructional Personnel* will include four content teachers (ELA, Math, Social Studies, Science), one SPED teacher (SPED/ELL Coordinator added in year two), one substitute/multimedia teacher, five Specialty teachers (ELL, Art, LOTE, PE, Sports Pathways/CTE Teacher), one counselor, and a .25 FTE after school coach. All teachers and counselors will work on a 10-month contract, except in Year one when they will report to work mid-August for the training period. All teachers are expected to start at \$43,000.²³⁸ This 12.5 FTE teaching and counseling staff will grow to sixteen content teachers, three SPED teachers and SPED/ELL Coordinator, two substitute/multimedia, thirteen specialty teachers, three counselors/social workers, and two coaches. In every year RSA has included the additional costs for having teachers available during the three weeks (Summer Institute and Student Orientation) *Non-Instructional Personnel:* RSA fully expects to be assigned a traveling nurse from the Gates-Chili CSD but if this does not happen, RSA has included the salary for a nurse in its budget for all five years. In the event the district does provide this free of charge, RSA will have this money as contingency funding. RSA will hire one staff each in the areas of: cafeteria manager/cook, security, and custodian which will grow to three cafeteria manager/cooks, two security, and three custodians by year five. Benefits and taxes are calculated according to current practices.

Contracted Services. Another contingency plan was to put the costs of outsourcing all financial activities to an external company. At this time, RSA is planning on hiring its own CFO, however, if the Board decides it is more secure to move to a CPA firm, the expense is included in the budget. The estimated legal fees are normal for a new Charter School. There are costs for payroll services and Titlement costs. RSA has included a hefty consulting amount to cover the contingencies that will arise every year around professional development, trainings, and technology oversight. Contracted Services grow from \$236,000 in year one to \$260,932 in year five.

School Operations. These are the expected costs and calculations are included in the assumptions on the budget template. RSA has included costs for all technology including READ and Math 180, Scantron, the School Information System, and Chalk. These costs grow from \$376,250 in year one to \$687,600 in year five.

Facility Operations & Management. All insurance, building rental, minor renovations and utility costs are included. The insurance is based on an actual premium and the rent is based on the \$9 square foot (RSA used \$10 a square foot for the budget) and based on 100 square feet per student.

Supporting the Key Design Elements. All necessary resources needed for the school, including outdoor field space have been covered in the budget.

Budget Contingencies. During the Pre-Opening phase the members of the Board will approach various financial institutions to set up lines of credit to account for any cash flow issues the school may face. RSA is confident that since this money will be available, this will not be an issue.

²³⁸ [Teacher Salary in Rochester, NY \(indeed.com\)](#)

RSA has developed a very conservative budget with contingencies built into the budget. In the event RSA does not reach its enrollment numbers, some of the Specialty staff will not be hired, but part-time individuals will fill these roles. RSA's scheduling is such that classes are clustered and can have staff during three periods. RSA will work diligently on meeting its enrollment targets. RSA already has seventy-five students who have shown willingness to attend the School. RSA also chose three School Districts in the event enrollment efforts needs to be expanded. A critical component is securing a building. The applicant group is exploring working with Commercial Realtors in finding a suitable and affordable building to meet the needs of RSA. Finally, RSA reserved additional funds in the budget every year to make mid-term corrections for unforeseen items.

L. PRE-OPENING PLAN

Attachment 11: Pre-opening Plan demonstrates that RSA's founding applicant group understands the vast complexities of opening a school. The applicant group's plan is divided into areas of work: staff, facilities, ordering furniture/supplies/equipment, education/compliance, finances, professional development, and school opening. RSA's applicant group understands the amount of work which must be completed to open a school and has made the decision to hire three individuals to conduct all tasks (Chief Visionary Executive Officer, Principal, and CFO). These individuals will share many of the responsibilities that are usually carried out by support staff. They understand this and are ready to complete all work necessary to open a school.

M. DISSOLUTION PLAN

RSA understands the need for accountability and has included a dissolution plan in the unfortunate event of closure. Please see the plan in Attachment 12: Dissolution Plan.

Attachment 1: Draft Admissions Policies and Procedures

The Board of Trustees, once chartered, will approve the following Policy during the Pre-Opening Period.

Applications and Lottery. Parents will be able to complete the application process in three ways: 1) they can download or pick up a paper application, complete the information and then mail, fax, or drop off the application; 2) they can fill out the online lottery application on the Rochester Sports Academy Charter School website; or 3) they can complete the application out at the school itself. Applications must be received by April 1 and the lottery will be held prior to April 5 of each year. If the number of applications submitted does not exceed the number of seats available, all students who completed the lottery application will be given a seat.

The information included on the lottery form will be: student name, parent name, contact information for all (address, email, and phone numbers), grade in upcoming school year, and district of current school. Additionally, RSA requests information about student siblings.

If the number of applications submitted to RSA exceeds the number of seats available, a lottery will be conducted. Public notice will be given for the location and date for the lottery, and it will be open to the public, as required under Public Officers Law. The lottery itself will be held in a publicly accessible location. There are several permissible ways in which to handle a lottery (digital, paper, etc.) and it can be conducted in any manner that results in random results. RSA will grow by one grade each year and will accept applications for 9th grade in years one and two only. Starting in year three, the school will backfill for students who leave the school from year to year. Please see the table below. The entire lottery process will be overseen and conducted by an independent observer with no connections to the school.

Grades	Year 1	Year 2	Year 3	Year 4	Year 5
9 th Grade	125	120	130	125	125
10 th Grade		125	as needed to = 125	as needed to = 125	as needed to = 125
11 th Grade			as needed to = 125	as needed to = 125	as needed to = 125
12 th Grade				as needed to = 125	as needed to = 125

Preferences. RSA will adhere to the preferences as outlined by the regulations of the State of New York in 8 CCR-NY 119.5NY-CRR which state that the preferences for enrollment are:

- 1) students returning to RSA in any subsequent year;
- 2) students residing in the community school district of RSA;
- 3) siblings of pupils already enrolled in the charter school.¹

There will be no other screening preferences applied.

Requirements for Proof of District Residency:

- **Community District Eligibility:** Parents/Guardians can submit a lease or deed; a notarized letter from a landlord or property management company verifying that the parent lives at the eligible resident or two bill statements. They can include gas, electricity, rent payment receipt, paystub, or bank statement with address.
- **Sibling Eligibility:** Parents/Guardians must submit a notarized statement from the primary caregiver that includes the names of siblings, the location at which they intend to reside and a statement from the caregiver that he or she will be providing primary care to the children.
- **Employee Children:** There will be a set aside for children of employees, and the employee must bring in a notarized statement that includes the child's name, and that the child is under the employee's guardianship.

Wait List Process. The lottery process will not stop once seats in each grade have been filled. The lottery process continues until every application has a number. For example, if there are 150 applicants for the 125 Grade 9 seats, each of the 150 applications will have a number from 1 to 150. In year one, those applications numbered 1 to 125 will be offered seats in 9th grade immediately. The remaining applications for students will be put on a wait list in the order in which they were called at the lottery.

The 125 students in 9th Grade (and any student in 10th Grade or beyond starting in year three) will have until April 30 to respond to the School that they will take or reject the seat. Starting on May 1, seats will be offered to the next students on the waitlist. For example, eight of the students who were awarded seats in Grade 9 rejected the offer, then those applications numbers 126 through 133 will be offered seats. These new students will be given two weeks to

¹[https://govt.westlaw.com/nycrr/Document/126f900428ad711e190be0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)https://govt.westlaw.com/nycrr/Document/126f900428ad711e190be0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/126f900428ad711e190be0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)https://govt.westlaw.com/nycrr/Document/126f900428ad711e190be0000845b8d3e?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

accept or reject. This process will continue until all seats are filled. If there are still seats open after the wait list has been exhausted, enrollment will be on a first come/first enrollment basis.

Starting in year three, 10th Grade and up will have a lottery to fill the number of seats between students returning from prior years and 125.

Enrollment. All students who are offered a seat must now complete the application process. Students and parents send the school the following information:

- Birth certificate
- Proof of Residence
- RSA enrollment form that will be used to record all basic information about the student and the family, including work, home and emergency numbers
- Parent/Guardian consent to attend RSA
- FRPM application
- Immunization Records (must submit, students will not be allowed to attend class without these records or the appropriate religious documentation against immunizations)
- Medical forms
- Record Release
- Report card from prior school
- IEP or 504 Modifications
- Picture release form

Once the student has completed the enrollment process, they will be considered enrolled and will be entered on the active student section of the School's Student Information System. Students attending in the prior year will all be rolled over into the upcoming year until the parent contacts the school that the student will not be returning.

RSA Public Outreach Information						
Date(s) of Outreach	Target Stakeholder	Description of the	Location of Outreach	Input Obtained	Action taken on Input	Number of
3/28/2021	Parents of Students in	RSA Facebook Social	Facebook Social			564
3/29/2021	Parents of Students in	RSA Facebook Social	Facebook Social			1,100
3/29/2021	Students in grades 6th	Informational Meeting	Rochester, NY 14620			15
3/30/2021	Students in grades 6th	Community Event	Rochester,			15
3/31/2021	Parents of Students in	RSA Facebook Social	Facebook Social			706
4/1/2021	Students in grades 4th-	Informal Meeting	Rochester, NY 14612			20
4/1/2021	Students in grades 4th-	Community Event	Rochester, NY 14612			20
4/4/2021	Parents of Students in	RSA Facebook Social	Facebook Social			391
4/5/2021	Parents of Students in	RSA Facebook Social	Facebook Social			153
4/6/2021	Parents of Students in	RSA Facebook Social	Facebook Social			80
4/7/2021	Parents of Students in	RSA Facebook Social	Facebook Social			117
4/7/2021	Students in grades 4th-	Distribution of School	Rochester			30
4/8/2021	Parents of Students in	RSA Facebook Social	Facebook Social			113
4/9/2021	Parents of Students in	RSA Facebook Social	Facebook Social			137
4/12/2021	Parents of Students in	RSA Facebook Social	Facebook Social			112
4/13/2021	Parents of Students in	RSA Facebook Social	Facebook Social			18
4/14/2021	Parents of Students in	RSA Facebook Social	Facebook Social			174
4/17/2021	Parents of Students in	RSA Facebook Social	Facebook Social			95
4/18/2021	Parents of Students in	Distribution of School	Rochester NY 14623			15
4/20/2021	Parents of Students in	RSA Facebook Social	Facebook Social			69
4/23/2021	Parents of Students in	RSA Facebook Social	Facebook Social			74
4/29/2021	YMCA of Greater	Meeting with a	Gates, NY			1
4/30/2021	Parents of Students in	RSA Facebook Social	Facebook Social			167
5/3/0201	Parents of Students in	In person meeting	40 Stace Street			30
5/5/2021	Parents of Students in	In person meeting	40 Stace Street			15
5/6/2021	Parents of Students in	RSA Facebook Social	Facebook Social			87
5/10/2021	Parents of Students in	In person meeting	40 Stace Street			30
5/12/2021	Parents of Students in	In person meeting	40 Stace Street			15
5/17/2021	Parents of Students in	In person meeting	40 Stace Street			30
5/19/2021	Parents of Students in	In person meeting	40 Stace Street			15
5/19/2021	Parents of Students in	RSA Facebook Social	Facebook Social			19
5/24/2021	Parents of Students in	In person meeting	40 Stace Street			30
5/25/2021	Parents of Students in	RSA Facebook Social	Facebook Social			261
5/26/2021	Parents of Students in	In person meeting	40 Stace Street			15
5/25/2021	Rochester Excellence	Phone Call outreach	Rochester, NY			1
5/26/2021	Parents of Students in	RSA Facebook Social	Facebook Social			414
5/31/2021	Parents of Students in	In person meeting	40 Stace Street			30
6/1/2021	Marvin Stepherson	Phone Call outreach	Gates, NY			1

6/2/2021	Parents of Students in	In person meeting	40 Stace Street			15
6/4/2021	Parents of Students in	RSA Facebook Social	Facebook Social			161
6/5/2021	Shalym Nater	Phone Call outreach	Rochester, NY 14619	Trustee discussed		
6/7/2021	Parents of Students in	In person meeting	40 Stace Street			30
6/9/2021	Parents of Students in	In person meeting	40 Stace Street			15
6/14/2021	Parents of Students in	In person meeting	40 Stace Street			30
6/14/2021	WXXI Newsroom	Email Communcation	Press Release			1
6/14/2021	Southwest Tribune	Email Communcation	Press Release			1
6/14/2021	WHEC News	Email Communcation	Press Release			1
6/14/2021	Democrat and	Email Communcation	Press Release			1
6/14/2021	WROC News	Email Communcation	Press Release			1
6/14/2021	YNN Rochester	Email Communcation	Press Release			
6/14/2021	Minority Reporter	Email Communcation	Press Release			1
6/14/2021	Parents of Students in	RSA Facebook Social	Facebook Social			99
6/14/2021	Parents and	RSA Google Survey	Social Media	community		63
6/16/2021	Parents of Students in	In person meeting	40 Stace Street			15
6/18/2021	Parents of Students in	RSA Facebook Social	Facebook Social			79
6/21/2021	Parents of Students in	In person meeting	40 Stace Street			30
6/23/2021	Parents of Students in	In person meeting	40 Stace Street			15
6/28/2021	Monre Boces 2	In person meeting	Gates, Ny			1
6/28/2021	Power Train	In person meeting	Gates, Ny			1
6/28/2021	YMCA of Greater	In person meeting	Gates, Ny			1
6/28/2021	Gates Public Library	In person meeting	Gates, Ny			1
6/28/2021	Rochester Tech Park	In person meeting	Gates, Ny			1
6/28/2021	Gates Chili Rotary	Phone Call outreach	Gates, Ny			1
6/28/2021	Gates Historical	Phone Call outreach	Gates, Ny			1
6/28/2021	Agape Physcial	In person meeting	Gates, Ny			1
6/28/2021	Total Sports	In person meeting	Gates, NY			1
6/29/2021	Gates Chili School	Email Commincation	Gates, NY			1
6/30/2021	North Star Christian	Email Communcation	Gates, NY			1
7/1/2021	Greece Central School	Email Commuication	Greece, NY			1
7/1/2021	Rochester City School	Email Communication	Rochester, NY			1
7/4/2021	Parents of Students in	RSA Facebook Social	Facebook Social			57
7/5/2021	Parents of Students in	In person meeting	40 Stace Street			32
7/8/2021	Parents of Students in	RSA Facebok	Facebook Social			2,123
7/9/2021	Parents of Students in	RSA Facebok	Facebook Social			1,453
7/9/2021	Parents of Students in	In person meeting	Total Sports			12
7/10/2021	Parents of Students in	In person meeting	40 Stace Street			32
7/11/2021	parents of Students in	In person meeting	Virtual			10
7/12/2021	Parents of Students in	In person meeting	40 Stace Street			32

We would love to hear your feedback!

Please take a minute of your time to answer our 10 question survey at the link below 😊


<https://forms.gle/C6fjs7HgD7ixk1Su9>

introductory survey to gather contact information and thoughts of interested participants.
Thank you for taking the time to answer the following 10 questions.

* Required

RSA Royals

ROCHESTER SPORTS ACADEMY



DOCS.GOOGLE.COM
Rochester Sports Academy Survey



Post Insights

Jun 16 - Jul 13 • Last 28 days

2.6K

Post Reach

379

Engagements

28

Link Clicks

Posts ?

7 posts published in the last 28 days.

MOST ENGAGING

RECENT

MOST ENGAGING POSTS



Rochester Sports Academy FREE Ba...
July 7

Reach 1.5K
Engagements 153



Thank you to everyone who att...
July 8

Reach 1.3K
Engagements 112



Rochester Sports Academy FREE Ba...
July 8

Reach 634
Engagements 35



Great virtual meeting talking wi...
July 9

Reach 127
Engagements 29



We would love to hear your feedbac...
July 4

Reach 58
Engagements 10



**PROPOSED 2022 - 2023 TUITION FREE CHARTER SCHOOL
FOR 9TH - 12TH GRADE STUDENTS IN ROCHESTER, NY**



**SPORTS BUSINESS
AND ADMINISTRATION**



**SPORTS TECHNOLOGY
AND MEDIA
COMMUNICATION**



**SPORTS HEALTH
SCIENCE**

Rochester Sports Academy (RSA) Charter School's mission is to develop the next generation of off-field professionals in the sports industry by providing early exposure to the business world of sports through internships, mentoring and other professional experiences. Our innovative academic curriculum and sports career pathways programs are designed to prepare students to pursue various careers in sports and build meaningful professional relationships in the process.

**FOR MORE INFORMATION CONTACT US
ROCHESTERSPORTSACADEMY@GMAIL.COM**





Rochester Sports Academy Charter School

Posted by James Reaves

May 6 · 🌐

Parent Survey:

https://docs.google.com/forms/d/e/1FAIpQLSeuY75zeufCTWgcoTfsvJV87zJBhzmM1PvWBrX_om0Goh7yAA/viewform

Rochester Sports Academy(RSA) Charter School Parent Survey Form

School Mission Statement: Rochester Sports Academy (RSA) Charter School's mission is to develop the next generation of off-field professionals in the sports industry by providing early exposure to the business world of sports through internships, mentoring, and other professional experiences. Our innovative academic curriculum and sports career pathways programs are designed to prepare students to pursue various careers in sports and build meaningful professional relationships in the process.

Sports Career Pathways: Rochester Sports Academy Charter school will help students and families understand that career opportunities in the sports industry aren't limited to those with athletic prowess; there are a wide range of positions in the field for non-athletes too. These jobs support the sports industry by providing mental and physical health services, sales and marketing revenue, and sports media content. Our Sports Career Pathways include: Sports Marketing (Media & Production), Sports Management, Sports Medicine & Psychology, Sports Leadership, and Sports Journalism.



Rochester Sports Academy Charter School



Posted by Natalie Sheppard

Jun 14 · 🌐

We are excited to announce that the Rochester Sports Academy Charter School's letter of intent was approved by the New York State Education Department.

We would love to hear your feedback!

Please take a minute of your time to answer our 10 question survey at the link below 😊

<https://forms.gle/C6fjs7HgD7ixk1Su9>



👍❤️ 7


3 Comments 14 Shares

👍 Like

💬 Comment

➦ Share

115 people reached >

📘 Boost Unavailable 



July 12, 2021

Dear Sir or Madam:

I am writing this letter of support for Rochester Sports Academy Charter School. The idea of creating a school that provides the students an opportunity to pursue a career in sports is amazing. Becoming a professional athlete has low odds, and the students will get a chance to learn and develop other skill sets, or a back-up plan, if it does not work out.

The Rochester Sports Academy Charter School plans on providing students with internship opportunities, where they can get valuable hands-on experience in a field they may be interested in. The interactions the students would experience with all of the businesses and professionals, could open up doors for potential opportunities in the future. As a business professional myself, I would certainly be willing to mentor or provide internship opportunities for these students. The Rochester Sports Academy has my full support.

As a Store Manager of a department store, coach, and mentor, I truly understand the value of leadership, as well as growth and development. This school will provide the students an opportunity to be a future leader one day. If you have any questions or concerns, please feel free to contact me, [REDACTED] or call me on my cell phone, [REDACTED].

Sincerely,

Jermaine Roberson
Store Manager 771 Henrietta
3150 West Henrietta Rd
Rochester, NY 14323
585-329-1940



ROCHESTER REGIONAL HEALTH

Rochester Regional Behavioral Health
Genesee Mental Health Center
224 Alexander Street
Rochester, New York 14607

July 12, 2021

To whom it may Concern:

I am writing this letter of support for the Rochester Sports Academy Charter School.

As a Clinical Therapist for over 35 years and an Administrator of School Based Programs in both City of Rochester and local suburban schools, I believe in the mission, goals and plans that the Rochester Sports Academy Charter School is proposing. I think it is a brilliant and creative way to give student-athletes a holistic, balanced and individualized plan towards their development as a person, not only as an athlete.

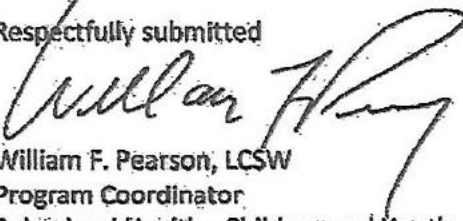
I think it is important for the students to receive an education rooted in academics but an education that appeals to the interest of the student athlete and will benefit them through their passion, motivation and wanting to learn rather than needing to learn. Internship opportunities, mentoring, and learning through "hands on" experiences is essential for our young people.

As a mental health professional, I applaud Rochester Sports Academy for addressing the whole student. A culturally competent and inclusive education is critical to any young person's success. Developing the whole child socially, emotionally and personally will strengthen the students character, emotional and mental health so they can be independent, responsible and leaders themselves.

The Rochester Sports Academy Charter School has my full support and I think so many students could benefit from the education they will receive.

If you have any questions or concerns please feel free to contact me

Respectfully submitted



William F. Pearson, LCSW
Program Coordinator
Behavioral Health - Children and Youth
Genesee Mental Health Center
224 Alexander Street, Rochester, New York 14607

Nelly Epic
Owner of Trifecta Sports



July 12, 2021

To Whom it May Concern:

I am a long-time resident of our town, and I am writing to express my full support for the proposed **Rochester Sports Academy (RSA) Charter School**, to open for the 2022-23 academic year.

As a local business owner of Trifecta Sports, I have made it my mission is to use effective and efficient methods to cultivate and create positive energy, experience, and environment within the city of Rochester, and I understand and recognize the value a charter school such **Rochester Sports Academy (RSA) Charter School** could have on the youth of our community.

I was a high-school and college athlete myself, and it is because of the sport, I am who I have become today, not only on a personal level, but on a professional one as well. The impact my coaches and teammates had on my development was like nothing any classroom could offer.

Playing a sport, interacting with others, and being part of a team enables the children of our community to develop numerous skills. These are skills they will not obtain anywhere else; skills that will be essential throughout their adult lives. **Rochester Sports Academy (RSA) Charter School** not only has the potential to develop these life changing skills for Rochester's young athletes, but it also seeks to provide its students with career and technical education (CTE) certifications that will serve to benefit the community on much bigger scale.

Rochester Sports Academy (RSA) Charter School will introduce students to realistic sports career alternatives other than being an athlete and will give Rochester's young adults a head start at a future in a career that is both sustainable and influential for future generations to come.

I appreciate your time and consideration.

Yours sincerely,

Nelly Epic
Owner of Trifecta Sports

June 14, 2021

To whom it may Concern:

I am writing this letter of support for the Rochester Sports Academy Charter School as a Town of Greece employee, as well as a former College Basketball Player and Coach. I believe in the mission, goals and plans that the Rochester Sports Academy Charter School is proposing and I think it is a brilliant way to give student-athletes that love sports a "back up plan" if they do not excel to the professional level in the sport that they play.

I think it is important for the students of today to receive internship opportunities, get mentored, and learn through "hands on" experiences. The Rochester Sports Academy Charter School will provide these opportunities through a variety of sport related fields. Many student-athletes don't realize this while going through High school or even College, but only 12% of student-athletes make it to the professional level in their sport, and therefore are left feeling "lost" at what to do next in the real world. I believe in this school's mission wholeheartedly, and I think it will give students the best opportunity to learn, grow and excel in a field that can end up being a great profession for them in their life after playing sports.

There are so many sport related fields that are in high-demand. This school would allow a unique opportunity for businesses and professionals to mentor students and provide them with hands-on experiences that would benefit both the student-athlete as well as businesses and/ or professions that are in such high-demand. As a current Recreation Assistant at the Town of Greece, and a former College basketball Coach, I would gladly provide an internship opportunity for any of the students who are interested in Sports Recreation and/ or Collegiate Coaching. The Rochester Sports Academy Charter School has my full support and I think so many students could benefit from the education they will receive. If you have any questions or concerns please feel free to contact me [REDACTED] or on my cell phone at [REDACTED]

Sincerely,

Katie Decker

July 7, 2021

To Whom it May Concern,

It is with a tremendous sense of honor and responsibility that I write this letter of support for the Rochester Sports Academy. There is no greater charge during these tumultuous times than to take on the education and mentoring of our youth and there is not one in this community that I would give that to than the leadership group of RSA. They are coming to education from a different angle but one that today's student will value.

Having spent the last 51 years in both collegiate and professional sports, I believe that I am able to have a distinct advantage in this field and understand what makes student/athletes click. Having spent 7 incredibly successful years in the city surely helped. What RSA is proposing will bring students to "the well" that they'd be happy to drink from.

I have also had the honor to not only know but coach James Reaves. I know what's in his heart and I know what pushes him to greatness. This will be his next challenge and if it's like his past endeavors, he will not fail.

Please take this opportunity to help the city of Rochester become a better place for our youth and future leaders to grow.

Rod Baker

Philadelphia 76ers

ROCHESTER SPORTS ACADEMY CHARTER SCHOOL

Marvin Stepherson | [REDACTED]

June 25, 2021

To Whom It May Concern:

My name is Marvin Stepherson. I am a retired police sergeant of 25 years and a current college adjunct professor at Monroe Community College and Roberts Wesleyan College with 12 years of experience. I also taught at the K-12 level for five years in the Rochester city school district (a public school) as a Certified C.T.E. teacher for public safety.

I am writing this letter of support for Gabriel Marshall, one of the founding members of said proposed "Rochester Sports Academy charter school" (R.S.A.).

I have had the opportunity to review the proposed schools' mission and vision statement. And as a former School-board member, the focus of these statements is unique in that they give the student a holistic view of the sporting world to highlight the business model and not just the athletic model.

It has been my teaching experience that many student-athletes are well versed in their sporting field but lack the business acumen of the same area or any other sporting field.

"R.S.A.," according to its mission and vision statements, would proactively address the business model need.

In closing, I support the opening of the Rochester Sports Academy Charter School. The potential of this school can be highly favorable for our children and our community.

Sincerely,

Marvin Stepherson

10 Battle Green Drive Rochester, New York 14624

Office: 585-820-9612 | www.marvinstepherson.com



HILTON CADETS

Sportsmanship... Be a Cadet Fan!

Michael P. Giruzzi, Athletic Director
Hilton High School * 400 East Avenue * Hilton, NY 14468
Office- 585-392-1000 ext. 2136 Fax- 585-392-1071

To Whom It May Concern:

I am writing this letter of support for the design and implementation of the Rochester Sports Academy (RSA) Charter School.

I met with the chief visionary officer Dr. Gabriel Marshall and learned about the proposed charter school Rochester Sports Academy. While learning of this endeavor and investigating its mission and vision, I realized how it could positively affect kids. Through further investigation, I learned of the preparation that has been in place to begin and implement this charter school.

I have been in the kid business of education for 30 years and specifically in the world of interscholastic athletics and always believed that we need to meet the needs of all kids. We need to find the way to help our kids be successful and give them a platform to a successful life. For many kids, athletics is exactly that platform. I believe the plan in place and the concept of the RSA charter school will meet the needs of some kids that may typically fall through the cracks. Through Dr. Marshall's vision and mission, it is evident that **this** is the focus of this charter school. I have no doubt that this plan will be successful and accomplish their mission and vision.

See their framework for the school below:

Proposed School Mission Statement: Rochester Sports Academy (RSA) Charter School's mission is to develop the next generation of off-field professionals in the sports industry by providing early exposure to the business world of sports through internships, mentoring, and other professional experiences. Our innovative academic curriculum and sports career pathways programs are designed to prepare students to pursue various careers in sports and build meaningful professional relationships in the process.

Proposed Vision Statement: We are dedicated to creating an educational learning environment that encompasses quality and equitable educational instruction, character building, restorative practices, leadership, mentoring, community service, and a first-class sports experience. We believe all students have the potential to be successful as student-athletes, but more importantly we want to introduce students to realistic sports career alternatives other than being athletes.

Target Population/Planned Enrollment: Rochester Sports Academy (RSA) Charter School will target students enrolled in grades 9-12. Beginning in the summer of 2022, the plan is to enroll 100 9th graders in the pre-freshman summer experience and add 100 students every year through the fall of 2025 for a total of 400 students enrolled in grades 9, 10, 11, and 12.

Priority School Design: The priority school design that Rochester Sports Academy Charter School meets is a model that will provide students with career and technical education (CTE) certification(s), or a pathway to such credentials, through a program that has or will seek NYSED CTE program approval.

Rochester Sports Academy Sports Career Pathways: Students enrolled at Rochester Sports Academy (RSA) Charter School will select one of three sports career pathways: **Sports Career & Financial Management** (Sports Marketing & Sales, Athletic Director, Sports Business Entrepreneur, etc.); **Sports Technology** (Media & Communications, Media & Production, Photography, Data Analytics, etc.); **Sports Health Science** (Sports Psychology, Health & Fitness, Physical Therapy, etc.).

I support Dr. Marshall and his planning team's vision for this charter school. I know, if implemented, that this will positively influence kid's futures and put them on the trajectory for success.

Sincerely,

Mike Giruzzi

Michael P. Giruzzi, CAA
Athletic Director
Hilton CSD



June 29, 2021

To Whom It May Concern,

I am writing this letter of support for the Rochester Sports Academy (RSA) Charter School. Now is the right time to give parents options for their scholars. Despite a disrupted school year, students continue to demonstrate new and deepening competencies such as problem solving in the moment, navigating uncertainty, learning new technologies and relying on the resilience and strength of family and community.

One thing that has remained a pillar for youth engagement is sports. Although we had to physically distance, the draw of sports kept many students motivated. What makes this opportunity unique is that RSA's mission is to develop the next generation of off-field professionals in the sports industry by providing early exposure to the business world of sports through internships, mentoring, and other professional experiences. They are dedicated to creating an educational learning environment that encompasses quality and equitable educational instruction, character building, restorative practices, leadership, mentoring, community service, and a first-class sports experience.

What is most exciting about RSA is that students can select one of three sports career pathways: Sports Career & Financial Management (Sports Marketing & Sales, Athletic Director, Sports Business Entrepreneur, etc.); Sports Technology (Media & Communications, Media & Production, Photography, Data Analytics, etc.); Sports Health Science (Sports Psychology, Health & Fitness, Physical Therapy, etc.).

The school believes all students have the potential to be successful as student-athletes, but more importantly they want to introduce students to realistic sports career alternatives other than being athletes. I fully support this mission and endorse the chartering of this school.

Sincerely,

Jessica Lewis

President & CEO

LaLew Public Relations



Section II: Course Descriptions

English Language Arts

English/Language Arts I- Grade 9 (1.0 Credits) - First Semester

The English/Language Arts I (9th grade) courses will build upon students' prior knowledge of grammar, vocabulary, word usage, and the mechanics of writing and usually include the four aspects of language use: reading, writing, speaking, and listening. This course will introduce and define various genres of literature, with writing exercises often linked to reading selections.

English Language Arts II – Grade 9-10 (1.0 Credits)- Second Semester if students passes ELA I

The English/Language Arts II course will offer a balanced focus on composition and literature. Students learn about the alternate aims and audiences of written compositions by writing persuasive, critical, and creative multi-paragraph essays and compositions. Through the study of various genres of literature, students can improve their reading rate and comprehension and develop the skills to determine the author's intent and theme and to recognize the techniques used by the author to deliver his or her message.

English Language Arts III- Grade 10-11 (1.0 Credits) – (Regents) - First Semester

English/Literature courses is designed for juniors and/or seniors and emphasize comprehension, discernment, and critical-thinking skills in the reading of texts and literature. These courses introduce and explore advanced literary techniques (irony, satire, humor, connotation, tone, rhythm, symbolism, and so on) through two or more literary genres, with the aim of creating sophisticated readers. Writing assignments are required as an additional method to develop and improve critical-thinking and analytic skills.

English/Language Arts IV - Grade 11-12 (1.0 Credits) Second Semester if student passes ELA III

The English/Language Arts IV course blends composition and literature into a cohesive whole as students write critical and comparative analyses of selected literature, continuing to develop their language arts skills. Typically, students primarily write multi-paragraph essays, but they may also write one or more major research papers.



Mathematics

Algebra I - Algebra (Regents) - 9th (1.0 Credits) First Semester

This course generally covers the study of properties of rational numbers (i.e., number theory), ratio, proportion, and estimation, exponents and radicals, the rectangular coordinate system, sets and logic, formulas, and solving first-degree equations and inequalities. In the second semester students will study the properties of the real number system and operations, evaluating rational algebraic expressions, solving and graphing first degree equations and inequalities, translating word problems into equations, operations with and factoring of polynomials, and solving simple quadratics.

Geometry (Regents) - 9-10th (1.0 Credits) Second Semester if student passes Algebra I

The Geometry courses emphasize a practical approach to the study of geometry and deemphasize an abstract, formal approach. Topics include properties of and work with plane and solid figures; inductive methods of reasoning and use of logic; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles.

Algebra II (Regents) - 11th (1.0 credits) First Semester

Trigonometry/Algebra courses combine trigonometry and advanced algebra topics, and are usually intended for students who have attained Algebra I and Geometry objectives. Topics typically include right trigonometric and circular functions, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; complex numbers; numerical tables; field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; and properties of higher degree equations.

Pre-Calculus - 11th-12th (1.0) Credit Second Semester if student passes Algebra II

Pre-Calculus courses combine the study of Trigonometry, Elementary Functions, Analytic Geometry, and Mathematical Analysis topics as preparation for calculus. Topics typically include the study of complex numbers; polynomial, logarithmic, exponential, rational, right trigonometric, and circular functions, and their relations, inverses, and graphs; trigonometric identities and equations; solutions of right and oblique triangles; vectors; the polar coordinate system; conic sections; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.



Mathematics - SAT/ACT Prep 12th Grade (1.0 Credits) First Semester

Test preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test-taking (Such as the PSAT, SAT, and ACT). Topics covered include strategies for arithmetic, algebra, geometry, and quantitative comparison problems as well as time management, scoring procedures, calculator usage, and management of test stress.

Consumer Math 12th (1.0 Credits) -12th (1.0 Credits) Second Semester if student passes SAT/ACT Prep

Consumer Mathematics courses reinforce general mathematics topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and apply these skills to consumer problems and situations. Applications typically include budgeting, taxation, credit, banking services, insurance, buying and selling products and services, home and/or car ownership and rental, managing personal income, and investment.



Sciences

Living Environment (Regents) - 9th (1.0 Credits)

Living Environment courses cover the basic principles of life and life processes. These topics may include cells, species, ecosystems, reproduction, genetics, or other topics consistent with state academic standards for life science.

Earth Science (Regents) - 10th (1.0 Credits)

Earth Science courses offer insight into the environment on earth and the earth's environment in space. While presenting the concepts and principles essential to students' understanding of the dynamics and history of the earth, these courses usually explore oceanography, geology, astronomy, meteorology, and geography.

Chemistry (Regents) - 11th (1.0 Credits)

Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas, equations, and nuclear reactions are also studied.

Physics (Regents) - 12th (1.0 Credits)

Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes an examination of sound, light, and magnetic and electric phenomena.



Social Studies

Global History and Geography I/II (Regents) - 9th Grade (2.0 Credits)

World Geography courses provide students with an overview of world geography but may vary widely in the topics they cover. Topics typically include the physical environment; the political landscape; the relationship between people and the land; economic production and development; and the movement of people, goods, and ideas.

U.S. History and Government (Regents) - 10th (1.0 Credits)

U.S. History—Comprehensive courses provide students with an overview of the history of the United States, examining periods from discovery or colonialism through World War II or after. These courses typically include a historical overview of political, military, scientific, and social developments. Course content may include a history of the North American peoples before European settlement.

Participation in Government - 11th (0.5 Credits)

Participation in Government provides an overview of the structure and functions of the U.S. government and political institutions and examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process. These courses may examine the structure and function of state and local governments and may cover certain economic and legal topics.

Economics - 11th (0.5 Credits)

Economics courses provide students with an overview of economics with primary emphasis on the principles of microeconomics and the U.S. economic system. These courses may also cover topics such as principles of macroeconomics, international economics, and comparative economics. Economic principles will be presented in formal theoretical contexts, applied contexts, or both.



Sports Business Law - 12th (1.0 Credits)

Business Law courses present a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting students as future business leaders and employees. Such topics may include contracts, commercial paper and debt instruments, property rights, employer/employee relationships, and constitutional rights and responsibilities.



Health & Physical Education

Physical Strength & Education - 9th (0.5 Credits)

Physical Education courses provide students with knowledge, experience, and an opportunity to develop skills in more than one of the following sports or activities: team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

Health & Fitness - 10th (0.5 Credits)

Health and Fitness courses combine the topics of Health Education courses (nutrition, stress management, substance abuse prevention, disease prevention, first aid, and so on) with an active fitness component (typically including aerobic activity and fitness circuits) with the intention of conveying the importance of life-long wellness habits.

Conditioning & Fitness - 11th (0.5 Credits)

Conditioning & Fitness courses emphasize conditioning activities that help develop muscular strength, flexibility, and cardiovascular fitness.

Weight Training - 12th (0.5 Credits)

Weight Training courses help students develop knowledge and skills with free weights and universal stations while emphasizing safety and proper body positioning; they may include other components such as anatomy and conditioning.

Health Education – 10th Grade (0.5 Credits)

Topics covered within Health Education courses may vary widely, but typically include personal health (nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid) and consumer health issues. The courses may also include brief studies of environmental health, personal development, and/or community resources.



LOTE (Languages other than English)

Spanish I (Checkpoint A Exam) - 10th (1.0 Credits)

Designed to introduce students to Spanish language and culture, Spanish I courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. They introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Spanish II (Checkpoint B Exam) - 11th (1.0 Credits)

Spanish II courses build upon skills developed in Spanish I, preparing students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. Spanish II courses introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Spanish III - 12th (1.0 Credits)

Spanish III courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information, concepts, and ideas on a variety of topics, including connections to other subject areas. These courses expand students' knowledge of relationships among the products, practices, and perspectives of Spanish-speaking countries and cultures.



Media Arts

The National Core Arts Standards (NCAS) refer to media arts as moving or interactive works involving the use of technology. The emergence of media arts standards in the NCAS reflects a definition of the arts study that more explicitly includes contemporary forms such as animation, film, gaming, and works that are interactive and computer-based.

-NAEA Position Statement on Media Arts

Sports Visual Communications Design - 9th (1.0 Credits)

Visual Communications Design courses emphasize applying elements of art and principles of design through the exploration of the purposeful arrangement of images, symbols, and text to communicate a message. These courses may investigate the influence and role of computers in creating these messages. Visual Communications Design courses present a historical and contemporary view of visual communications design and provide instruction in the critique process.

Sports Advertising Design- 10th (1.0 Credits)

Advertising Design courses emphasize applying the elements of art and principles of design used in the fields of advertising and commercial art. These courses offer experiences in promoting products or ideas through logos, layouts, illustrations, displays, and lettering and in using a variety of media, techniques, and processes. They also include preparing artwork for reproduction. Advertising Design courses present a historical and contemporary view of advertising art and commercial art and provide instruction in the critique process.

Sports Photography - 11th (1.0 Credits)

Photography courses provide students with an understanding of photographic media, techniques, and processes. These courses focus on development of photographic compositions through manipulation of the elements of art and principles of design. Photography courses may also include the history of photography, historic movements, image manipulation, critical analysis, and some creative special effects.

Sports Cinematography/Video Production - 12th (1.0 Credits)

Sports Cinematography/Video Production courses emphasize the application of the elements of art and principles of design relative to the history and development of cinema, television, and video production. Students experience a variety of media, techniques, and processes as they study production values and various styles of cinematography. Students engage in critiques of their cinematic or video productions, those of other students, and productions of professional cinematographers or video artists.



Electives

Advisory (9-12th Grade) Non-Credited

This course is designed to support students' needs in all academic areas, social emotional learning, and college and career readiness. This course will be instructed by our school counselor and supported by our instructional coach.

ESports (10th -12th Grade) 1.0 Credits

ESports is a form of competitive game playing, students will learn to play individually and as a team. E-sports will encourage students' interest in STEM fields, , and foster a sense of belonging for more students within the school community. E-sports offer a unique pathway to encourage interest in STEM fields such as programming, graphic design, networking, and video game design.

Sports Journalism (10th-12th Grade) 1.0 Credits

This course allows participants to focus on development of the sports casting skill set they need to become a broadcaster. Learn about the different roles involved in a sports broadcast and what career options are available. Students will learn the following skills, writing for TV and radio, on Camera delivery, anchoring a sports show, handling pre-and postgame shows, roundtable discussions

Sports Psychology (11th -12th) 1.0 Credits

This course is a comprehensive introduction to psychological and sociological factors that relate to sport and exercise involvement and performance. Students will analyze the influence of psychological factors on involvement and performance in sport, exercise, and physical education settings



Sports Pathways Course Descriptions

Career Cluster: Business Management and Administration

Sports Career and Financial Management (9th Grade) 1.0 Credits

This exploratory course for ninth graders will explore career management and financial management modules. In the career, management modules there will be a focus on components such as career development, post-secondary options, career exploration, workplace regulations, career readiness, continuous learning, leadership and ethics and business communication and technology innovations. In the financial management modules, students will learn about budgeting, money management, credit, loans, interest, investing, consumer options and protections, insurance, and taxes.

Sports and Entertainment Marketing (10th Grade) 1.0 Credits

This course will introduce students to the basic marketing functions of financing, risk management, selling, promotions, pricing, purchasing, marketing management, product/services planning, distribution, and how marketing products and services impacts our economy.

Sports Business Economics (11th Grade) 1.0 Credits

This course will cover the theory of the supply and demand of sports economics, analysis of sports organizations as profit maximizing firms, overview of the public finance of sports franchises, and discussion of the theory and implications of labor supply and the demand of athletes.

Sports Entrepreneurship CAPSTONE (12th Grade) 1.0 Credits

This course will focus the entrepreneurial opportunities in the sports industry, to include sports management, sports franchise, and sports agency. The student's capstone project will consist of an independent research project consisting of a business plan, financial plans and planning associated with entrepreneurship.



Career Cluster: Sports Health Sciences

Sports Health Care and Foundations (9th Grade) 1.0 Credits

This introductory course will focus on understanding human anatomy, physiology, common diseases and disorders and medical math principals. Students will also demonstrate methods of delivering and obtaining information, while communicating effectively.

Sports Health Care Systems, Legal Responsibilities, Ethics and Safety Practices (10th Grade) 1.0 Credits

Students will learn how to identify how key systems affect services performed and quality of care. Future healthcare workers will be able to explain the different types of health care agencies and facilities, their delivery systems and major services provided. Employability skills will learn to enhance students' employment opportunities and job satisfaction. Students will learn about legal responsibilities, ethical and legal practices, and safety practices in health care.

Sports Health Teamwork, Maintenance, Practice and Technical Skills (11th Grade) 1.0 Credits

Students will learn about the importance of teamwork in health care in order to ensure quality care. Students will be able to understand and be able to differentiate between the fundamentals of wellness and the prevention of disease processes. IN the practical and technical skills component students will learn how to apply technical skills required for a sports career and demonstrate skills and knowledge as appropriate.

Sports HealthCare Information & Internship (12th Grade) 1.0 Credits

In this course, students will learn to utilize and understand information technology applications common across health professions. Students will also be required to participate in a sports health care internship.



Sports Career Cluster: Sports Technology Education (Media Production)

Sports Media Communication (Grade 9 Exploratory) 1.0 Credits

This exploratory course will explore the Electronic and Mass Communication systems that involve audio systems, visual systems, and multimedia systems. Students will also learn about media technology and production facilities.

Sports Media Systems, Facilities, and Education (Grade 10) 1.0 Credits

In the course, students will learn about audio, visual, multimedia, and interactive technology. Students will also gain a better understanding of the graphic, audio, and video operation.

Sports Media Application and Production (Grade 11) 1.0 Credits

This course will provide students with an understanding of communication concepts, proposal/development approval, electronic and graphic preproduction and production.

Sports Presentation and Critique (Grade 12) 1.0 Credits

This course will provide an internship in the Sports Media field. Students will learn about the presentation of Sports Media and how they are evaluated and assessed. End of the year presentation will be conducted by students as a final project.



Health Science Education Standards & Curriculum (NYSED):

<http://www.nysed.gov/common/nysed/files/programs/career-technical-education/nyshsea-health-science-standards-2017.pdf>

Sports Media Production & Technology Curriculum (NYSED):

<http://www.nysed.gov/common/nysed/files/programs/career-technical-education/technology-education-media-production-technology-grades-9-12-elective.pdf>

Career in Financial Managements Curriculum Framework (NYSED):

[New York State Career & Financial Management Curriculum Framework Preliminary Release June 2018 \(nysed.gov\)](#)

Attachment 3a: Student and Teacher "Day in the Life"

Rochester Sports Academy (RSA) Charter School is filled with a community of coaches. All staff are coaches and even students become coaches as everyone works in the RSA TEAM (Together Everyone Achieves More) philosophy.

The Student at RSA:

As I get off my bus, I see Dr. Marshall waiting for all of us. He shouts, "Good morning Team!" It is 7 am and it's ok to go in breakfast early as there is always a coach – that's what we call our teachers, available to talk with. Mr. Reaves, our principal is also at breakfast giving us our morning TEAM talk. It's great to have time to talk with friends, a coach, Mr. Reaves or just mentally prepare for our long school day which will be longer for me as I have basketball practice after we get out of school which is around 4 pm.

I'm in Group 2 (we are scheduled by groups, and there are 5 groups). My best friend Jahmez, he is a brainiac and he is in group 4. He already has 2 Regents test passed that he did in 8th grade, so he takes a few different classes than I do so I won't see him until we get to lunch. What's cool is that even though Jahmez is in some advanced classes we have the same Global Studies class. He has it 1st period and I have it 7th period. In some classes, I need extra help which is why Coach Jones in my classes because I have a disability that sometimes makes learning hard. I also receive extra help in Advisory with Coach Ellis but during lunch, Jahmez coaches me too sharing what he did in class during 1st period. It is awesome to have a friend help coach me like a teammate. It is what Mr. Reaves says in his Morning Team talks.

At the end of breakfast while walking to our classes, we see Mr. Reaves and Dr. Marshall walking in the hallways giving everyone fist bumps. Mr. Reaves always says, "Remember what you do in practice you will do in a game." Which means do your best always. Dr. Marshall is always telling us to remember that the word TEAM means that Together Everyone Achieves More. This means that we are a team and must look out for each other. We hear this so many times in a school day, that I now hear it in my head.

My first period is Living Environment. I am excited because we have been working on this adaptation lab- we are learning that adaptations are an important part of working with what you have. Like all my classes, Coach Strong talks about sports in our lessons. We are connecting bird adaptations to sports teams with a required lab for the Regents exam. We have seeds, and we must use different tools to pick them up. It's interesting to compare how a pair of tweezers can mimic a bird's beak to let us figure out what kind of foods they can eat based on their beak shape. I wouldn't want to be a bird that can only eat small bugs because my beak was too long and pointy to get "better" foods. But you must work with what you have and not make excuses. Coach Strong also used this lesson to remind us of what we discussed in Advisory about acceptance. He said, "like the birds, everyone has their own differences that gives them different abilities. Those differences should be accepted and uplifted as teams need many people with different abilities to be a winning team." He then made us laugh when he told us

that if a baseball team only had pitchers on the team, they would just be throwing balls at each other. The bell rings and it is time to go to Algebra.

I make sure I am on time to Algebra. I must really pay attention in this class because Coach Henry has made me a Math coach for my peers. Coach Henry starts each class by showing us different Math problems. Like in all my classes, she tells us this is the bridge that we are walking over as a team to see what we know before we start the game which is really our class. After we read the learning target, which tells us what we should know by the end of the class, like what plays we will have to use to win the basketball game. Coach Henry shows us Math problems and then we go to our teams to work on the problems together. Problems may look different because sometimes the work must be different for different learners like me. I really like that our classes are 90 minutes long because it is like having overtime in a game but really it is extra time to learn. As a peer Math coach, I have been coaching a new teammate from Afghanistan who just moved here.. Her name is Ziya and she is learning English, but is super smart in Math. It is great having Ziya and the other students learning English in Algebra class because we have another coach in our class who is there because Ziya needs extra support while learning English. Coach Hamid helps Ziya when she speaks Dari to understand English. With three coaches, our teams in our teamwork are even smaller which is cool. But going back to Ziya, she is also a great soccer player, but we found out in Advisory that she could not play soccer in Afghanistan because she was a girl! Can you believe that! Well, Ziya is in the USA now and she will definitely make our soccer team and I will be there to cheer her on.

My sports class is teaching us about the different sports pathways that we can take at RSA. This is a decision that I must make by the end of this year. Coach Jones and our school counselor, Coach Ellis who I see every Advisory period along with my parents will help me make that decision. I really like the sports classes, because even though I am an athlete, I know I'm not the greatest soccer player in the world and will never make it to the pros, but I do want to go to college to have a job in sports. I am thinking about joining the Sports Business pathway because I plan on being a general manager of a soccer team like the Rochester Lancers. I will be going to Rochester Lancers games now that COVID is over, and I hope to do my internship there during my junior year. Maybe I should let the current General Manager, Doug Miller know that I am coming for his job because I attend the Rochester Sports Academy Charter School. Well, maybe I will let him know that after I complete my internship there.

The rest of the day, besides Advisory, PE class and lunch which are super amazing are the classes I don't look forward to because they are a little harder for me. Like Global, although not my favorite class, Coach Sheppard does his best to make it good and Coach Jones helps me stay focused. Our last Global class was cool seeing how many of the sports we play actually came from other countries like Egypt, China, and Greece. My Global team has decided to do our required project on countries that play futbol, not the football that is played in the USA. I am excited that my team picked a great topic for our project and I know that Coach Sheppard, Coach Jones, Coach Ellis and Jahmez will coach me to success on the project.

English class with Coach Diaz is where we do so much work and where I receive a lot of help from Coach Jones. We learn to SWIRL, like a dance but in really means that we must speak, write, interact, read and listen for the whole class. It is helping me be a stronger student and preparing me for success....you know like what you do in practice you will do in a game....is this saying in your head now?? Coach Diaz always picks stories that we can relate to sports. We're reading this Shakespeare book that's all lovey-dovey (Romeo and Juliet) but the cool part is we are learning about the fights the families are having even though the two kids are in love. Coach Diaz broke it down to rivalries in sports like between Rochester Red Wings and Buffalo Bison (clearly the Rochester Red Wings are better). For our project, we will SWIRL with NBA rivalries, the Lakers and the Celtics. I am going to love doing this project. When we go into our teams to look at the rubric that we will use to get our grade, Coach Diaz will ask us if we understand or if we need help. Coach Jones knows that I struggle with English and it is during this time with our long periods that she will give me more help.

By the end of 7th period, I am wiped out, but I am looking forward to basketball practice. We are preparing for a big game and Coach Briggs reminds us of what Mr. Reaves says....."What you do in practice, you will do in a game." Coach Briggs always uses the TEAM (Together Everyone Achieves More) philosophy. He expects us to help one another in games and the classroom. He tells us that we must help each other because we are always a team, a RSA family and because of this we have developed a close bond and have an undefeated record. At the end of each day whether it is at the end of the school day at 4 pm or after practice at 6 pm, Mr. Reaves always tells us, "Be safe, do your practice which is your homework, and we will see you tomorrow" and of course another fist bump. Today after practice, I hear Mr. Reaves yell, "Joseph I am texting your mothers to remind them of our conference and restorative circle that we have scheduled for 9 am tomorrow." I looked at my friend Jahmez and I say, "darn I thought he forgot." Jahmez said...." nah he doesn't forget anything."

The Teacher's Perspective.

As the Coach for Global Studies, sometimes it is quite the challenge to get my students excited about history especially when they have sports on the brain. However, I have a lot of tricks up my sleeve as I am a sports enthusiast and more importantly, I attended the mandatory RSA professional learning during the summer that modeled how to align my instruction with our school vision. As an athlete and now teacher, working at RSA is a dream come true. To ensure that I am the best RSA Coach, I attend ongoing professional learning that is offered during the school day to ensure that I am meeting the expectation that Coaches must align content with many different aspects of sports. At RSA, we have a required lesson plan and at the very beginning of the class we are expected hook our students in. I like to do this by showcasing a different ancient sport or game that my students play. Like the "soccer" game the Mayans played called Pok-a-tok that also combined some elements of basketball. I really get my students into it when they hear the game was also played to settle disputes, and losers of the game could lose all their worldly goods. That really gets them going. They want the Rochester Lancers to play and beat the FC Buffalo soccer team to have their stadium.

I really love having the 90-minute block schedule because my students can complete Global I and Global II in their freshman year. The block schedule gives me enough time to incorporate all aspects of learning. At my last position, classes were 45 minutes and it felt like I was barely getting started when the bell would ring to end class. Here the teams are scheduled together, and you really have time to model, and then run project-based learning to the fullest extent. We utilize a lesson plan that formats the 90 minutes to ensure that there is a bridge, a learning target, a mini-lesson, teamwork, differentiation, closure, and time for assessment. In one of my classes, I will have a language objective with a content objective so I can coach my ENL students by working with Co-Coach Hamid on providing resources to help them learn the English language, to understand Global vocabulary and concepts. After we collaborate, Coach Hamid supports that group, and I can work with other students that need support in their reading, coding of evidence or assist my students that are ready to go a little deeper. In all my classes, I use instructional strategies like SWIRL, that Coach Diaz uses in ELA, so the students are used to doing the same activity. Just as in running different plays in games, we run these strategies, so they become second nature across the board. In another one of my classes, I have another Co-Coach as we have a diverse group of students, some of whom have IEPs. The block schedule allows us to assist all of our students in an equitable and differentiated manner. To assist with our students' learning, all coaches come together in our PLC (Professional Learning Community) meetings to look at data from many different sources to inform all aspects of our practice to ensure that the needs of our students are being met. Using a Multi-tiered system of support, we share the data with the whole team including Mr. Reaves to decide if there needs to be another level of support or a change in the way instruction and tools are being utilized. It's great seeing a struggling student be successful when they have the equitable support needed. I am also so happy that RSA embraces cultural responsiveness and has interpreters available to assist with our ENL students and families. I was elated to have an interpreter with me when I visited Ziya's home. Her family was so happy that they received school information in their preferred language. They even signed the permission slip for Ziya to play soccer.

By the time I am done teaching three blocks, having lunch, planning in our PLC with Coach Diaz, Coach Hamid and Coach Jones and writing lesson plans during my additional planning time, 4 pm arrives like a flash. My colleagues who have the same schedule and full day as myself, all meet outside at the end of the day to wave to the students that are leaving. But that is not the end of my day. Although I have many "tickets out of the door" to review and papers to grade, I know my car will be pointed in the direction of the girls' basketball game tonight. The girls are playing a tough team and were extremely nervous about using new strategies that Coach Monte implemented at their last practice. For that reason, today in class we watched "Sepak Takraw" a footvolley game that is played throughout Southeast Asia. When the girls watched that as today's motivation for utilization of natural resources, they were excited to see some defensive moves they could use, and it also gave them confidence to try the new strategies too. I am totally going to use this for my next review meeting with Mr. Reaves. He is going to love the connections I made for the girls, and I can't wait to see if it works on the court tonight! But before I leave school for the big game, I must meet with the Dari interpreter to make a phone call to Ziya's mother to let her know that Ziya's first soccer game will be next Friday at 4:30 pm here at RSA.

Attachment 3c. Exit Standards

The mission of RSA is to build global thinkers using a 21st-century framework that will allow students to ultimately become employed in an off-field sports profession. To that end, the grade 9 cohort is of particular importance, as students will choose their sports pathway, and also endeavor to complete 3 Regents exams. By grade 12, our scholars will be involved in internships and college-level programming, and of course graduate with a Regents Diploma. Students falling behind or failing to meet school expectations as defined by the criteria below will be noted as promotion in doubt. Families will be notified and work with staff to engage in the interventions to bring a student back on track.

Grade	Teacher Assessment	Benchmark Testing
General Ed Grade 9	1) 65 or greater (grade level) in class 2) Successful completion of the Sports Pathways, selecting one pathway for grades 10-12 3) Successful completion of SLO pre- and post-testing 4) Completion of Social Emotional Learning (SEL) assessments (TBD)	Achievement at or above Level 3 on NYSED Standards-aligned Regents exams in Math, Global Studies, and Science
Special Education Grade 9	1) 65 or greater (grade level) in class 2) Successful completion of the Sports Pathways, selecting one pathway for grades 10-12 3) Successful completion of SLO pre- and post-testing 4) Completion of SEL assessments (TBD)	Achievement at or above Level 2 on NYSED Standards-aligned Regents exams in Math, Global Studies, and Science OR Score of passing on testing as required as per IEP

<p>ELL Students Grade 9</p>	<p>1) 65 or greater (grade level) in class 2) Successful completion of the Sports Pathways, selecting one pathway for grades 10-12 3) Successful completion of SLO pre-and post-testing 4) Completion of SEL assessments (TBD)</p>	<p>Achievement at/above Level 3 on common assessment classroom-based Math test AND Achievement at/above Level 2 on the common assessment classroom ELA test AND Passing score on the NYSESLAT OR Indication approaching passing on NYSESLAT (1st year ELL student)/Indication of growth on NYSESLAT (2nd year ELL students)</p>
<p>General Ed Grade 12</p>	<p>1) 65 or greater (grade level) in class 2) Successful completion of Internship in Sports Pathway 3) Successful completion of SLO pre-and post-testing 4) Completion of SEL assessments (TBD)</p>	<p>1) Completion of PSAT/SAT and/or AP exams 2) Completion of all mandated high school Regents exams at level 3 or higher 3) Completion of all credit requirements per NYSED Graduation Standards</p>
<p>Special Education Grade 12</p>	<p>1) 65 or greater (grade level) in class 2) Successful completion of Internship in Sports Pathway 3) Successful completion of SLO pre-and post-testing 4) Completion of SEL assessments (TBD)</p>	<p>1) Completion of PSAT/SAT and/or AP exams 2) Completion of all mandated high school Regents exams at level 2 or higher 3) Completion of all credit requirements per NYSED Graduation Standards</p>

ELL Students Grade 12	1) 65 or greater (grade level) in class 2) Successful completion of Internship in Sports Pathway 3) Successful completion of SLO pre- and post-testing 4) Completion of SEL assessments (TBD)	1) Completion of PSAT/SAT and/or AP exams 2) Completion of all mandated high school Regents exams at level 3 or higher 3) Completion of all credit requirements per NYSED Graduation Standards
-----------------------	---	--

Attachment 4. STUDENT DISCIPLINE POLICY

Rochester Sports Academy (RSA) Charter School's Student Discipline Policy is grounded with a Restorative Practice approach. According to the New York State Education Department (NYSED) Social Emotional Learning: A Guide to Systematic Whole School Implementation, restorative practices are strategies designed to help students better understand their behavior, how it impacts themselves and others, and ultimately to use that self and social awareness to repair damage caused in relationships because of inappropriate behavior. The use of restorative practices helps students who have engaged in inappropriate behavior learn and grow by:

- understanding why the behavior is unacceptable and the harm it has causes;
- understand what they could have done differently in the same situation;
- taking responsibility for their actions;
- be given the opportunity to learn prosocial strategies and skills to use in the future; and understand the progression of more stringent consequences if the behavior continues.

The Guide to Systematic Whole School Implementation, provided by NYSED acknowledges that a restorative approach to discipline does the following:

- Acknowledges that positive relationship between and among students and staff members are central to building and sustaining a safe and supportive school community in which effective teaching and learning take place;
- Emphasizes repairing the harm done and restoring the relationships that have been impacted by inappropriate behavior;
- Addresses misconduct and the harm it has caused through the process that strengthens relationships and prompted growth;
- Engages students and staff in collaborative problem solving;
- Provides the student with a chance to share the impact of the behavior on them; and
- Helps the young person who has engaged in misconduct understand the impact their actions have had and take responsibility for the behavior.

Restorative Practices are an evidence-based approach to discipline in schools that emphasizes building positive relationships over retribution. Restorative Practices have shown to improve behavior and academic achievement. The Restorative Practices that RSA will use when appropriate and when time and resources permit:

1. Mediation
2. Restitution
3. School Community Activities
4. Restore Relationships
5. Student Reflection and Goal Setting

CODE OF CONDUCT

The RSA school administration and/or Board of Trustees have the authority to administer discipline for any other offense, which is in violation of what is deemed accepted standards of conduct for students. The student code of conduct will be utilized equitably without regard to race, color, religion, ancestry, natural origin, gender, sexual orientation, gender identity, and expression, or a mental, physical, or sensory ability or disability or by any other distinguishing characteristics.

Student Rights

At the Rochester Sports Academy Charter School, each student will have the right:

1. To be heard;
2. To have fair and consistent rules; and
3. To due process procedures.

Student will be responsible for:

1. Attending school and classes on time and regularly;
2. Respecting school property and the property of others; and
3. Refraining from conduct that disrupts or threatens to disrupt the learning of other students.

Dignity Act

The Dignity Act states that it is the policy of the State of New York to afford all students in public school an environment free of discrimination and harassment (Education Law 10). Educators are encouraged to incorporate into core subject areas the principles embodied by the Dignity Act: that no student shall be subject to harassment or bullying by employees or students on school property or at a school function; nor shall any student be subjected to discrimination based on a person's actual or perceived: race, color, weight, natural origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.

Harassment, Intimidation, and Bullying

The RSA Board of Trustees and School Administration prohibits acts of harassment, intimidation, or bullying of a student, staff member, volunteer, or visitor. Harassment, intimidation, or bullying is a conduct that disrupts student's ability to learn and a school's ability to educate its students in a safe learning environment.

Goals of the Restorative Code of Conduct

1. Prioritize learning and instruction.
2. Prompt mutual respect for all members of the school community.
3. Ensure that students are able to take advantage of the educational opportunities afforded to them.
4. Creating a safe environment for learning.

Discipline and Special Education

The RSA Board of Trustees and School Administration may consider any unique circumstances on a case-by-case situation when determining whether disciplinary measures are appropriate for a student with a disability who violates the school code of conduct. Administration may suspend a student with a disability for up to ten school days who violates the code of conduct. This suspension may be in school or out of school. Once a student with a disability has been suspended for more than ten school days in the same school year, RSA and the school district will determine if the behavior is a manifestation of the student's disability. If the behavior that violated the student code of conduct was not a manifestation of the child's disability, administration may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to a student without a disability. If the behavior is a manifestation of the student's disability, the disciplinary actions cannot be imposed by district administration. Administration must determine if the students need a functional behavior assessment, behavior intervention plan and modifications, which are designed to address the behavior violation so that it does not occur again. The RSA special education team will determine if the student needs an interim alternative educational setting. The student will receive educational services, participate in the general education curriculum and progress toward meeting the goal set out in the child's IEP.

Tiered Discipline Policy. The Board has developed four tiered interventions for Minor Infractions, Intermediate Infractions, Major Infractions, and Severe Infractions. Due to space limitations, these are not included here but will be included in the final Discipline Policy. Minor infractions include: late to class, physical displays of affection, dress code violations, use of technology, use of personal technology during class, disruptive behavior in class, misuses of pass, and minor theft.

Intermediate Infractions include late to class by 5 minutes, late to school, truancy, leaving class without permission, being in an unauthorized area, disruptive behavior anywhere, failure to report for detention, forgery, destruction of property, gambling, physically violating the physical rights of others, and disrespect towards staff.

Major Infractions include truancy, leaving school grounds, progressively worse disruptive behavior, sexual contact, possession or use of tobacco products of any kind, progressively worse destruction of property, major theft, provoking or starting a fight, aggressive or threatening behavior towards a student, bullying, continuous disruption of the learning environment, sexually aggressive violations, and major violation of technology.

Severe Infractions include possession or use of fireworks or any incendiary device, tampering with fire extinguishers, causing public alarm, assaulting another student, sexual assault, possession of a weapon, assault on anyone with a weapon, terroristic threats, being under the influence of alcohol or drugs, possessing or selling alcohol or drugs, and unauthorized use of any medication.

The school administration and Board have committed to these procedures and will have a fully outlined Discipline Policy by year one of Operations.

Sample Students Schedule (125 Student Enrollment) 13.0 FTEs Required

Period	Time	Group 1 (25)	Group 2 (25)	Group 3 (25)	Group 4 (25)	Group 5 (25)
Arrival	7am-7:15am	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
Check-In	7:18-7:28am (10 mins)	SEL	SEL	SEL	SEL	SEL
1	7:28am-8:58am (90 mins)	Algebra I	ELA I/II	Global I/II	Living	Algebra I
2	9:01am-10:31am (90 mins)	Living	Algebra I	ELA I/II	Global I/II	Living
3	10:34am-11:19am (45 mins)	A- Sports Career Exploration B- Sports Media Arts	A - Sports Media Arts B - Sports Career Exploration	A - PE B - Advisory	A - Advisory B - PE	ELA I/II
4	11:22am-11:52am (30 mins)	Lunch	Lunch	Lunch	Lunch	Lunch
5	11:55am-12:40pm (45 mins)	A - PE B - Advisory	A - Advisory B - PE	A- Sports Career Exploration B- Sports Media Arts	A - Sports Media Arts B - Sports Career Exploration	ELA I/II
6	12:43pm - 2:13pm (90 mins)	Global I/II	Living	Algebra I/II	ELA I/II	A - PE/ Sports Media (45) B - Advisory/Sports Career Exploration (45)
7	2:16pm-3:46pm (90 mins)	ELA I/II	Global I/II	Living	Algebra I/II	Global I/II

Dismissal

3:46pm-3:55pm

**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.

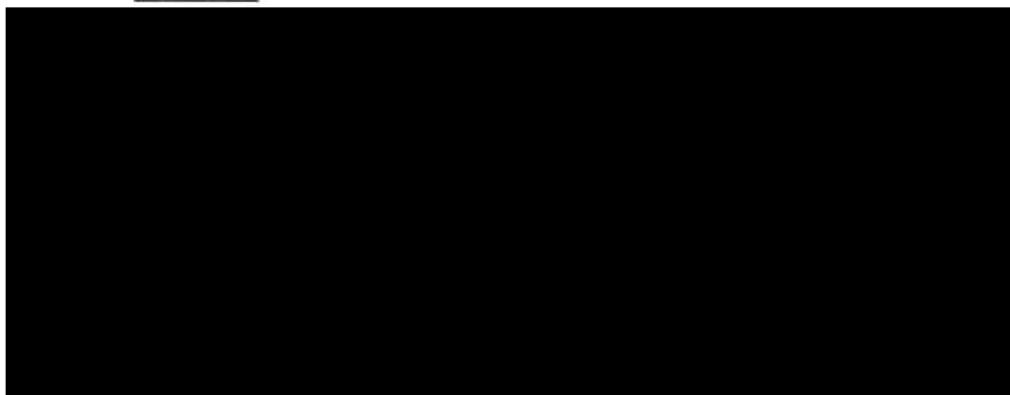
Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure 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.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Dr. Myra Henry _____

Proposed Charter School Name: Rochester Sports Academy 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.
Via conversation with the Gabriel Marshall, CEO
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.

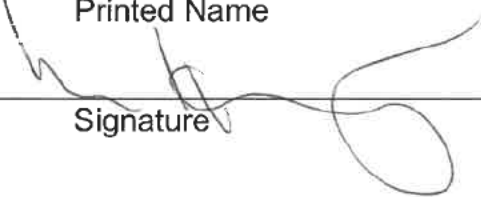
Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table. I currently serve as the president & CEO for a historic, nationally recognized non-profit. Also, I have more than 20 years of organizational development and management experience with an equity lens.

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 plan to serve as a dedicated board member who will actively support all aspects of the Charter's success.

7. Please provide any other information that you feel is pertinent to the Department's review of your background. I am a respected community based leader who has dedicated my life to empowering the lives of those around me.

_____ Dr. Myra Henry
Printed Name

_____ 
Signature

_____ 6/4/21
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_____

12. Please explain why you wish to serve on the board. I am a parent of a college athlete, who has first-hand knowledge of the influence of how an exceptional secondary education can impact a young person's future life and career trajectory.

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 as an outgoing board member for Catholic Charities Community Services. My term will end June 2021.

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:

James Reaves, principal – Mr. Reaves served as my daughter’s basketball trainer and mentor.

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. Upon reviewing the allegations, an independent investigation would be conducted, and immediate action taken as appropriate.

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. Rochester Sports Academy Charter School will be a mission driven organization to develop the next generation of professionals ready to pursue sports related career pathways.

24. Please explain your understanding of the educational program of the charter school.

The educational program will be an innovative, culturally responsive academic curriculum with the student's heart, mind and future aspirations at the center.

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.

Community support.....etc. In order for Rochester Sports Academy Charter School to be successful, community buy-in, support and engagement, as well as relationships with local business owners and professionals will be critical factors of success.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Myra Henry (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 2nd Degree, a Class A Misdemeanor.



Signature

June 14, 2021

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.

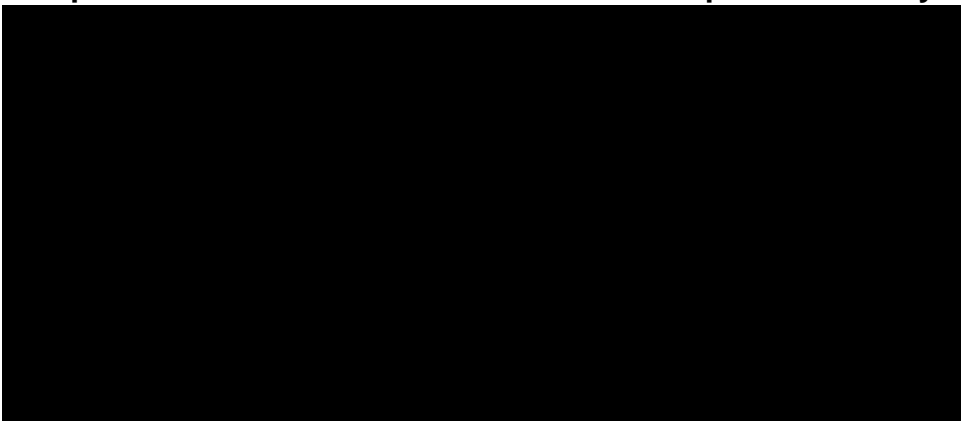
Prospective BOT Members (“BOT”): Service on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure 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.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Chantz B. Miles

Proposed Charter School Name: Rochester Sports Academy



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 spoke with James Reaves, who informed me of the opportunity to join.

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 experience consulting with nonprofit organizations and currently sit on the board of two nonprofit organizations. During my 20's I volunteered my time at several local nonprofit organizations and worked on projects that involved grant writing, training, finance and leadership development. In addition to sitting on boards, I go to local inner city schools and charter schools to tell my life story to students. I do this, because like many of them, I come from a single parent home, a home that was not in the best neighborhood, and simply needed an opportunity in life. I want to help mold, guide, and develop the leaders of the 21st century. In addition to speaking with students, I actually coach at a local lacrosse club (ROCE6), where I coach and mentor's inner city youth while teaching them the game of lacrosse. This program has afforded a dozen kids full ride scholarships to local colleges and universities and most recently had a D1 recruit to the University of Albany. I have the passion, drive, and desire to carry out the mission and vision of RSA.

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 will consist of writing, reading, and editing the application. I will put in the same number of hours as other board members and attend all meetings. In addition to this, I will lend my financial background to assisting with the financials. I will also participate in all state required meetings and interviews.

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

Chantz B. Miles

Printed Name

Chantz B. Miles

Signature

7/9/21

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'm open to whatever positions are available to me.

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

I have a passion for building a school that promotes not only athletics, but education. I have a passion for leading, guiding and developing students to be successful. I have a set of skills that can help RSA with building its infrastructure and a sustainable organization. As my resume shows, my background and experience speak for itself. I have a solid track record of propelling organizations to the next level.

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 would bring this up to the board president and inform them of what I have witnessed or suspect is going on. I would work with the president to conduct an investigation in accordance with the bylaws of the board. If for some reason the president is also one of the individuals that are apart of this, then I would consult the bylaws for guidance, and ultimately reach out local and state officials.

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.

My understanding is that RSA is seeking to develop the next generation of off-field professionals in the sports industry. The 21st century curriculum framework of RSA will prepare scholars for rigorous instructional programming by providing students that represent the greater Rochester community with access to high academic standards. RSA seeks to create global thinkers that are committed to life-long civic engagement as a result of RSA’s focus on diversity, equity and inclusion.

24. Please explain your understanding of the educational program of the charter school.

My understanding is that the educational program revolves around three key design elements. 1. Core Beliefs about Teaching and Learning, 2. Sports Career Pathways, and 3. School Schedule and Calendar.

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 following are characteristics that should be followed by the board:

- Honesty
- Integrity
- Trust
- Communication
- Transparency
- High Level of Accountability
- Passion
- Continuous learning and training of new practices
- Provide a “Best in Class” service to students, parents and the community (White Glove Service)
- Strive to be “Elite”
- Clear and established guidelines

To ensure this is happening the board should conduct frequent inspections (“People do what you inspect and not what you expect). Stand firm on the core values of the charter school. Hold monthly board meetings. Engage with the community (students, faculty, parents, and outside community) to ensure their needs are being met and to address any potential grievances.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

I, Chantz B. Miles 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 2nd Degree, a Class A Misdemeanor.

Chantz B. Miles

Signature

7/9/2021

Date

**Attachment 5b: BYLAWS
BOARD OF TRUSTEES
ROCHESTER SPORTS ACADEMY (RSA) CHARTER SCHOOL**

The Bylaws shall be subject to, and governed by, the New York Not-for-Profit Corporation Law ("NPCL"). In the event of a direct conflict between the provisions of these Bylaws and the Articles of Incorporation, it shall then be the Articles which shall be controlling.

ARTICLE 1 – NAME

The legal name of the Corporation is Rochester Sports Academy Charter School (the "Corporation").

ARTICLE 2 – PURPOSE

The Organization is established within the meaning of IRS Publication 557 Section 501(c)(3) Organization of the Internal Revenue Code as amended (the "Code") or the corresponding section of any future federal tax code and shall be operated exclusively for the education of students in grades 9-12 as it aligns with New York state education law.

The Corporation shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of New York and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation. At no time and in no event shall the Corporation participate in any activities which have not been permitted to be carried out by a Corporation exempt under Section 501(c) of the Internal Revenue Code.

ARTICLE 3 – OFFICES

The principal office of the Organization shall be located at the School once established.

ARTICLE 4 – DEDICATION OF ASSETS

The properties and assets of the Corporation are irrevocably dedicated to and for non-profit purposes only. No part of the net earnings, properties, or assets of this Corporation, on dissolution or otherwise, shall inure to the benefit of any person, Trustee, or officer of this Corporation. On liquidation or dissolution, all remaining properties and assets of the organization shall be distributed and paid over to an organization dedicated to non-profit purposes which has established its tax-exempt status pursuant to Section 501(c) of the Code.

ARTICLE 5 – BOARD OF TRUSTEES

General Powers and Responsibilities

The Corporation shall be governed by a Board of Trustees (the "Board" or "Governing Body"), which shall have all the rights, powers, privileges, and limitations of liability of trustees of a non-profit corporation organized under the NPCL of New York. The Board shall establish policies and directives governing business and programs of the Corporation and shall delegate to the Executive Trustee and Corporation staff, subject to the provisions of these Bylaws, authority, and responsibility to see that the policies and directives are appropriately followed.

Number and Qualifications

The Board shall have up to fifteen (15) members, but no fewer than five (5) members. The number of Board members may be increased beyond 5 members by the affirmative vote of a two-thirds majority of the then-serving Board of Trustees.

In addition to the regular membership of the Board, representatives of such other organizations or individuals as the Board may deem advisable to elect shall be *Ex-Officio Board Members*, which will have the same rights and obligations, as the other Trustees.

Board Compensation

The Board shall receive no compensation other than for reasonable expenses.

Board Elections

The Executive Committee shall present nominations for new and renewing Board members. Recommendations from the Executive Committee shall be made known to the Board before nominations are made and voted on. New and renewing Board members shall be approved by a simple majority of those Board members at a Board meeting at which a quorum is present.

Term of Board

All appointments to the Board shall be for a term of two (2) years. No person shall serve more than three (3) consecutive terms unless a majority of the Board, during the course of a Board meeting at which a quorum is present, votes to appoint a Board member to up to 2 additional term(s). No person shall serve more than ten (10) consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for reconsideration as a Board member after one (1) year has passed since the conclusion of such Board member's service. For the planning year only, two Board members will be nominated for three years one time to ensure that people coming off the Board are staggered.

Vacancies

A vacancy on the Board of Trustees may exist at the occurrence of the following conditions:

- a) The death, resignation, or removal of any Trustee;
- b) The declaration by resolution of the Board of a vacancy in the office of a Trustee who has been convicted of a felony, found by any court to have breached a duty pursuant to the Corporation Code and/or Act of the law dealing with the standards of conduct for a Trustee, or has missed 3 consecutive meetings of the Board of Trustees, or a total of 4 meetings during any one calendar year;
- c) An increase in the authorized number of trustees; or
- d) The Board of Trustees, by way of 2/3 affirmative vote by the Trustees, may remove any Trustee without cause, provided that the Trustee to be removed has been notified in writing in the manner set forth in Article 5 – Meetings.

Any Trustee may resign effective upon giving written notice to the Chair or secretary of the Board, unless the notice specifies a later time for the effectiveness of the resignation. No

reduction of the authorized number of Trustees shall have the effect of removing any Trustee before that Trustee's term of office expires. A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Resignation

Each Board member shall have the right to resign at any time upon written notice thereof to the Chair of the Board, Secretary of the Board, or the Executive Trustee. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall take effect upon receipt.

Removal

A Board member may be removed, with or without cause, at any duly constituted meeting of the Board, by the affirmative of a two-thirds majority of then-serving Board members.

Meetings

The Board's regular meetings will be held at the RSA. The Board will meet every month for a total of 12 meetings, one of which is to be the Annual Meeting where nominations for Board membership will be voted on.

The Chair of the Board or any four (4) regular Board members may call a special meeting of the Board with 7 days' written notice provided to each member of the Board. The notice shall be served upon each Board member via hand delivery, regular mail, email, or fax. The person(s) authorized to call such special meetings of the Board may also establish the place the meeting is to be conducted, so long as it is a reasonable place to hold any special meeting of the Board. All meet notifications will be posted to the Schools website, with location, time and date displayed.

Minutes

The Secretary is responsible for the recording of all minutes of each and every meeting of the Board in which business shall be transacted. However, in the event that the Secretary is unavailable, the Chair of the Board shall appoint an individual to act as Secretary at the meeting. The Secretary, or the individual appointed to act as Secretary, shall prepare the minutes of the meetings, which shall be delivered to the Corporation to be placed in the minute books. A copy of the minutes shall be delivered to each Board member via either regular mail, hand delivered, emailed, or faxed within 15 business days after the close of each Board meeting. Once minutes are approved by the Board, they will be posted to the website.

Quorum

At each meeting of the Governing Board or Board Committees, the presence of a simple majority shall constitute a quorum for the transaction of business. If a quorum is not present at a meeting, the Board members present must adjourn the meeting without further notice until a quorum shall be present. However, a Board member shall be considered present at any meeting of the Board or Board Committees if during the meeting he or she is present via web conferencing and their location is accessible by the general public. This location will be posted

to the School's website.

Voting

Each Board member shall only have one vote.

Board Member Attendance

An elected Board Member who is absent from three (3) consecutive regular meetings of the Board during a fiscal year shall be encouraged to reevaluate with the Chair of the Board his/her commitment to the Corporation.

Open Meeting Law

All meetings of the Board will be governed by the Open Meeting Law. Notice of all meetings will be posted one month in advance, including on the school's website, and all meetings will be held in public spaces. In the event a Member is attending on Zoom (or similar system), the link will be provided to the public in the notice of meeting, as well as the location of that individual. These secondary meeting locations must be posted and accessible to the public.

ARTICLE 6 – OFFICERS

Officers and Duties

The Board shall elect officers and the same person may hold any number of offices with the exception of Treasurer and Secretary. In addition to the duties in accordance with this Article, officers shall conduct all other duties typically pertaining to their offices and other such duties which may be required by law, Articles of Incorporation, or by these bylaws, subject to control of the Governing Board, and they shall perform any other such additional duties which the Governing Board may assign to them at their discretion.

The officers will be selected by the Board at its annual meeting and shall serve the needs of the Board. Any and all vacancies in any office because of death, resignation, disqualification, removal, or for any other cause, shall be filled in accordance to the herein prescribed Bylaws for regular appointments to such office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Governing Board.

Chair of the Board

It shall be the responsibility of the Chair of the Board to preside over all meetings of the Governing Board and Executive Committee. The Chair of the Board is authorized to execute, in the name of the Corporation, all contracts or other documents which may be authorized, either generally or specifically, by the Board to be executed by the Corporation.

Vice Chair of the Board

In the absence of the Chair of the Board, or in the event of his/her inability to act, it shall then be the responsibility of the Vice Chair of the Board to perform all the duties of the Chair.

Secretary

The Secretary, or his/her designee, shall be the custodian of all records and documents of the

Corporation, which are required to be kept at the principal office of the Corporation, and shall act as secretary at all meetings of the Governing Board, and shall keep the minutes of all such meetings on file in hard copy or electronic format. S/he shall attend to the giving and serving of all notices of the Corporation and shall see that the seal of the Corporation, if any, is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these bylaws.

Treasurer

It shall be the responsibility of the Treasurer to keep and maintain, or cause to be kept and maintained, accurate accounts of all the properties and business transactions of the Corporation, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The Treasurer shall be responsible for ensuring the deposit of, or cause to be deposited, all money and other valuables as may be designated by the Governing Board. Furthermore, the Treasurer shall disburse, or cause to be disbursed, the funds of the Corporation, as may be ordered by the Governing Board, and shall render to the Chair of the Board and Trustees, whenever they request it, an account of all the Treasurer's transactions as treasurer and of the financial condition of the Corporation.

ARTICLE 7 – COMMITTEES

Committees of the Board

The Governing Board may, by resolution, designate committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these Bylaws. Each such committee shall consist of at least one (1) Trustee, and may also include persons who are not on the Board but whom the Trustees believe to be reliable and competent to serve at the specific committee. The Board may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- a) Approve of any action that, pursuant to applicable Law, would also require the affirmative vote of the members of the Board.
- b) Fill vacancies on, or remove the members of, the Board or any committee that has the authority of the Board.
- c) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
- d) Amend or repeal any resolution of the Board.
- e) Appoint any other committees of the Board or their members.
- f) Approve a plan of merger, consolidation, voluntary dissolution, bankruptcy, or reorganization; or a plan for the sale, lease, or exchange of all or considerably all of the property and assets of the Corporation otherwise than in the usual and regular course of its business; or revoke any such plan.
- g) Approve any self-dealing transaction, except as provided pursuant to law.

Unless otherwise authorized by the Board, no committee shall compel the Corporation in a contract or agreement or expend Corporation funds.

Meetings and Actions of Committees

Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article 7 - Committees of these Bylaws concerning meetings and actions of the Trustees. Special meetings of committees may also be called by resolution of the Board. Minutes shall be kept of each meeting of any committee and shall be filed with the Corporation records. Committees will be determined by a simple majority vote of the Board. Below are the mandatory committees, other committees can be formed on an as needed basis as determined by the Board.

Executive Committee

Pursuant to Article 7 - Committees, the Board will appoint an Executive Committee composed of a minimum of two (2) Trustees, to serve on the Executive Committee of the Board. The Executive Committee, unless limited in a resolution, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation between meetings of the Board, provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 7 - Committee of Trustees. The Secretary of the Corporation shall send to each Trustee a summary report of the business conducted in any meeting of the Executive Committee.

Finance Committee

The Finance Committee shall ensure that the books, general ledger, payroll, and all activities involving finances follow accepted accounting practices. The Committee will review the school's financials on a monthly basis and will make recommendations to the Board of Trustees about the status of these financials. The committee will be responsible for ensuring all state and federal filings are completed and submitted in a timely manner.

Audit Committee

The Audit Committee shall make recommendations to the Board regarding the hiring and termination of an auditor, who shall be an independent certified public accountant. The Audit Committee shall consult with the auditor to assure its members that the financial affairs of the Corporation are in order, and after review shall determine whether to accept the audit. It shall also be the responsibility of the Audit Committee to ensure that the auditor's firm adheres to the standards for auditor independence, as set forth in the latest version of the Government Auditing Standards, which have been published by the Comptroller General of the United States.

ARTICLE 8 - STANDARD OF CARE

General

A Trustee shall perform all the duties of a Trustee, including, but not limited to, duties as a member of any committee of the Board on which the Trustee may serve, in such a manner as the Trustee deems to be in the best interest of the Corporation and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

Loans

The Corporation shall not make any loan of money or property to, or guarantee the obligation of, any Trustee or officer; provided, however, that the Corporation may advance money to a Trustee or officer of the Corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or Trustee so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Conflict of Interest

The purpose of the Conflict-of-Interest policy is to protect the Corporation's interest when entering into a transaction or arrangement that might benefit the private interest of one of its Trustees. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations and is not intended as an exclusive statement of responsibilities.

Restriction on Interested Trustees

No person serving on the Governing Board at any time may be interested persons. An interested person is (1) any person currently being compensated by the Corporation for services rendered to it; and (2) any brother, sister, parent, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, mother-in-law, or father-in-law of any such person.

Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Trustees who are considering the proposed transaction or arrangement.

Establishing a Conflict of Interest

After the disclosure of the financial interest and all material facts, and after discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

Violations of Conflict of Interest Policy

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose. If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Acknowledgement of Conflict of Interest Policy

Each Trustee, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a) Has received a copy of the conflict of interest policy;
- b) Has read and understands the policy;
- c) Has agreed to comply with the policy; and
- d) Understands that the Corporation is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Indemnification

To the fullest extent permitted by law, the Corporation shall indemnify its "agents," including its Trustees, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the Corporation, by reason of the fact that the person is or was a person as described in the NPCL. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

To the fullest extent permitted by law, and, except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any "proceeding" shall be advanced by the Corporation of an undertaking on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the Corporation for those expenses.

The Corporation shall purchase and maintain insurance on behalf of any agent of the Corporation, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE 9 – EXECUTION OF CORPORATE INSTRUMENTS

Execution of Corporate Instruments

The Governing Board may, at its discretion, determine the method and designate the signatory officer(s), or other person(s), to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the Corporation.

Unless otherwise specifically determined by the Board or otherwise required by law, formal contracts of the Corporation, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the Corporation, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of shares of stock owned by the Corporation shall be executed, signed, and/or endorsed by the Chair, Secretary.

All checks and drafts drawn on banks or other depositories on funds to the credit of the Corporation, or in special accounts of the Corporation, shall be signed by such person or

persons as the Governing Board shall authorize to do so.

Loans and Contracts

No loans or advances shall be contracted on behalf of the Corporation and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Governing Board. Without the express and specific authorization of the Board, no officer or other agent of the Corporation may enter into any contract or execute and deliver any instrument on behalf of the Corporation.

ARTICLE 10 – RECORDS AND REPORTS

Maintenance and Inspection of Articles and Bylaws

The Corporation shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the Trustees at all reasonable times during office hours.

Maintenance & Inspection of Federal Tax Exemption Application & Annual Returns

The Corporation shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Maintenance and Inspection of Other Corporate Records

The Corporation shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at the principal office of the Corporation. Upon leaving office, each officer, employee, or agent of the Corporation shall turn over to his or her successor or the Chair of the Board, in good order, such corporate/organization monies, books, records, minutes, lists, documents, contracts or other property of the Corporation as have been in his/her custody during his or her term of office. Every Trustee shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind.

Preparation of Annual Financial Statements

The Corporation shall prepare annual financial statements using generally accepted accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The Corporation shall make these financial statements available to the authorizer and members of the public for inspection no later than 90 days after the close of the fiscal year.

Reports

The Board shall ensure an annual Financial report is sent to all Trustees within 90 days after the end of the fiscal year of the Corporation, which shall contain the following information:

- a) The assets and liabilities of this corporation at the end of the fiscal year.
- b) The principal changes in assets and liabilities during the fiscal year.
- c) The expenses or disbursements of the Corporation for both general and restricted purposes during the fiscal year.

- d) The information required by Non-Profit Corporation Act concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation that such statements were prepared without audit from the books and records of the Corporation.

ARTICLE 11 – FISCAL YEAR

The fiscal year for this Corporation shall end on June 30.

ARTICLE 12 – AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended, or repealed by a two-thirds majority of the Trustees then in office. Such action is authorized only at a duly called and held meeting of the Governing Board for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws.

ARTICLE 13 – CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Non-Profit Corporation Act as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a Corporation as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid.

CERTIFICATE OF SECRETARY

I, _____, certify that I am the current elected and acting Secretary of the benefit Corporation, and the above bylaws are the bylaws of this Corporation as adopted by the Governing Board on _____, and that they have not been amended or modified since the above.

EXECUTED on this day of _____, in the State of _____
New York.

Attachment 5c: Code of Ethics

Code of Ethics

The following Code of Ethics shall apply to the Trustees and employees of Rochester Sports Academy Charter School (RSA):

The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of Education Law, Not-for-Profit Corporation Law, the School's charter and its bylaws. The Board may delegate aspects of the management of School activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

- Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction”; (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of the Directors.
- The Trustees and the employees of the School shall not engage in any “self-dealing transactions,” except as approved by the Board. "Self-dealing transaction" means a transaction to which the School is a party and in which one has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one because they are in a class of persons intended to be benefited by the program.
- Any Trustee having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest 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. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is party to contracting or dealing with the School, or is a Trustee or has a significant financial or influential interest in the entity contracting or dealing with the School.
- Trustees representing any not-for-profit corporation proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.
- No Trustee or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board of Trustees while voting on these issues. This includes (a) Individuals associated with a partnership, limited liability corporation, or professional corporation involved with the school; (b) Individuals associated with an educational entity some of whose faculty may be providing paid services directly or indirectly to the School; (c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, or other financial services organization.

- In no instance shall a Trustee or employee of a for-profit educational management organization having a business relationship with the Charter School serve as a voting member of the Board of Trustees for the duration of such business relationship.
- Trustees shall avoid engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
- Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
- No Trustee shall use his or her position with the Charter School to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person.
- Charter School Trustees or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Conflict of Interest

INSIDER DEALING: Subject to any law, regulation, or contractual agreement no Director, officer or committee member will be interested directly or indirectly in any contract or program involving Corporation assets, relating to the operation conducted by it or in any contract for furnishing services or supplies to it, unless (a) the contract is authorized by a majority of Directors, (b) the facts and nature of the Director's interest is fully disclosed to the whole Board of Directors before the meeting in which the contract will be considered and (c) the Corporation could not have obtained a more advantageous arrangement with reasonable effort.

INSIDER LOANS: No loans or grants will be made by the Corporation to its Trustees.

PURPOSE: The purpose of the conflict-of-interest policy is to protect this tax-exempt Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

DEFINITIONS: (a) Interested Person: Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.; (b) Financial Interest: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: (1) An ownership or investment interest in any entity with which the Organization has a transaction or arrangement, (2) A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or (3) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

PROCEDURES: (a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest (1) An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest. (2) The chair of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement. (3) After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. (4) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

(d) Violations of the Conflicts of Interest Policy (1) If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose. (2) If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

RECORDS OF PROCEEDINGS : The minutes of the governing board and all committees with board delegated powers shall contain: (a) The names of the persons who were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing Board's or committee's decision as to whether a conflict of interest in fact existed. (b) The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ANNUAL STATEMENTS: Each trustee, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person: (a) Has received a copy of the conflicts of interest policy, (b) Has read and understands the policy, (c) Has agreed to comply with the policy, and (d) Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ROCHESTER SPORTS ACADEMY CHARTER SCHOOL

HIRING AND PERSONNEL POLICY & PROCEDURES

EQUAL EMPLOYMENT OPPORTUNITY

Rochester Sports Academy (RSA) is committed to a policy of Equal Employment Opportunity with respect to all teachers/coaches, and volunteers. Consistent with this commitment, our policy is to comply with all applicable federal, state, and local laws concerning employment discrimination. Accordingly, RSA prohibits discrimination against qualified employees in all aspects of employment including, but not limited to: recruitment, interviewing, hiring (or failure or refusal to hire), evaluation, compensation, promotion, job assignment, transfer, demotion, training, leaves of absence, layoff, benefits, use of facilities, working conditions, termination and employer-sponsored activities and programs.

Employment decisions will be made without regard to an applicant's or employee's actual or perceived: race; color; sex; age; disability; religion; creed; citizenship; national origin; ancestry; military status or veteran status; marital status; familial status; gender identity and expression; sexual orientation; status as a victim of domestic violence, stalking or sex offenses; predisposing genetic characteristics; characteristics; genetic information; relationship or association and any other status protected by law.

MANAGEMENT RESPONSIBILITIES

All members of administration are responsible for understanding the commitment to this policy and ensuring this policy is carried out. RSA Administration is responsible for immediately reporting and responding to a discrimination complaint. It is critical that any formal or informal reference to discrimination is taken seriously.

REASONABLE ACCOMMODATIONS

Rochester Sports Academy will look to make reasonable accommodations for a qualified applicant or employee with a known disability, unless doing so would result in an undue hardship to the academy. If an employee believes they need assistance to perform their duties because of a physical or mental limitation, School Administration should be informed. Likewise, we will look to make reasonable accommodations, upon request, arising out of an individual's sincerely held religious beliefs or practices, unless doing so would result in an undue hardship to the academy. If an employee requires a reasonable accommodation arising out of a sincerely held religious belief or practice, School Administration should be informed.

QUESTIONS AND COMPLAINTS

Questions regarding the administration of this policy or a complaint regarding Equal Employment Opportunity should be directed to School Administration. All complaints will be promptly and thoroughly investigated. Confidentiality will be maintained to the greatest degree possible, consistent with RSA's obligation to thoroughly investigate the complaint. Any individual at any time, even after separation of employment who feels this policy has been

violated should immediately contact School Administration. If not satisfied with the resolution, employees may pursue an appeal.

NO RETALIATION

It is the policy of RSA that any employee who makes or participates in the investigation of a discrimination or sexual harassment complaint will not be retaliated against in any way. Employees who feel they have been retaliated against for such activity should immediately contact School Administration. Anyone found to be engaging in any type of inappropriate conduct under this policy may be subject to disciplinary action, up to and including termination of employment.

NON-HARASSMENT/NON-DISCRIMINATION

Rochester Sports Academy is committed to maintaining a workplace free from all forms of unlawful harassment, including sexual harassment. RSA prohibits unlawful harassment against anyone, for any reason, including, but not limited to an individual's actual or perceived: race; color; sex; age; creed; disability; religion, citizenship; national origin; ancestry; military status or veteran status; marital status; familial status; gender identity and expression; partnership status; credit worthiness or credit history; status as a caregiver; sexual orientation; status as a victim of domestic violence, stalking; or sex offenses; predisposing genetic characteristics; genetic information and any other status protected by law. All employees, interns, and non-employees conducting business in our workplace must refrain from engaging in unlawful harassment. Workplace harassment will not be tolerated at RSA.

All employees, volunteers, contractors and individuals conducting business with RSA are required to conduct themselves in a manner that prevents sexual or other forms of harassment in the workplace. Any employee or individual covered by this policy who engages in workplace harassment or retaliation will be subject to remedial and/or disciplinary action, up to and including termination. This policy is one component of RSA's commitment to a discrimination-free work environment where all employees are treated with dignity and respect. Harassment directed toward a protected class is against the law. All employees have a legal right to a workplace free from illegal harassment. Employees can enforce this right by filing a complaint internally with RSA Administration, or with a government agency or in court under federal, state or local anti-discrimination laws.

DEFINITION OF SEXUAL HARASSMENT

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, gender identity, gender fluidity and/or the status of being transgender. Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the reporting individual is not the intended target of the sexual harassment;
 - Such conduct is made either explicitly or implicitly a term or condition of employment;
- or

- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

A sexually harassing hostile work environment consists of words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.

REPORTING SEXUAL HARASSMENT

Preventing workplace harassment is everyone's responsibility. Any employee, , or visitor who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to RSA Administration. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to RSA Administration or board member. Reports of sexual harassment may be made verbally or in writing.

Employees or volunteers who believe they have been a victim of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

COMPLAINT INVESTIGATION

All complaints or information about suspected sexual harassment will be investigated, whether that information was reported in verbal or written form. Investigations will be conducted in a timely manner and will be confidential to the extent possible. An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough. The investigation will be kept confidential to the extent possible. All persons involved, including complainants, witnesses and alleged perpetrators, will be accorded due process, as outlined below, to protect their rights to a fair and impartial investigation. Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. Rochester Sports Academy will not tolerate retaliation against employees who file complaints, support another's complaint or participate in an investigation regarding a violation of this policy. While the process may vary from case to case, investigations should be done in accordance with the following steps:

- Upon receipt of complaint, School Administration will conduct an immediate review of the allegations, and take any interim actions, as appropriate. If the complaint is verbal, the individual will be encouraged to complete the "Complaint Form" in writing. If he or she refuses, School Administration will prepare a Complaint Form based on the verbal report.
- If documents, emails or phone records are relevant to the allegations, steps will be taken to obtain and preserve them.
- School Administration will request and review all relevant documents, including all electronic communications.
- School Administration will interview all parties involved, including any relevant witnesses.
- School Administration will prepare written documentation of the investigation (such as a letter, memo or email), which contains the following:
- Written documentation and associated documents will be maintained by the RSA in a secure and confidential location.

- Following the investigation, School Administration will promptly notify the complainant and the individual(s) about whom the complaint was made of the final determination and implement any corrective actions identified in the written document.
- School Administration will inform the complainant of their right to file a complaint or charge externally as outlined in the Legal Protections and External Remedies section of this policy.

CORRECTIVE ACTION

If a report of sexual harassment is found to be valid, immediate and appropriate corrective action will be taken. Employees or volunteers, who violate this policy, including the provision against retaliation, will be subject to disciplinary action, up to and including termination. This determination will be based on all the facts of the case.

LEGAL PROTECTIONS AND EXTERNAL REMEDIES

Sexual harassment is prohibited by state, federal, and local law. Aside from the internal process at the Rochester Sports Academy, employees may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, employees may seek the legal advice of an attorney.

- New York State Division of Human Rights (DHR)
- United States Equal Employment Opportunity Commission (EEOC)
- Contact the Local Police Department

CODE OF ETHICS

Rochester Sports Academy Charter School expects all employees to practice good judgment, maintain professional standards and adhere to ethical boundaries when engaging with students, parents, colleagues and community. It is of paramount importance that we always conduct our day-to-day activities in an ethical and responsible manner. Employees must refrain from participating in any activity or business venture which could conflict with the interests of Rochester Sports Academy as an educational institution.

INDIVIDUALS WITH DISABILITIES

Rochester Sports Academy fully supports the Americans with Disabilities Act (ADA) and New York State Human Rights Laws which make it unlawful to discriminate in employment against a qualified individual with a disability. The organization prohibits discrimination against qualified employees and applicants with disabilities in all aspects of employment. Our organization's commitment to this policy includes making reasonable accommodation to persons with disabilities to enable them to perform the essential functions of their jobs, unless to do so poses an undue hardship on the organization or a direct threat to health or safety.

OUR COMMITMENT

The employee member should make the organization aware of their need for an accommodation by notifying RSA Administration. The organization will work with each individual to define their job-related needs and to try to accommodate those needs. Employees may not refuse to work alongside co-workers who have disabilities.

QUALIFIED INDIVIDUALS WITH DISABILITIES

Qualified individuals with disabilities are defined as individuals with disabilities who have the required education, skills and experience for the job and who can perform the essential functions of the job with or without reasonable accommodation. The term disability is defined by applicable law.

REASONABLE ACCOMMODATION

Reasonable accommodation is defined as any change or adjustment to a job, the work environment or the way things usually are done that enables a qualified individual with a disability to perform the essential functions of the job and that does not pose an undue hardship for the organization or create a direct threat to health or safety.

WEAPONS

Employees are prohibited from carrying or possessing firearms or weapons of any kind in school buildings, during school sanctioned events or on school property, while acting in the course and scope of employment. Any employee who violates the terms of this policy is subject to disciplinary action, including non-renewal, suspension, or discharge as deemed appropriate by the School Board.

DRUGS AND ALCOHOL

Rochester Sports Academy is a drug and alcohol free workplace. It is a violation of our drug and alcohol free workplace policy to possess, sell, trade, and/or offer for sale alcohol, illegal drugs or intoxicants. The use of illegal drugs or intoxicants is also prohibited. The use of alcohol at sanctioned RSA events is prohibited to the extent that an individual becomes impaired or otherwise adversely affects the organization's business interests.

If an employee violates the policy, they will be subject to progressive disciplinary action and may be required to enter rehabilitation. An employee required to enter rehabilitation who fails to successfully complete it and/or repeatedly violates the policy will be terminated from employment. Nothing in this policy prohibits the employee from being disciplined or discharged for other violations and/or performance problems.

HEALTH AND SAFETY

Rochester Sports Academy's goal is to provide a safe and healthy working and learning environment for staff, students and visitors. Rochester Sports Academy's premises and places of work are well maintained, have safe access and egress for all and are without risk to and individual's health and safety.

INTERNET AND EMAIL

Employees should not expect privacy with respect to any of their activities using RSA provided internet access, email or services. Rochester Sports Academy reserves the right to review any files, messages, or communications sent, received or stored on organization computer systems.

Employees violating this policy are subject to disciplinary action, up to and including

termination. Employees using organization computer systems for defamatory, illegal or fraudulent purposes also may be subject to civil liability and/or criminal prosecution. Rochester Sports Academy may also report suspected unlawful conduct to the appropriate law enforcement authorities.

TEACHER, ADMINISTRATOR, SCHOOL STAFF EMPLOYMENT PROCESS

- **Step 1 (All Positions)**- Application Individuals seeking employment must submit a completed application and a resume, three recommendation letters and a copy of certification (if applicable). Additional documents may also be requested to verify previous employment or certifications.
When the above information and materials are received applications are reviewed for possible employment.
- **Step 2(All Positions)** - All applications are reviewed to determine if the applicant meets the experience or credential requirements for the designated position, subject, or grade level. Applications are then reviewed to determine the most suitable candidates for current and anticipated vacancies.
- **Step 3 (All Positions)**- Interviews are scheduled for applicants whose qualifications make them most suitable for the respective position. As applicable, the applicant should bring to the interview undergraduate and graduate transcripts, Teaching Certificates, Praxis Scores, three most recent teacher evaluations or student teaching evaluations, and letters of reference, if they were not previously submitted.
Candidates are interviewed by an administrator and hiring committee, which may include an administrator and staff from the Rochester Sports Academy Charter School.
Individuals not recommended for a specific vacancy will continue to be considered for other positions.
- **Step 4 (Teachers Only)** – Demonstration Lesson If an applicant is found to be a viable candidate for the vacancy after the initial interview, the candidate will be asked to conduct a Demonstration Lesson in the subject or grade level for which the application was made. The administrator will advise the candidate of the topic of the lesson and any other essential information that may be needed.
- **Step 5 (Teachers Only)** – After candidates are interviewed and have conducted a demonstration lesson, the administrator or committee makes recommendations to the Rochester Sports Academy Charter School Board of Trustees.
- **Step 6 (All Positions)**- Appointment to a position is made by the Rochester Sports Academy Board of Trustees after the candidate has agreed, orally or in writing, to accept the terms and conditions of employment that Administration is prepared to recommend. When the offer of employment is made, a tentative salary placement is determined based on available information from the application. Final salary placement is based upon verification of prior years' experience and receipt of official transcripts, if applicable. *(Transcripts must verify the awarding of credit by an accredited university with all units being converted to semester units.)* New employees are required to have a completed Criminal History Affidavit and proof of fingerprinting prior to the start of employment.
- **Step 7 (All Positions)**-New hires are provided a packet of information regarding health/dental benefits, certificated contract and other items related to employment. A New Teacher Orientation Program is provided in August prior to the first workday. A

designated experienced teacher will be available as a resource prior to the start of the school year.

EVALUATION PROCESSES

Board of Trustees

On an annual basis, the Board of Trustees will evaluate itself in the following areas that impact governance: Financial Oversight, Meeting Efficiency, Professional Development, Community Engagement, Board Behavior amongst Trustees and RSA staff. The Board will use a self-assessment tool which provides a matrix for each Trustee to take individually. After each Trustee has completed the evaluation, the full Board will discuss the results and work on best practices.

Key Management Positions/School Leaders

The administration shall undertake a continuous program of supervision and evaluation of all personnel, including support staff, in the School District. The primary purposes of the evaluations shall be to encourage and promote improved performance and to make decisions about the occupancy of positions.

Principals and Teachers (following procedure reference Gates Chili School District Personnel Evaluation)

The Rochester Sports Academy Charter School is committed to supporting the development of effective teachers and administrators. RSA shall provide procedures for the evaluation of all professional staff. District plans for Annual Professional Performance Review (APPR) of teachers and Principals shall be developed in accordance with applicable laws, Commissioner's Regulations, and Rules of the Board of Regents. The primary purposes of these evaluations are:

- a. To encourage and promote improved performance;
- b. To guide professional development efforts; and
- c. To provide a basis for evaluative judgments by applicable school officials.

APPR Ratings

For those teachers and Principals subject to Education Law 3012-c, the Annual Professional Performance Review (APPR) will result in a single composite effectiveness score and final quality rating of "highly effective," "effective," "developing," or "ineffective." The composite score will be determined as follows:

- a. 20% - student growth on state assessments or other comparable measures of student growth (increases to 25% upon implementation of a value-added growth model);
- b. 20% - locally selected measures of student growth or achievement that are determined to be rigorous and comparable across classrooms as defined by the Commissioner (decreases to 15% upon implementation of a value-added growth model); and

- c. 60% - other measures of teacher/Principal effectiveness consistent with standards prescribed by the Commissioner in regulation.

The ratings scale based on composite scores has been established as follows:

- a. Highly Effective = composite effectiveness score of 91-100
- b. Effective = composite effectiveness score of 75-90
- c. Developing = composite effectiveness score of 65-74
- d. Ineffective = composite effectiveness score of 0-64

If a teacher or Principal is rated "developing" or "ineffective," RSA will develop and implement a teacher or Principal improvement plan (TIP or PIP). Teachers and Principals with a pattern of ineffective teaching or performance, defined as two consecutive annual "ineffective" ratings, may be charged with incompetence and considered for termination.

RSA will ensure that all evaluators are appropriately trained consistent with standards prescribed by the Commissioner and that an appeals procedure is locally developed.

Disclosure of APPR Data

Consistent with Chapter 68 of the Laws of 2012, which amends Education Law 3012-c, the Commissioner is required to disclose professional performance review data for teachers and Principals on the New York State Education Department (NYSED) website and in any other manner to make such data widely available to the public. However, the release of such aggregate data may not include personally identifiable information for any teacher or Principal. Such public disclosure of final quality ratings and composite effectiveness scores will be suitable for research, analysis and comparison of APPR data for teachers and Principals across the state.

Upon request, RSA will release to parents/legal guardians the final quality ratings and composite effectiveness scores for teachers and Principals to which their student is assigned. RSA's obligation to disclose this information is limited to those teachers and Building Principals subject to Education Law 3012-c. RSA will provide conspicuous notice to parents/legal guardians of their right to obtain such information and the methods by which the data can be obtained. Upon request, parents will receive an oral or written explanation of the composite effectiveness scoring ranges for final quality ratings and be offered the opportunity to understand such scores in the context of teacher evaluation and student performance. When a request for this information is received, reasonable efforts will be made to verify that it is a bona fide request by a parent/legal guardian entitled to review the data.

Annual professional performance reviews of individual teachers and Principals shall not be subject to disclosure under the Freedom of Information Law (FOIL).

Non-Academic Staff

Non-academic staff will be evaluated by their direct supervisors using school created rubrics specific to their roles at the school. These rubrics will be assessed by the supervisors and self-assessed by the staff member several times per year in order to make a final evaluation at the year's end. This rubric evaluation will be used to determine their effectiveness for the year.

7. First Parent Association Meeting																			Parents with support of PR	
SCHOOL STARTS																			<input type="checkbox"/>	Everyone

Explanation of Pre-Opening Tasks. The following is a more in-depth description of the above items.

Staff Hiring: Immediately upon chartering, the Board will appoint the Chief Visionary Executive Officer and Principal. These two positions have already been identified so they will be ready to start as soon as CSP funds are available. The CFO will also be hired by January 2022. Marketing for new hires will be the responsibility of the CFO. Posting for all positions will be ongoing from January and all remaining staff will be hired by August 1, 2022. The rest of the staff will be hired under the year1 operations budget and be onsite by September 1, 2022.

Outreach, Lottery, Enrollment: Outreach to parents, students, and the community will begin immediately after chartering and will continue up until the lottery closes on April 1 at 5 p.m. The lottery will be overseen by the CVEO, Principal, and Board of Trustees. If there are not enough students to fill all 125 seats, outreach and marketing to the community will continue. The Principal will be responsible for tracking efforts and outreach. Based on the parameters developed by NYSED, a lottery will be held. All students selected for a seat will receive acceptance packages which will include information about orientation and important school dates as well as all the required paperwork necessary for enrollment. This paperwork will include student registration form, emergency contact form, Home Language Survey, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork. Records will be requested from their prior Schools. Students will be enrolled on the school’s Student Information System (SIS) by the Principal. RSA will adhere to all local, city, state and federal regulations concerning all enrollment issues and will file all reports as required. The Principal will be responsible for collecting and maintaining this information and student’s files. The Principal will review all IEPs and will meet with parents and students concerning services.

Facilities: Facilities is one of the most important aspects of the charter school start-up. There will be two ongoing tasks: negotiating a lease and ensuring that the developer obtains the necessary building certificates and finalizing the renovations. The landlord, CVEO, and BOT will be responsible for this. The Board of Trustees are responsible for signing the lease. The actual day to day work of facilities will be the responsibility of the CVEO.

Furniture, Equipment, Supplies: Tasks include the ordering of all furniture, equipment, supplies, technology for staff and for classrooms in September, fireproof locked cabinets for IEP records and Regents exams, as well as getting all utilities turned on in the school’s name. All wiring for technology and kitchen equipment will also be installed. This is the responsibility of

the CVEO. Everything will be in place for students by August 2022.

Services Compliance, Educational Materials and Compliance: These tasks encompass all those items necessary for the school to ensure safety. Bussing and food for students will be available for the first day of school, staff will be trained on CPR, and all education materials will be finalized and ordered in time for a July delivery. The CVEO will be responsible for completing all these tasks.

The various components of the educational model are important. All computer, software, and testing materials must be in place by the beginning of August. The PR will load the curriculum to the RSA servers during this time. Once the Instructional Coach is hired, they will immediately begin learning the curriculum and setting up the system, ensuring all curriculum aligns with NYS learning standards and is ready for teachers to begin lesson planning.

Fiscal, Policies & Procedures: Under this group of tasks is the securing of the 501(c)(3) status for this school which will start immediately upon chartering. Following this the development plan will be implemented. During this time, all policies and procedures will be adopted by the Trustees. These policies and procedures include but are not limited to: Internal Financial Controls Policies and Procedures, Discipline, Personnel, Grievance, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics, among others. This will be the responsibility of the CVEO and CFO. During the School Year, the Principal will work with parents developing the necessary Title documents. The unaudited revenue/expense statements will be submitted by July 31, 2022 covering the start-up costs. The audit for the planning year and CSP grant will start in July 2022.

Professional Development and School Opening: Under this category is included all those activities necessary for the school to open its doors. During the first week in September, there will be an intensive orientation to the philosophy and structure of RSA, rules for behavior, dress, attendance, etc., for both staff and students will be reviewed. The classroom procedures for all classes will be developed. Staff will receive professional development in various areas including philosophy of the RSA model, the SIS, all software used by the school, assessment program, appropriate use of prep times, expected use of common planning times, as well as classroom techniques in the areas of classroom management, differentiated instruction, and curriculum. Teachers will map out their first semester lesson plans in all areas and begin work on the Common Benchmark Assessments in each core area.

The orientation of students and parents will also stress the importance of expected behavior and outcomes. Students will be given their class schedules at this time. They and their parents will meet with teachers as well as other staff. During this time parents will have their first Parent-Teachers Association meeting during which time they will elect officers, one of which (president) will sit on the Board of Trustees.

Overall, RSA believes this plan will result in a school that is ready for opening day.

Attachment 12: Dissolution Plan

In the unfortunate event it is determined that RSA must close, the following policies and procedures will take place. Using the NYSED Charter School Closing Procedures Guide and Checklist,¹ and adhering to NY Education Law §220(5), §2851(2)(t), §219(4), §220(1), and §220, the following actions will be taken.

RSA will follow the steps exactly as outlined in the Guide. Using the suggestions in the Guide, RSA Chief Visionary Executive Officer and Board of Trustees will develop a strategic dissolution plan which will be separated into the suggested areas, which provides RSA with a timeline:

1. Immediate tasks (immediately and 1 week of closure activity)
2. Ongoing task (through completion of the closure)
3. Pre-closure tasks (45 days within the closure action)
4. Post-closure tasks (one week to 120 days after the last day of instruction)

A Transition Team will be created. The Transition Team will consist of all administrators, Board Members, and the SED Liaison. After forming the Transition Team, one administrator and one Board member will be assigned to each of the four areas above. After the members of the transition are identified, it will be determined what level of staffing will be required in each area. These staff will then be assigned with clear goals around each of the 51 dissolution checklist items.

After forming the Transition Team, particular attention will be paid to communicating with our families and supporting them as they identify other schools. Families where English is not their preferred language, will be communicated with interpreters.

Following the guidelines in the NYSED Closure Guide, a press release with all the relevant details will be distributed. The counselors will be assigned as the School Closure Coordinator and will be available to families at all times. The various initial closure notification letters will be distributed to the relevant stakeholders, including the School District(s). Students' records and financial records will be secured with all the necessary components intact.

Instruction will continue until the end of the year. Administration is responsible for meeting with staff and parents/guardians regularly. Legal counsel will be hired to determine the appropriate funding for the dissolution escrow account. The school will distribute the necessary transition letter to various stakeholders. The school will hire an external CPA to oversee the final closing of the books. The school must also make a list of all creditors and debtors to ensure all funds are expended correctly.

All benefit providers (health, long term disability, retirement, etc.) will be contacted and told the school is closing. The school will then work with these providers to ensure all staff wanting

¹ [Charter School Closing Procedures Checklist \(nysed.gov\)](https://www.nysed.gov/charter-school-closing-procedures-checklist)

to remain covered have the option to do so. The school will create an inventory list that outlines if the property was purchased with federal dollars. As well, the school will develop a Disposition of Assets plan to deal with any property the school owns.

All of these procedures will be overseen by the NYSED Liaison who will have access to any and all records, transcripts, meeting minutes, etc. as requested to ensure a smooth closure.

ATTACHMENT 13: PLAN TO ADDRESS ENGLISH LANGUAGE LEARNERS

General Overview. Instruction of English Language Learners is an important part of the mission and vision of the Rochester Sports Academy Charter School (RSA). The anticipated arrival of hundreds of refugee families to the Rochester area will mean that more students will need support with English language proficiency. RSA ELL families may also need the same support. It is RSA's belief that to become civically engaged and responsible to the community, it is dutiful to provide services that not only mirror the school district, but also provide essential services in a family's preferred language, so they know where they can access help or support. As a community school, it is RSA's intent to live out the TEAM vision-Together We Achieve More.

1. Identification/Programs. The first year of RSA Charter School, the RSA Principal will administer and oversee the supervision of the ENL programs and faculty. The Instructional Coach and the ENL teacher will assist the Principal. After the first year, the SPED/ELL Coordinator will take on these responsibilities.

2. Identification and Placement. ELLs at RSA will be identified in compliance with NYSED's PART 154 and all Federal laws pertaining to ELLs. At enrollment, the HLQ will be reviewed with the parents/guardians by an ENL teacher and if needed, an interpreter. If it is determined that the students' first language (L1) is a language other than English, the ENL teacher will conduct a screening. Screenings will be completed in English and the student's L1. If the screening determines that the L1 is not English and the student had not been previously assessed and identified as an ELL, then the New York State Identification Test for English Language Learners (NYSITELL) will be conducted by the ENL teacher. Utilizing the results of the NYSITELL, the student will be placed in programming according to their proficiency level along the continuum of language development which will determine how many units of ESOL the student will need in accordance with PART 154: Entering, Emerging, Transitioning and Expanding.¹ NYSITELL results will also inform teachers of the ELL's strengths in the modalities of: listening, reading, writing and speaking. Once there is a determination of programming, parents/guardians will receive this information in writing in their preferred language within 10 days of enrollment.

3. Oversight. In Year 1, the Principal and in future years, the SPED/ELL coordinator will oversee and monitor all programming related to serving RSA's ELL students. The ENL teacher along with interpreters will provide all information to the ELL and their parents/guardians in their L1.

4. Programming for RSA's ELL students. RSA will provide ENL classes that emphasize English language acquisition where all classes are taught in English using targeted ENL instructional strategies such as the Sheltered Instruction Observation Protocol (SIOP) strategies and the use of the L1 as a support.² ENL programming will offer daily English language development with the use of Integrated ENL classes and/or an ENL Stand-Alone class.³ Integrated ENL classes, will be co-taught by a content teacher and an ENL teacher to ensure that English language development is being supported and enriched during the content class. In the ENL Stand-Alone class taught by an ENL teacher, students receive English language development instruction to support the learning in the content classes.

¹ <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/enl-k-8-units-of-study-table-5-6-15.pdf>

² <http://www.nysed.gov/common/nysed/files/programs/bilingual-ed/topic-brief-developing-ells-a.pdf>

³ <http://www.nysed.gov/bilingual-ed/english-language-learner-and-multilingual-learner-educator-tools-and-best-practices>

5. ELL Students who have/may need an IEP. The initial identification process will be the same as in question two; however, if it is found that an ELL has an IEP and/or 504 plan, then a Language Proficiency Team (LPT) will determine whether or not the ELL will take the NYSITELL. If it is decided that the NYSITELL is needed, then testing accommodations will be made in accordance with the IEP and/or 504 plan.⁴ Once the assessment is completed, the LPT will make a recommendation regarding the results and the ELL's status. If the team decides that the student does not qualify for ENL services, the Principal will be informed, and the parents/guardians will be notified within five school days.

ELLs who may have a disability, will go through the same CSE process as non-ELLs except for the need for information to be translated and interpreted. If it is determined that an ELL student is a student with a disability, when the IEP is developed, it must consider the language needs of the ELL.

Quality of Instruction

6. Meeting/Exceeding Benchmarks. RSA will develop a comprehensive plan guiding the education of ELLs that provides a holistic approach that takes into account their academic, social and emotional needs. Targeted professional development will be held for teachers and support staff to enhance their competence to assist in the success of ELLs. RSA will provide high-quality instruction for ELLs utilizing researched based instructional strategies: i.e. SIOP strategies, use of L1, differentiation, multimedia, visuals etc. In our TEAM Professional Learning Communities (PLC), teachers will routinely review academic data to ensure ELLs are able to maintain academic development and provide targeted academic intervention time to address students' needs. Teachers will monitor the progress of ELLs and then create a plan for individual students that can be communicated to the TEAM of teachers led by the ENL teacher. Each week there will be Advisory for students to self-assess and request additional support in any area to ensure success. Support will address academic and/or social-emotional concerns. RSA will create and ensure that the learning environment is a culturally rich, safe and inclusive learning environment that uplifts the cultures of all students which will allow ELLs to take emotional and intellectual risks which will lend to the success of ELLs. Lastly to garner and create a family TEAM, parents/guardians will be part of all academic plans both intervention and enrichment.

7. Instructional Materials and methods. According to NYS, Preface to the New York State Next Generation English Language Arts & Mathematics Learning Standards (2017)⁵, ELLs/MLLs must have meaningful access to the Standards to be afforded equitable access to all parts of learning. To meet those expectations, the RSA TEAM concept will create a safe and inclusive learning environment that is critical for ELLs to be successful. All RSA teachers will understand that they are teachers of language (see Section 1A). They will know and utilize explicit language instruction, differentiation, scaffolding, and modeling across all four domains: speaking, listening, reading, and writing.

Just recently, Drs. Andrea Honigsfeld and Maria Dove included "interaction" in the acronym of SWIRL - speaking, writing, interaction, reading and listening.⁵ RSA teachers will be expected to use SWIRL. They must also utilize SIOP (Sheltered Instruction Observation

⁴ <http://www.nysed.gov/bilingual-ed/news/guidance-determining-english-language-learnermultilingual-learner-ellmll-status>

⁵ <https://www.colorincolorado.org/article/how-develop-lesson-plan-includes-ells>

Protocols) which includes the use of content and language objectives, differentiation, scaffolds for instruction, understanding and using comprehensible input, building background knowledge, interaction, practice and application, lesson delivery, review and assessment.⁶ RSA teachers of ELLs will utilize word walls, visuals, access background knowledge, graphic organizers, sentence starters, pair share, table talks, project based learning, modeling, use of L1 for understanding and technology as targeted strategies.⁷ RSA teachers of ELLs will be expected to teach oral language skills through guided practice and modeling. We know at RSA that ELL students need opportunities to develop their academic oral language and literacy skills.⁸ These practices will aid in this development.

All RSA teachers will be expected to teach vocabulary. Vocabulary is difficult for ELLs and can stop comprehension when an ELL is reading or speaking and comes across a word that they cannot pronounce or understand. ELLs need vocabulary instruction.⁹ They need different techniques and strategies that include context support with manipulatives and other materials that can assist the ELL student with background knowledge and conceptual understanding of the word. Using the ELL's L1 with vocabulary will assist with understanding as the student may know the meaning of the word in their L1, they just need to learn the word in English. RSA teachers of ELLs must implement vocabulary instruction as described above.¹⁰

All ELLs will have access to grade-level materials and instruction with differentiation, scaffolds with literacy and instructional support.¹¹ RSA teachers of ELLs must learn how to use the student's L1 as a resource to bridge prior knowledge to new information to assist with understanding. All ELLs will be exposed to grade level standards and will utilize materials and resources that are linguistically and age/grade appropriate. Each RSA ELL will receive a glossary in their L1 to use throughout the school year to support their L1. ELLs and RSA teachers of ELLs will be taught how to use technology to advance the use of L1s as an instructional tool. In addition, ELLs will have access to state assessments and Regents exams that are available in their L1. Interpreters and translators will be utilized for State assessments and Regents exams.

8. Differentiation of materials. RSA follows the NYSED approved identification process for ELLs and ELLs with disabilities and uses the information from that process to develop appropriate and mandated programming.¹² To meet the needs of all ELLs with diverse abilities, instruction in all classrooms will support integrated academic content and language development to move ELLs towards English proficiency. All lesson plans will include differentiation in 4 components;

⁶ <http://www.p12.nysed.gov/mgtserv/C4E/htm/ModelPrgmsforLEP-ELLs8-08.html>

⁷ <https://www.cal.org/siop/pdfs/briefs/using-sheltered-instruction-to-support-english-learners.pdf>

⁸ Walqui, A., & Heritage, M. (2018). Meaningful Classroom Talk: Supporting English Learners' Oral Language Development. *American Educator*, 42(3), 18.

⁹ Johnston, L. E., Mercer, S. H., & Geres-Smith, R. (2018). Incorporating vocabulary instruction in individual reading fluency interventions with English language learners. *Canadian Journal of School Psychology*, 33(1), 63-81.

¹⁰ Tai, K. W., & Khabbazzbashi, N. (2019). The mediation and organisation of gestures in vocabulary instructions: a microgenetic analysis of interactions in a beginning-level adult ESOL classroom. *Language and Education*, 33(5), 445-468.

¹¹ Johnson, E. M. (2019). Exemplary reading teachers' use of instructional scaffolds with emergent bilinguals: How knowledge and context shape their choices. *TESOL Quarterly*, 53(1), 108-132.

¹² <http://www.nysed.gov/bilingual-ed/ell-identification-placementhome-language-questionnaire>

content (what), process (how), product, and environment to meet the needs of all students.¹³ ELLs with diverse abilities must be in an equity-driven environment hence the importance of differentiation. RSA teachers will understand that all ELLs enter a classroom with some knowledge and interests. RSA teachers must understand what their students know to progress through their zone of proximal development. RSA teachers will know the cultural background and plight of each ELL. They will create authentic relationships with their ELLs and understand linguistic and cultural backgrounds. RSA teachers of diverse learners will use more time to process, more brain breaks, prompts, sentence starters, scaffolding, more wait time and will deliver information in a chunking format. RSA staff led by the Instructional Coach and the ENL teacher will meet to ensure that everyone understands each ELLs' status and will assist with creating individual plans for each ELL and lend the unique support to the teachers of the varying sub-groups.

9. Home language as a tool for learning. The L1 of RSA ELLs will be used to bridge the gap between their home language and English. L1 will be utilized for understanding grammar concepts, academic vocabulary, instruction, and in developing teacher-student and student-student relationships. L1 will be accessed through a myriad of services.

10. Appropriate materials. ELLs will have full and equitable access to standard based, high quality, culturally appropriate and researched based materials for all classes in the same quantity and quality of the general student population. To ensure this, the ENL teacher and the Instructional Coach will research all materials and resources to share with the Principal. The ENL teacher will work with Mid-West RBERN to assist with researched-based materials and effective professional learning.¹⁴

11. Instructional delivery. Please refer to answers for questions 7 & 8. Instruction will be delivered in different modalities following our lesson plan that will ensure the use of SWIRL, language objectives, differentiation and age/grade appropriate materials and resources coupled with effective professional learning.

12. Translated materials and support. Businesses such as ME Services and/or internet language programs for translation and interpretation will be provided to RSA ELLs and their families for equitable access to information. We will also utilize translated materials from NYS OBEWL website.¹⁵

13. Intervention and Support. Like all RSA students, ELLs will participate in Advisory class that will monitor their social, emotional and academic needs. During Advisory, students will receive intervention and/or counseling services. Using a multi-tiered system of support, services will be utilized and communicated to the ELL and their families in their L1.

14. ELLs and SEL. The needs of each ELL subpopulation will be individualized and targeted. Using background knowledge and a social emotional assessment completed upon enrollment, an individualized social-emotional, trauma-informed plan will be completed. During Advisory, the plan will be implemented and the ENL coach will check-in with students to monitor their needs and report back to the whole team. During PLCs, data will be reviewed, and plans will be

¹³ <https://www.readingrockets.org/article/what-differentiated-instruction>

¹⁴ https://www.monroe2boces.org/mid-westrbe-rn_home.aspx

¹⁵ <http://www.nysed.gov/program-offices/office-bilingual-education-and-world-languages-obewl>

revisited if the data shows the need. The goal will be to ensure the continuity of support utilizing a multi-tiered system of support for ELLs in all subpopulations.

15. Engaging Families. ELL parents/guardians whose English proficiency is limited, will receive notices and other information in their L1 to encourage them to be RSA TEAM members. Regular parent/guardian conferences will be held with interpreters. In addition, there will be regular communication with parents/guardians by the ENL teacher with interpreters via home visits, phone calls, zoom or in person conferences.

Professional Development/Teacher Certification

16. PD in ELL instruction at RSA. Prior to the start of the school year, targeted ENL summer professional learning will be provided to all teachers. This professional learning will continue throughout the school year during our PLCs, Superintendent's conference days and afterschool to ensure staff are prepared to teach/coach, understand and appreciate RSA's ELL population in a safe, uplifting, culturally responsive and equitable environment.

17. Recruitment of ELL staff. Teacher outreach with local colleges that have a TESOL program, such as Nazareth College along with job recruitment days and posting jobs via social media will be used to recruit certified ENL teachers. Using RSA's TEAM approach, ENL teachers will have access to their own coaching from the RSA Instructional Coach. The RSA coaching model will be supportive, collaborative and non-punitive affording RSA teachers the opportunity to grow and be part of the RSA TEAM.

18. Collaboration opportunities. PLC's will use agendas to ensure that there is a formal process for each meeting. A standing agenda item will be looking at data for the RSA ELL population. PLC time will allow for consistent collaboration for all staff to look at student-work, discuss academic and social-emotional data, needs for professional learning etc... Minutes will be completed and kept in a google document for access. The Principal, Instructional Coach and the ENL teacher will be part of all data discussions with the PLC.

19. Communicating about ELL students' needs. PLC time is built-in during the school day. During this time, there will be designated time for the ENL teacher to review the needs of each ELL student. The ENL teacher will coordinate the meetings and keep documented data. Information that needs to be shared with students and their families will be done with an interpreter if needed to ensure the communication from the teachers is understood.

Data/Assessment

20. Assessment. RSA will use a variety of assessments. Informal, formal, authentic, summative, performance-based diagnostic along with the universal assessment system, READ 180. In accordance with PART 154, interpreters and/or translated assessments will be used in an ELL's L1. RSA will have basic content assessments in the ELL's L1 to determine their literacy level in their L1 and background academic knowledge.

21. Progress monitoring. RSA will hire a full-time counselor who will teach the Advisory class with an ENL teacher. They will also meet with ELL families with interpreters to review all the requirements for graduation and create a graduation plan for the student starting their freshman year. Plans will be reviewed 3 times a year with students and their parents/guardians.

22. Continuous monitoring. In Year 1, the Principal and in future years, the SPED/ELL coordinator will oversee and monitor the data to respond to ELLs needs. They will ensure that the data is used to inform all decisions. Reviewing ELL data will be a standing agenda item for all PLC meetings.