



2022 TRANSMITTAL AND SUMMARY FORM

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

Proposed School Information			
Proposed Charter School Name:	Green Tech Rochester Elementary Charter School		
Education Corporation Name:	Green Tech Charter Schools		
Incorporating by Reference (Yes or No):	No	Ed. Corp Status:	New Ed Corp
Opening Date (Month & Year):	08/2023	School District of Location (or NYC CSD):	Rochester

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K, 1	136
Year 2	K, 1, 2	204
Year 3	K, 1, 2, 3	272
Year 4	K, 1, 2, 3, 4	340
Year 5	K, 1, 2, 3, 4, 5	408

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	
CMO Contact Info (Name, Phone):	
Partner Organization:	Green Tech Charter Schools
Partner Contact Info (Name, Phone):	Dr. Paul Miller [REDACTED]

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Paul Miller				
Applicant is a (check all that apply):	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input checked="" type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):	Green Tech High Charter School				
Applicant Mailing Address:	99 Slingerland St., Albany, NY 12203				
Phone Number (direct line):	[REDACTED]	Secondary Phone Number:	[REDACTED]	Email Address:	[REDACTED]

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

Media/Public Contact Information (required)

Name: **Paul Miller** Phone #: **518-694-3400** Email: **pmiller@greentechhigh.org**

Program Design

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

Mission

Green Tech Rochester Elementary (GTR) is a school that will change the lives and trajectories for young men in the Rochester community. GTR provides opportunities that have never been seen or achieved in the city of Rochester. Green Tech Rochester Elementary is a game changer, which provides every scholar an opportunity to develop in a safe environment with the appropriate amount of rigor and support. Each scholar will exceed the standards and write their own standards for their future lives. This school is Pre-K through 6, with the ability to grow out through 12th grade. Green Tech Rochester Elementary for boys will guarantee students leave with the necessary skills to be successful in middle school, high school, college, and beyond.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

GTR will have a consistently safe environment with discipline, structure, social emotional support, and rigorous academic systems, rooted in STEM, student engagement, and teaching to the male brain. The vision will be achieved by being cutting edge and following the plan. GTR utilizes best practices to achieve the goals. GTR will use current systems from years of success and high graduation rates at Green Tech Albany and convert them for Elementary school. GTR's foundational pillars are building relationships, teaching and learning, utilizing data, and accountability. GTR will be consistent, repetitious, we will not veer from the mission and vision of the school.

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

The academic program for GTH Rochester is grounded in research-driven philosophies and models that serve as the foundation for preventing learning gaps while assisting with the development and support of social, emotional, and moral skills. This will be in conjunction with building academic confidence through the implementation of learning strategies specific to male learning styles. GTH's curriculum will highlight works from both Dr. Ehri and Dr. Kilpatrick.

Dr. Ehri's is a distinguished professor that has received research awards. The nucleus of Dr. Ehri's research is reading acquisition processes. This entails reading words by decoding; reading words from memory by sight; teaching letters and phonemics awareness in preparation for reading; learning vocabulary; learning to spell; reading instruction with a high concentration on systematic phonics instruction; the influence literacy has on language processes; and causes, preventions, and remediation of reading difficulties. Her studies highlight the avenues needed to combat the difficulties in learning to read and spell. She also emphasizes the importance of beginning readers acquiring knowledge of the alphabetic writing system as the initial step in the process of learning to read and spell.

Dr. Kilpatrick is a renowned professor known for his research that focuses on the causes of reading difficulties, which assists with the development of skills on how to accurately assess why a student is struggling to read. His research is centered on orthographic mapping. Dr. Kilpatrick describes this as 'the mental process we use to permanently store words for immediate, effortless retrieval. It is the process we use to take an unfamiliar printed word and turn it into an immediately recognizable word'. This process consists of three essential components: 1) automatic letter-sound associations; 2) proficient phonemic awareness; and 3) word study. Fundamentally, this process allows students to take unfamiliar words and turn them into identifiable words. Orthographic mapping is not a teaching method but rather a cognitive process by which words become embedded in long-term memory. Dr. Kilpatrick suggests that teachers can assist students by exposing students to a word on multiple occasions, because frequent exposure to text is critical, especially decoding texts with frequently repeated grapheme-phoneme correspondences, in the early stages of reading.

A combination of several curriculums will be combined to create a robust and unique ELA curriculum. To allow the use of orthographic mapping, Fountas & Pinnell will be used to differentiate reading levels for reading fluency and Ready ELA will be used for the development of grammatical skills.

For Math instruction, the Ready Mathematics curriculum will be used because it prepares students for mastery of the rigorous New York State Next Generation Mathematics Learning Standards through a balance of conceptual understanding, procedural skills, fluency, and application.

We desire to expose the students at GTH Rochester to science and engineering careers that will both inspire and challenge our young thinkers beginning at the kindergarten level. For this reason, we will use the Twig Next Generation Science curriculum to offer students skills such as evaluating data and defending evidence which is both valued in all careers.

Proposed Board Members

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

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

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

Board Roles are still To Be Determined-

1. Laura Smith: Has developed and implemented strategic initiatives in educational for over 20 years. In her current role as the chief operating officer of UnboundEd, a national K12 education non-profit that provides professional learning for educators and leaders, Laura leads day-to-day operations, finance and strategic planning and also serves as board secretary and treasurer. Previously, she was vice president of professional services for Amplify, and was an Assistant Commissioner at the New York State Education Department.

2. Joshua Wilcox B.S.: Is The Strategic Initiatives Manager at Foodlink. Joshua Grew up on westside of Rochester NY in the City's 19th Ward neighborhood. In his up bringing, Joshua witnessed the effects lack of access to healthy food and resources had on his family and community. Type 2 Diabetes, Prison bids, teen pregnancy, violence, Hypertension, and obesity to name a few, was all prevalent in Joshua's family and neighborhood. After struggling with his own health issues and succumbing to the streets Joshua ended up in prison serving 18 months for a weapons and drug charge at age 17. While he was away, Joshua decided he would dedicate his time and future career once released, to being a better asset to his family and community. Joshua graduated from The College at Brockport in May 2017 with a bachelor's degree in Public Health and has served on the board of the Anthony Jordan Foundation and currently serves as a member of the board for the Judicial Process Commission.

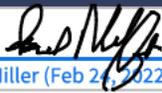
3: Dr. Rita Carol Gaither: From humble beginnings as a student at the prestigious New York City's Fashion Institute of Technology to numerous years of globe-trotting, Dr. Rita Carol Gaither's achievements are simply beyond measure. Besides her PhD in Leadership and Counseling, she derives extreme pleasure from connecting children and adults to their divine purpose. Dr. Gaither is an accomplished and distinguished motivational speaker. Her claim to fame is her mastery in rekindling favorable school attendance in truant students. Additionally, she's an Educator, Author, Business Leader, Minister, Community Activist, and Humanitarian.

4. Dr. Christine Richards is a Rochester native and a graduate of the Wilson Magnet High School in Rochester, NY. She attended Central State University in Wilberforce, Ohio where she received a Bachelor of Arts degree in Political Science and Criminal Justice; her Master of Education and Human Development was earned at the University of Rochester; her Certificate of Advanced Study in Educational Administration at the State University of New York at Brockport; and her Education Doctorate in Executive Leadership from St. John Fisher College. Dr. Richards serves as a new and excited Principal with West Irondequoit Central School District. She is the Vice President of the Gates Chili Central School District Board of Education and an Adjunct professor for Monroe Community College.

5. Dr. Joellen Maples: Prior to her appointment as interim dean and permanent dean, Maples served as an associate professor in the Department of Inclusive Education at Fisher, where she has worked since 2008. She provides numerous trainings in local school districts in the areas of culturally responsive teaching, critical literacy, and online teaching and learning. During her time at the College, she has been the recipient of the Dr. Mark Szarejko Faculty Information Literacy Award and the New York State English Council Educator of Excellence Award at the College Level. Maples earned a B.A. in English in 1995, an M.A. in curriculum and instruction in 1996, an Ed.S. in English education in 1998, and her Ph.D. in English education in 2008 from the University of Tennessee in Knoxville, Tennessee. She taught English, language arts, creative writing, and reading at the middle and high school levels for 11 years. Her research interests include exploring effective strategies for facilitating democratic dialogue and critical literacy through the reading of young adult literature and online discussion about literature.

Lead Applicant Digital Signature

Valid Digital Signature:


Paul Miller (Feb 24, 2022 20:17 EST)

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

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

2022-SUNY-RFP-Transmittal-Summary-Form_Updated

Final Audit Report

2022-02-25

Created:	2022-02-25
By:	Rebekah Stormm-Reitter [REDACTED]
Status:	Signed
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"2022-SUNY-RFP-Transmittal-Summary-Form_Updated" History

-  Document created by Rebekah Stormm-Reitter [REDACTED]
2022-02-25 - 1:13:40 AM GMT
-  Document emailed to Paul Miller [REDACTED] for signature
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Signature Date: 2022-02-25 - 1:17:23 AM GMT - Time Source: server
-  Agreement completed.
2022-02-25 - 1:17:23 AM GMT



GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

1- General Information

The Enrollment and Retention tabs contain pre-populated data based on the state's BEDS day records. Verify and make any necessary changes based on the school's records (see below for details).

Complete the form on the Discipline tab for the previous three academic years (if applicable).

2- Enrollment

All enrollment data should reflect BEDS day information. Data pre-populated by the Institute reflect each school's BEDS day information available in the state's Level 2 Reporting environment.

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities ("SWD") count even if they no longer receive services. SWD data pre-populated by the Institute only count students with SWD labels in each year's BEDS day information. The school should correct any mistakes in data reporting and/or supplement these numbers to include any student who was ever classified as SWD while enrolled at the school (if applicable).

Any student identified as an English language learner ("ELL") at any point of enrollment in the school should be included in the ELL count regardless of their current English language proficiency status. ELL data pre-populated by the Institute only count students with ELL labels in each year's BEDS day information. The school should correct any mistakes in data reporting and/or supplement these numbers by any ever ELLs (if applicable).

3- Retention

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day. Data pre-populated by the Institute are calculated based on the school's BEDS day information available in the state's Level 2 Reporting portal.

4- Discipline

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

Bedcode	School Name	School Year	Total Enrollment[1]	Number of	Number of English	Number of
010100860907	Green Tech Charter School	2017-18	356	22	0	252
010100860907	Green Tech Charter School	2018-19	338	19	0	220
010100860907	Green Tech Charter School	2019-20	358	13	1	245

Notes:

[1]All enrollment data should reflect *BEDS day information*.

[2]All SWD numbers should include students who received mandated services at some point of enrollment in the school even if that student is no longer receiving services.

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an ELL at the school.

Bedcode	School Name	School Year	Total Number of	Total Number of	Number of	Number of
010100860907	Green Tech Charter School	2017-18	294	222	15	7
010100860907	Green Tech Charter School	2018-19	299	215	21	15
010100860907	Green Tech Charter School	2019-20	276	205	15	9

Notes:

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

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

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

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an ELL while at the school.

Number of English	Number of English	Number of	Number of
0	0	181	134
0	0	221	154
0	0	189	137

Bedcode	School Name	School Year	Number of In-	Number of In-	Number of Out of	Number of Out of
010100860907	Green Tech Charter School	2017-18	236	115	92	40
010100860907	Green Tech Charter School	2018-19	223	129	79	37
010100860907	Green Tech Charter School	2019-20	103	55	85	40

Number of

3

5

3



R-01ac - Community Need and Proposed School Impact

Rochester is notorious for leading NYS in homicides. Poverty, drugs, and murder are unfortunately a staple associated and connected to what could be an amazing city. There are so many issues in Rochester, but there **aren't** many bigger issues than the poor education system which are failing students, specifically Black males. This school will serve approximately 475 young men of color by the time it grows to grade 6. GTR will start with up to 68 all boy kindergarteners in the city of Rochester. Each year GTR will add up to 68 more kindergarteners composed of 4 sections, no more than 17 students in a classroom.

Education is the greatest equalizer; if students were able to read and write and do math, and graduate high school, they would have a much stronger chance at a life without crime. Prisons are built based on 4th grade state assessment data; the goal of Green Tech Rochester (GTR) guarantees a different narrative. This Green Tech Rochester Elementary Charter School for boys will guarantee students leave with the necessary skills to be successful in middle school, high school, college, and beyond.

This undertaking will be a huge surmountable challenge due to Rochester, NY being called the third most dangerous city in America due to compiled crime data in 2019. Rochester receives this determination compared to all size cities in the US. Rochester is the third largest city in NYS, after New York City and Buffalo. Rochester's median income is around \$33,000.00 and its residents are made up of almost 60% Black and Hispanic people. The median income in the US is \$61,000, almost double that of Rochester. The Rochester economy employs approximately 90,000 people, however there are almost 210,000 people in the city. This translates to more people without employment opportunities than currently employed. A combined 60% of Black and Hispanic people in Rochester are living at or below the poverty line. Rochester is one of the poorest, most violent cities in the US. Poverty and violence have taken a toll on the education system as well.

Currently, upon review of RCSD's 2019 state report card data it shows that 44% of Black students received a 1 on the ELA State assessments, 57% on 4th grade, and 74% on 5th grade. Unfortunately, these large gaps in students' abilities to read and write are not happening all at once. Progressively, it is witnessed that the scores are getting worse over time. Inherently, demonstrating a large need for intervention at an earlier age. Children's ability to learn language acquisition begins as soon as they are born; however, strong research from Stanford psychologists suggests that children in poverty, by the age of 5 are often two years behind their more economically advantaged peers (Fernald, 2012). GTR will change this narrative by



beginning with students as early as possible. GTR is going to establish a partnership with a well-respected and nationally known preschool. GTR will create an environment where the preschool students will loop up to kindergarten to shorten the ability for deficits to occur.

GTR is going to enroll 68 Kindergarten students in the first year. Creating four sections of kindergarten with no more than 17 students in a section. GTR is not going to start with Kindergarten and First grade, due to the aforementioned research. The fact is that Rochester is an impoverished city and every year lost without a GTR education, based on current research, the gaps for reading, writing, and math increase significantly.

Green Tech Rochester Elementary Charter School (GTR) is a school that will change the lives and trajectories for young men in the Rochester community. This school will provide opportunities that have never been seen or achieved in the city of Rochester. Green Tech Rochester Elementary is a game changer which provides every scholar an opportunity to develop in a safe environment with the appropriate amount of rigor and support. Each scholar will exceed the standards and write their own standards for their future lives. This school is Pre-K through 6, with the ability to grow out through 12th grade. For the purposes of this proposal grades will be K-6. Students who attend GTR become the masters of their fate and captains of their souls. Their lives are opulent vessels for opportunity, because they received the education they need and desire.

The current impossible in Rochester is getting Black males to graduation. The problem is starting in elementary as the exorbitant number of students who cannot pass State exams due to inability to read, write, and do math on grade level. Rochester District report card shows that almost 75% of Black students scored 2 or less on Elementary state assessments. It was also shown that Black students are averaging a 1 overall on elementary State assessments. Right now, it seems impossible to ensure that students are on grade level by the time they reach middle and high school. This will be overcome and recreated by starting to educate young men differently at an earlier age. Additionally, an all-boys model significantly reduces the number of distractions boys face in a co-gender model. This single gender model lends to the ability to teach directly to the male brain. Success will be achieved by starting our rigorous programming as early on in our students' lives as possible. GTR will contract with a preschool program to co-design an academic model of success for young men of color. Students will learn how to read, write, and do math earlier to be prepared for kindergarten. Kindergarteners will be challenged in full day programs designed for the advancement of their academic and social emotional needs.

GTR is an opportunity to bring the success and systems of Green Tech Albany. The success of the Green Tech is primed and ready for duplication. GTR will equalize the opportunity for the youth of Rochester to receive a Just, Equitable education by setting a foundation rooted in research, theory, and practice.



The four foundational pillars of Green Tech are:

1. Building Relationships
2. The Delivery of Teaching and Learning
3. Usage of Data to Deliver Instruction
4. Accountability

Enacting each one of these pillars with specific core foundations will assure a Just and Equitable education for young men of color. School officials, teachers and parents will be taught how to improve their mindsets to embrace a "championship mentality." Diligently working to eliminate the so-called achievement gap.

Children need time and support to develop, especially when they face daily adversity. That doesn't mean to make excuses for them, nor to lower standards, but it does mean the traditional thought process of pass and fail needs to be revisited. Often urban children have so many factors of distress in their lives that school may not be a priority. They may not have slept, eaten, or have heat and hot water. If their basic needs are not being met, how can we expect children to follow the same guidelines of someone who is?

As educators we have to do things to level the playing fields in every, and all ways possible, if we want to make sure our kids succeed. Failure can no longer be an option. WE MUST DO BETTER. As an innovative organization GTR will ensure educational leaders, teachers, parents, and community members have the proper support systems in place for the children of the young men in the Rochester Community.

Program Impact

We are proposing a unique, community-rich and STEM infused K-6 charter school designed to serve students residing in the City of Rochester. The hope is to find a school on the east side of the city, but the west side may be in need as well, locally referred to as the "Fatal Crescent." In Rochester, the Fatal Crescent, or Crescent of Poverty, is composed of five neighborhoods which border the downtown area, with the city's highest population of Black, Latino, and immigrant residents, and is known for its high number of violent crimes, poor quality of health, low educational attainment, and high number of families living in extreme poverty¹. **Rochester's Academic and Budgetary Crisis.** The Rochester City School District ("RCSD") educates 25,017 students across 53 schools; 55% are Black or African American, 32% are Hispanic or Latino, 10% are White, and 3% are Asian or Native Hawaiian/Other Pacific Islander². RCSD has an ~90% FRL

¹ https://rocwiki.org/Crescent_of_Poverty

² <https://data.nysed.gov/profile.php?instid=800000050065>



rate³; 22% of students have disabilities; 15% are English Language Learners/Multilingual Learners⁴. Rochester has 13,202 children under the age of five⁵. RCSD students consistently perform below state averages on ELA and math assessments. In 2019, state assessment data shows RCSD grades 3-8 proficiency rates of 13% in ELA and 13% in math; 2018 proficiency rates were 11% in ELA and 13% in math⁶.

Figure I.C.1: 2019 RCSD Student Performance by Subgroup		
Student Subgroup	ELA	Math
All Students	13%	13%
Students with Disabilities	2%	3%
Multilingual/English Language Learners	3%	4%
Non-Economically Disadvantaged	32%	31%
Economically Disadvantaged	11%	11%

In September 2019, the RCSD Board of Trustees alerted state officials of a discrepancy in its budget following the 2018-2019 audit. RCSD had a \$30M deficit from 2018-2019 and was overspending by \$30 million dollars in the 2019-2020 school year’s budget as well, resulting in the resignation of RCSD’s Chief Financial Officer, 109 mid-year layoffs (December 2019), and strained relationship between RCSD, The City of Rochester Board of Trustees, and Rochester

³https://www.rcsdk12.org/coms/lib/NY01001156/Centricity/Domain/48/Board_of_Education_Presentation_01061_1.pdf

⁴<https://www.rcsdk12.org/Page/22>

⁵<https://www.census.gov/quickfacts/rochestercitynewyork>

⁶<https://data.nysed.gov/profile.php?instid=800000050065>



families⁷. In response, then Superintendent Terry Dade announced his resignation and the school board approved cutting an additional 315 staff members at the end of the 2019-2020 year, including reductions in Special Education and Arts programming and five school closures. Four of the five school closures are elementary schools located within the Northwest and Southwest Quadrants. Dr. Leslie Myers-Small has since fulfilled the role of Superintendent for the Rochester City School District and Dr. Shelly Jallow was appointed as the state monitor of the Rochester City School District⁸. Their efforts successfully navigated the RCSD through the many challenges in which they faced during the 2020-2021 school year, where schools were unable to fully open for all students due to the COVID-19 Pandemic. **Education in the Crescent.** Within the Northwest and Southwest Quadrants, there are currently 13 elementary schools; two of these - Dr. Walter Cooper Academy School No.10 and John Walton Spencer School No. 16 - are on the state’s receivership list.

Figure I.C.2: 2019 NYS ELA and Math Proficiency: Northwest and Southwest Receivership Schools

School	ELA	SPED ELA	MLL/ELL ELA	Math	SPED Math	MLL/ELL Math
Dr. Walter Cooper Academy No.10	16%	4%	8%	13%	2%	0%
John Walton Spencer No. 16	7%	0%	8%	7%	0%	0%

⁷ <https://www.rochesterfirst.com/news/education/how-rcsd-got-here-timeline-of-events-in-districts-budget-crisis/>.

⁸ <http://www.nysed.gov/news/2020/state-education-department-appoints-dr-shelley-jallow-monitor-rochester-city-school>



Kodak Park School No. 41, located in the Northwest Quadrant, was closed in 2018 due to lack of improvement despite receivership interventions⁹. As noted, the RCSD school board has approved closing four additional elementary schools within the Northwest and Southwest Quadrants for 2020-2021¹⁰. The remaining 11 elementary schools located in these Quadrants consistently perform below New York State proficiency averages, achieving between 9% and 23% proficiency in ELA and between 8% and 24% in math in 2019. There are three charter schools located within the Northwest and Southwest Quadrants. Uncommon Schools' True North Rochester Prep Elementary Charter School is the only school located within both quadrants; when compared to traditional public and charter schools, this school consistently performs above state proficiency averages in ELA and math, achieving 57% proficiency in ELA and 66% in math in 2019; Rochester Prep West Elementary is the highest achieving elementary school in the city, with 70% proficiency in ELA and 81% in math in 2019. Rochester is ranked first in the nation for children living in extreme poverty¹¹. Lead Applicant and Dr. Paul Miller was born and raised within the Northeast Quadrant and attended and graduated from RCSD; he has been a vital part of the educational team at Green Tech Charter Schools. We propose this school to ensure that the students of Rochester - especially those residing in the city have a quality elementary school option by ensuring access to rigorous curriculum within a values-based community and with a relentless focus on providing individualized supports, and which ensures within this model daily access to the arts that takes full advantage of our city's STEM resources and a relentless focus on providing the foundation for school, career, and life success for every child.

⁹ <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/>

¹⁰ <https://www.democratandchronicle.com/story/news/education/2020/05/07/rcsd-budget-goes-city-council-after-school-board-approval/5175234002/>

¹¹ <https://www.actrochester.org/tinymce/source//Census%20Update%202018.pdf>



C. Fiscal

Largest Enrollment District: ROCHESTER CITY SCHOOL DISTRICT

A	B	C	D (B x C)	E	F (D + E)	G	H (F /G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School from District	* Total General Fund Operating Budget for ROCHESTER CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2023 - 24)	68	13,995	951,660	47,930	999,590	986,100,909	0.101%
Year 2 (2024 – 25)	136	13,995	1,903,320	87,500	1,990,820	986,100,909	0.202%
Year 3 (2025 – 26)	204	13,995	2,854,980	140,000	2,994,980	986,100,909	0.304%
Year 4 (2026 – 27)	272	13,995	3,806,640	201,500	4,008,140	986,100,909	0.406%
Year 5 (2027 – 28)	340	13,995	4,758,300	288,000	5,046,300	986,100,909	0.512%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:

2021-22 RCSD Adopted Budget



R-02ab - Addressing Need

Rochester is one of the poorest, most violent cities in the US. Poverty and violence have taken a toll on the education system as well. According to the 2012 Schott Report, Rochester graduated 9% of its Black male students. Recently, Rochester City Schools (RCSD) has seen some improvements in graduation rates, however, just under 40% of students are still not graduating from the RCSD. This school will be designed to support all students' needs, not to condemn, but to partner with the RCSD, Charter Schools, Colleges, Businesses, and the Community. Rochester is a city in desperate need of change, specifically focusing on the element of education: it has the opportunity to change every child's life, by providing them opportunities to be excellent.

GTR will be an educational change organization that will provide high quality educational opportunities through established best practice methods. All young men, specifically Black and Brown young men in Rochester, will have the ability to graduate from high school, be college ready, have careers, and the opportunity to take care of themselves and their families due to their robust education rooted in a primary foundation like no other.

GTR is found on Collective Teacher Efficacy. Leaders will lead and teachers will lead as well. This is an organization that molds students to do things differently than they have ever done before, but teachers will have to do the same thing. Teachers will be expected to do more than they ever have had to do, because they will get more than they ever got from their students. This means that leadership is going to model the way with their work ethic and ability to use the systems that Green Tech has built utilizing key elements of success.

Vision

Green Tech Rochester (GTR) students are the masters of our fate and captains of our souls. Our lives are opulent vessels for opportunity because we received the education we need and desire.

Mission

Green Tech Rochester Elementary (GTR) is a school that will change the lives and trajectories for young men in the Rochester community. GTR provides opportunities that have never been seen or achieved in the city of Rochester. Green Tech Rochester Elementary is a game changer, which provides every scholar an opportunity to develop in a safe environment with the appropriate amount of rigor and support. Each scholar will exceed the standards and write their own standards for their future lives. This school is Pre-K through 6, with the ability to grow out



through 12th grade. Green Tech Rochester Elementary for boys will guarantee students leave with the necessary skills to be successful in middle school, high school, college, and beyond.

Values

Integrity, Intellect, Initiative, Ingenuity

School Philosophy

Green Tech Rochester (GTR) Elementary Charter School was founded on the belief that all students are capable of developing the skills, motivation, and perseverance required to prepare them to complete college. Well-taught classes, combined with 1-on-1 attention and a positive culture, can allow all students to become college-ready.

Culture

Green Tech Rochester is committed to creating and maintaining a culture that is conducive to an effective learning environment. An effective learning environment is one where the Core Values of the Organization are non-negotiable. The Green Tech High Charter School Code of Conduct is constructed exclusively upon the following non-negotiable student expectations:

ALL GREEN TECH STUDENTS MUST:

1. Attend school daily.
2. Respect all members of the Green Tech Rochester community.
3. Focus on learning.
4. Arrive on time to each class.
5. Follow every aspect of the student code of conduct (including dress code).
6. Come to school prepared to work each day.
7. Complete all assigned homework to the best of his ability and the expectation of the instructor.
8. Respect the building and all community property.
9. Turn off and put away all electronic devices before entering the school.
10. Maximize effective use of time each day

Key Elements:

Green Tech Charter Schools' foundational and first pillar of success is cemented in building relationships with children. Research supports that forming strong relationships will improve students' motivation to learn, create safe spaces and new pathways for learning, and open



avenues for improved behavior¹. Often students who come from marginalized impoverished backgrounds such as Rochester, NY, must deal with various levels of trauma. Trauma may often cause students to feel threatened and act out differently than their counterparts with different experiences. Psychologically building a relationship with students can lower the students' defensive walls, therefore making it more probable that focused learning can take place. In *Relationships Matter: Linking Teacher Support to Student Engagement and Achievement*, Adena Klem suggests that student achievement is correlated with how engaged teachers are with students in developing a purposeful rapport².

Green Tech Charter Schools emphasize eliminating the status quo while building relationship by:

- 1). Developing clear, but high consistent expectations (Fair isn't always Equal).
- 2). Schools need high expectations, high support, high structure, and Enthusiasm.
- 3). If you're going to challenge the process, you've got to know your content (all Staff).
- 4). Just because it's how you did it, or it was done to you, doesn't make it right.

Pillar 1: Relationship Building - is about building purposeful systems, through intentional professional development, (educating to the urban child, cultural competence, white privilege, meaningful readings, homework and dialogue), to break down bias and barriers, to build empathetic educators, which then is used to move from theory to practice. Green Tech has demonstrated success by implementing advisory programs with students, parental communication and contacts, culture building, community service, lyceums, character development programs which are all developed through the lens of Warmth – Care for and the ability to accept students for who they are, Empathy – Understanding how your students think and feel, and Time – Taking the time to be mentally and physically there for them. Being present.

Equally important to laying a rich foundation in relationship building is Green Tech Charter Schools high focus on implementing rigor academically, while homing in on the delivery of teaching and learning.

¹ Trynia Kaufman, "Building Positive Relationships with Students: What Brain Science says," Understood.org, Accessed February 3, 2022, <https://www.understood.org/articles/en/brain-science-says-4-reasons-to-build-positive-relationships-with-students>

² Adena Clem and James P. Connell, "Relationships Matter: Linking Teacher Support to Student Engagement and Achievement," *Journal of School Health*, 2004.



Pillar 2: Delivery of Teaching and Learning -

We commit to immersing students in grade level curriculum across all content areas as we know that having access to rigorous curriculum is the right of all children. Our curriculum choices, also across all content areas, are research-based, meet the New York State Next Generation Learning Standards (“NYSNGLS”), and have proven to support student achievement in high performing schools with similar populations. Through rigorous curriculum choices and effective instructional practices, we educate students to think critically and develop the problem-solving skills necessary for building a strong foundation in literacy and mathematics. For children growing up in poverty, and as we anticipate with 90% of our incoming students, literacy deficits begin before the start of kindergarten as those children are exposed to approximately 30 million fewer words than their more affluent peers³. A strong literacy foundation must be built in the early elementary years before there is a transition from learning to read in kindergarten through third grade, to reading to learn in fourth grade and beyond⁴.

If not, approximately half of fourth grade curriculum, across all content areas, will be inaccessible for students who are reading below grade level. Indeed, third grade reading levels are indicators for access to future opportunities including high school graduation⁵, entrance and success in college, and career choice. Our intention is to build a solid literacy foundation, essential for our students’ future successes. Our small group literacy rotations ensure that students receive targeted instruction in all literacy domains. Isolating literacy components has proven to be successful at high performing charter schools including Springfield Prep, RISE Prep Mayoral Academy, and Rochester Prep, and has been adopted by such ambitious schools as Ivy Hill Prep. While this model supports the growth of all students, it is essential for our MLL/ELL and SPED populations as extended instruction in small groups permits individualized supports critical for their learning. In math, students sharpen problem-solving skills through direct instruction lessons, inquiry-based lessons, and Cognitively Guided Instruction. Students explore mathematical concepts, independently solve story problems, present strategies and thought processes, and engage in whole class discourse on their conceptual understandings.

Comprehensively, our academic program requires students to think critically, analyze, question, problem solve, explain, and apply knowledge flexibly. Teachers are consistently supported through a three-week summer intensive, weekly professional development, and weekly observations paired with live coaching and feedback meetings. This model of instructional coaching is proven to aid teachers’ development, and in turn, supporting students’ academic success at multiple high performing charter schools, including RISE Prep Mayoral Academy,

³ Anne Fernald, Virginia A. Marchman, and Adriana Weisleder, “SES Differences in Language Processing Skill and Vocabulary are Evident at 18 Months,” *Developmental Science*, March 16, 2013.

⁴ Leila Fiester and Ralph Smith, *EARLY WARNING! Why Reading by the End of Third Grade Matters*, The Annie E. Casey Foundation, 2010.

⁵ Donald J. Hernandez, *Double Jeopardy: How Third Grade Reading Skills and Poverty Influence High School Graduation*, The Annie E. Casey Foundation, 2012.



Purpose Prep, and Uncommon Schools' Rochester Prep West Elementary. As the "purpose of instructional leadership is not to evaluate teachers but to develop them," fostering teachers' growth by following Bambrick-Santoyo's *Get Better, Faster*⁶ and Lemov's *Practice Perfect* models⁷ and with direct support from both authors/educational leaders is also essential.

Green Tech Charter Schools currently utilizes the following best practices to achieve high levels of engagement during teaching and learning:

- Backwards by Design
- Unified Planning Format
- Standards Based
- Differentiation
- Various Learning Styles
- Total Participation Techniques
- Classroom Management
- Accountable Talk
- Teach Me Too
- Unified Grading
- Rituals and Routines
- Teach Like a Champion
- FUN and Creativity
- Hands on Engagement
- Student Centered Learning
- Culturally Relevant

We drew inspiration from successful BES Charter schools such as RISE Prep Mayoral Academy (Woonsocket, RI) and others of its kind across the nation. RISE Prep's founder was a founding teacher, instructional coach, and summer academy director at Rochester Prep West Elementary for six years, the only NYSED Recognition School in Rochester 2018-2019⁸.

Pillar 3: Data to Inform Instruction -

Improved student outcomes equals improved student performance GTR will model current practices utilized by Green Tech Charter Schools. GTR will focus on the following key areas as suggested by Bernhardt⁹. **Student Learning:** Measures that help us understand how students are performing and what students are learning as a result of instruction. These include Tests, Student work, Student Failures, and Observations. "These data help schools see their current

⁶ Paul Bambrick-Santoyo, *Get Better, Faster: A 90-Day Plan for Coaching New Teachers*, Jossey-Bass, 2016.

⁷ Doug Lemov, Erica Woolway, and Katie Yezzi, *Practice Perfect*, Jossey-Bass, 2012.

⁸ <https://patch.com/new-york/rochester-ny/rochester-prep -recognized-new-york-state>

⁹ Victoria L. Bernhardt, *Data Analysis for Continuous School Improvement*, Routledge, 2018.



student results and help schools to pinpoint those students who are succeeding academically and those who are not (Bernhardt).” GTR will use **Demographics**: The statistical characteristics of a population, such as the: Number of students in a school, Number of students with special needs, Number of students requesting free or reduced-price lunches, Percentage of students by ethnicity to provide context of how things may change over time. It will be very important for GTR to collect ongoing data on **Perceptions**: Information that reflects opinions, views and satisfaction of key shareholders, such as: Students, Staff, Parents, and Community members. Green Tech Charter Schools currently maintains communication with all stakeholders to utilize feedback for improvement. Lastly, **School Process**: School processes are the procedures and policies, organizational structures, and sequence of activities used by a school to impact educational services, such as curriculum, instruction and assessment, staffing patterns and professional development plans, and referrals to special education. School process is an ongoing ever-changing process that needs consistent assessment in order to meet the needs of the students. The data collected must be used to support teachers and students. The data can be utilized to set goals for struggling students who need personal learning plans, who are excelling, need targeted instruction, and are at risk overall.

Pillar 4: Accountability - Accountability is the key of holding all the pillars strong. In order for accountability to be held at GTR, there must be: Transparency = Authorization, Buy in= Collaboration and Participation, Monitor, Evaluate, and Share, Coaching and Caring, Honor and Discipline. Organizations exist to achieve established goals, in this case, the goal is to ensure the young men of Rochester receive the education they need and desire. Rochester has knowingly lacked accountability in education, measured by their continuous poor performance. In order to hold GTR accountable, close consistent oversight must be provided for all ritual, routines, and procedures, all instructional and student management, and leadership. Some of those specifics that fall under those categories are student and employee handbooks, procedures and policies, teacher feedback cycles of coaching, observation, and evaluations, staff leadership reviews, and yearly improvement plans.

Additional Imperative Key Design Elements

Culturally Relevant Curriculum and Pedagogy - Books, curriculum maps, and teaching will all be mandated to be infused with material that is relevant to the population the education system is serving.

Adequate Training for Leadership and all Staff - All staff will have to attend a mandatory two-week training that will prepare them to educate in a way to achieve desired results. Additionally, there will be ongoing mandatory professional development and weekly coaching built into the educational program.

College to Career Readiness - Students must be exposed to all necessary aspects of high school to college preparation, including dual enrollment, however, career readiness must be built into



the program as well. Career readiness should include vocational items which will enhance STEM initiative and lifelong learning in preparations for careers, before and after college.

STEM - Science, Technology, Engineering, and Mathematics must be infused in all programming, but done through real world experiences, such as using Paxton and Patterson Curriculum.

Socio-emotional Development - Character Development for Staff and Students

- League of Extraordinary Gentlemen
- Lyceum, Frats
- Advisory
- Personal Academic Review (PAR)
- Orientations

Mentorship/Internships/Community Engagement

- Understanding eliminates fear
- Authentic interest creates opportunity
- Make an effort to understand the community's viewpoint about you and the school
- Create partnerships that create work and mentoring opportunities
- LIBTYFI (Leave it better than you found it)

Community Service - Mandatory Community Service

- Random Weekend of Kindness
- Pay It Forward
- Neighborhood Clean Up
- Entrepreneur Programs
- Community Partnerships
- Speaker Days
- Internship Programs
- Parent Community Service

Built In Interventions - Intentional Interventions showing high level of expectations, with a high level of care, and support

- RAZE UP (Remove all Zeros Effectively)
- Food Programs
- Longer Hours
- After School Support
- Clubs
- Student Code of Conduct
- Merit/Demerits,



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- Recognitions
- RTI



R-03ad - Proposal History

Applicant Info:

Dr. Miller holds an Ed.D in Executive Leadership and a Masters of Education Administration both from St. John Fisher College. He also has a Bachelor of Science in Physical Education and Teacher Cert. from SUNY Brockport. Dr. Miller has 22 years in the Urban Public Education system; specializing in school redesign and reform, creating effective change for schools through collaborative missions, visions, and teamwork. Dr. Miller has been successful at Green Tech for the past 10 school years with stellar results, more than doubling the graduation rates recognized by the State of New York for Black males. Graduation rates averaging 95%, 100% acceptance to college, and upwards of 15 million per year in scholarship money.

While in his current role as CEO of Green Tech he started, built, and oversaw, a fully donated, full-service Barbershop, Construction Tech Lab, and Music Studio. He also located, negotiated, and renovated an 84,000 sq ft building and turned it into the current school. Green Tech (GTH) was not able to achieve a \$500,000-dollar amount in a credit card upon his arrival, however, GTH has purchased the building for 3.5 million dollars. There showing Dr. Miller's acumen as an educator and a savvy businessman.

Currently, Dr. Miller is also the CEO of Urbane Education Alterations and is working to help schools in America improve their graduation rates. Additionally, Dr. Miller has over 10 years of executive experience as Director of Operations for Team E Foundation, a not-for-profit organization in Rochester, NY. Dr. Miller has been successful at operating and organizing all aspects of one of the nation's largest cash paying streetball basketball tournaments, which raises funds to provide full tuition scholarships for inner city youth who deserve a second chance.

Dr. Miller was nominated and accepted to join the Southern Christian Leadership Conference (SCLC) an international civil rights organization, as a council member for the Next Generation Leadership Council. He is working to improve youth issues throughout the country and on an international level. The NAACP recognized Dr. Miller by awarding him with their "Living Legend" award in 2017. In 2015, Dr. Miller was recognized by Israel AME Church and received their Men of Honor "Man of the Year" (2015), also he was nominated By Congressional Representative (CHCI) as Top 20 Educators in the Country (2015), St. John Fisher College Distinguished Leadership Award (2015), and Kappa Alpha Psi Distinguished leadership Award (2015.) Dr. Miller was recognized in 2012 by the City and the County of Albany as a Man of Valor, and as one of the top 40 under 40 Top African American Leaders in Rochester (2011).



Additionally, Dr. Miller has made appearances on national television, local news stations, and colleges as a guest panelist with an expertise in education and changing mindsets for Black and Brown youth. Dr. Miller wrote two books which are published by Chalfant-Eckert publishing, a nationally recognized publishing company. The first book is called *Cyberbullying: Breaking the Cycle of Conflict* and the second one is *We Need to Do Better: Changing the Mindset of Children through Family, Community, and Education. This Year No More Failures*. Both books aim at taking an action-based approach to breaking negative cycles within the urban community, in order to improve the quality of life for children. Dr. Miller has completed his third book and is looking to release it later this year titled “Good Me, Bad Me, Bettering Me”.

Dr. Miller proclaims that his biggest professional accomplishments are when students graduate and walk across the stage towards an adult life filled with potential success, unhindered by societal woes, because they have an education. Dr. Miller takes pride in knowing he played a part in their lives and began a cycle of paying it forward for future generations. He said the best feelings arise when students, who may not have previously seen the light at the end of the tunnel, wake up and not only become productive, but are now willing to help others become productive as well.

Proposal History:

Dr. Miller is a Rochester native and has personally witnessed the struggles in education for young men of color within Rochester. This prompted a call to action to provide a different option. Green Tech Charter School has been successful for the last 14 years. Dr. Miller has led the success for the last 10 years. Green Tech Charter Schools in Albany has developed systems that work for young men of color and is dedicated to sharing these practices to support multiple communities in NYS. Dr. Miller has solicited the help of his Green Tech instructional team, Dr. Andrea Lowe, Dr. Kim Davis, and Dan Pasek from Pasek Consulting to ensure that GTR becomes a reality. Dr. Lowe and Davis are curriculum and instructional experts who have almost 40 years of combined experience. Research is being conducted currently in combination with best practices from Green Tech Albany to produce the best and most effective outcomes for elementary aged students in the Rochester community.

List of Founding Team Members:

Dr. Paul Miller: Dr. Miller holds an Ed.D in Executive Leadership and has 22 years in the Urban Public Education system; specializing in school redesign and reform, creating effective change for schools through collaborative missions, visions, and teamwork. Dr. Miller has been successful at Green Tech Charter School for the past 10 school years with stellar results, more than doubling the graduation rates recognized by the State of New York for Black males,



upwards of 94%. The first book is called *Cyberbullying: Breaking the Cycle of Conflict* and the second one is *We Need to Do Better: Changing the Mindset of Children through Family, Community, and Education*. Both books aim at taking an action-based approach to breaking negative cycles within the urban community, in order to improve the quality of life for children. Recently, the Albany, NY chapter of the NAACP recognized Dr. Miller by awarding him with their “Living Legend” award in 2017.

Dr. [Andrea Lowe](#):

Dr. Andrea Lowe is a native of Memphis, TN. After attending the University of Memphis and receiving a degree in Elementary Education, she left the United States for a bigger adventure. Dr. Lowe moved to Shen Zhen, China, where she became an English as a Foreign Language teacher. Once she completed serving the Chinese community in language and cultural issues, she returned to the United States to receive her Masters of Arts in Education, a teaching certification in English as a Second Language, an education administration certification, and a doctorate in Educational Leadership and Policy Studies. Dr. Lowe’s experience in education has lasted 25 years; servings school communities as an elementary teacher, an English as a Second Language teacher, a Title One Facilitator, an Assistant Principal, and a Dean of Students, all in the Memphis, TN area. Dr. Lowe relocated to the state of New York, where she served as an elementary school Principal, and she is now serving as the Director of Instruction and Program Development.

Dr. Lowe specializes in turning-around low performing schools with her expertise in pinpointing gaps in school instructional systems and devising a plan for school repair. Dr. Lowe is also a highly sought professional development facilitator on instructional planning that renders high academic student achievement.

Dr. Kim Davis:

Dr. Kimberly Davis is currently serving in the capacity of Instructional Facilitator. She obtained a Bachelor of Science in Biology; a Master of Arts in Secondary Education; and a Doctorate in Organizational Leadership with an emphasis in Organizational Development. Dr. Davis has 12 years of experience in the field of education. Throughout her career in education, she served disadvantaged scholars at the middle and high school level in Tennessee, Arkansas, and New York. Dr. Davis now serves as an Instructional Facilitator in New York.

Throughout her career, she has received recognition for her ability to improve student academic achievement. Dr. Davis’ passion for education is fueled by her effectiveness in



increasing student academic achievement through her expertise in effective planning and implementation of best practices. She specializes in identifying gaps in instructional preparation and delivery and then formulating a plan that emphasizes appropriate planning methods, effective methodologies, and rigor driven teaching strategies.

Concurrent Proposals:

NONE



R-03e – Letters of Justification

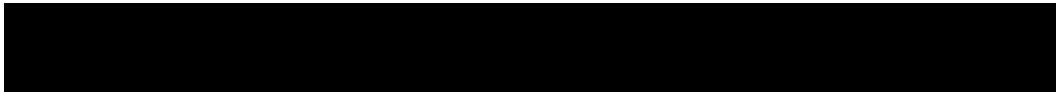
The request is not applicable.

R-03f – Founding Team Resumes

This response includes the following resumes incorporated into the text:

- Dr. Andrea Foxx-Lowe
- Dr. Paul Miller
- Dr. Kimberly S. Davis

Dr. Andrea Foxx-Lowe



I am a dedicated, resourceful professional with proven ability to create and monitor policies and practices that promote an ultimate learning environment.

QUALIFICATIONS

- Over 20 years' experience in Educational Instruction, Curriculum, and Leadership
- Endorsement in Administration and Supervision
- Teacher Certification for Elementary Education 1-8
- Teacher Certification for English as a Second Language (ESL) K-12
- Experience working in Federal Program's Title III & Title I
- Exceptional history in administering professional development workshops



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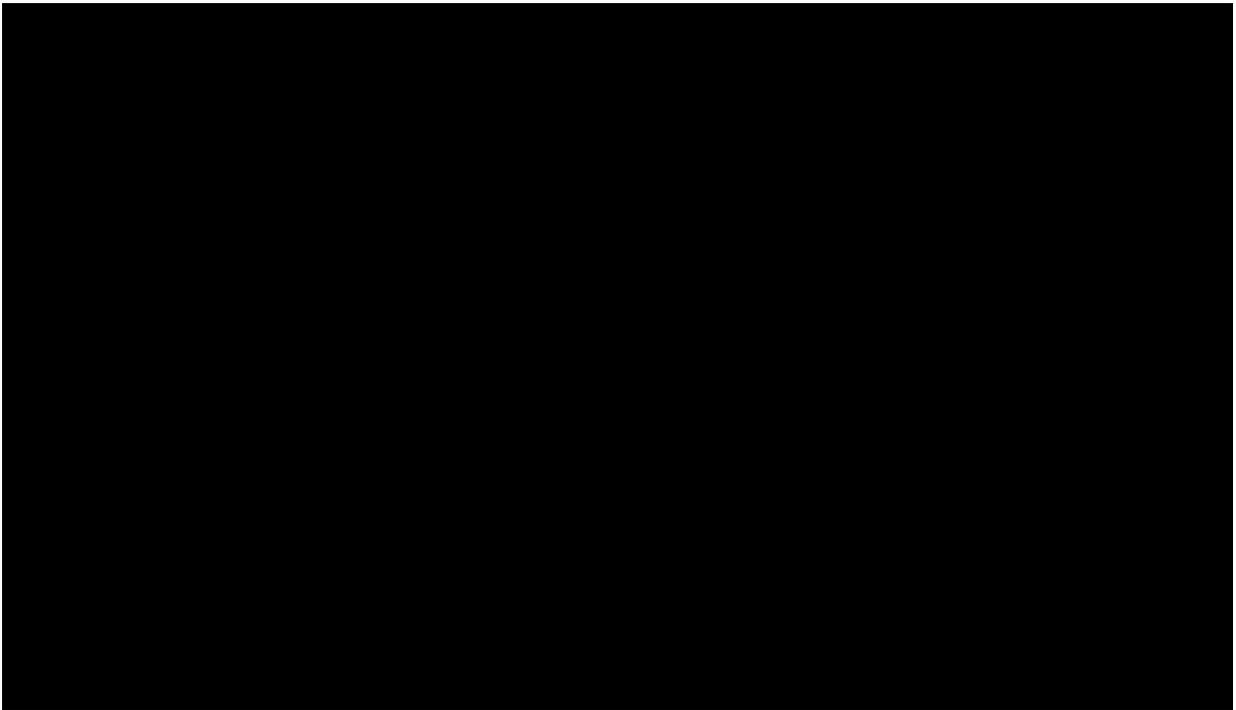
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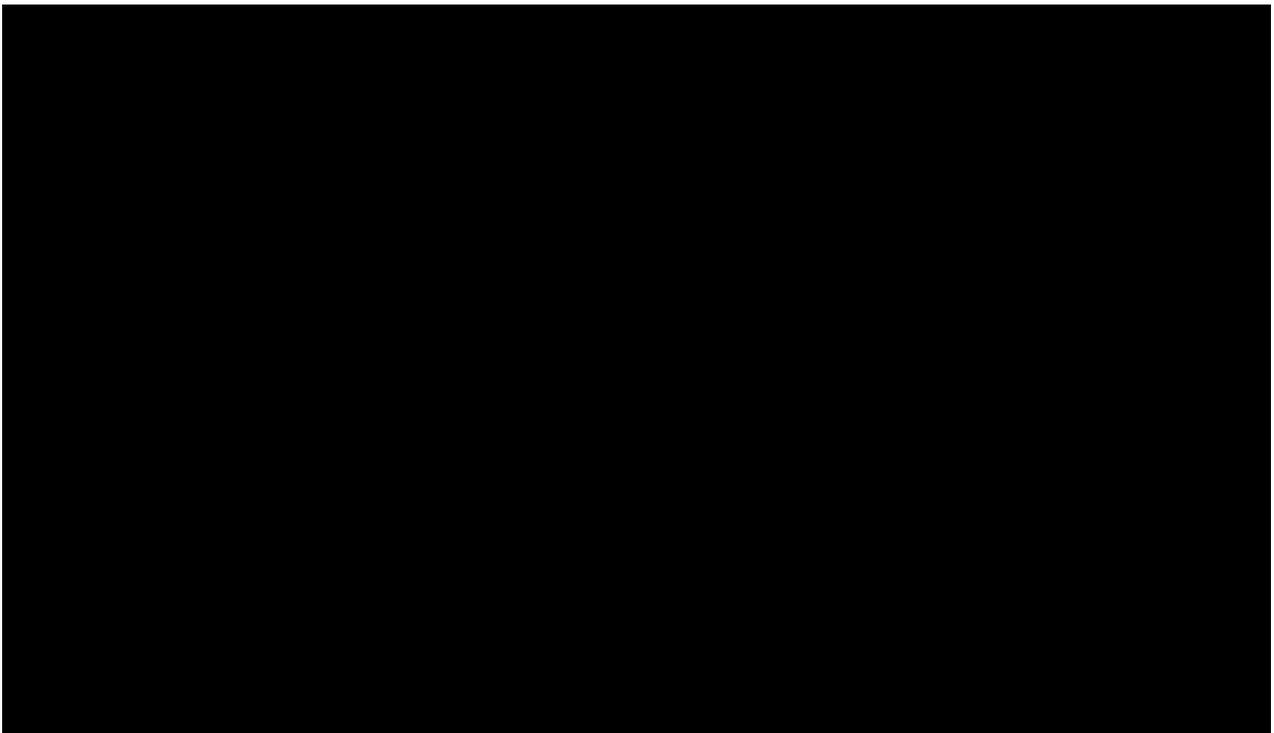
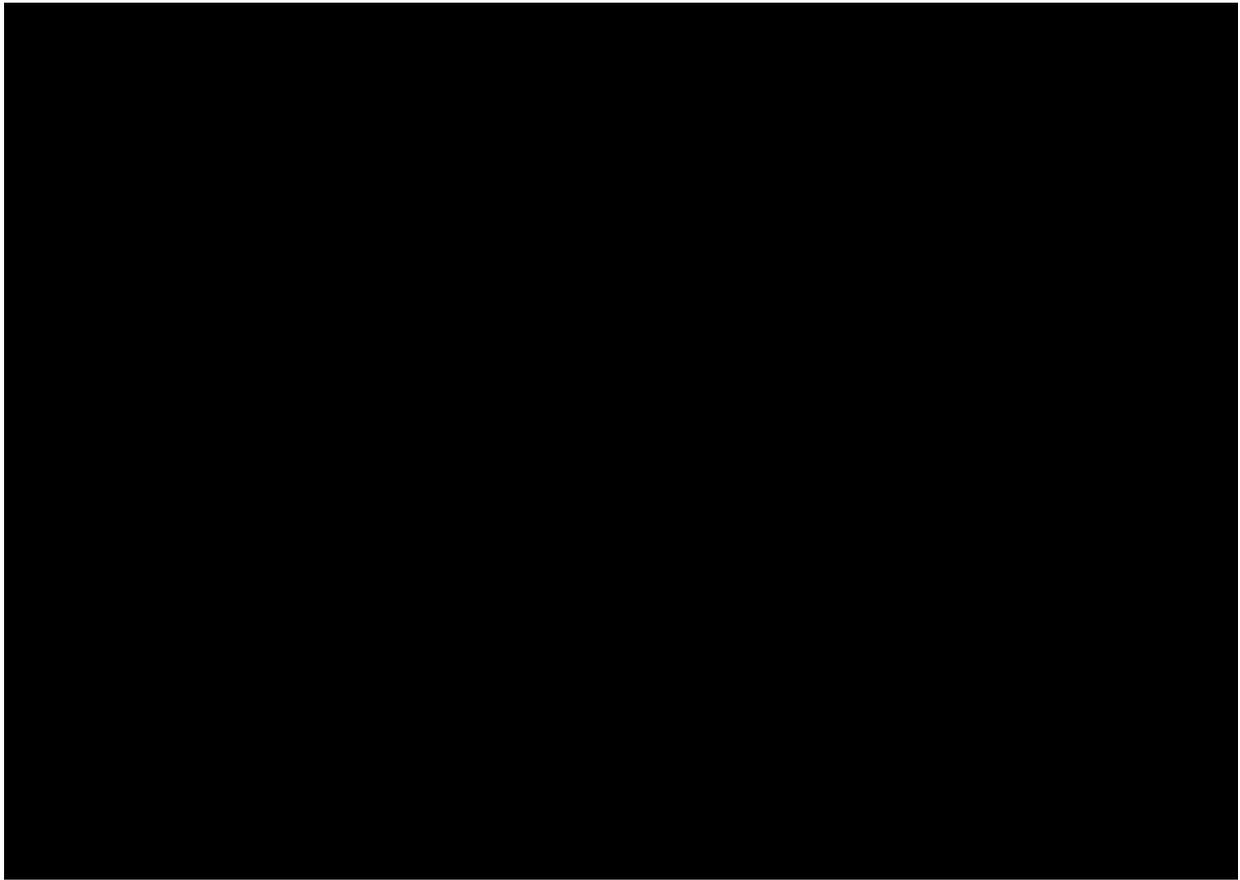
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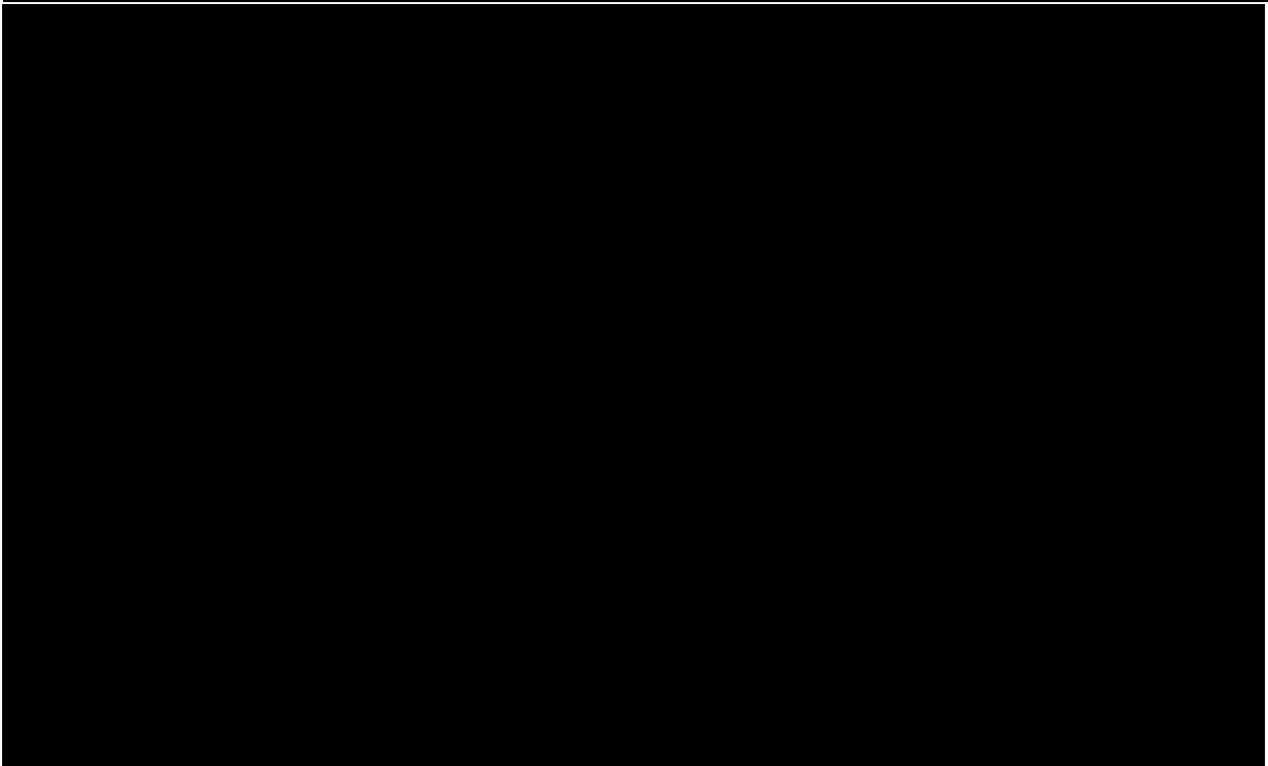
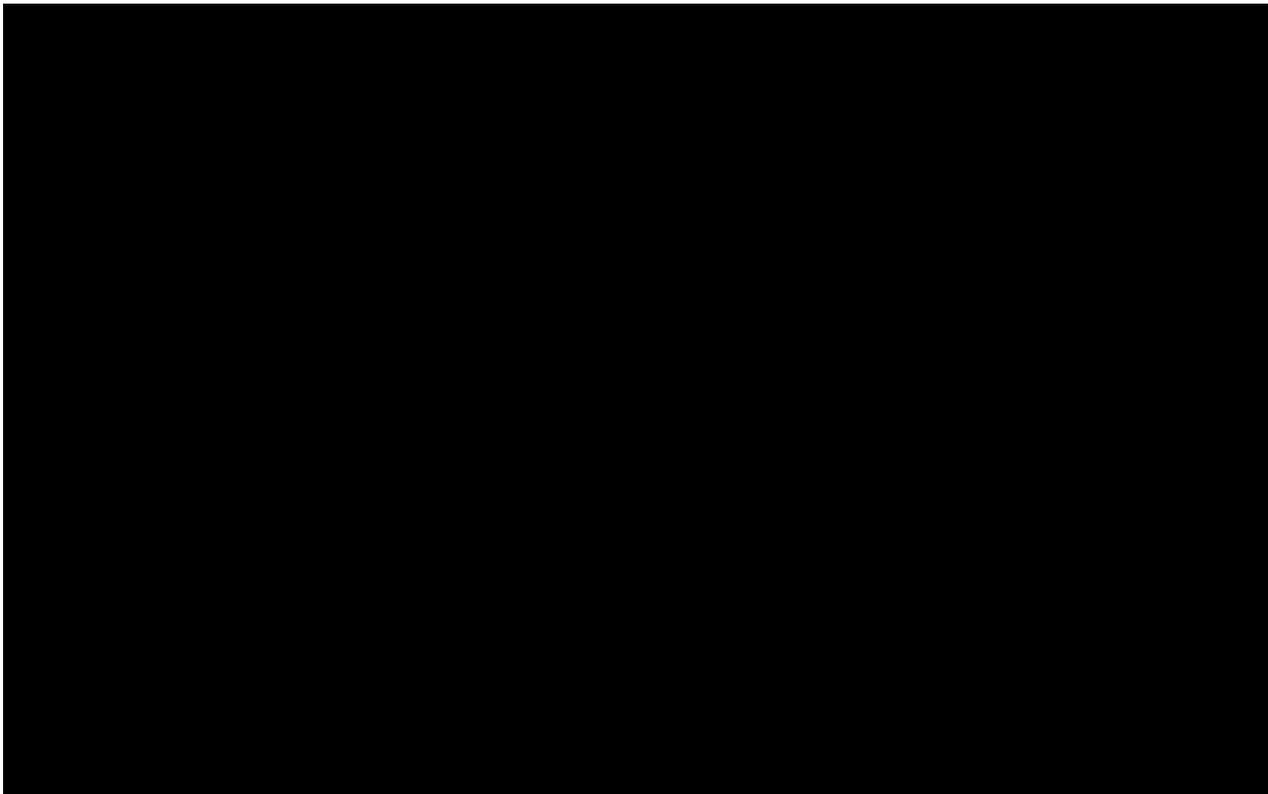
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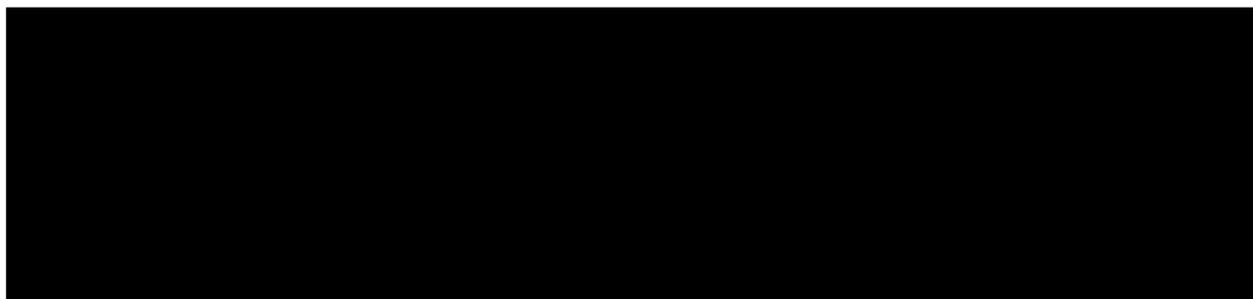


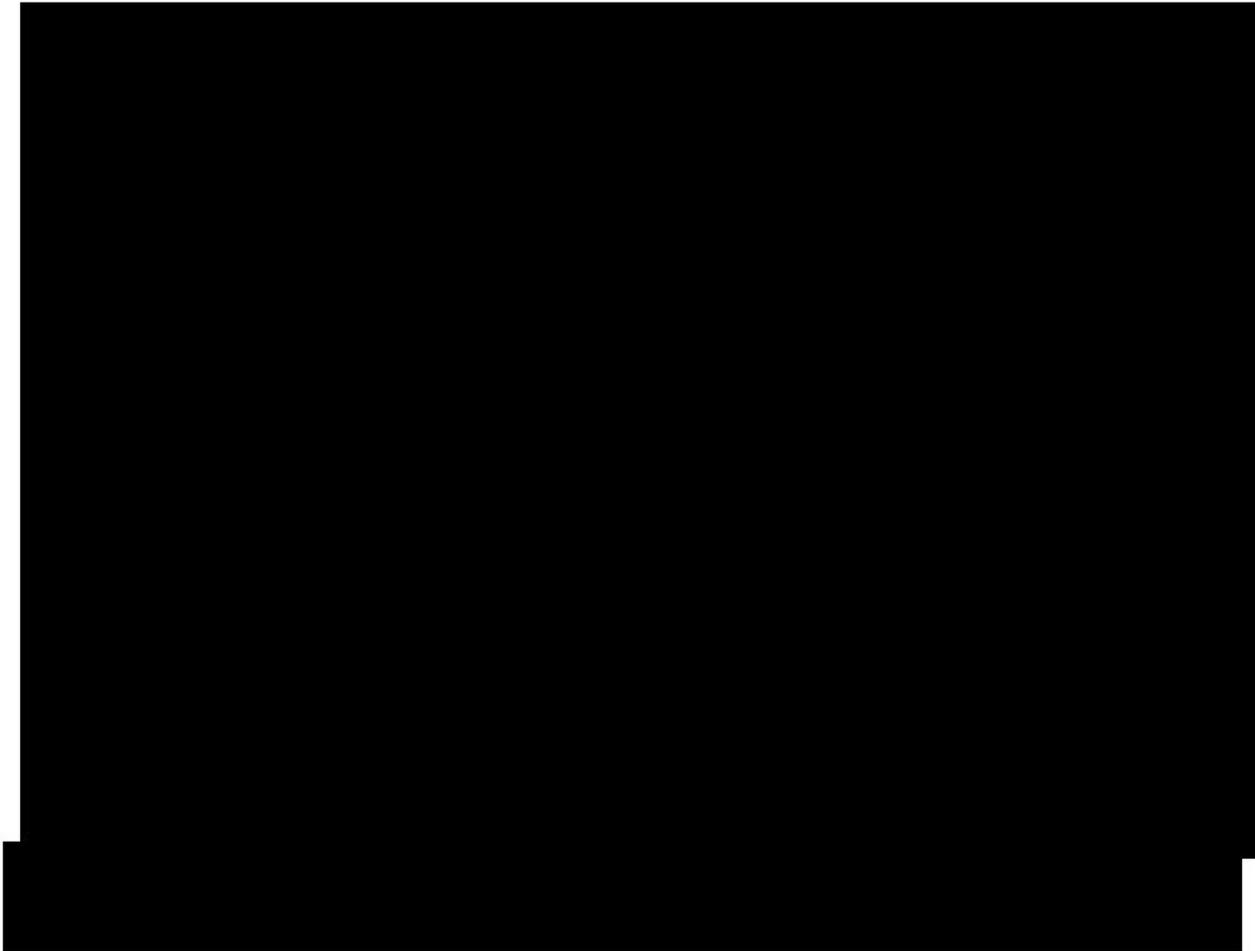






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EDUCATION

DOCTOR of EDUCATION

University of Memphis, Memphis, Tennessee

December 2012

CERTIFICATION as a BEGINNING ADMINISTRATOR

University of Memphis, Memphis, Tennessee

January 2007

CERTIFICATION in ENGLISH as a SECOND LANGUAGE

University of Memphis, Memphis, Tennessee

December 2004

MASTER of ARTS in EDUCATION



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Cumberland University, Lebanon, Tennessee

May 2004

BACHELOR of ARTS in ELEMENTARY EDUCATION

University of Memphis, Memphis, Tennessee

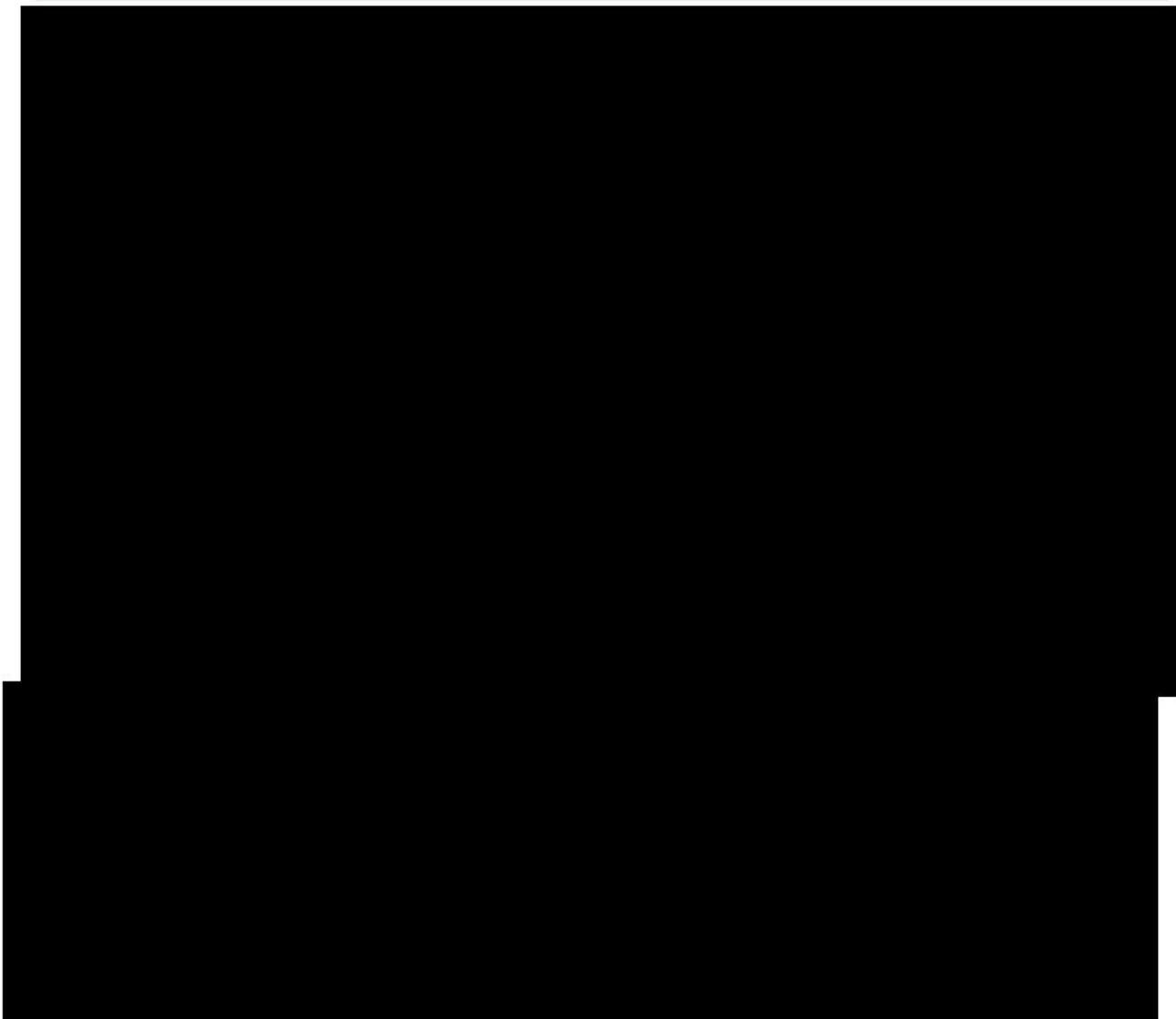


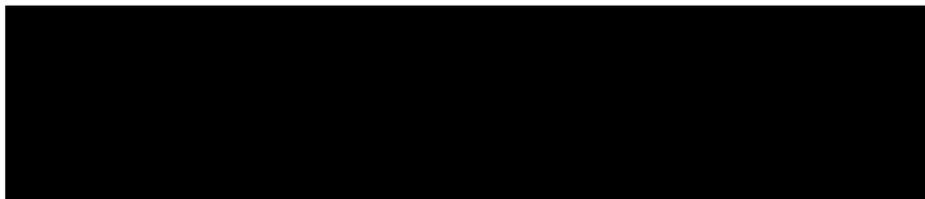
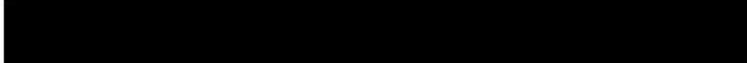
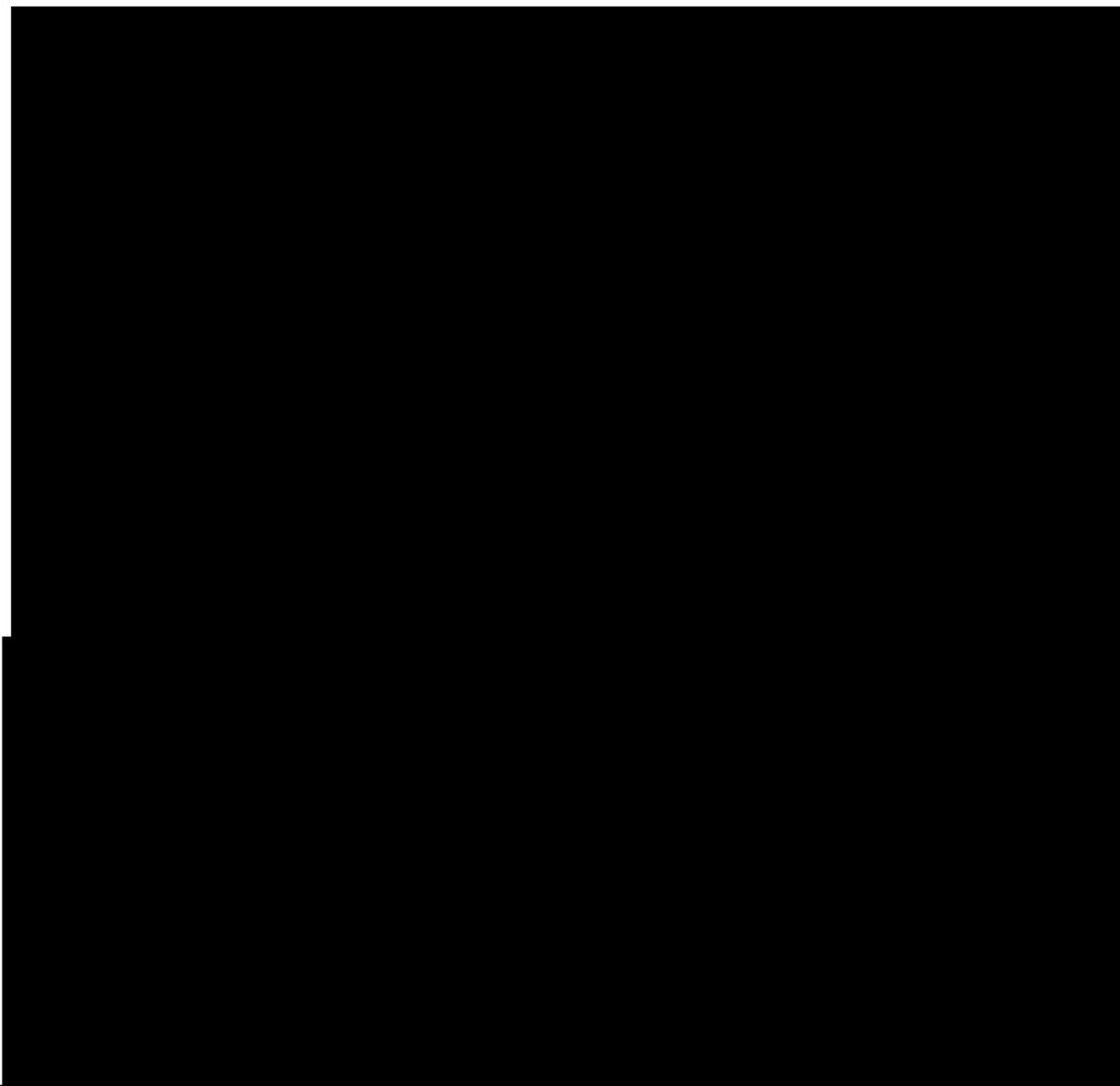
DR. PAUL MILLER



Executive Profile

Current CEO and Principal for Green Tech High Charter School (GTH). According to the Schott Foundation (2012), 37% of Black males graduate high school within New York State. GTH is composed of over 97% Black males, with 87% of the population meeting the low income free/reduced lunch status, however, GTH has had 100% rate of college acceptance every year, and over 95% graduation rate. www.PaulMillerEdD.com





Education

St. John Fisher College, Rochester, NY



Ed. D in Executive Leadership December 2011

GPA 3.78

St. John Fisher College, Rochester, NY

MS.Ed Educational Administration May 2005 GPA 3.75

SUNY Brockport, Brockport, NY

BS Physical Education, Teacher Certification May 2000

GPA 3.2

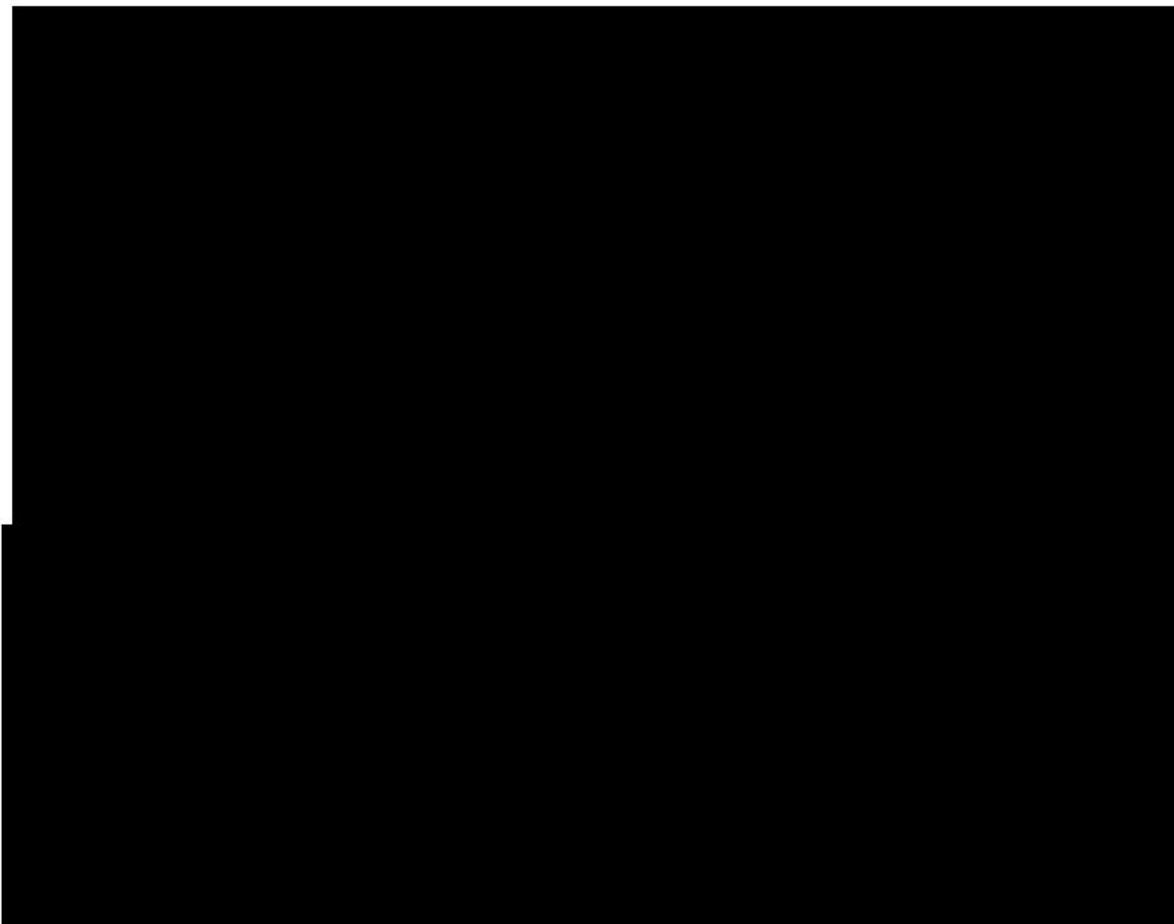
School without Walls High School, Rochester, NY June 1996

GPA 3.5





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Dr. Kimberly S. Davis, EdD



Education

Grand Canyon University, Phoenix, AZ

EdD, Organizational Leadership w/Emphasis in Organizational Development

April 2022, confirmed graduation date

Grand Canyon University, Phoenix, AZ

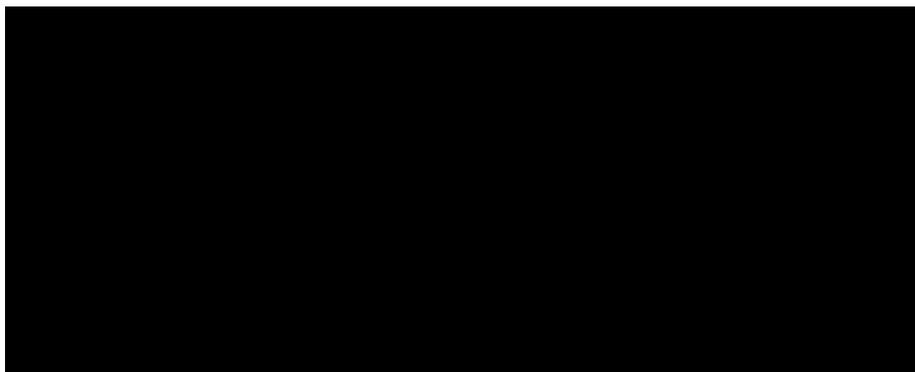
MAEd, Secondary Education

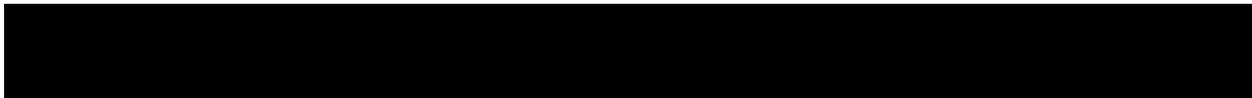
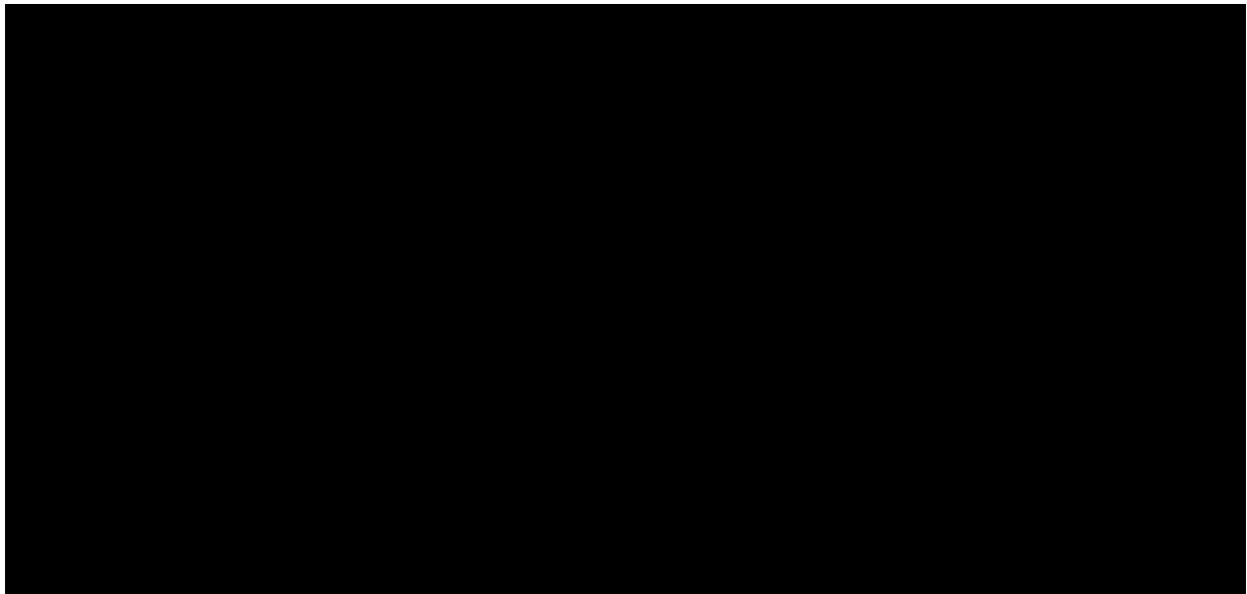
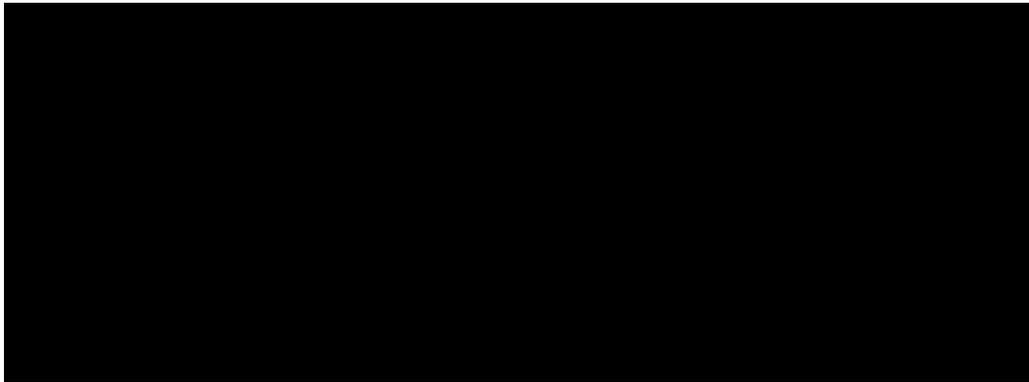
September 2011

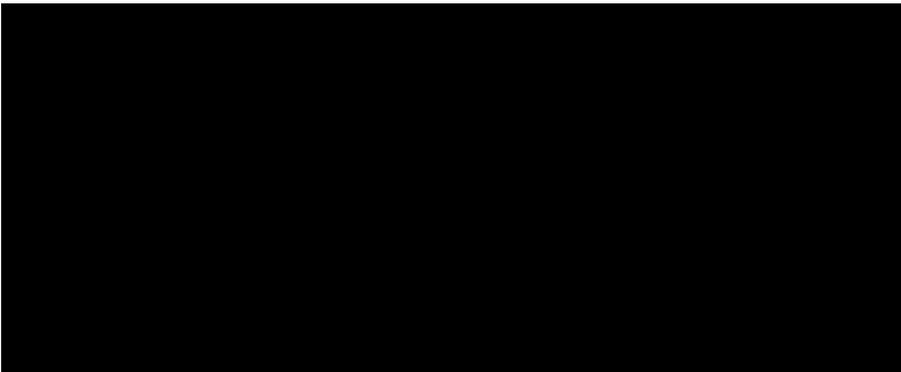
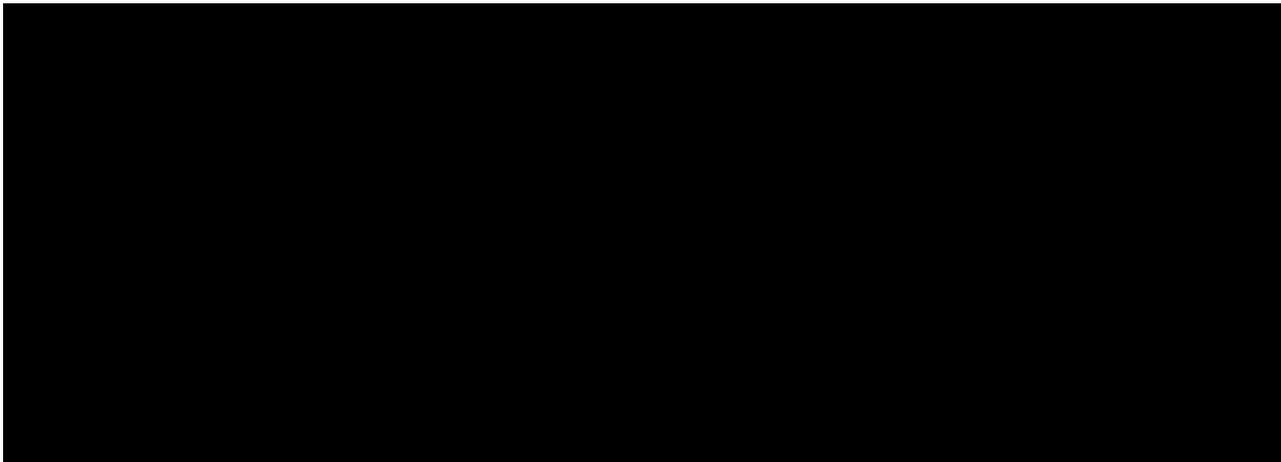
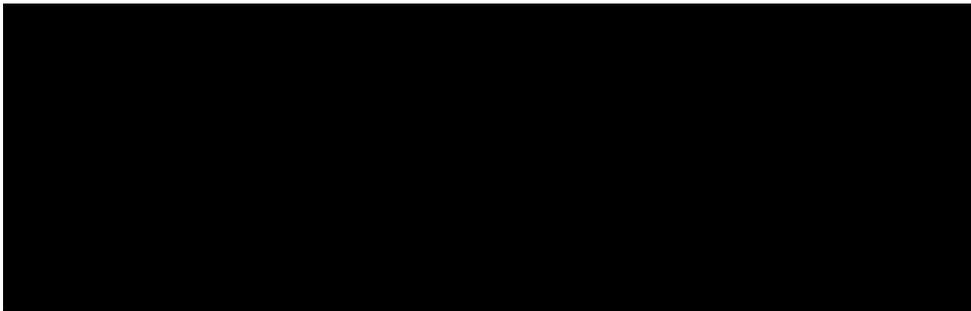
Rust College, Holly Springs, MS

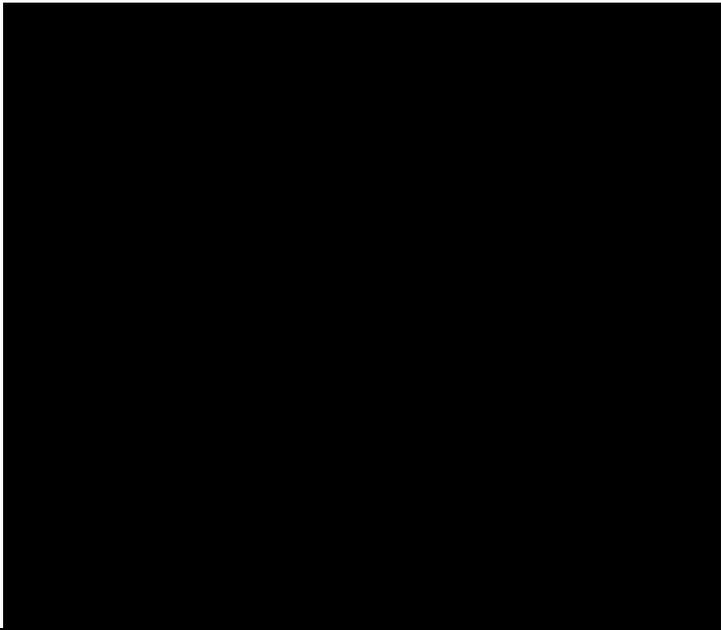
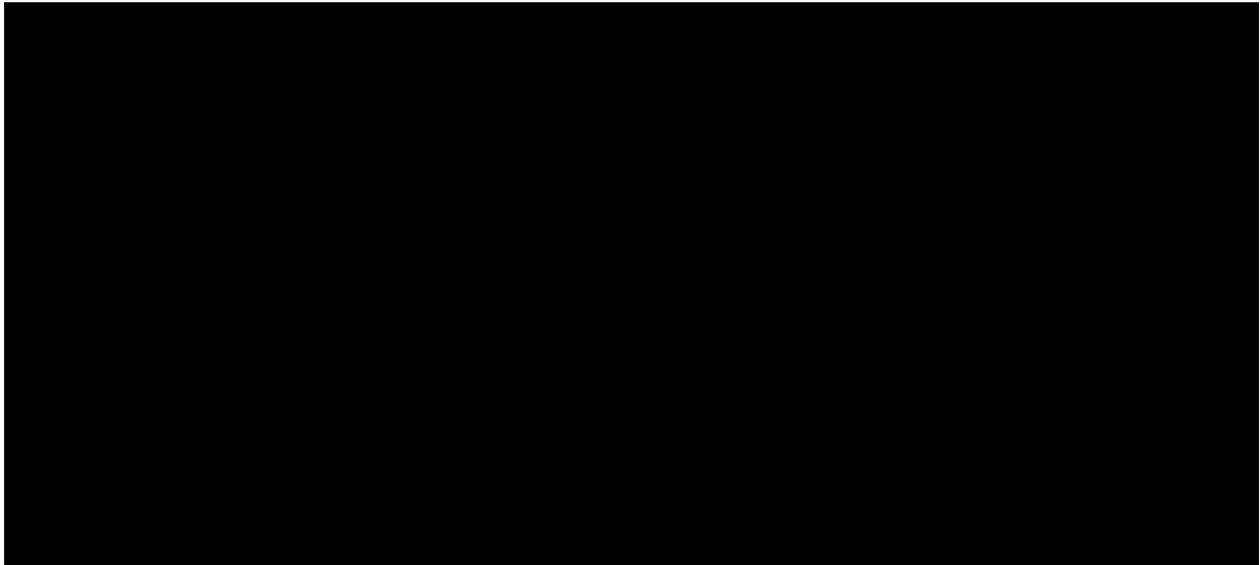
B.S., Biology

April 2005



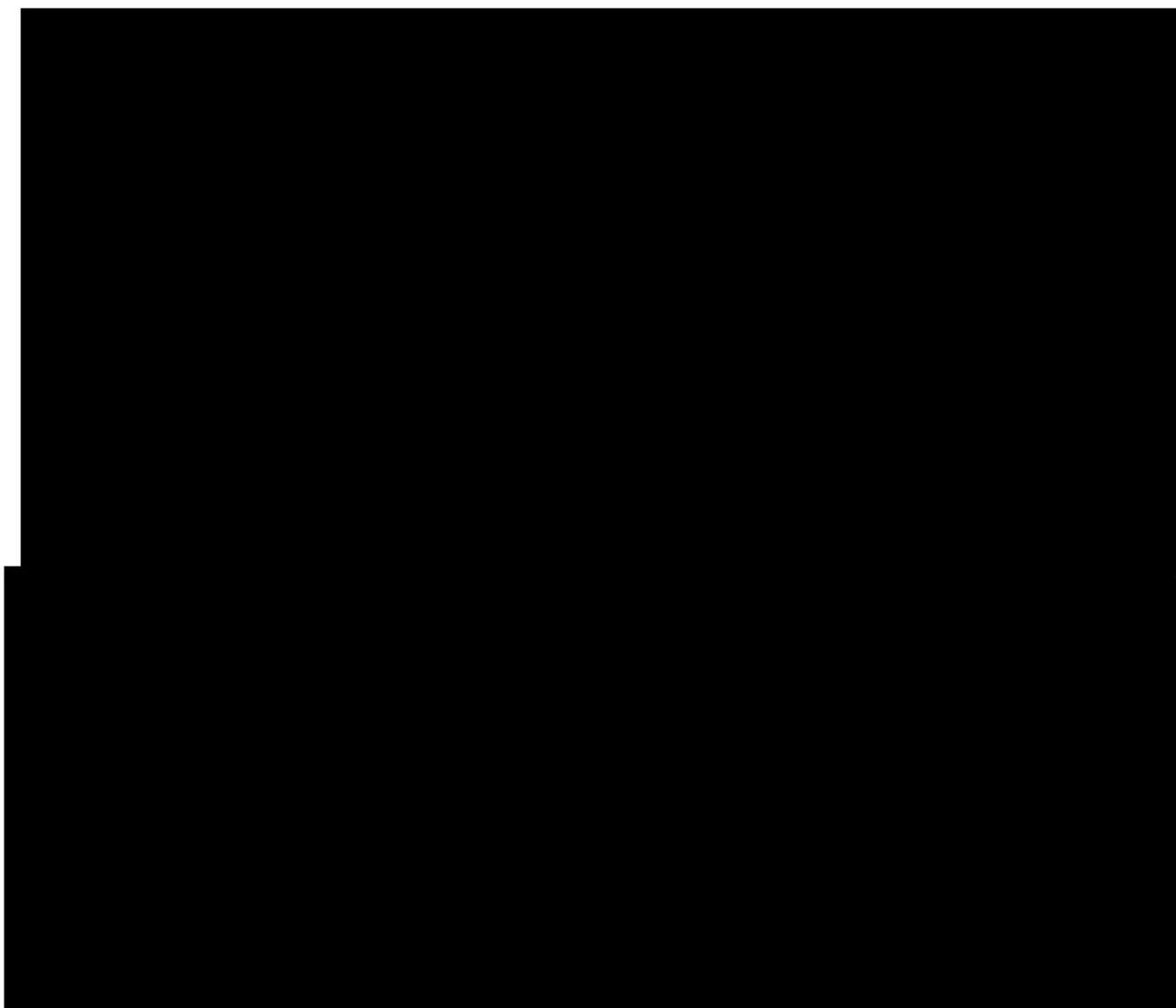


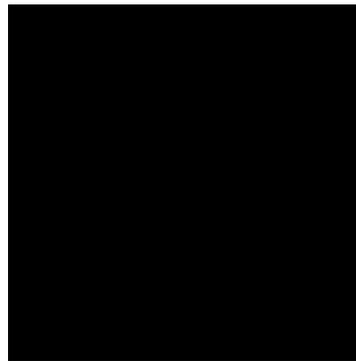
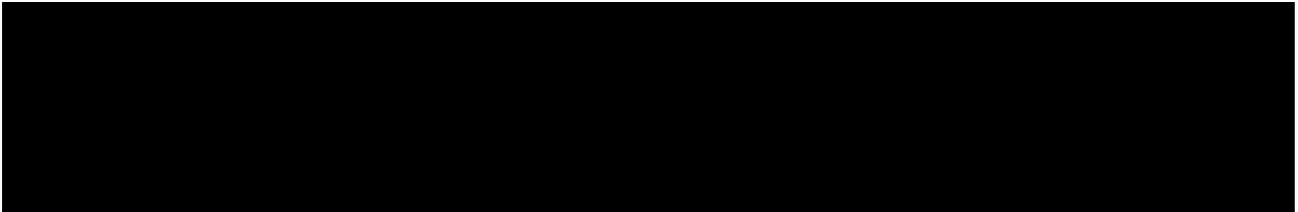






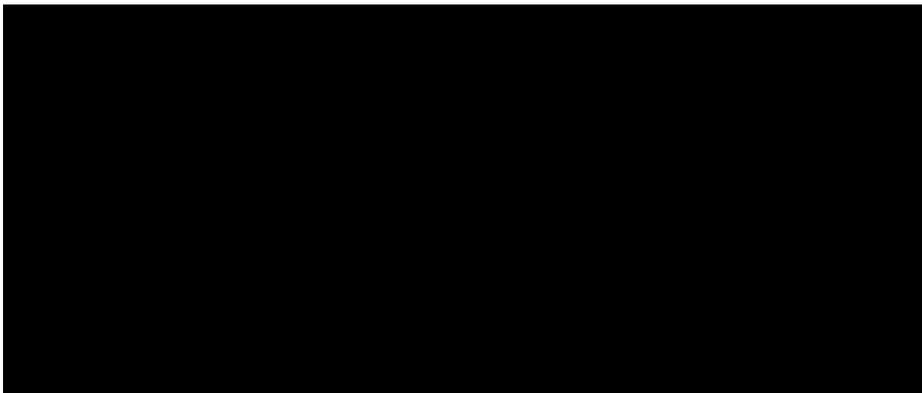
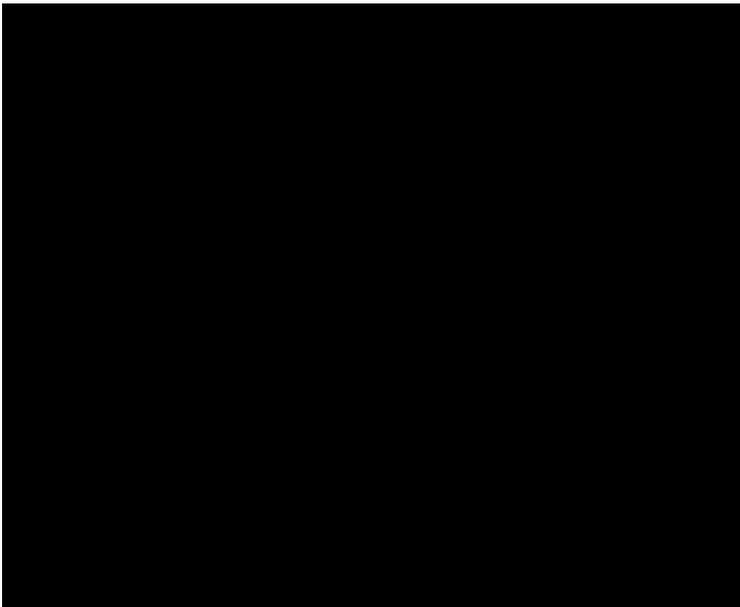
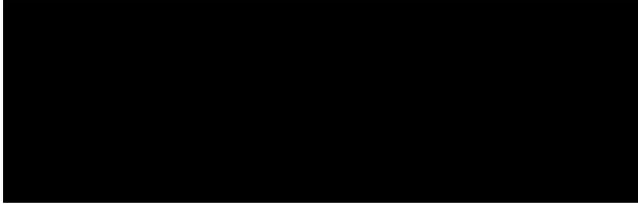
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Cover Letter Section 4A-F

Section 4A-F provides a descriptive analysis of the community outreach efforts that includes the strategies to solicit community support. This section also includes the following:

- A.) Description and Analysis of Community Outreach
- B.) Description and Analysis of Community Support
- C.) Description and Analysis of Student Demand
- D.) Evidence of Community Outreach
- E.) Evidence of Community Support
- F.) Evidence of Student Demand.

Description of Sections:

In section (A., B., C.) you will find a detailed analysis of all the efforts and outreach which occurred from December-February to solicit GTR and understand diligently what the community wants in terms of education for Rochester NY. The community has shown during every event held that Rochester is currently in need of an education overhaul and has been overwhelmingly welcoming to a new proven concept such as GTR. The confidence in GTR was expressed because of Dr. Miller’s track record with Green Tech Charter Schools and his local presence over the course of his career.

In further sections (D., E., F), you will find event proof in section D., by either email confirmation or signatures demonstrating the support of Rochesterians in attendance. E., is represented by letters from various community organizations and individuals who share the same sentiment of wanting GTR in Rochester. Lastly, there was no (F.) survey of student demand conducted for the purposes of this project, however, Dr. Miller has met with the Head Start PreSchool Program, and they have expressed interest in possibly partnering in the future. There is no partnership agreement currently, but Head Start has stated there are more than enough pre-k students in Rochester to fill 68 spots of Kindergarten.

Section	Page Number
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B.) Description and Analysis of Community Support	3
C.) Description and Analysis of Student Demand	4
D.) Evidence of Community Outreach	In section R-04d
E.) Evidence of Community Support,	In section R-04e
F.) Evidence of Student Demand	In section R-04f



R-04abc – Community Outreach, Support, and Demand

A. Description and Analysis of Community Outreach

GTR has solicited the Rochester community's support, advice, and feedback in order to meet the needs of Rochester's current educational desert. The community will be a part of the entire, transparent, transformative process. As momentum is built, the community will need to be a part of the solution to fight all the necessary evils that our children currently face while trying to receive an education in Rochester. The end goal is to have young men who would currently be failing in their schools, transformed with best practices and comprehensive needs, with a well trained autonomous school board, consisting of community members, parents, and leaders, who represent the neighborhood the schools are in. The community will be empowered to take back their power and will have a true voice on our young men's futures.

According to the 2020 census, Rochester city is composed of almost 211,328. Approximately 6.3% are youth who are under the age of 5. That equates to approximately 13,313 students who may be eligible for Kindergarten within the next two years. The enrollment model will be very slow and gradual to not interrupt the other schools and to provide time to focus heavily on individualizing education for each student's needs. Additionally, GTR will partner with a Preschool (TBD) who desires to have the preschool students grow right into kindergarten. There will be approximately 40 Pre-k all male students who will have the opportunity to continue to kindergarten. Having 40 students in house already will reduce the number of students needed for each recruitment class.

B. Description and Analysis of Community Support

The journey has begun to solicit the support of the Rochester Community. Dr. Paul Miller, CEO of Green Tech Charter Schools, a native of Rochester, has conducted the following events with the community of Rochester: Dr. Miller and team created a Green Tech Rochester Facebook page. This page was designed to begin reaching out to the Rochester Community to garner interest and support. The page has received almost three hundred followers in a short amount of time. It has all the pertinent information needed to begin discussing this potential opportunity. Electronic information was disseminated through Facebook as well and Green Tech has asked Rochester Natives to sign up; if they are in support and are interested in Green Tech coming to Rochester.

Additionally, Green Tech Rochester held in person events in multiple locations to discuss GTR, provide information, get feedback, and solicit input. GTR held events at the Boys and Girls Club, Memorial AME Church, Theta Omicron Chapter meeting, Aeon Church, Mt. Olivet Church,



New Bethel Church, Radio station 96.3, and the Rochester National Pan Hellenic Council Meeting. Dr. Miller was personally able to share information live with all the aforementioned organizations. There was a lot of support shown for an initiative to bring an all-boys elementary school to Rochester who will provide a better option for the children. GTR has approximately 300 signatures in total showing Rochester's desire for this school. During each event participants heard a pitch on GTR, then the floor was opened for questions, comments, concerns, and ideas. Dr. Miller received signatures afterwards and spoke to every individual who wanted to learn more about GTR.

C. Description and Analysis of Student Demand

Change can be difficult for anyone, especially when someone has gotten good at shooting a bad shot. What does that mean? It is in reference to basketball players. Often children who learn how to play basketball develop their shooting form early on in life. When they develop their form, it can happen for a variety of reasons. Maybe the child didn't have enough strength when they were young to get the ball to the basket the correct way, so they practiced getting the ball in the hoop the best way they knew how. They practiced over and over again until it became a habit. As the child grows and their strength increases, it becomes difficult to alter the form of their shot because they have developed a bad habit. Many schools become comfortable and do not want to change for a variety of reasons. In some cases the basketball may even go in the hoop, however, if they were able to change their form, research shows that their shooting percentage would go up. Change can be difficult for that player until they establish new rituals, new routines, and begin to establish success with the new form. This applies to organizations, education, people, and cities. Usually the challenge will come from a lack of understanding or buy-in to the changes that will occur. When there is a lack of understanding, it may cause negative attitudes from the constituents that this change will affect.

The negative attitudes develop from a lack of having a voice, plus a level of comfort with using the "shooting form" they grew up with. If there are not enough resources invested into creating the change, or of what the true cost of change will be, it can cause gaps, stops, and starts; a disinterest in the project. If that player doesn't have enough time invested into changing their form, outcomes will fall short. GTR will not fall short, because the right time, right people, the right systems proven year in and out will be afforded to the young men of the Rochester Community.



Table 1. Community Outreach, Support, and Demand Activities to Date

Venue	Date	Outcome
Green Tech Rochester FaceBook	1/3/22	Ongoing information and communication platform. Received more than 75 signatures virtually expressing a need and want for GTR
Radio Station 96.3	12/28/22	Numerous listeners called in to ask questions and show support for GTR.
Theta Omicron Chapter Meeting	1/8/22	All members present signed they're in support of GTR.
Memorial AME Men's Group	1/09/22	Participants in the meeting expressed their support. They asked questions and said that this venture was well needed. They are tired of Rochester's current outcomes
Boys and Girls Club	1/13/22	Partnered with the Boys and Girls Club to host an event for the community to inform and ask for their interest and support. Many parent signed and couldn't wait until GTR was formed
Aenon Church	1/16/22	Many members expressed how needed GTR is and would like to know how they can support it in the future. There was great anticipation.
Mt. Olivet Church	1/23/22	Every member present signed the signature page stating that they were in support of GTR.
New Bethel Church	1/30/22	Very warm welcome and the church did not show concern. They congregation expressed how dissatisfied they were with Rochester's education system
Unkle Keith's Corner	1/19/22	National Podcast steamed on @HistoricallyBlackSince. A platform on Instagram with 90,000 followers. Many followers commented in support of GTR



Green Tech Rochester Charter School
New School Application
SUNY 2022 RFP

Constance Love Show	2/6/22	National Podcast Streaming on Black Knowledge & Circle of Truth. Huge audience who was very supportive of GTR
National Pan Hellenic Council Meeting, Rochester Chapter	2/13/22	All Black Greek Organizations in Rochester gave the stamp of approval for GTR and are interested in being involved if approved.

Evidence of Community Outreach (See Attached)

Evidence of Community Support- See Attached

Evidence of Community Demand- See Attached

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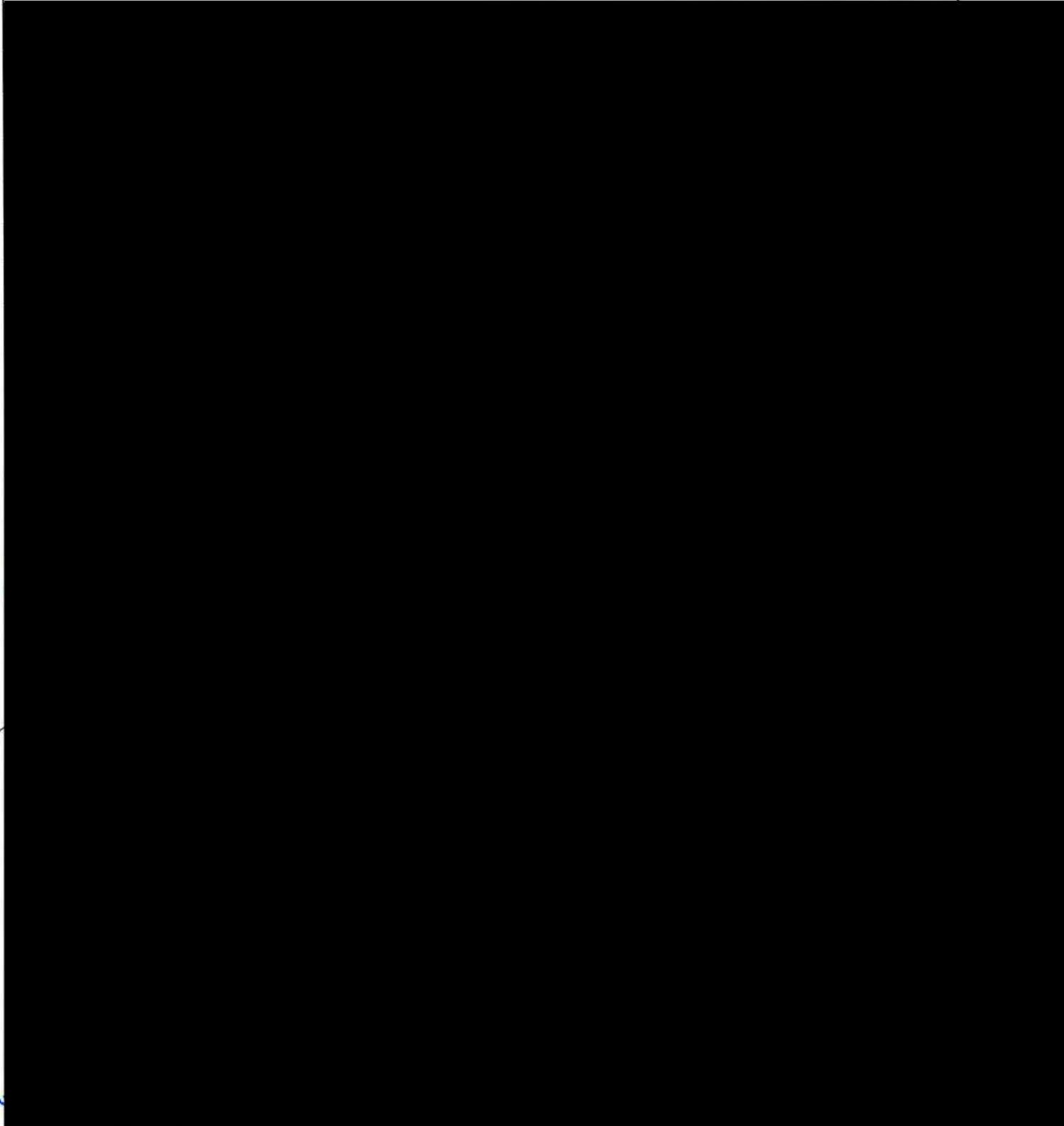
Green Tech Rochester



Name

Date

Address





M. Olive 1/23/22

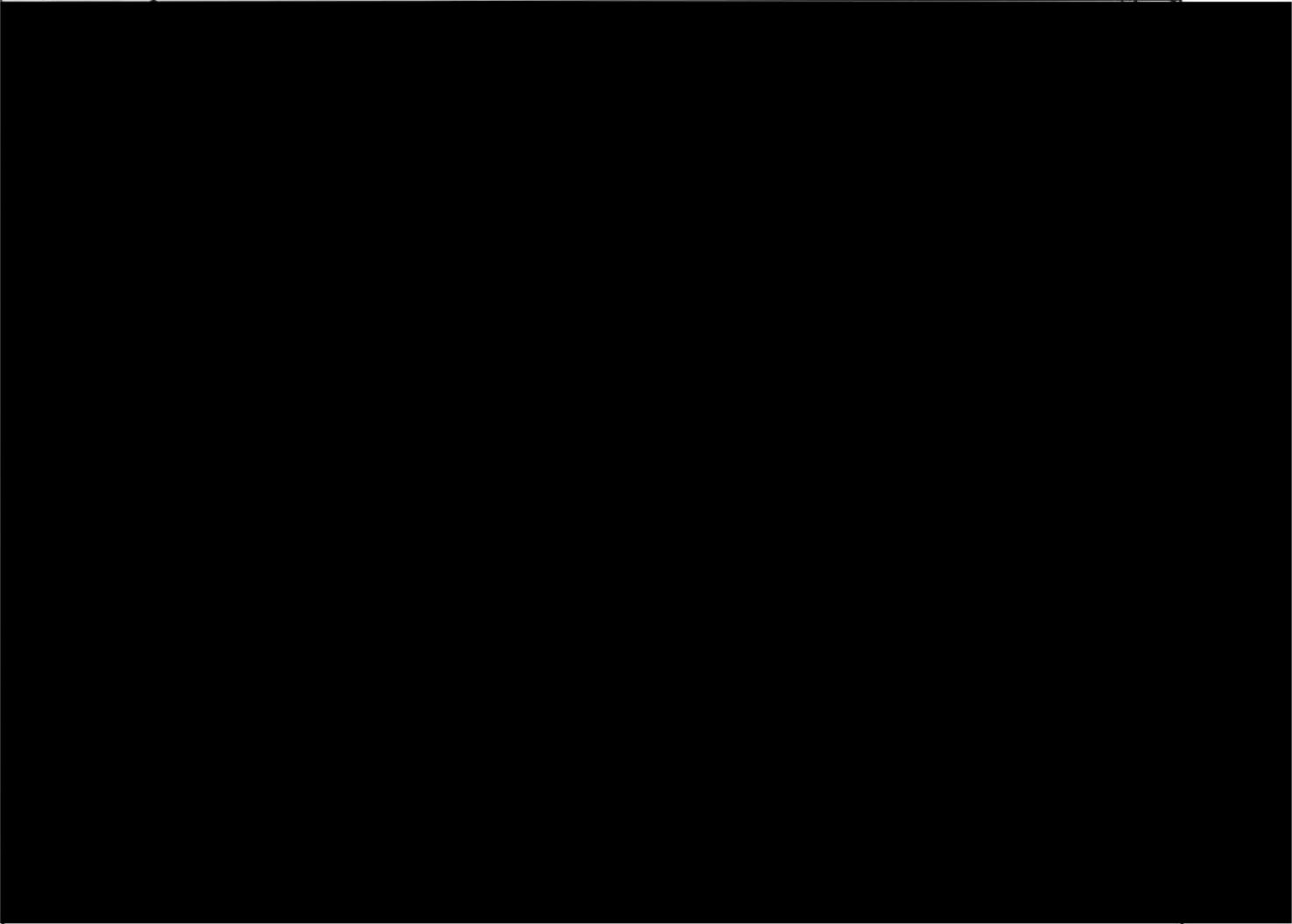
Green Tech Rochester



Name

Date

Address





Paul Miller

From: Paul Miller [REDACTED]
Sent: Tuesday, February 15, 2022 3:45 PM
To: Dr. Paul Miller
Subject: Fwd: Men's Ministry Meeting
Attachments: qr-code (2)-Petition.png; Untitled attachment 06586.html; Untitled attachment 06589.pdf; Untitled attachment 06592.html

Sent from my iPhone

Begin forwarded message:

From: [REDACTED]
Date: J
To: [REDACTED]
Subject: RE: Men's Ministry Meeting

Lu,

I thank all for hearing me out. I have shared the QR code for the signatures and the overview! Let me know if anything else is needed. I will forward you the 5 min commercial as well.

From: luwalk45 [mailto:[REDACTED]]
Sent: Monday, January 1
To: Dr. Paul Miller [REDACTED]
Subject: FW: Men's Ministry Meeting

Sent from my Galaxy

----- Original message -----

From: [REDACTED]
Date: 1/9/22 5:06 PM (GMT-05:00)

[REDACTED]

[Redacted]

Subject: Men's Ministry Meeting

look fwd to our mtg gentlemen

Men's Ministry Meeting

When Mon Jan 10, 2022 6pm – 7:30pm Eastern Time - New York

Where [Redacted]

Who • [Redacted] - organizer

Bernard Mcdavid is inviting you to a scheduled Zoom meeting.

[Redacted]

[Redacted]

[Redacted]

[Redacted]

HISTORICALLY BLACK SINCE PRESENTS

HISTORICALLY
BLACK
SINCE

JAN
19th
8PM
EST

UNCLE KEITH'S Corner

with Keith L. Brown

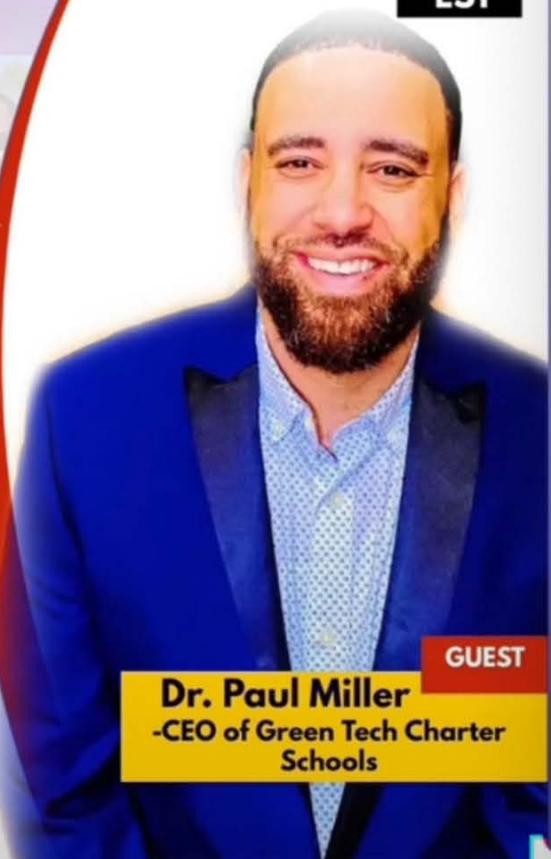
WATCH
LIVE ON  INSTAGRAM

@HISTORICALLYBLACKSINCE



HOST

KEITH L. BROWN



GUEST

Dr. Paul Miller

-CEO of Green Tech Charter
Schools

Support Green Tech Rochester Elementary School

Dec 15 2021

81 Signatures (/signatures/support-green-tech-rochester-elementary-school.html)

Like 48 Share



#Education

Target

Community Members

Region

United States of America (/petition-campaigns/united-states-of-america)

Website

www.greentechhigh.org (http://www.greentechhigh.org)

Green Tech Rochester will be an Expansion of Green Tech High Charter School (GTH) in Albany, NY. Because of the success of GTH, we believe it is time to start another Green Tech to help change the culture and outcomes for the youth of Rochester.

The Mission of Green Tech Rochester Elementary (GTR) is a school that will change the lives and trajectories for young men in the Rochester community. GTR provides opportunities that have never been seen or achieved in the city of Rochester. Green Tech Rochester Elementary is a game changer, which provides every scholar an opportunity to develop in a safe environment with the appropriate amount of rigor and support. Each scholar will exceed the standards and write their own standards for their future lives. This school is Pre-K through 6th grade, with the ability to grow out through 12th grade. Green Tech Rochester Elementary for boys will guarantee students leave with the necessary skills to be successful in middle school, high school, and college.

Since the founding of the school in 2008, Green Tech High Charter School has been dedicated to ensure that all students, regardless of race, class, or economic circumstance develop the skills, motivation, and perseverance required to complete college. With the success

Ads by Google

Send feedback

Why this ad? ↗

To view all the fields available (including comments and IPs) in your signature list you may need to scroll across this page which can be done from the scroll bar at the bottom of this list. IP addresses are included in this list. To ban an IP address please subscribe to premium services.

Pages 1 to 20 of 81

Action #	Title	Name	Email	Address	Town/City	S/C/P	Region	Zip/PC	Comment	Date	IP
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[Edit 6](#)

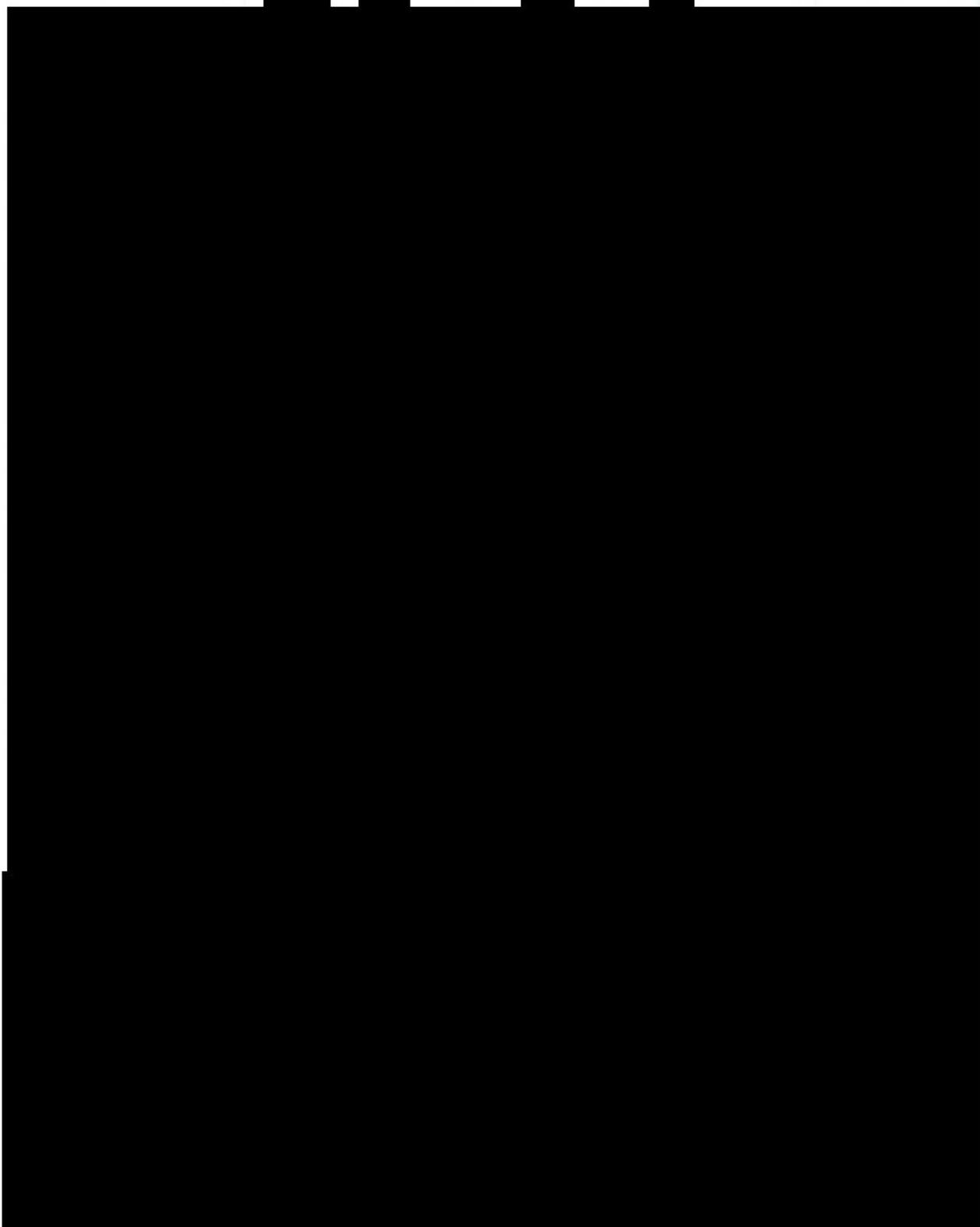
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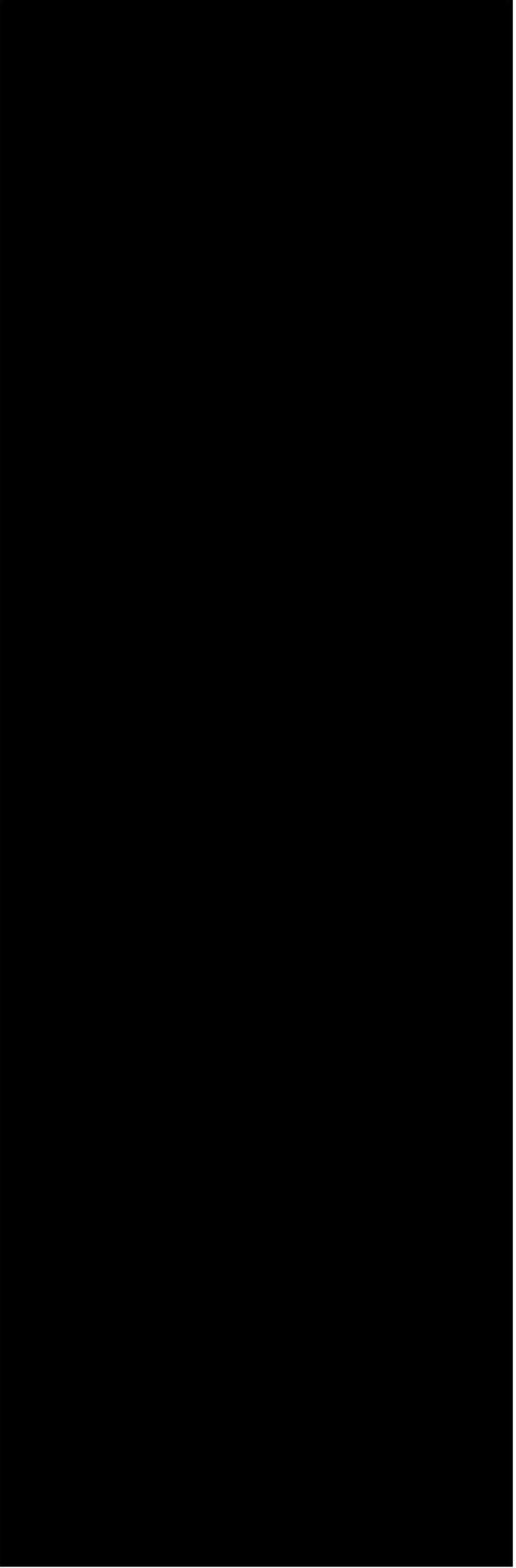
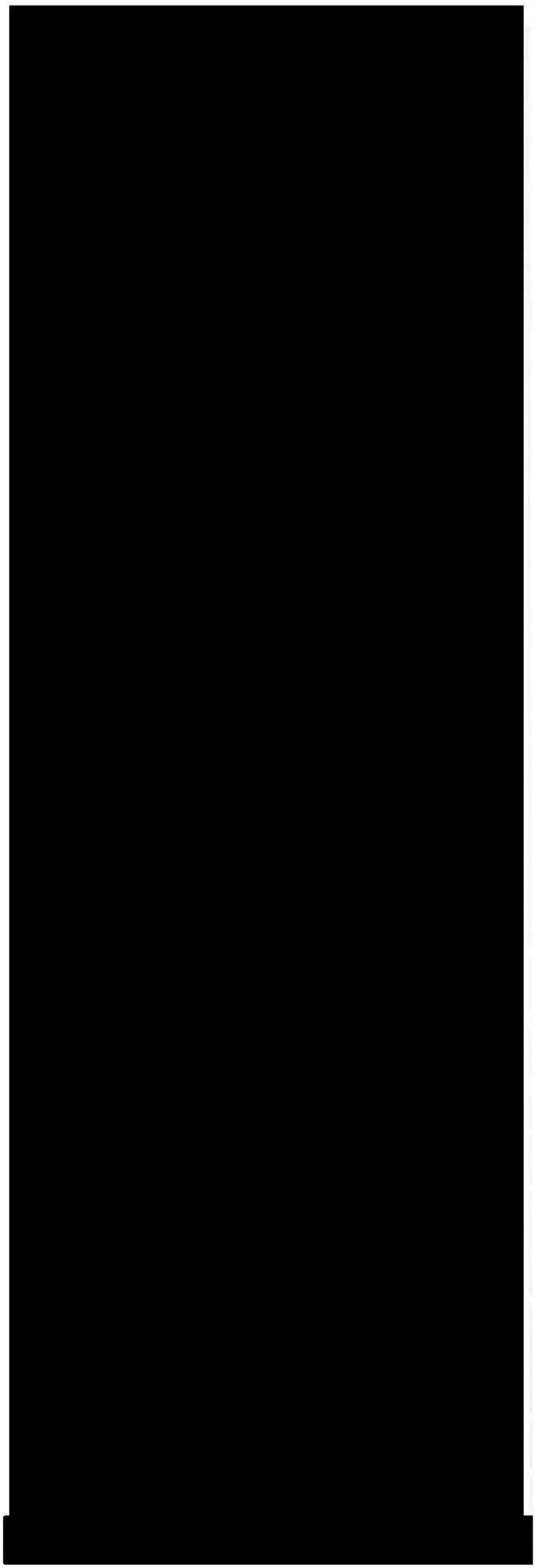
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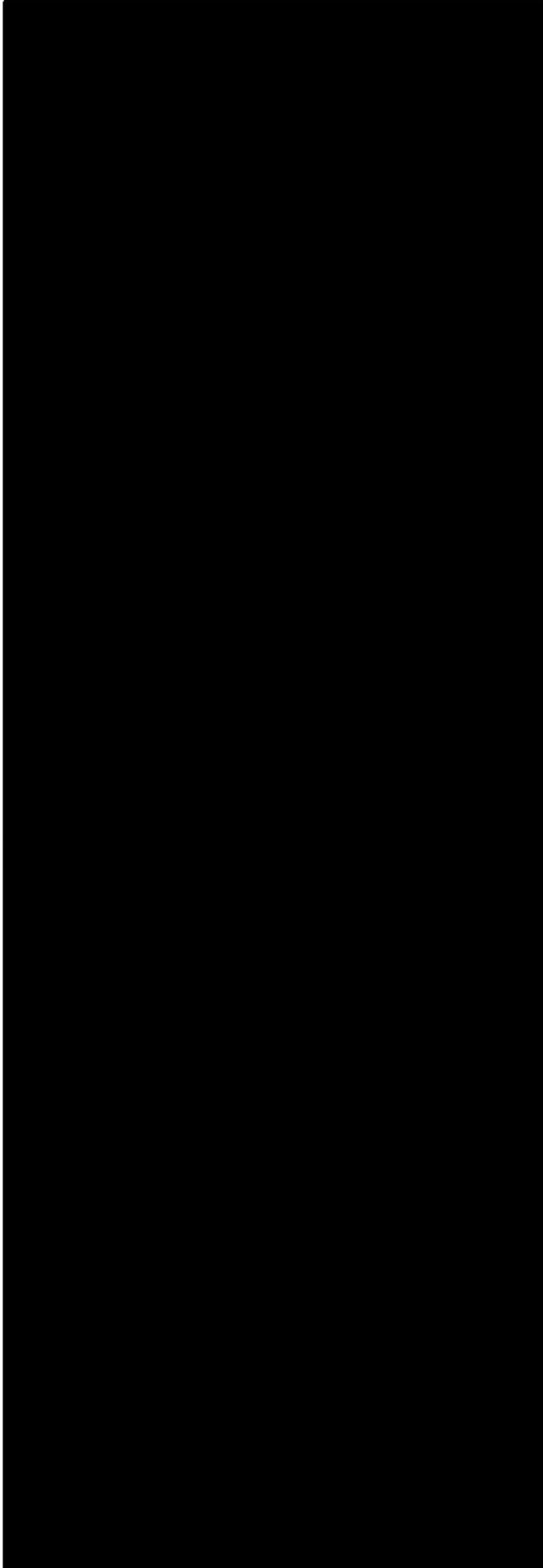
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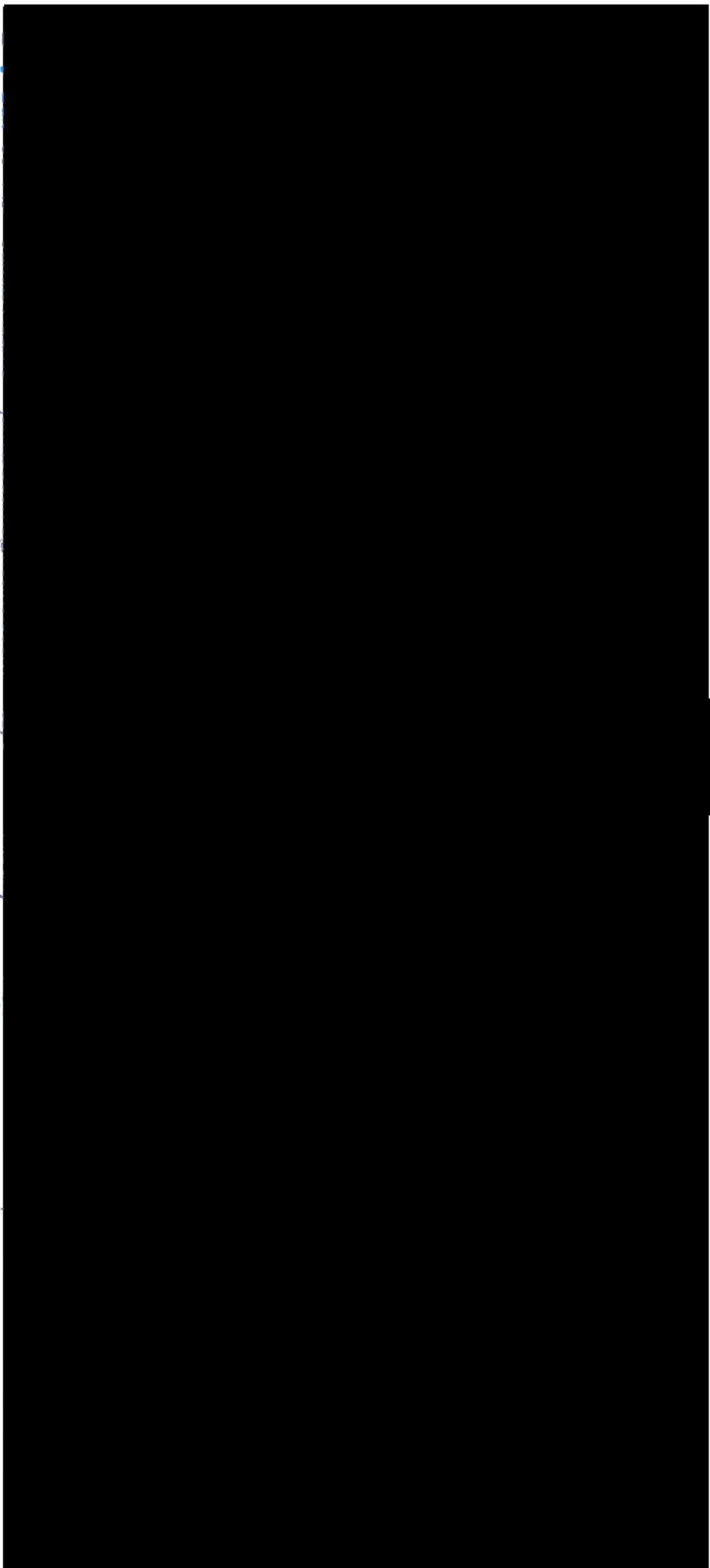
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Action # Title Name Email Address Town/City S/C/P Region Zip/PC Comment Date IP

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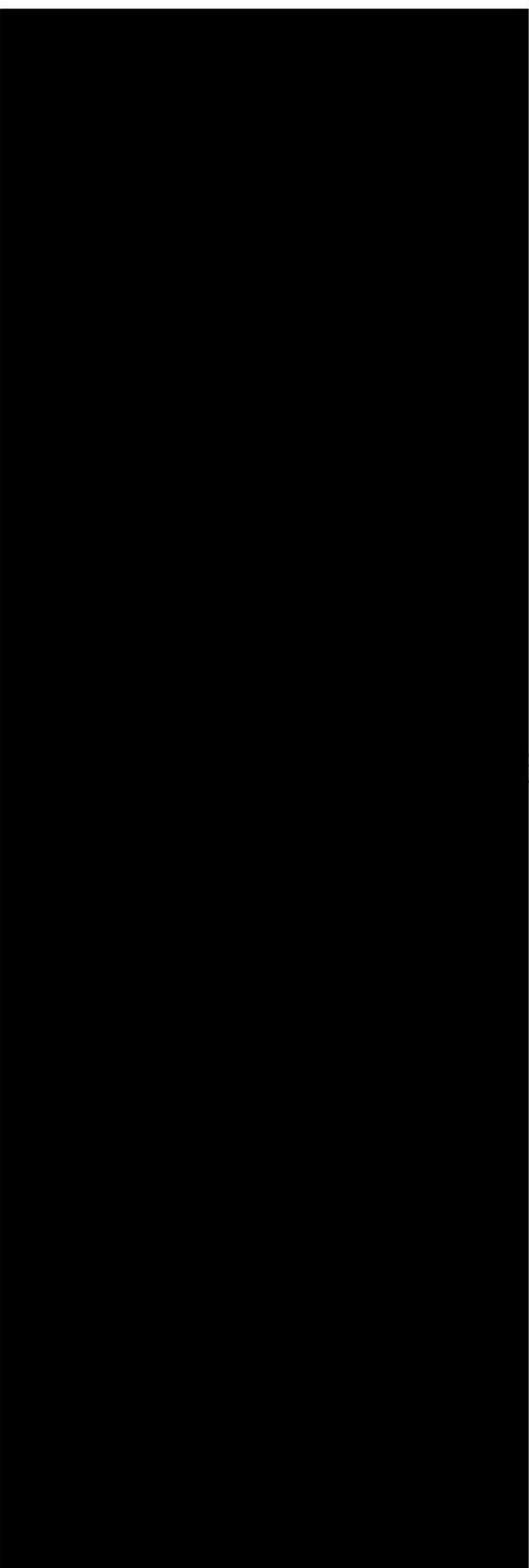
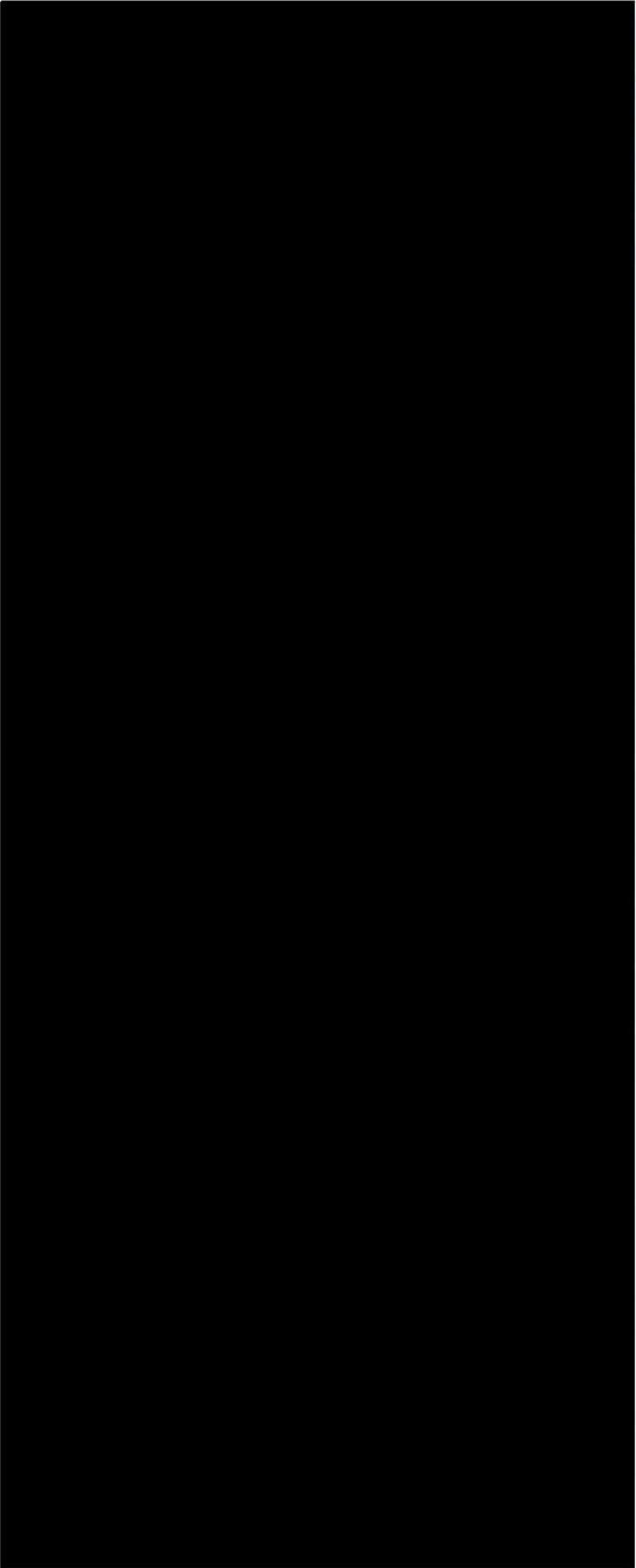
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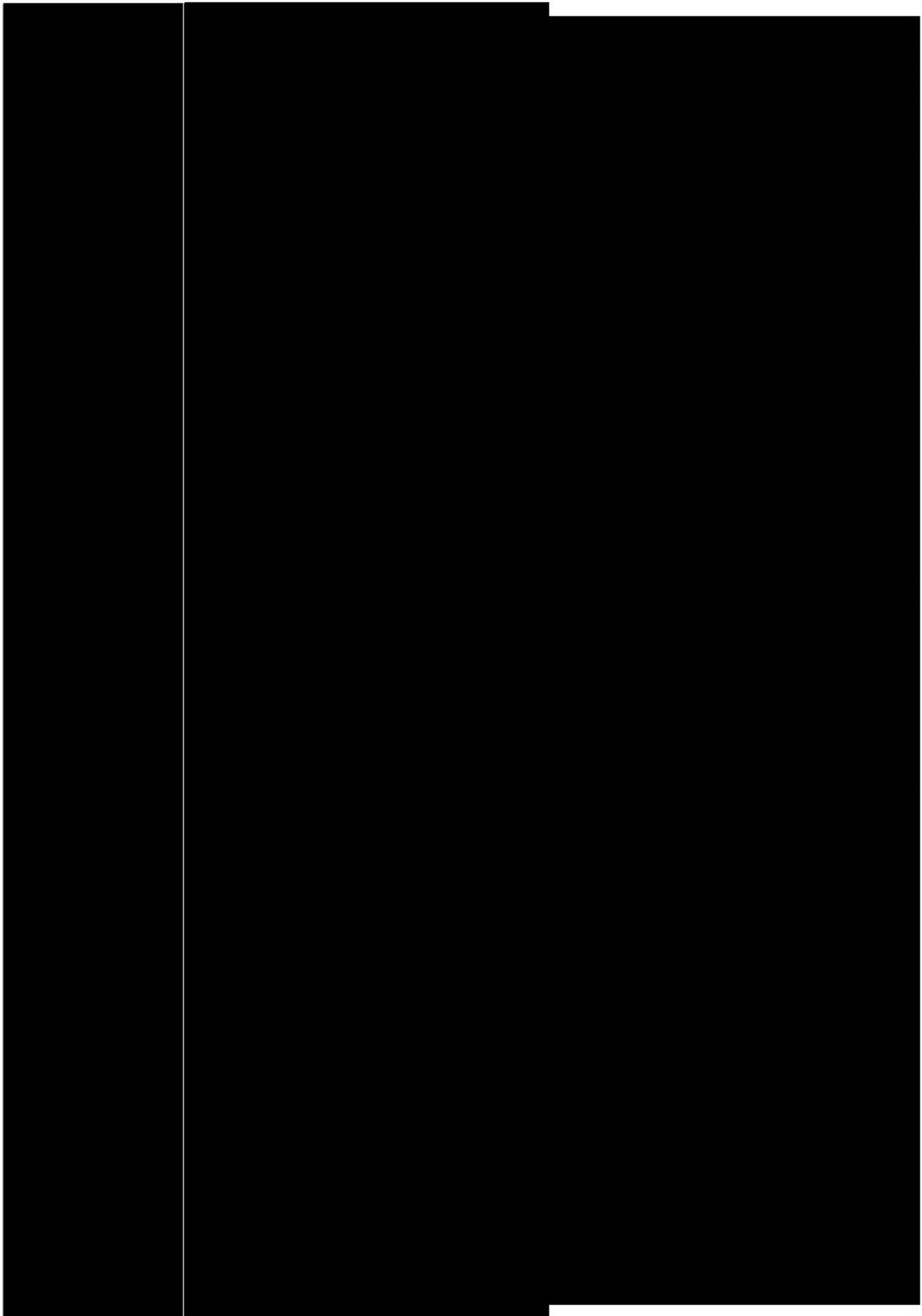
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Action # Title Name Email Address Town/City S/C/P Region Zip/PC Comment Date





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Make anonymous

Make public

STREAMING ON BLACK KNOWLEDGE & CIRCLE OF TRUTH



TOPIC: BLACK MALES AND EDUCATION

WHERE DO WE GO FROM HERE?



HOST: CONSTANCE LOVE

FEB. 6TH

Sunday

7PM CST

**CEO of Green
Tech Charter
Schools**



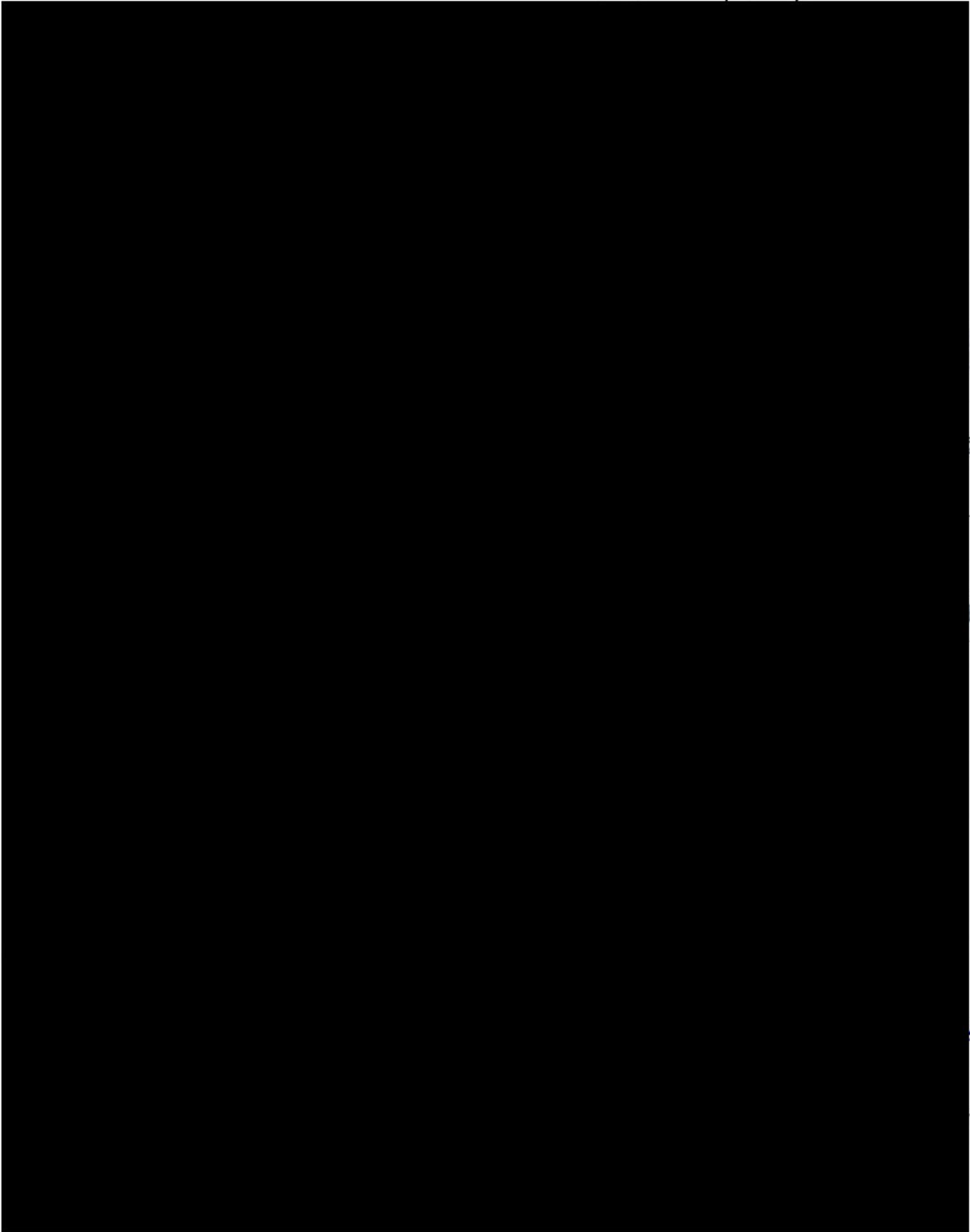
GUEST: DR. PAUL MILLER

Response 4/26

LIVE

ALLSTARWEB.TECH

Boys and Girls Club 1/13/22



Paul Miller

From: Paul Miller
Sent: Wednesday, February 9, 2022 12:00 PM
To: 'Christopher Richardson'
Subject: RE: GRAAC Correspondence 2/03/2022: Correspondence, February Meeting, Action, and Organizational & Community Happenings

Count me in!

From: Christopher Richardson [REDACTED]
Sent: Wednesday, February 9, 2022 11:08 AM
To: Paul Miller [REDACTED]
Subject: Fwd: GRAAC Correspondence 2/03/2022: Correspondence, February Meeting, Action, and Organizational & Community Happenings

Brother Miller,

Good morning. On Sunday at 3pm is the monthly NPHC meeting. Our president would like you to present Green Tech at 3pm. The link for the meeting is attached below.

Christopher J. Richardson DO, FACOS, FACS
Basileus
Theta Omicron Chapter
Omega Psi Phi Fraternity Inc.
[REDACTED]

Begin forwarded message:

From: ThetaOmicronKRS [REDACTED]
Date: February 4, 2022 at 0

[REDACTED]

[REDACTED]

Subject: Fw: GRAAC Correspondence 2/03/2022: Correspondence, February Meeting, Action, and Organizational & Community Happenings

Fraternally,

Teheran K. Simmons

Keeper Of Records and Seal

Theta Omicron Chapter

Omega Psi Phi Fraternity, Inc.

P. O. BOX 24888

Rochester, New York 14624

[REDACTED]

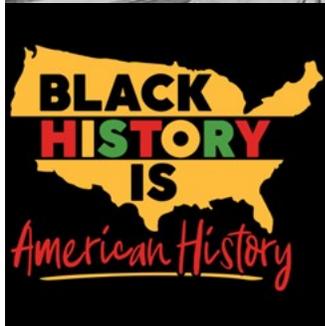
From: Rochester NPHC Correspondence

[REDACTED]

Subject: GRAAC Correspondence 2/03/2022: Correspondence, February Meeting, Action, and Organizational & Community Happenings

Greetings Noble Greeks,

February 1, 2022 marked the 62nd Anniversary of the Sit-Ins in Greensboro, North Carolina. Remember, Black History is everyday even though the month of February has been set aside for all others to celebrate. Black History Is American History.



Included in this correspondence:

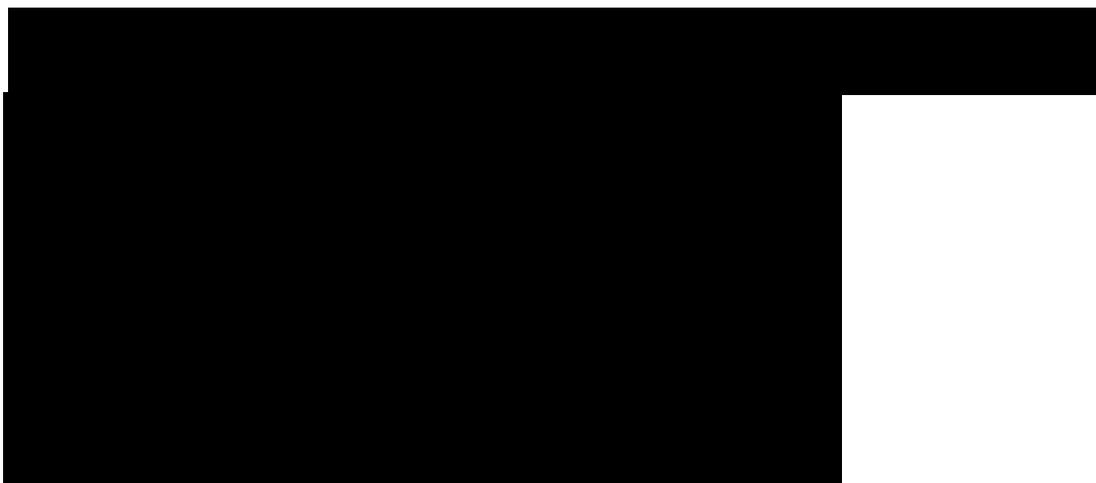
- Correspondence Requests
- February Meeting
- Action for all organizations
- Organizational & Community Happenings

Correspondence Requests

If you have events you want shared with D9, please send the request approval. Correspondence received after Sunday will be included in next week's correspondence. Thank you.

Chapter Meeting

Topic: GRAAC NPHC Chapter Meeting
Time: Feb 13, 2022 03:00 PM Eastern Time (US and Canada)



December Chapter Meeting Minutes

[GRAAC NPHC December 2021 Minutes.docx](#)
[Minutes Correction Form](#)

Action

D9 Family,

Delta Nu Omega, the local Chapter of *Alpha Kappa Alpha Sorority, Incorporated*[®] is celebrating our 75th Founders' Day on February 19, 2022, at the Irondequoit Country Club. Our International First Vice President, Ms. Danette Anthony Reed, is our keynote speaker. Due to Covid 19 restrictions the attendance is limited to members of the organization.

We would also like for you to submit a 2-3 minute video greeting on behalf of the Rochester PanHellenic Council for our Founders' Day Luncheon. The video can be emailed to [REDACTED]

[REDACTED] Thank you very much for your assistance. Please do not hesitate to contact me if you have questions.

Yours in Service,
Joan W. Anderson
Chairman, Diamond Founders' Day Committee
Delta Nu Omega Chapter
Alpha Kappa Alpha Sorority, Inc.
Rochester, NY
[REDACTED]

Note: We were not given a deadline for the submissions.

Organizational and Community Happenings

Edison Tech: Operation INSPIRE Invitation

Edison Tech High School is working to put together a weeklong series of activities to encourage and inspire our scholars, **March 21-25**. We would love for you to participate. We are looking for Edison alumni, members of Black Greek Life, and other talented individuals. We believe the presence of Edison Alumni, Black Fraternities and Sororities, and other motivational speakers at Edison will be positive, educational, and fun!

Please click [HERE](#) if you would be willing to share your time and experiences with our scholars.

My name is Chennita Gartrell, College & Career Counselor at Edison. Please feel free to contact me at [REDACTED] if you have any questions.

Chennita Gartrell, MS Ed, NCC
Edison Career and Technology High School
College and Career Counselor
655 Colfax St
Rochester, NY 14606
[REDACTED]

Edison Counseling Department Website:

Save The Date: 11th Annual Alzheimer's Association African American Symposium – April 27, 2022, 10AM – 1PM

The 11th Annual Alzheimer's Association African American Symposium will be held at Aeon Missionary Baptist Church on April 27, 10AM – 1PM. Dr. Lemuel Rogers (Omega Psi Phi Fraternity, Inc) and Mrs.

Gloria Rogers (Alpha Kappa Alpha Sorority, Inc.) will be honored at the event.

Christopher Jessie Richardson DO, FACOS, FACS
Vice President

National Urban League

 [NUL New SCOTUS, McConnell's racist blunder + mo...](#)

Stronger Together,

Jacqueline Tyson

Corresponding Secretary

GRAAC NPHC

Email: rocnphc.corsec@gmail.com



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Jerome H. Underwood
President & CEO

Brad Rye
Board Chair

February 8, 2022

To whom it may concern:

Action for a Better Community supports the application for an all-boys elementary charter school by Green Tech Rochester. Green Tech High Charter School in Albany, NY has been in existence for over 10 years. As an all-boys high school, they have produced results that would be welcomed here in Rochester. Notwithstanding the differences between secondary and elementary schools, we think Green Tech's elementary charter application is worthy of consideration.

Although graduation rates in the City of Rochester are increasing, disaggregated data shows that the results for Black males still lag overall. A strong elementary school experience coupled with deliberate and concentrated parent engagement/inclusion increases the chances of this demographic having sustained improvement over time.

We support the Green Tech Rochester Elementary Charter School application as a means to improve outcomes for Black males and their families. Adding this school to the available choices for Rochester's families will also provide new educational resources and partnerships for the city's overall growth.

Thank you for your time and consideration.

Best Regards,

A handwritten signature in black ink, appearing to read "J Underwood".

Jerome H. Underwood
President & CEO

400 West Avenue, 3rd Floor
Rochester, NY 14611

P: (585)325-5116
F: (585)325-9108

E-mail: CAA@ABCinfo.org
Web site: www.abcinfo.org





February 2, 2022

To whom it may concern:

As a community member of Rochester, NY I am writing this letter to justify the need for an all-boys Elementary School in our area. Green Tech High Charter School in Albany, NY has given the blueprint as to why an Elementary school is much needed here.

Currently the young black men of Rochester are struggling to make it to the graduation stage. A significant amount of elementary students cannot even pass the state exams due to inabilities to read, write, and do math on grade level. Rochester District report card shows that almost 75% of Black students scored 2 or less on Elementary state assessments.

Having Green Tech Rochester Elementary Charter School will help to change these statics and the stigma that comes with it. Having this school will help to build community relationships, by bringing in new resources for education and partnerships for growth.

Thank you for your time and consideration.

Best Regards,

A handwritten signature in black ink, appearing to be 'J. B.' or similar, written over a horizontal line.



February 2, 2022

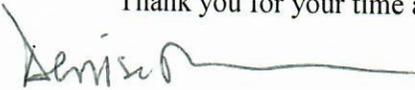
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Thank you for your time and consideration.

A handwritten signature in blue ink, appearing to read 'Dennis', is written over a horizontal line.

Best Regards,



February 2, 2022

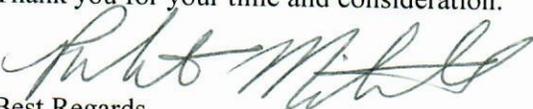
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Currently the young black men of Rochester are struggling to make it to the graduation stage. A significant amount of elementary students cannot even pass the state exams due to inability to read, write, and do math on grade level. Rochester District report card shows that almost 75% of Black students scored 2 or less on Elementary state assessments.

Having Green Tech Rochester Elementary Charter School will help to change these statistics and the stigma that comes with it. Having this school will help to build community relationships, by bringing in new resources for education and partnerships for growth.

Thank you for your time and consideration.

Best Regards,

A handwritten signature in cursive script that reads "Julius Reed".



February 2, 2022

To whom it may concern:

As a community member of Rochester, NY I am writing this letter to justify the need for an all-boys Elementary School in our area. Green Tech High Charter School in Albany, NY has given the blueprint as to why an Elementary school is much needed here.

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Thank you for your time and consideration.

Best Regards,

A handwritten signature in black ink, appearing to read 'David M. ...' with a long, sweeping flourish extending to the right.



February 2, 2022

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Thank you for your time and consideration.

Best Regards,

A handwritten signature in black ink, appearing to read 'J. S. P.' with a stylized flourish.



February 2, 2022

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Thank you for your time and consideration.

Best Regards,

A handwritten signature in black ink that reads 'Tony Clegg'.



February 2, 2022

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Thank you for your time and consideration.

Best Regards,

A handwritten signature in black ink that reads "Hickey Bernard Quincy". The signature is written in a cursive style with a large, sweeping flourish at the end.



February 2, 2022

To whom it may concern:

As a community member of Rochester, NY I am writing this letter to justify the need for an all-boys Elementary School in our area. Green Tech High Charter School in Albany, NY has given the blueprint as to why an Elementary school is much needed here.

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Thank you for your time and consideration.

Best Regards,

A handwritten signature in black ink that reads "All Mc Clester". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Christopher J Richardson DO PLLC.

Board Certified General Surgeon, Fellowship Trained Hand Surgeon, Fellow of the American College of Osteopathic Surgeons, Fellow of the American College of Surgeons

69 Cascade Drive Suite 402. Rochester, NY 14614. Phone: [REDACTED] [REDACTED]

Email: [REDACTED]

February 6, 2022

Whom it May Concern, c/o Dr. Paul Miller, Green Tech Charter Schools,

As a parent living Rochester, NY I am writing this letter to justify the need for an all-boys Elementary School in our area. Green Tech High Charter School in Albany, NY has given the blueprint as to why an Elementary school is much needed here and shows the promise of what could happen here.

Currently the young black men of Rochester are struggling to make it to the graduation stage. A significant amount of elementary students cannot even pass the state exams due to inability to read, write, and do math on grade level. Rochester District report card shows that almost 75% of Black students scored 2 or less on Elementary state assessments.

Having Green Tech Rochester Elementary Charter School will help to change the lives of these young men. GTR Elementary school will help students develop the life skills they need to be successful. A better education means a better quality of life and a better community for everyone.

Thank you for your time and consideration.

Christopher J Richardson DO FACOS FACS

Christopher J Richardson DO FACOS FACS

To whom it may concern:

As a community member of Rochester, NY I am writing this letter to justify the need for an all-boys Elementary School in our area. Green Tech High Charter School in Albany, NY has given the blueprint as to why an Elementary school is much needed here.

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Having Green Tech Rochester Elementary Charter School will help to change these statistics and the stigma that comes with it. Having this school will help to build community relationships, by bringing in new resources for education and partnerships for growth.

Thank you for your time and consideration.

Best Regards, Moncheri Mack 

To whom it may concern:

As a business owner of Rochester, NY I am writing this letter to justify the need for an all-boys Elementary School in our area. Green Tech High Charter School in Albany, NY has given the blueprint as to why an Elementary school is much needed here.

Currently the young black men of Rochester are struggling to make it to the graduation stage. A significant amount of elementary students cannot even pass the state exams due to inability to read, write, and do math on grade level. Rochester District report card shows that almost 75% of Black students scored 2 or less on Elementary state assessments.

Having a potential partnership with Green Tech Rochester Elementary Charter School that involves staff, students and parents will not only build relationships but; it can show how a professional experience can be valuable to education.

Thank you for your time and consideration.

Best Regards,

Cherlyn McFadde 

To whom it may concern:

As a parent living Rochester, NY I am writing this letter to justify the need for an all-boys Elementary School in our area. Green Tech High Charter School in Albany, NY has given the blueprint as to why an Elementary school is much needed here and shows the promise of what could happen here.

Currently the young black men of Rochester are struggling to make it to the graduation stage. A significant amount of elementary students cannot even pass the state exams due to inability to read, write, and do math on grade level. Rochester District report card shows that almost 75% of Black students scored 2 or less on Elementary state assessments.

Having Green Tech Rochester Elementary Charter School will help to change the lives of these young men. GTR Elementary school will help students develop the life skills they need to be successful. A better education means a better quality of life and a better community for everyone.

Thank you for your time and consideration.

Best Regards, Dale Young [REDACTED]

To whom it may concern,

It is time to weigh in on Green Tech Elementary School in Rochester, New York. Sadly it is not here yet. Everyday our urban kids are exposed to fear, terrors and a less than mediocre school system in there most formidable and influential years.

By the time we reached 4th grade in previous eras we knew more than 8th graders today!

What happened? Where has the pride in our communities, respecting our seniors and living with exuberance, verve and wonderment gone?

What happened to teaching Convergent Thinking or Critical Thinking gone? You ask why are kids are lost and depressed? They are taught from Kindergarten to comply not to think!

Please consider the proposal for opening a Charter Green Tech School with Dr. mPaul Miller in charge. Dr. Miller's approach to Mindset Development has a proven track record and a 95% success rate. Students have become champion performers. Students show intere3st in Civic and Community leadership. Teachers effectiveness under Dr4. Miller's guidance are tripling their effectiveness!

It is time to look at giving decision for children back to their parents! It is time to give Parents the opportunity to choose a Charter School with the effectiveness of Green Tech. That is the only way we can secure our future. Provide opportunities for inner peace and pride to everyone in our communities. Kids are our future and need the Green Tech education process to live brave and free everyday.

Make it so.

At your service,

Warren Miller
Professional Benefits Advisor
Associated Benefits
"Doing Business at the Speed of Trust"

WWW.InsureMeAB.com





To whom this may concern,

My name is Genna Miller. I live in Rochester New York. I'm writing this letter to explain why I think it would be a huge blessing to have Green Tech Charter School as an elementary school in Rochester. The situations in the public schools are not anything I would want my children to be involved in. If I could help it., Thank God my children are grown. The Rochester Board of Education has not been doing a good job with the schools or the superintendents they hire. Green tech has a mission... to teach young men of color or any young man who attends, how to have discipline and grow into the men they are meant to be. Graduating, earning scholarships; Green Tech in Albany is a High School. I believe that not only Rochester, but all communities would benefit from an elementary school, which teaches our children how to study, get involved in athletics with teachers who love to teach and care about the kids. These are the standards in which Green tech operates.

Sincerely,

Genna Miller



February 15, 2022

To whom it may concern:

As a community member of Rochester, NY I am writing this letter to justify the need for an all-boys Elementary School in our area. Green Tech High Charter School in Albany, NY has given the blueprint as to why an Elementary school is much needed here.

Currently the young black men of Rochester are struggling to make it to the graduation stage. A significant amount of elementary students cannot even pass the state exams due to inability to read, write, and do math on grade level. Rochester District report card shows that almost 75% of Black students scored 2 or less on Elementary state assessments.

Having Green Tech Rochester Elementary Charter School will help to change these statistics and the stigma that comes with it. Having this school will help to build community relationships, by bringing in new resources for education and partnerships for growth.

Thank you for your time and consideration.

Best Regards,

Joe L. Thomas, Jr.



Cover Letter Section 4A-F

Section 4A-F provides a descriptive analysis of the community outreach efforts that includes the strategies to solicit community support. This section also includes the following:

- A.) Description and Analysis of Community Outreach
- B.) Description and Analysis of Community Support
- C.) Description and Analysis of Student Demand
- D.) Evidence of Community Outreach
- E.) Evidence of Community Support
- F.) Evidence of Student Demand.

Description of Sections:

In section (A., B., C.) you will find a detailed analysis of all the efforts and outreach which occurred from December-February to solicit GTR and understand diligently what the community wants in terms of education for Rochester NY. The community has shown during every event held that Rochester is currently in need of an education overhaul and has been overwhelmingly welcoming to a new proven concept such as GTR. The confidence in GTR was expressed because of Dr. Miller’s track record with Green Tech Charter Schools and his local presence over the course of his career.

In further sections (D., E., F), you will find event proof in section D., by either email confirmation or signatures demonstrating the support of Rochesterians in attendance. E., is represented by letters from various community organizations and individuals who share the same sentiment of wanting GTR in Rochester. Lastly, there was no (F.) survey of student demand conducted for the purposes of this project, however, Dr. Miller has met with the Head Start PreSchool Program, and they have expressed interest in possibly partnering in the future. There is no partnership agreement currently, but Head Start has stated there are more than enough pre-k students in Rochester to fill 68 spots of Kindergarten.

Section	Page Number
A.) Description and Analysis of Community Outreach	3



B.) Description and Analysis of Community Support	3
C.) Description and Analysis of Student Demand	4
D.) Evidence of Community Outreach	In section R-04d Pages 3 - 33
E.) Evidence of Community Support,	In section R-04e Pages 3 - 20
F.) Evidence of Student Demand	In section R-04f Pages 3 - 7

R-04f – Evidence of Demand

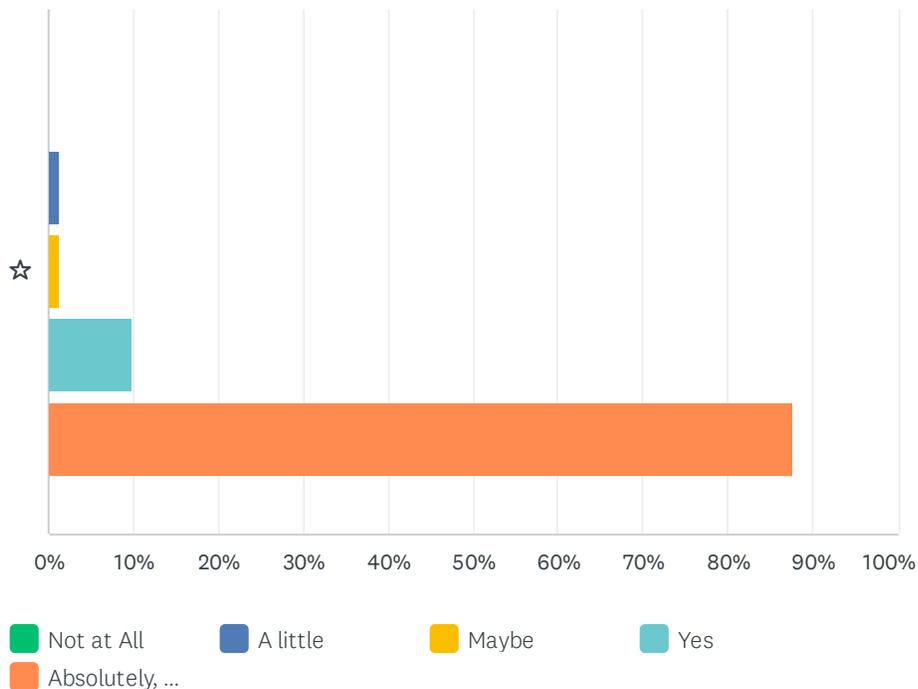
Demand

Green Tech Rochester Elementary Charter School will provide an all-boys option for elementary students in the city of Rochester. According to recent census data, Rochester has approximately 13,200 kids under the age of 5. There are almost 2700 preschool aged students currently in the city of Rochester. These would be eligible Kindergarten students in any subsequent year, assuming the general size of this PreK enrollment stays relatively steady each time NYSED pulls data from local districts. Although there are no gender breakdowns within these 2700 students, there is a reasonable assumption that half are males. This would result in a total draw of 68 K students each fall from nearly 1,350 school aged males = 5%. Considering the level of interest from our 2021-22 months of outreach in the city of Rochester, we are confident in our ability to recruit this small class each year, especially with a single-gender model proven in another city.

GTR conducted a survey and disseminated it through the GTR Facebook page. Please see the attached results as there is an overwhelming demand from respondents requesting GTR to be in existence for 2023. (See Results Attached)

Q1 Do you believe that Rochester Needs a Successful All Boys Elementary School which caters to making sure Young men of Color Succeed?

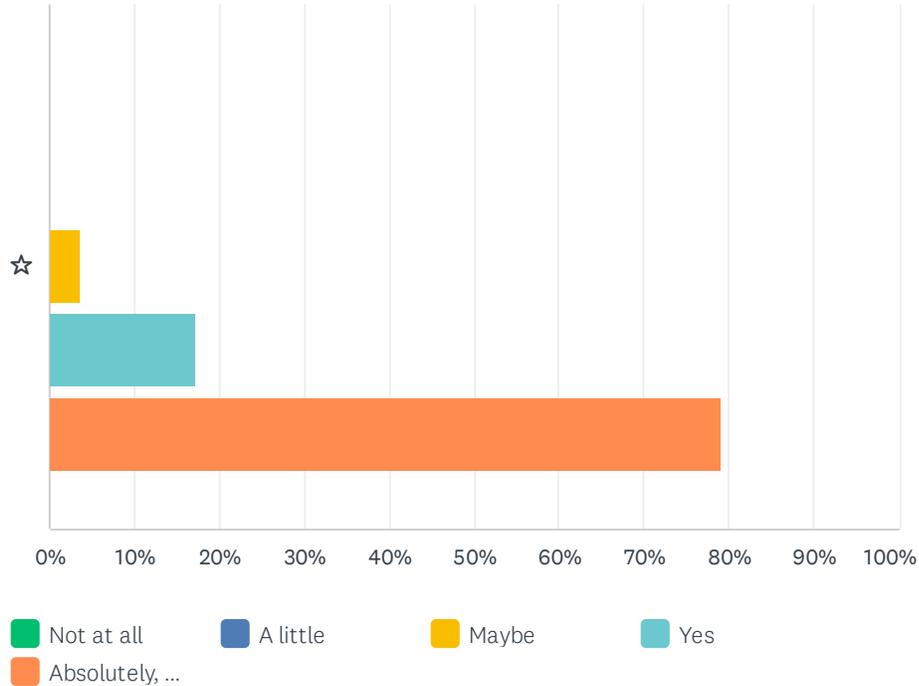
Answered: 81 Skipped: 0



	NOT AT ALL	A LITTLE	MAYBE	YES	ABSOLUTELY, THIS IS A HUGE NEED!	TOTAL	WEIGHTED AVERAGE
☆	0.00%	1.23%	1.23%	9.88%	87.65%	81	4.84
	0	1	1	8	71		

Q2 Would you send your Kindergartener to Green Tech Rochester in fall of 2023 based on Green Tech Albany's 95% Graduation Rate for 97% Black males?

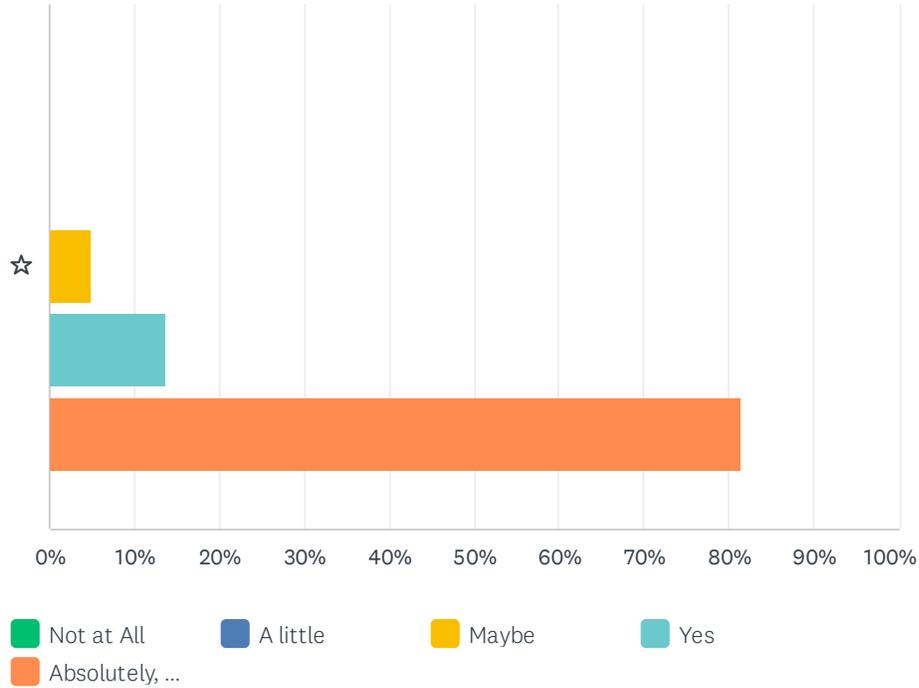
Answered: 81 Skipped: 0



	NOT AT ALL	A LITTLE	MAYBE	YES	ABSOLUTELY, THIS IS A HUGE NEED!	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	3.70% 3	17.28% 14	79.01% 64	81	4.75

Q3 Would you send you First Grader to Green Tech Rochester in the fall of 2023 based on Green Tech Albany's 95% Graduation rate for 97% Black Males?

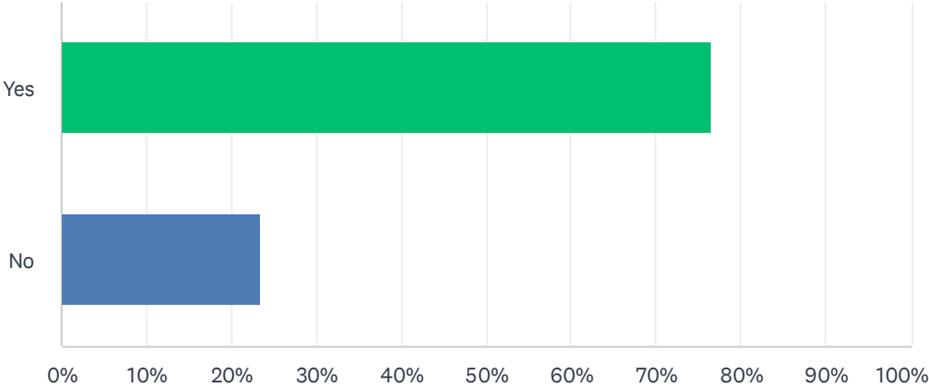
Answered: 81 Skipped: 0



	NOT AT ALL	A LITTLE	MAYBE	YES	ABSOLUTELY, THIS IS A HUGE NEED!	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	4.94% 4	13.58% 11	81.48% 66	81	4.77

Q4 I currently have a male preschool age child and I would like him to attend either kindergarten or first grade at Green Tech Rochester in the Fall of 2023?

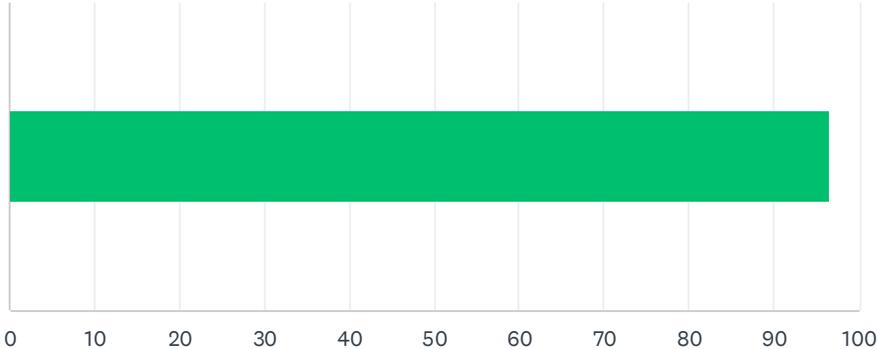
Answered: 81 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	76.54%	62
No	23.46%	19
TOTAL		81

Q5 Rochester is in high demand and need for Green Tech Rochester Elementary Charter School

Answered: 81 Skipped: 0



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
	97	7,818	81
Total Respondents: 81			



Response 5a - Enrollment Plan

The enrollment plan at GTR is consistent with other schools that start with the earliest possible grade served - in this case our Kindergarten and first grade males. These males may range from 4-6 years old depending on their birthdate (4 years old) and whether they may be starting grade K a year late (6 years old). The idea is to meet these male students before they have gone to other formal settings - thus ensuring our model will be the first they encounter in their 13-year education journey before college. With experience from Green Tech Albany, we have found it difficult at times to inculcate older students to our school when they have spent years in other settings. With 68 students in every grade, this will allow for four sections of 17 students per grade level, translating to 24 regular classrooms needed for an eventual K-5 built out model. This does not include spaces for specials or other programming. Our total enrollment of 408 male students in grade K-5 will be consistent with other small school models between 275 and 375 students, affording us the ability to build a cohesive and supportive environment.

Attrition

We understand that attrition will be part of any school's experience as families can often be in housing or employment flux in the type of economically disadvantaged neighborhoods that Green Tech schools tend to serve. We will backfill at every grade through our terminal grade 5. We do not expect more than a typical attrition rate of approximately 15% each year - and expect to have waiting list demand to fill those spots without advertising.

District Alignment

Our K-5 model represents full alignment with the new school pattern being implemented by the Rochester City Schools beginning in fall 2022. According to the plan, existing school settings will begin a transition to a more traditional elementary, middle, high school framework of grades K-5, 6-8 and 9-12. As of now, these are a myriad of different structures being utilized, which has made it difficult for families to align siblings and even change schools within the city.



Future GTR Expansion

See response 5c for enrollment table. When we submit our first renewal application in summer 2027 (after operating year 4), we will know more about whether GTH will automatically expand to a K-8 model or will remain only an elementary school. This decision will depend on the demand from existing families, the existence of high-quality options to send our graduating 5th graders, and facility capacity.

Pre-K

GTR plans to operate a PreK program. GTR K-5 will wait to receive charter approval from the SUNY Trustees before applying to run a PreK program. We are optimistic this approval will come during summer or fall 2022, allowing us to open to PreK simultaneously with our actual K opening in August 2023.

Response 5b - Recruitment of Special Populations

Our enrollment and demographic analysis of the Rochester City Schools tells us the following, as of enrollment data as of **January 2022**:

- 25,171 district students enrolled in grades PreK -12
- 2,300 registered PreK students (this annual PreK number would be our targeted enrollment group)
- 89 % of the district - Economically Disadvantaged
- 16 % of the district - English Language Learners
- 20 % of the district - Students with Disabilities

Recruitment of Economically Disadvantaged (ED) Students

- GTR will distribute marketing materials in housing developments in Rochester as well as neighborhoods near our projected campus
- GTR will initiate one-on-one meetings with pre-school settings regarding GTR single gender model
- GTR will continue to hold community meetings until our first lottery to share information about our program



Recruitment of English Language Learners (ELLs)

- GTR marketing materials will be available in Spanish and other languages with a heavy concentration in Rochester
- GTR will recruit in preschools with ELL populations
- GTH will employ Spanish-speaking staff members to support recruitment efforts, when practical

Recruitment of Students with Disabilities (SWD)

- GTR marketing materials will describe our special education services
- GTH will hold one-on-one meetings with preschool CPSE settings to discuss our special education programs



Response 5c Enrollment Chart

GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27	2027-28	Age Range
Kindergarten*	Elementary School	68	68	68	68	68	4-6
1st Grade	Elementary School	68	68	68	68	68	5-7
2nd Grade	Elementary School		68	68	68	68	6-8
3rd Grade	Elementary School			68	68	68	7-9
4th Grade	Elementary School				68	68	8-10
5th Grade**	Elementary School					68	9-11
TOTAL		136	204	272	340	408	

*Students eligible for Kindergarten must be 5 years old by December 31st.

** Our K-5 school would not serve grade 5 until the second charter term.



CHARTER ENROLLMENT BY GRADE

GRADES	LEVEL	2023- 24	2024- 25	2025- 26	2026- 27	2027- 28
Kindergarten	Elementary School	68	68	68	68	68
1st Grade	Elementary School	68	68	68	68	68
2nd Grade	Elementary School		68	68	68	68
3rd Grade	Elementary School			68	68	68
4th Grade	Elementary School				68	68
5th Grade	Select grade 5 level from dropdown list →					68
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					



Green Tech Rochester Charter School
New School Application
SUNY 2022 RFP

9th Grade High School

10th Grade High School

11th Grade High School

12th Grade High School

Ungraded

TOTAL

136	204	272	340	408
-----	-----	-----	-----	-----



R-05d - Admissions Policy

Admission

Green Tech Rochester is open to all male children, on a space-available basis within each grade. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

There are no admission requirements, and no tests of any sort are given to determine whether admission is granted, although tests are used to determine group placement once students are enrolled. Once all available slots are filled, applicants will be placed on a waitlist. Students will be admitted from the waitlist as places become available in each grade, in the order that the applications were filed. Preference is given to siblings of admitted students and residents of the City of Rochester.

Re-enrollment

To secure your child's place at Green Tech Rochester for the next school year, you must officially re-enroll him. In January, re-enrollment packets will be sent home along with the Spring deadline for re-enrollment. Students whose re-enrollment packets are received after the deadline will be added to the waitlist and admitted on a space-available basis.

Transfers

The school asks that, whenever possible, parents provide at least two weeks' notice if a student must transfer from Green Tech Rochester for any reason. Such notice will allow the school to process the necessary transfer paperwork, including having the student's records transferred. It will also enable the school to fill the vacant seat with another student from the waitlist.



R-06af - Curriculum and Instruction

ACADEMIC SUCCESS

Curriculum and Instructional Design

a. Curriculum Selection Process

The idea of knowledge-based learning is the brainchild of E.D. Hirsch Jr., emeritus professor of education and humanities at the University of Virginia. In the '70s, while researching students at two colleges in Virginia, he observed that background knowledge played a vital role in a student's ability to comprehend a passage. "African-American students at a Richmond community college could read just as well as University of Virginia students when the topic was roommates or car traffic, but they could not read passages about Lee's surrender to Grant," he recalls, on the Core Knowledge Foundation's website. "They had not been taught the various things needed to know to understand ordinary texts addressed to a general audience. The results were shocking. What had the schools been doing? I decided to devote myself to helping right the wrong that is such students¹." The English and Language Arts curriculum we will adopt uses this knowledge-based learning approach.

In addition to the research of Dr. Hirsch, our curriculum choices are also heavily influenced by the work of high-performing charter schools in high-poverty areas. The Lead Applicant and founders of this charter have traveled the nation studying schools serving similar communities. Like so many community leaders and families, we recognize that a solid academic foundation alone will not be sufficient in engaging students in the joy of learning and in preparing students for their bright future; together we agree that it is essential that we support our students' holistic growth through the arts and social-emotional development. All curriculum choices are aligned to the New York State Next Generation Learning Standards NYSNGL. Our scope and sequence documents and internal assessments are further guided by previous NYS Assessments, national reading inventories, and nationally normed assessments. Teachers will be trained and supported in adapting curriculum and instruction to meet individual student needs, including but not limited to students with special needs and multilingual language learners. Our curriculum choices and instructional methods have proven to increase student

¹ <https://amplify.com/>



achievement in Rochester and nationwide, and our curriculum embraces the power of community partnerships through a robust arts curriculum. Our core curricular choices offer interactive digital components that ensure instruction continuity throughout in-person, hybrid, and remote learning settings.

Development, Implementation, and Evaluation. To meet Benchmark 1 of the NYS Charter School Performance Framework, curricular choices across all content areas have been selected only if proven to support high student achievement. We further ensure that our curriculum meets our community's expressed and empirical needs. The curriculum will be rolled out to staff during a three-week professional development Summer Intensive which will primarily consist of practice-based PD sessions. Teachers will be trained to internalize lesson plan frameworks, incorporate and address collected student data, respond to student data trends and misconceptions, and prompt for the sophistication of student response at the moment. Practice-based PD sessions will begin with live models or video exemplars followed by individual and group practice, with feedback provided by our Principal and Director of Instruction. Teachers will be supported by their instructional leader or coach throughout the school year, and the Leadership Team will provide live feedback, weekly observations paired with feedback and practice, collaborative planning and data meetings, and weekly practice-based PD sessions. Grade level teams will practice lesson delivery in weekly team meetings, providing each other with feedback. Teachers will create lesson plans in units and be responsible for intellectual prep and tailoring lessons to meet individual students' needs. They will go through tasks annotating, taking notes, inserting individualized student data, developing prompts and questions, and anticipating student errors with accompanying prompts and share outs. These marked lessons will be due to the coach one week before instruction and will be returned with written feedback at least three days before teaching. Lessons with the appropriate amount of intellectual prep will always be placed visibly and directly outside of each classroom, available for any observer. By having teachers create their own lessons, we place teachers' focus on delivering high-quality instruction and addressing student gaps in the moment rather than on developing a curriculum from scratch.

As curriculum development is a fine skill that must be developed, having teachers create lessons ensures autonomy, equity in rigor level and quality of instruction across classrooms because they have ownership, however lessons will be monitored and supported closely by the Director of Instruction. Our Principal and Director of Instruction will work with teachers to provide supplemental materials and resources to ensure adequate individualized support. The Leadership Team will monitor and help modify the curriculum when needed on a weekly basis, derived from student data trends and growth. The Team (Principal, Director of Instruction, and Grade Level Chairs) will convene once per week, at minimum, to evaluate student data trends and ensure the curriculum is horizontally aligned across subject areas and vertically aligned across grade levels. Our Principal and Director of Instruction will ultimately determine if



significant curriculum changes are necessary. Annually, the Leadership Team will evaluate the curriculum using data, including performance and growth measures on STEP, NWEA MAP, internal assessments, and NY State Assessments as data is made available. Teachers will provide feedback regarding the process throughout the year through weekly grade-level team meetings and annual surveys.

Literacy. Our mission to equip students with the skills, habits, and mindsets necessary for future success requires a relentless focus on building a solid literacy foundation for all students in elementary school. With a shift in the purpose of reading from learning to read (K-3) to reading to learn (grade 4+), for a student unable to read on grade level, 50% of the fourth-grade curriculum would across all content areas be inaccessible. This gap widens each year as the amount of content a student must attain through reading exponentially increases. In light of this trajectory and need, we have organized our school into two developmentally appropriate academies - Lower (K-2) and Upper (3-5) - to adequately support literacy growth.

Lower Academy Literacy. We will devote the mornings to high-quality literacy instruction, Monday – Thursday for 185 minutes per day and Friday for 155 minutes. Literacy instruction will include whole group, small group, and intervention. Interactive read-aloud lessons will be delivered to the entire group; students will actively listen and respond to texts. Students will engage in discussions regarding the reader with their teacher and peers. They will be required to respond to factual, inferential, and critical thinking questions. When applicable, students will be asked to make connections between text to text, text to world, and text to self. As there are many layers of literacy, separate components will be taught in isolation, within small group rotations, to ensure foundational literacy skills are mastered. Small group instruction will include phonics, reading comprehension, guided reading, collaborative reading, oral language, vocabulary development, and writing. Instructing within three small homogeneous group rotations each day will allow teachers to use targeted data to ensure that all students' needs are being met, including those with special needs and Multilingual Learners. Our writing curriculum includes the whole group shared writing, handwriting, and independent writing. Research demonstrates that students are less likely to graduate from high school if they end the third-grade reading below grade level. To ensure that our students are reading on or above grade level, beginning in kindergarten, students will be assessed approximately every six weeks using the STEP Assessment, a research-based assessment tool developed by the University of Chicago's Urban Education Institute, and three times per year using NWEA MAP Assessment to measure student growth. Teachers and leaders will analyze student assessment data, identify present levels of performance possible gaps, and customize individual support plans to meet



each student's needs. As needed, students may be informally assessed between rounds to tailor literacy instruction to meet individual needs.

Figure II.B.1: Lower Academy Literacy Approach (K-2)

Curriculum	Components	Description	Scope & Sequence
Amplify Core Knowledge Language Arts	Read-Aloud	Teachers read texts that are NYSNGLS aligned, culturally relevant, and age appropriate. Teachers model thought processes when reading and engage students in discussion with factual, inferential, and critical thinking questions. Read aloud will include fiction, non-fiction/ informational texts, dramas, and poetry, focusing on comprehension discussions.	Provided by the publisher
	Reading Comprehension	Teachers continue teaching comprehension skills, mirroring Real Aloud lessons, w/in small groups.	Provided by the publisher
Rigby Books	Guided Reading	Teachers provide real-time feedback for students as they independently decode, retell, and discuss books on their independent reading level.	The school's instructional leadership team and the classroom teachers collaborated to create the scope



			and sequence for guided reading.
Amplify Core Knowledge Language Arts	Writing	Lower Academy writing supports the development of appropriate writing conventions, handwriting, spelling, and understanding of parts of speech and sentence structure. In addition, the Shared Writing component allows students to express their ideas verbally as teachers model the writing process.	Provided by the publisher
Dolch Sight Words	Word Study	Teachers deliver oral drills during small group rotations, transitions, and throughout the day. Students also explore CKLA Sayings and Phrases.	The school's instructional leadership team and the classroom teachers collaborated to create the scope and sequence for guided reading.



Wilson Foundations	Phonemic Awareness; Phonics / Word Study; High-Frequency Word Study; Reading Fluency Vocabulary; Comprehension Strategies; Handwriting; Spelling	Teachers deliver targeted, multi-sensory literacy instruction during small group rotations.	Provided by the publisher
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Figure II.B.2: Upper Academy Literacy Approach (3rd - 5th)

Curriculum	Components	Description	Scope and Sequence
	Informational Text Guided Reading	Teachers provide real-time feedback for students as they independently read, retell, and discuss informational texts on independent reading level. Students will be given ample opportunities to respond to text In writing.	Provided by the publisher



Amplify Core Knowledge Language Arts	Narrative Guided Reading	Teachers provide real-time feedback for students as they independently decode, retell, and discuss narrative texts on their independent reading level. In addition, students will be given ample opportunities to respond to text in writing.	The school's instructional leadership team and the classroom teachers collaborated to create the scope and sequence for guided reading.
	Grammar	Teachers deliver a traditional grammar lesson with a model, scaffolded practice, and independent student practice.	The school's instructional leadership team and the classroom teachers collaborated to create the scope and sequence for guided reading.
	Writing	Students go through the writing process, independently developing and writing narrative stories, persuasive writing pieces, reports, poems, letters, and written responses	The school's instructional leadership team and the classroom teachers collaborated to create the scope and sequence for guided reading.



	Close Reading	Teachers help students sharpen reading comprehension via analysis of a shared text.	The school's instructional leadership team and the classroom teachers collaborated to create the scope and sequence for guided reading.
	Vocabulary / Word Study	Students study weekly vocabulary words and learn to define unknown words within texts. Students also explore Sayings and Phrases.	The school's instructional leadership team and the classroom teachers collaborated to create the scope and sequence for guided reading.

Figure II.B.3: Lower and Upper Academy Math Approach			
Curriculum	Components	Description	Scope & Sequence
Internally Created with Supplemental Materials (K-2)	Calendar Math	Students and teachers will engage in an interactive review of basic mathematical concepts.	The school's instructional leadership team and the classroom teachers collaborated to create the scope and sequence for guided reading.



Eureka Math (K-5)	Math Lesson	<p>Math lessons are NYSNGLS-aligned and vary in type, including inquiry-based, project-based, and procedure-based, and will connect methods with mathematical, conceptual understandings. Teachers roll out problems or parameters of a task, and then students engage in individual or group work. Teachers provide feedback. Lessons end</p> <p>With student-led discourse and charting of student-identified essential conceptual understandings.</p>	Provided by the publisher
Carpenter, Fennema, Franke, Levi's Cognitively Guided Instruction	Daily Story Problems	Students engage in independent problem-solving. Teachers monitor, record data, and provide written feedback. Problem-solving ends with student-led discourse and charting of student-identified essential conceptual understandings.	The school's instructional leadership team and the classroom teachers collaborated to create the scope and sequence for guided reading.

Mathematics. Our approach for math instruction is to isolate components of mathematics to increase students' conceptual understanding and ability to think analytically and critically. K-5 students will engage in a daily 40-minute Cognitively Guided Instruction block. They will independently solve word problems, share thinking/strategies, engage in mathematical discourse, develop universal vital understandings, and test their findings with extra practice of the same problem type. Teachers will monitor independent work time, circulate, record



student data, provide written feedback, and prompt student thinking. They will act as facilitators of class discourse. Student thinking will be charted and displayed in the classroom as anchor charts. Math lessons are NYSNGLS-aligned and vary in type, including inquiry-based, project-based, procedure-based, and will connect procedures with mathematical, conceptual understandings. Classes will end with students engaging in mathematical discourse while the teacher charts their thinking and identifies universal vital insights. Charts illustrating student thinking will be displayed in the classroom as anchor charts. Our math approach aims to increase students' understanding and develop their ability to think, and problem solve critically; we also recognize there is an appropriate place for fact-based learning to aid problem-solving skills. K-2 students will engage in fast-paced Calendar Math, oral drills, and Math Fluency sprints to support fact-based math. Students in grades 3-5 will engage in oral drills, Math Fluency sprints, and daily spiral reviews to help in fact-based math.

Science. All students will engage in investigative scientific exploration. We will use Amplify Science, a research-based curriculum based on NGSS standards. Students act as scientists or engineers to actively investigate the world around them through engaging hands-on activities, immersive digital simulations, extensive reading and writing activities, and lively classroom discussions. Through collaborative research and exploration, students solve real-world problems. K-2 students will engage in 20 minutes of daily exploration in our STEAM Centers.

Social Studies The Head of School, Lower Academy Director of Curriculum & Instruction, and Upper Academy Director of Curriculum & Instruction will internally create our Social Studies Curriculum using the NYSNGLS, narrative texts, and informational texts to guide the creation. Our curriculum will be developed to affirm the identities of urban students, serving as both a mirror, as it is intentionally culturally relevant, and as a window, as it allows students to learn about other worldviews.

Arts. We recognize the enormous impact that having access to the skills plays on the future success of all children, especially students living in impoverished areas. Therefore, students will engage in enrichment classes including Classical Ballet, West African Dance, Visual arts, and Music, instructed by Teaching Artists with the autonomy to create a curriculum under the supervision of the Head of School and Director of Curriculum and Instruction, aligned to the NYS P-12 Learning Standards for the Arts, and in collaboration with classroom teachers to allow for cross-curricular connections.



Social-Emotional Development. Another unique element of our curriculum and distinguished from curriculum drawn from any major charter network within our city, is the fact that students begin the day with a mental health check-in and a whole group interactive read-aloud focused on one of the five competencies of Social Emotional Learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. Teachers and students engage in discussion, role plays, daily mindfulness exercises, and "Moments of Pea" as needed. K-2 students Six Steps of Conflict Resolution, drawn for Rochester's Early Pre-K and Pre-K programs. Teachers facilitate peer-to-peer resolution conversations as they arise. In all grades, our RESPECT values will guide our mindsets and habits and build our character strengths: Respect - I treat myself, others, and the environment with kindness. Empathy - I show concern for the feelings of others. Scholarship - I am eager to learn and question new things. Perseverance - I always try my best, especially in challenging situations, and never give up. Excellence - I go above and beyond every day. I only present the best version of myself, Creativity. I am open to new ideas, embrace change, and use my imagination when problem-solving. Teamwork - I understand my connection to my family, school, neighborhood, and the world. I accept the responsibility of making the world a better place through my actions and the support of others. We know that character strengths can be learned, modeled, and will be celebrated.

b. Assessment System

To ensure K-2 students are on track to achieve academic success, we must rely on student data long before the state assessment in grade 3. Data will be collected using frequent standards-aligned assessments, summative and formative, to gauge progress and mastery of NYSNGLS. Assessment data will immediately be analyzed by teachers, the Head of School, Director of Curriculum and Instruction, and Coordinator of Student Supports to determine individualized supports and interventions, small group formation/reformation, and curriculum essential for student achievement. Assessment dates will be shared at the start of the school year on our annual calendar, and concluding each assessment, and data will be shared with all stakeholders, including parents and the Board. All assessment data will be presented to the Board through monthly academic dashboards debriefed by the Head of School at regularly scheduled monthly Board Meetings. Parents will receive assessment data within two weeks of each assessment round through nightly Excellence Reports, bi-weekly phone communication, and Family Conferences. State assessment data will be presented to the Board, printed in monthly newsletters, posted on our website, and posted inside the school each year to ensure accessibility for all stakeholders. As a school community, we own the responsibility of using assessment data to guide instruction and interventions to enable students to meet our ambitious goals. We will celebrate the successes in academic achievement, stay informed on student progress, and appropriately respond to our gaps together. A wide variety of



assessments will be used throughout the school year, including nationally normed assessments, stated mandated assessments, and internally created exams.

Daily Assessments. In K-5, math lessons will end with daily exit tickets, which require students to prove mastery of lesson objectives by applying skills or concepts in an unfamiliar problem. Grade Level Chairs will work with the Director of Instruction to develop exit tickets. Daily exit ticket data will be entered into our online data tracker; our Leadership Team will analyze daily data and provide feedback to teachers on an appropriate response to data. Teachers will respond to data in upcoming lessons and during the whole school RTI block. Upper Academy students (grades 3-5) will have a daily spiral review assessment, including multiple problem types directly tied to NYSNGLS. Teachers will deliver a weekly mini re-teach lesson on common misconceptions from spiral assessment data. Standards addressed will remain the same throughout the week and require students to show mastery through skill application in unfamiliar contexts. Parents will be able to log into the child's grade-keeping program, PowerSchool, for up-to-date grades.

Weekly Assessments. K-2 students will have phonemic awareness, phonics, and reading fluency assessments given during reading rotations. Data will be entered into our online data tracker. Our Leadership Team will analyze daily data and provide feedback to teachers on appropriate responses. Teachers will respond to data in upcoming lessons and whole school RTI blocks. Lower Academy students will have a weekly math assessment of basic skills taught during Calendar Math. Upper Academy students (grades 3-5) will have a weekly vocabulary and reading fluency assessments given during reading rotations. Data will be entered into our online data tracker. Our Leadership Team will analyze daily data and provide feedback to teachers on appropriate responses. They will also have a weekly Spiral Review Assessment based on the standards they had reviewed throughout the week. Parents will receive a hard copy of the child's weekly assessments in their Weekly Take Home Folder, where parents will have to sign and return to school acknowledging they have viewed the child's graded assignments for the week.

Researched-based Assessments. Upon confirmed enrollment, students will be given the Strategic Teaching and Evaluation of Progress ("STEP"), a research-based literacy assessment developed by the University of Chicago to diagnose literacy skill levels. The Leadership Team will analyze STEP data to determine classroom placement, literacy rotation groups, intervention needs, and instructional decisions. Teachers will base literacy rotation instruction on STEP Benchmarks throughout the year. STEP will be administered every six to eight weeks. Following each STEP round, teachers will analyze classrooms data and develop action plans for the upcoming six weeks. Grade level teams and the Leadership Team will meet to analyze grade-



level data and its implication on student placement and instruction for the upcoming six weeks. Weekly literacy data will inform instruction and group placement throughout the six weeks between STEP rounds.

Interim Assessment. Students will be given ELA and Math assessments every six to eight weeks. Teachers will not have access to the assessment before the morning on which it is given, ensuring that student data is authentic and reflects their ability to show mastery of NYSNGLS flexibly. Interim Assessments will be graded collaboratively to ensure we have a baseline for evidence of mastery. Following each Interim, teachers will analyze their classroom data and develop action plans for the upcoming six weeks. Grade Level Teams and the Leadership Team will meet to collectively analyze grade-level student data and its implication on student placement and instruction for the upcoming six weeks. Weekly math assessment data will inform instruction between Interims throughout the six weeks of instruction.

Nationally-Normed Assessments. The Northwest Evaluation Association Measures of Academic Progress (“NWE” MAP”), a nationally-normed assessment, will be given three times per year in ELA and Mathematics. MAP will provide national-level comparison data to measure student growth and grade level proficiency averages. Following the MAP, teachers will analyze classroom data and develop action plans for the upcoming quarter. Grade Level Teams and the Leadership Team will meet to collectively analyze grade-level student data and its implication on student placement and instruction for the upcoming trimester. Weekly ELA and Math assessment data will inform instruction between NWEA MAP Assessment rounds throughout the quarter. In addition, the school will mail parents a printed copy of the child's performance.

New York State Assessments. All required state assessments will be administered in all grades and content areas. The Leadership Team will analyze assessment data and its implication on the following year’s priorities, instruction, student placement, staffing, scheduling, and curricular choices. State assessment data will be reported to the Board, posted on our website, provided in our annual report to the authorizer, and included in monthly newsletters sent home to families and available to all community stakeholders. The Board will use state assessment data to (a) evaluate student achievement against the metrics stated within our charter, (b) evaluate the school’s performance, and (c) inform annual budgetary decisions, allocations, and priorities. In addition, the school will mail parents a printed copy of the child's performance.



Non-Academic Assessments. Students will be assessed on their social and emotional growth using the five Core SEL Competencies. Teachers will assess students quarterly based on their ability to exhibit Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. SEL data will be analyzed by Classroom Teachers, the Social Worker, Therapeutic Crisis Interventionist, and Coordinator of Student Supports, and together they will create action plans to promote student growth. Enrichment Teaching Artists will assess students quarterly using the NYS Arts Learning Standards to evaluate students' development and ability to create, present, perform, produce, respond to, and make cross-curricular connections. Teaching Artists and the Leadership Team will analyze data and action plans to promote student growth.

c. Instructional Methods

Critical thinking and problem-solving skills must be developed and supported throughout childhood years. Our mission to prepare students for future success requires that we move from rote learning alone as the traditional form of learning, as lecturing students about content does *not* prepare them to meet the demands of the 21st Century.

For instruction, Green Tech Rochester will use the pedagogical approach of Student-Centered and Inquiry-Based Learning. The Student-Centered approach to instruction focuses on students rather than only on the teacher. In this approach, children may sit in small groups, access centers, and possibly move about the classroom freely. Children play a more active role in their learning and may even help choose the topics they learn about. To avoid behavior problems, teachers must lay a lot of groundwork in student-centered classrooms. Typically, it involves instilling a sense of responsibility in students. In addition, students must learn internal motivation. Although sometimes challenging to achieve, these accountability and intrinsic motivation qualities also build self-confidence² and instill a lifelong love of learning in students.

In the Inquiry-Based Learning approach to instruction, the teacher guides students to develop critical thinking and problem-solving skills. To learn these skills, the teacher helps students think through their processes, teaches them possible approaches, and encourages them to try various methods. Students are encouraged to fail as a part of the process and then improve their performance in subsequent activities. Instead of repeating answers students have been taught, students learn to seek their answers to questions³. So, students develop strong research skills. In addition, children learn how to choose questions to answer and what questions they might ask. This approach is also student-centered as it requires active

² [International Journal of Social Sciences & Educational Studies ISSN 2520-0968 \(Online\), ISSN 2409-1294 \(Print\), September 2018, Vol.5, No.1 \(researchgate.net\)](#)

³ [What is Inquiry Based Learning? \(teach-nology.com\)](#)



participation on the part of students. The teacher guides and teaches; however, students also help choose study topics.

In the Canadian Journal of Higher Education, Summerlee and Murray described their qualitative findings showing that students who experience inquiry-based instruction in their early years had greater confidence in their academic abilities, were more engaged, and were better prepared for upper-year grade levels⁴ (Summerlee and Murray, 2010).

d. Course or Subject Overview

Literacy in Lower Elementary (K-2)

Literacy is a key component of GTR's academic programming. As a school that is driven by ensuring scholars are on track for middle, high, and beyond, it is our priority to ensure all scholars have the foundational skills needed to read and comprehend rigorous texts at or above grade level. NGLS will serve as the guide to determining scholars' reading and writing proficiency throughout the school year by incorporation of grade level appropriate reading. We will utilize Amplify Core Knowledge Language Arts for read-alouds, reading comprehension, and writing. Rigby Books will be used for guided reading. The Dolch Sight Words curriculum will be utilized for word study. We will also use Wilson Foundations for phonemic awareness, word study, reading fluency, comprehension, spelling, and handwriting. All curriculum components are aligned to standards and per the school's accountability goals. By utilizing STEP and NWEA MAP assessments, GTR will regularly monitor students' progress and performance to determine necessary if adjustments are needed within our curriculum.

Literacy in Upper Elementary (3-5)

Scholars' critical reading skills will be developed through the use of Close Reading, Guided Reading, Independent Reading, and Writing. Through these building blocks, reading comprehension, fluency, textual analysis skills, self-monitoring, and an increased capacity to respond to rigorous prompts will develop. Upper Elementary will also utilize STEP and NWEA MAP assessments to measure students' proficiency and achievement in reading and writing. Curriculum adjustments will be determined annually based on data collected from the standards aligned assessments (STEP and NWEA MAP) and content data.

⁴ Alastair Summerlee and Jacqueline Murray, "The Impact of Enquiry-Based Learning on Academic Performance and Student Engagement," Canadian Journal of Higher Education, v40 n2 (p78-94), 2010.



Core Literacy Components			
Content Session/Block	Academic Skills	Curriculum	Assessments
Phonics	<ul style="list-style-type: none">• Phonemic awareness• Phonological awareness• Fluency	<ul style="list-style-type: none">• Wilson Foundations• Dolch Sight Words•	<ul style="list-style-type: none">• STEP• NWEA MAP
Spelling/Vocabulary	<ul style="list-style-type: none">• Spelling• Phonics/Word Study	<ul style="list-style-type: none">• Wilson Foundations• Dolch Sight Words• Amplify Core Knowledge Language Arts	<ul style="list-style-type: none">• STEP• NWEA MAP
ELA	<ul style="list-style-type: none">• Reading comprehension• Concepts of print• Fluency• Vocabulary	<ul style="list-style-type: none">• Amplify Core Knowledge Language Arts• Dolch Sight Words	<ul style="list-style-type: none">• STEP• NWEA MAP
Writing	<ul style="list-style-type: none">• Writing conventions• Handwriting• Spelling	<ul style="list-style-type: none">• Amplify Core Knowledge Language Arts	<ul style="list-style-type: none">• STEP• NWEA MAP



Grammar Conventions	<ul style="list-style-type: none"> • Understanding parts of speech • Understanding sentence structure 	<ul style="list-style-type: none"> • Amplify Core Knowledge Language Arts 	<ul style="list-style-type: none"> • STEP • NWEA MAP
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Mathematics in Lower Elementary (K-2)

GTR’s curriculum choices align to NGLS and allow scholars the opportunity to build their own understanding grade by grade. We will utilize Eureka Math and Carpenter, Fennema, Levi’s Cognitively Guided Instruction as components of our curriculum for lower and upper elementary. In Kindergarten, our scholars will begin to understand addition and subtraction to 10, number pairs, place value, shapes, measurement, and more. First graders will build in their foundational skills of place value by understanding how to compare numbers, identify shapes and their attributes, and learning skills for measurement and data analysis skills. In second grade, scholars will learn concepts of solving more complex word problems, counting money, and the foundations of multiplication and division.

Mathematics in Upper Elementary (3-5)

In upper Mathematics, third grade, scholars will also learn the concepts of multiplication and division, calculating area, data collection and display, fractions as numbers on a number line, and solving multi-step math problems. Fourth grade concepts will cover multi-digit and fractional multiplication and division. In fifth grade, scholars will learn concepts about solving for volume and area, converting units, and an introduction to solving problems on coordinate plans. Scholars conceptual understanding will be continually developed through utilization of Eureka Math and Carpenter, Fennema, Franke, and Levi's Cognitively Guided Instruction. The same assessments (STEP and NWEA MAP) will be utilized across all grade levels. Our curriculum will be reviewed annually to determine if adjustments are needed based on scholars’ performance data.

Core Mathematical Components			
Content Session/Block	Academic Skills	Curriculum	Assessments



Math	<ul style="list-style-type: none"> • Number Sense • Place Value • Fact Fluency • Computation • Problem Solving • Counting 	<ul style="list-style-type: none"> • Eureka Math • Carpenter, Fennema, Franke, Levi's Cognitively Guided Instruction 	<ul style="list-style-type: none"> • NWEA MAP
Groups	<ul style="list-style-type: none"> • Problem solving • Foundational/Essential Mathematical Concepts/Operations 		

Science (K-5)

GTR’s Sciences will push our scholars to think critically, engage in investigative and inquiry-based learning, and promote collaborative learning. Science Learning Standards for all grade levels are aligned to NGSS. By utilizing said curriculum, scholars will have the opportunity to learn hands-on with activities that require spatial reasoning, problem solving, symbolization, and critical thought. In conjunction with these skills, scholars will be able to understand and apply technology in a variety of new scientific concepts. Scholars will also have the advantage of being able to make cross disciplinary connections with literacy skills and mathematical reasoning. Our fourth and fifth graders will take the state created Science assessment. GTR will review the curriculums for Science annually to determine if adjustments are needed.

Social Studies (K-5)

GTR approach for Social Studies will be interdisciplinary. In their studies, scholars will be required to research, read, and write in regard to historical topics and cultural phenomena. GTR will utilize an internally created curriculum, which aligns to NYSNGLS. Our curriculum will be culturally relevant for our scholars and also serve as a gateway to understanding other worldwide views. Scholars will be required to read narrative and informational text, historical text, and more to understand challenging concepts and history. Social Studies will use formative and summative assessments to determine scholars’ mastery of knowledge.



Specials (K-5)

GTR will afford scholars the opportunity to express themselves through movement and art. Our special are as follows:

- Art: GTR scholars will build confidence, empathy, and discover the creative expression of their emotions through drawing, painting, and building models.
- Physical Education: GTR scholars will learn locomotor and non-manipulative skills through physical activities. All activities are aligned to NYS P.E. Standards.
- Dance: GTR scholars will further develop their locomotor skills through dance. They will also build intrapersonal Social & Emotional Skills (SEL) through managing their body movements and interpersonal SEL skills through working as a team and remaining aware of those around them.
- Spanish: GTR scholars will learn elements of the Spanish Language starting in Year 1 of operations (K). They will further develop their command of the Spanish Language, listening, speaking, memorization skills, and critical thinking skills.

e. Promotion and Graduation Policy

GTR will provide all students with daily individualized support to aid them in achieving academic and social success. Our focus on student data allows us to consistently and frequently monitor and respond to the immediate needs of each student. Our Student Supports Team will collaborate with families throughout the school year to ensure each student has adequate support and provide fluid and frequent communication in support of a strong school and home relationship. Every 4-6 weeks we will re-evaluate our interventions and supports to ensure that they are effective and that each of our students is achieving the ambitious goals.

Through access to rigorous curriculum paired with high-quality instruction, research-based curriculum with proven results within similar populations, data tracking and data-driven instruction, collaborative action planning and supervised implementation, and three level tiered supports and interventions, we are confident that the majority of students will exhibit growth and matriculate to the next grade. We recognize that students will join our school community having had different early childhood educational experiences which will result in differing levels of school readiness. We also know it is essential for students to build a strong literacy and math foundation in the early elementary years to support future school, career, and life success. Therefore, it will be necessary to retain students who struggle to master grade level literacy and math standards, have inconsistent daily attendance, and exhibit minimal growth in developing the SEL Competencies despite having received consistent individualized support and tiered interventions. Our Student Support Team will work with families to decide what is best for their



child throughout the school year; however, we reserve the right to retain a student who does not meet promotion criteria at the end of the year and would struggle to meet the next grade's demands.

Promotion Policies. We will adopt mastery-based grading aligned to NYSNGLS, as many high performing charter schools use this grading method. Mastery-based grading will be implemented across all grade levels to provide continuity and objectivity, and to keep our community rooted in student data and standards. Families will be explicitly introduced to mastery-based grading during Family Orientation and will have a follow-up tutorial during initial Home Visits. Teachers will provide targeted instruction through small group literacy rotations, schoolwide RTI intervention blocks, delivering written and verbal student feedback, and conferencing with students during independent work time. Our relentless focus on collecting, monitoring, and immediately responding to student data through data-driven instruction allows teachers to track student progress in mastering grade level content and standards daily. Families will be frequently updated on student's progress towards mastering grade level content and standards through daily Reports requiring nightly parent signatures, bi-weekly phone calls from classroom teachers or Intervention Specialists, and quarterly Family Conferences, and Collaborative Student Supports Meetings. Throughout the school year, we will collaborate with families to decide the best supports and interventions for home and school to aid students in achieving academic and social success. When paired with data driven instructions, rigorous research-based curriculum, and our three- tiered supports and interventions, we know most students will achieve mastery across content areas in every year at each grade level. Students must achieve a 3 average for literacy and mathematics standards to be eligible for promotion to the next grade level. Grades will reflect performance on exit tickets, assessments, and independent student work as they are all aligned to the NYSNGLS.



Figure II.F.1: Grading Policy

Criteria	Standard- Aligned Metric	Letter Grade	Percentage
Student has above grade level mastery and can apply standard in new ways	4	A	90% - 100%

Student has grade level mastery of standards and is able to work independently	3	B	80% - 89%
Student has partial mastery of standard and requires minimal support	2	C	70% - 79%
Student has minimal mastery of the standard and requires continued support	1	D	60% - 69%
Student has no mastery of standard	0	F	0% - 69%

Kindergarten students must achieve an average of a 3 across all Literacy and Math NYSNGLS, average a 70% on Math Interim Assessments, and achieve a STEP level 3 on literacy assessments by the end of quarter 4 for promotion. First grade students must achieve an average of a 3 across all Literacy and Math NYSNGLS, average 70% on Math Interim Assessments, and achieve STEP level 6 on literacy assessments by the end of quarter 4 for promotion. Second grade students must achieve an average of a 3 across all Literacy and Math NYSNGLS, average 70% on Math Interim Assessments, and achieve STEP level 9 on literacy assessments by the end of quarter 4 for promotion. Third grade students must achieve an



average of a 3 across all Literacy and Math NYSNGLS, average 70% on Math Interim Assessments, and achieve STEP level 12 on literacy assessments by the end of quarter 4 for promotion. Fourth grade students must achieve an average of a 3 across all Literacy and Math NYSNGLS, average 70% on Math Interim Assessments, and achieve STEP level 15 on literacy assessments by the end of quarter 4 for promotion. Fifth grade students must achieve an average of a 3 across all Literacy and Math NYSNGLS, average 70% on Math Interim Assessments, and achieve STEP level 18 on literacy assessments by the end of quarter 4 for promotion. Retention conversations will begin on bi-weekly phone calls leading up to our third quarter Family Conferences, supported by student data and growth measures. As needed, Classroom Teachers and Intervention Specialists will collaborate with families to develop intensive interventions and support for school and home.

Any student who achieves a 2 average or below at the end of the school year will be eligible for retention. If retained, families will attend a Retention Conference with the Classroom Teachers and Student Supports Team to develop an individualized plan for the following school year, solidifying support and interventions to be in place on the first day of school to support the student's growth. The team will develop a support plan for the summer to decrease summer learning loss and promote student growth, including providing summer learning materials and referrals to summer learning programs such as the SummerLEAP program⁵. We realize a student who is retained may excel in some content areas and through our individualized supports we will be able to ensure that all students are consistently supported and challenged. Our Principal and Director of Instruction will track student data in all years and oversee implementation of individualized plans for all retained students. All final promotion and retention decisions will be made by the Principal.

f. Programmatic Audits

Educational Evaluation of Plan

The overall effectiveness of GTR's program in meeting student achievement in academic, will be evaluated by the comprehensive assessment system that includes several indicators.

1. Academic Achievement

- Standardized national and state assessments (elementary and middle level NYS assessments; NYSESLAT) will provide comparative data relative to local, state and national standards. GTR students will be expected to perform at least equal to or better

⁵ <https://www.summerleap.net/>



than comparative districts. Frequency will be annual, and as dictated by state regulations.

- Performance Series Assessments, tests reading and math proficiency and will be completed at the beginning of the year to identify who needs immediate interventions and support. Data will be used to plan interventions and supports.
- READY Assessments, test reading comprehension and math proficiency and will be completed by all students at least three times during the academic year (beginning, mid-year, end of year). Data will be used to plan interventions and instruction.
- Multiple types of formative and summative classroom assessment will be used regularly.
- Student benchmark assessments will be required after each Quarter.

2. School culture, climate, safety

- Parent feedback conducted annually on school culture, safety, environment

(SurveyMonkey)

3. School Improvement Plan (SIP)

- SIP is data will be analyzed and themes (areas of attention) will be created based on the analysis. Staff Surveys (SurveyMonkey) will be administered annually.

The aforementioned indicators will be evaluated and used to provide data driven curriculum decisions, identification of instructional practices, and curriculum adjustments. Evaluation of indicators are done:

- Weekly through teacher common planning time, Professional Learning Community (PLC) meetings, and faculty meetings (faculty, School Improvement Coordinator, Chief Academic Officer).
- Weekly and monthly at the Instructional Leadership Team, ILT (Director of Teaching and Learning, Principal/CEO, Department Heads).
- At the end of each semester (Jan and June) (Director of Teaching and Learning, Department Chairs, Head of School)
- At the time state tests results are released (Director of Teaching and Learning, CEO/Principal, Board of Trustees)



- READY assessment will be evaluated after each test administration to identify learning gaps and at the end of the year to evaluate growth and trends (Director of Teaching and Learning, Department Chairs)
- SIP Data will be aggregated from the EOY survey to identify gaps, areas of improvement, and areas of strengths. From the data, SMART Goals will be created. The goals will be used to create an action plan that highlights goals, activities/tasks, responsible parties, resources needed, set timeline when action steps will be completed, and evidence that will be used to track progression of goals.
- The Director of Teaching and Learning is responsible for collecting, monitoring, aggregating, and disaggregating data which is then shared as appropriate, required, and as needed with all stakeholders.
- At the end of the year a comprehensive evaluation is done in which all indicators are aggregated to drive decisions and performance improvement strategies for the next academic year. SMART Goals will be created annually based on comprehensive evaluation to ensure we track progress on meeting or exceeding expectations and goals.

A decision will be made if consultants need to be utilized to provide further support based on the story the EOY survey data presents. At that time, the Administration Team will make an executive decision. Based on GTHC's experiences, consultants are utilized for school culture and instructional specific practices. The budget allows for specialized assistance to ensure that all students are receiving quality instruction and that all teachers are receiving the proper support and training to optimize all opportunities of learning.



R-06g – Draft Accountability Plan

DRAFT Accountability Plan for the Accountability Period 2023-24 to 2027-28

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: All students at the Green Tech Rochester Charter School will become proficient in reading and writing of the English Language.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the state’s English language arts exam for grades 3-8.
- Each year, the school’s aggregate Performance Index (“PI”) on the state English language arts exam will meet that year’s state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.



Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 4th – 8th grades will be above the target of 50.

GOAL II: MATHEMATICS

Goal: All students at the Green Tech Rochester Charter School will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 3-8.
- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 4th – 8th grades will be above the target of 50.



GOAL III: SCIENCE

Goal: All students at Green Tech Rochester Charter School will demonstrate competency in the understanding and application of scientific reasoning.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State science exam.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: ESSA

Goal: The school will remain in good standing according to the state's ESSA accountability system.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL V: PARENT SATISFACTION

Goal: Green Tech Rochester Charter School parents will identify the school as meeting the academic needs of their children.



- Each year, parents will express satisfaction with the Green Tech Rochester Charter School program based on the school's Parent Survey in which at least two-thirds of all parents of students enrolled in the school provide a positive response to each of the survey items.
- Each year, 90 percent of all students enrolled during the course of the year return the following September.
- Each year the school will have a daily attendance rate of at least 95 percent.

GOAL VI: LEGAL COMPLIANCE

Goal: Green Tech Rochester Charter School will meet its legal and regulatory obligations in a manner that promotes the academic success of its students.

- Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.
- Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
- Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.

GOAL VI: FISCAL SOUNDNESS

Goal: Green Tech Rochester Charter School will operate in a fiscally sound manner that promotes a high-quality academic program.

- Each year, the school will operate on a balanced budget where actual revenues will actually meet or exceed actual expenses.
- At the end of each fiscal year, unrestricted net assets will equal or exceed 1.5% of the school's operating budget for the upcoming year.



Green Tech Rochester Charter School
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- Each year any internal control or compliance deficiencies that are identified by an external auditor, SED, CSI, or the Board of Trustees will be reviewed, and corrective actions or measures will be taken in a timely manner. A record of the deficiency and corrective actions will be kept on file in the Business office.



R-07ac - Calendar and Schedules

a. School Calendar



DAILY SCHEDULE

Arrival Time	7:30am - 8:00am
Morning Meeting	8:00am - 8:20am
Phonics	8:20am - 8:50am
Spelling/Vocab	8:50am - 9:10am
Grammar/Conventions	9:10am - 9:30am
ELA	9:30am - 10:20am
Writing	10:20am - 10:35am
Specials	10:35am - 11:25am
Lunch/Recess	11:25am - 12:15pm
Writing	12:15pm - 12:55pm
Science/Social Studies	12:55pm - 1:30pm
Math	1:30pm - 2:40pm
Groups	2:40pm - 3:10pm
Dismissal	3:10pm - 3:45pm



b. Student Schedule

GTR's daily schedule was designed to accommodate our unique and robust Literacy programming. Our belief is that all our scholars need adequate support in foundational skills for both Reading and Mathematics. Our student schedule also factors in time specifically for building student and school culture, as well as non-academic skills. SEL will be incorporated into Morning Circle and Group blocks/sections, which will be vital in attaining and maintaining our school's mission of assisting scholars in reaching academic success while supporting the "whole" scholar.

We will operate on a universal schedule Monday through Friday. Arrival begins at 7:30a.m.; instruction will begin at 8:00a.m.; and dismissal will begin at 3:10p.m. daily.

(Graphic on following page)



Green Tech Rochester Charter School
 New School Application
 SUNY 2022 RFP

GREEN TECH HIGH
 CHARTER SCHOOL
 2023-2024 School Year

16 School/16 Instructional

JULY 2023				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Jul 10= Summer School Starts
 Jul 24= New staff report
 Jul 27= Parent & Student
 Mandatory Orientation (Sp-6p)

20 School/8 Instructional

AUGUST 2023				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Aug 4= End of Summer School
 Aug 7= All Staff Return
 Aug 8, 16, 24= New Student
 Mandatory Orientation (8am-12pm)
 Aug 24= Makeup Parent & Student
 Mandatory Orientation (Sp-6p)

20 School/19 Instructional

SEPTEMBER 2023				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Sept 4= Labor Day
 Sept 5= 1st Day of School
 Sept 22= Open House (3:30p-5:30p)
 Sept 25= Progress Reports

21 School/21 Instructional

OCTOBER 2023				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 9= Indigenous Peoples' Day
 Oct 13= Staff PD (1/2 Day for Students)
 Oct 24= Picture Day
 Oct 27= End of Quarter 1
 Oct 30= Start of Quarter 2

19 School/18 Instructional

NOVEMBER 2023				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Nov 3= Parent Teacher Conferences
 Nov 10= Observation of Veterans Day
 Nov 18= GTH Feeds the Community
 Nov 22= 1/2 day of School
 Nov 23-24= Thanksgiving Break

14 School/14 Instructional

DECEMBER 2023				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Dec 1= Picture Retake Day
 Dec 8= Progress Reports
 Dec 21-31= Holiday Break

21 School/20 Instructional

JANUARY 2024				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Jan 1= Holiday Break
 Jan 15= MLK Jr Day
 Jan 19= End of Quarter 2
 Jan 22= Start of Quarter 3
 Jan 26= Parent Teacher Conference
 (1:00p-7:00p) No Classes

15 School/15 Instructional

FEBRUARY 2024				
Mo	Tu	We	Th	Fr
				1
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

Feb 19-23= Winter Break

20 School/20 Instructional

MARCH 2024				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Mar 1= Progress Reports
 Mar 15= Staff PD (1/2 Day for Students)
 Mar 22= End of Quarter 3
 Mar 25= Start of Quarter 4
 Mar 29= Good Friday

17 School/16 Instructional

APRIL 2024				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Apr 1-5= Spring Break
 Apr 12= Parent Teacher Conferences
 (1:00p-7:00p) No Classes

21 School/21 Instructional

MAY 2024				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

May 3= Progress Reports
 May 10= Staff PD (1/2 Day for Students)
 May 13= Spring Uniforms Allowed
 May 24= Recess Day
 May 27= Memorial Day

14 School/14 Instructional

JUNE 2024				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

June 4-7= Final Exams
 June 10= Make Up Day
 June 19= Juneteenth
 June 21= Awards, Field Day, Last
 Day of School & Graduation

2023-2024 Calendar Key	
	Staff Report (No Classes)
	Regents Testing
	1/2 Day for Students
	Recess Day (School Closed)
	Parent Teacher Conferences (No Classes)
	Orientation

SCHOOL DAYS: 218
INSTRUCTIONAL DAYS: 202
INSTRUCTIONAL HOURS: 1,818



c. Teacher Schedule

The teacher schedule begins at 7:30a.m. As shown in the student schedule, class sections/blocks range from 20 minutes to 75 minutes depending on the content area. The schedule allows extra instructional time for ELA, Writing, and Math due to these being the disciplines students struggle most with. In an effort to close the learning gap in these specified areas, we have designed the schedule to put additional focus and support in areas of concern (areas of need based on GTH experience). Teachers will differentiate instruction for all subjects and use a variety of teaching methods that incorporate modeling, gradual release, experimentation, project-based, learning stations, and small groups. Students who are not meeting benchmarks will have time during their “group” section/period and after-school for extra help to receive additional supports per our Multi-Tiered System of Supports (MTSS) plan. Teachers will deliver instruction for 9 periods and have 2 preps, where they can confer with their peers, participate in PLCs, or prepare lesson plans. Teachers will also have a lunch period. Teachers' workday ends at 4:15p.m.

Arrival Time 7:30am - 8:00am
Morning Meeting 8:00am - 8:20am
Phonics 8:20am - 8:50am
Spelling/Vocab 8:50am - 9:10am
Grammar/Conventions 9:10am - 9:30am
ELA 9:30am - 10:20am
Writing 10:20am - 10:35am
Pre/Planning 10:35am - 11:25am
Lunch/Recess 11:25am - 12:15pm
Writing 12:15pm - 12:55pm
Science/Social Studies 12:55pm - 1:30pm
Math 1:30pm - 2:40pm
Prep/Planning 2:40pm - 3:10pm
Dismissal 3:10pm - 3:45pm



R-08ad - Specific Populations

Specific Populations

Green Tech Rochester (GTR) has designed our academic programming, staffing model, and social emotional health supports, to serve a diverse group of students and families, including those who may have differing abilities, home languages, and a wide variety of backgrounds. We anticipate serving students who mirror those of our local school districts and have strategically designed our programs, curricula, and instructional practices to ensure that all students will have the necessary support(s) set in place to achieve academic and social success. Our mission's nucleus is ensuring all students have access to rigorous academics, high-quality instruction, and specified supports, which in return will assist all scholars to perform at high levels and provide necessary skills for their success throughout their educational career. Therefore, our focal point will be consistently accessing and monitoring our students' academic, social, and behavioral needs. The data will be the catalyst for instruction, curricular choices, supports, and interventions. GTR's consistency to analyze data, flexibility in response to the data, and commitment to evolving serves as assurance that our students will be appropriately academically challenged, become self-aware learners, and have adequate support in achieving academic success. We accept our legal and moral obligation in providing all students with a Free and Appropriate Education ("FAPE"). It is our duty to adhere to all applicable federal and state laws including Section 504 of the Rehabilitation Act of 1974 and the Individuals with Disabilities Education Act ("IDEA").

a. Struggling Students

Response to Intervention. Response to intervention ("RTI") is a research-based, multi-tiered approach which permits early identification for leveled individualized student supports. This process requires that all students receive high-quality instruction, are consistently and frequently assessed, and data is used to differentiate instruction, inform supports, and determine interventions. We will implement a three-tiered RTI system to determine necessary individualized supports. Struggling students will be provided two supports: RTI and Student of Concern (SOC).



RTI Academics

Tier 1

Our academic programming design ensures that all students receive Tier 1 supports, including a two-teacher classroom model, push-in services, targeted small group instruction, extended literacy and math instruction, differentiated lessons, rigorous academics paired with high-quality instruction, and daily RTI intervention blocks. Targeted small group literacy rotations are scheduled at the same time across all grades to ensure each student receives appropriately leveled instruction. A student from the Lower Academy (K-2) may quickly excel and need to travel to an Upper Academy (grades 3-4) classroom for literacy; an Upper Academy student may struggle and need additional phonics instruction and have the opportunity to travel to a Lower Academy classroom to receive leveled instruction. Performance Series assessments for both Math and ELA will be given during student orientation within the first week of school. These assessment results will determine leveled individualized supports for incoming students at the start of the year. Moving forward into the year, all students will take Ready ELA and Math assessments approximately every six weeks and Performance Series assessments in Reading and Math quarterly. This strategy will provide data that identifies growth and deficits for each individual scholar. Teachers will further document student data between assessment rounds. Assessment data will determine necessary interventions. We anticipate that Tier 1 supports will be effective for 80-90% of our students. If assessment data highlights that a student needs increased support beyond Tier 1, the Student Supports Team (Head of School, Student Supports Coordinator - NYS Special Education certified, Classroom Teacher, Special Education Intervention Specialist assigned to that grade, and Social Worker) determine appropriate interventions and work with families on streamlining in-home supports

Tier 2

Students displaying inadequate growth will be supported with Tier 2 supports, including small group pull-out and push-in instruction, provided by our Special Education Intervention Specialist or ESOL Intervention Specialist, and Scholarship Work (Homework) modification. Tier 2 interventions will require written parental consent as students may be removed from the classroom to receive instruction in a smaller, alternative, setting within our resource room. Resource room interventions will be scheduled during non-instructional times such as arrival, breakfast, lunch, snack, or during the schoolwide RTI intervention block. Push-in services will occur within the classroom setting during independent work time when students will be pulled to the "U-table" in a small group for additional support and scaffolding. All teachers will document student data between assessment rounds. After Six weeks of intervention, the Student Support Team will re-evaluate individualized supports based on new assessment data

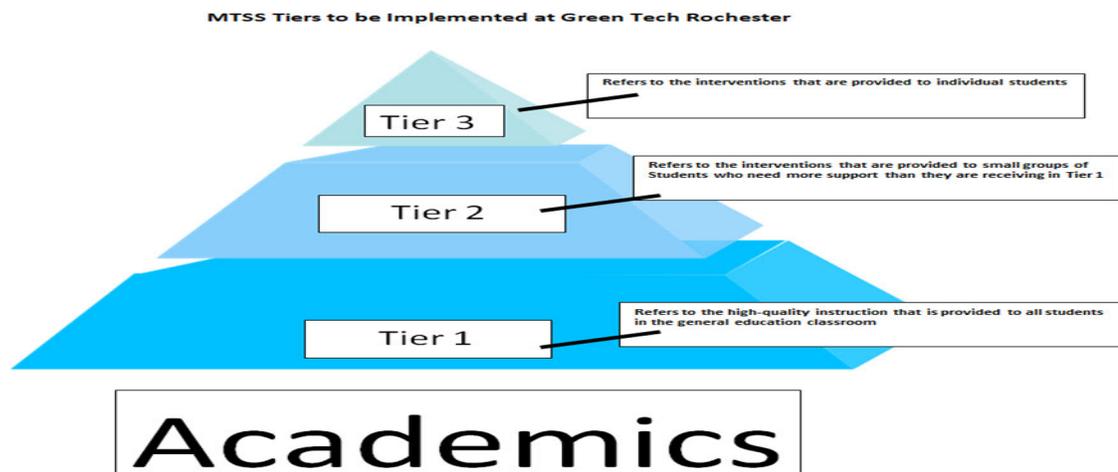


and growth. If a student is making sufficient growth, he may continue with Tier 2 interventions. If a student is making tremendous growth, Tier 2 interventions may be reduced/discontinued.

Tier 3

For a student who exhibits little to no growth, he will begin to receive Tier 3 interventions. We anticipate that 10-15% of students will exhibit growth with Tier 2 interventions. The Student Support Team will invite parents to a Collaborative Student Support Meeting to collectively decide which Tier 3 supports would be beneficial. Tier 3 supports include individual pull-out and push-in services, alternative classroom setting for literacy rotations (including a grade below), a placement change into our Integrated Co-Teaching (“ICT”) Classroom and filing a request for a full evaluation from our local school district’s Committee on Special Education. Interventions will be re-evaluated every six weeks. Student progress reports will be sent home on a weekly basis and require a parent/and or guardian signature.

In compliance with the policies laid out by the NYSED, GTR will also utilize standardized assessment scores to identify “struggling students”. As the school grows, the Director of Instruction and Special Education staff will establish contact with parents/guardians regarding assessment and monitor planning. It is assumed that much of the student population entering GTR will be struggling academically in ELA and Math based on statistical data. Students in need of Tier 2 need and Tier 3 supports will be identified by the classroom and special education teachers or other specialists.



Students who will require more intensive support beyond Tier 1 and Tier 2, will be recommended for an evaluation for special education services. GTR will follow the referral



process required by NYSED and the Rochester City School District. Developing and maintaining a relationship with the family will be a vital component of our approach to increasing student academic achievement. There will be consistent parental contact throughout the school year. Further, MTSS supports for all students, struggling, or in need of enrichment, are embedded in the school schedule and provide ample additional opportunities to close the gap in their potential learning deficits or advancement needs.

Student of Concern (SOC). Student of Concern meetings are research-based meetings that highlight students that may be struggling academically, behaviorally, or with attendance. These meetings are specific to individual students and has the intention of allowing teachers, counselors, deans, and SOC/Student Support Coordinator discuss concerns regarding student, effectiveness of interventions and strategies, and possible solutions moving forward.

SOC Structure

- The Students of Concern team meets to discuss students that may need academic or behavioral interventions to help them succeed at GTH. The team is established based on the teachers that teach a particular student, counselors, SOC/Student Support Coordinator and deans. Meetings are scheduled based on grade levels. Meetings will be held after dismissal.
- **Kindergarten-** Monday
- **1st Grade-** Tuesday
- **2nd Grade-** Tuesday
- **3rd Grade-** Wednesday
- **4th Grade-** Wednesday
- **5th Grade-** Thursday
- Only one student will be scheduled each meeting (this may change based on the number of referred students after 1st quarter. Also, SOC meetings will start the first week in October.
- Teachers are required to attend these meetings a minimum of twice a month. End of Year evaluations points are earned based on participation. Attendance will be taken at each meeting.



- During the meetings, the SOC Team will discuss concerns and interventions. It is suggested that teachers come to the meeting with ideas for how to help the students. The SOC Team will be expected to develop an Action Plan during their 15 minutes meetings.
- At the end of the meeting, the SOC coordinator will send out an email to the SOC team with interventions and action items highlighted (meeting minutes/notes).
- Teachers must document the interventions in Panorama they are using with students and send the SOC/Student Support Coordinator periodic updates (using the same email strand as the SOC form).
- In-person or virtual meetings will be scheduled for each student referred.
- SOC referrals will be sent to soc@greentechhighrochester.org

b. Students with Disabilities

Special Education Programming. All teachers will be trained during our Summer Teacher Bootcamp on providing adequate support for students who have a disability. We will devote multiple PD sessions to building teacher capacity, both general education and special education certified, to support students with differing abilities and needs. All teachers will be trained to read IEPs and 504 plans, provide accommodations and modifications within an inclusive setting, maximize Tier 1 support to meet all students' needs, understand the referral process, and complete proper intervention documentation. Teachers will be trained by the Director of Instruction and SpEd teacher. Training to properly support students with disabilities will continue throughout the school year. The SpEd teacher will work with individual teachers in supporting students with differing needs. The Director and Instruction and SpEd teacher will consistently monitor all data, attending to all sub-groups' growth measures. We will devote a portion of action planning after each assessment to analyze and plan for closing gaps that may occur within subgroups. The Special Education teacher will provide push-in and pull-out intervention services in accordance with students' IEPs or 504 plans.

Documentation. Our SpEd teacher will obtain and properly store all IEPs and 504 plans. Documents will be filed in a locked filing cabinet; only the Principal, Director of Instruction, and SpEd teacher will have full access to this locked cabinet. Upon receiving training during summer training, teachers will receive IEPs and 504 plans for their students. Related Service providers will receive a copy of students' IEPs or 504 plans. The Director of Instruction and SpEd teacher



will work with each teacher to ensure they understand their students' goals, accommodations, and modifications required for daily instruction and within the classroom. Enrichment Teaching Artists will know and adhere to the goals, accommodations, and modifications required for all students whom they instruct. Mid-year and Annual Teacher evaluations will include each teacher's ability to support the growth of students with disabilities and MLL/ELLs. The Special Education Intervention Specialist, ESOL Intervention Specialist, and Special Education Lead Teachers within ICT classrooms will work with the Student Supports Coordinator to ensure that all interventions, services, and individual progress are documented throughout the school year. Families Will receive weekly progress reports and bi-weekly phone calls from the special educator who works directly with their child to ensure that they are informed, and in-home support is streamlined. All families will receive formal progress reports and report cards with the same frequency as all students not receiving services.

Related Service Providers. The SpEd teacher will collaborate with all service providers, which are contracted by the Rochester City School District, to ensure compliance with all related services required for each student per their IEP or 504 plan, including physical therapy, occupational therapy, speech therapy, and counseling.

Committee on Special Education. In accordance with Education Law 4402 and Part 200.3 (8 NYCRR), our SpEd teacher and Classroom Teacher will join the RSCD Committee on Special Education for annual reviews, program changes or modification, program reviews, and will provide all required reporting and documentation. Our SpEd teachers Team will work with the RCSD Committee on Special Education in the referral process for newly identified students. We will act as a liaison between the RCSD Committee and our parents to ensure that our parents are informed, represented, and actively participate in committee meetings.

c. English Language Learners

GTR believes that students who, because of foreign birth or ancestry, have limited English proficiency (referred here as English Language Learners or ELLs) are more effective learners of both the language and the curriculum if they receive instruction in both their native language and English. Therefore, GTR will take the necessary steps to identify ELL students and provide ELL students with an appropriate program of either Bilingual Education or English as a New Language.



To provide a newly enrolled student with the best possible education, we need to determine how well they understand, speak, read, and write in English and prior school and personal history. Therefore, after registration and enrollment into the school, our ESL teacher will administer the Home Language Questionnaire (HLQ) form to the parents/guardians' preferred language. To assist parent/guardians, who may require assistance with the translated version of the HLQ form, translation pens are available to provide parents with an immediate on-the-spot audio translation of the form. If the HLQ results in a high likelihood of needed ESL services, the new students will be tested using the NYSITELL upon entering the program. NYSITELL will also be used to monitor language proficiency progress. Also, after enrollment, the creation of a shared spreadsheet that will house all ELL test data and the number of instructional minutes received for support will be made available to all staff members that will be academically supporting the ELL student.

Rejeki¹ mentioned that inquiry-based language learning is helpful in promoting lifelong education that enables ELL learners to continue the quest for knowledge throughout life. Similarly, Lee stated that inquiry-based learning is an analogy for the communicative approach. Therefore, the principles of inquiry-based learning are compatible with Communicative Language. Therefore, inquiry-based learning is a form of Communicative Language Teaching that serves to bring down the general principles of the communicative approach and implement them in language classrooms in an inquisitive and discovery manner (Lee²; Qing & Jin³; Richards & Rodgers⁴).

The following specific resources will be used along with the inquiry-based language teaching method to instruct our ELL students.

ESL Performance Level	Curriculum Resource
Entering	Taking Off (McGraw Hill)

¹ [Effects of using inquiry-based learning on EFL students' critical thinking skills | SpringerLink](#)

² [Effects of using inquiry-based learning on EFL students' critical thinking skills | SpringerLink](#)

³ [Effects of using inquiry-based learning on EFL students' critical thinking skills | SpringerLink](#)

⁴ [Effects of using inquiry-based learning on EFL students' critical thinking skills | SpringerLink](#)



Emerging	Leys to Learning (Pearson) and Side by Side (Pearson)
Transitioning	Shining Star (Pearson) and World Literature (Globe Fearson)
Expanding	English Language Learner Adapted Interactive Readers (Holt)
Commanding	English Language Learner Adapted Interactive Readers (Holt)

Pull-Out Services

Students with no English or very low levels of English proficiency are grouped in small classes in an ESL classroom. The number of days those students are pulled out each week is based on their individual needs and levels of proficiency. The goal is to develop their English levels to a point where they feel secure and can function in their regular classrooms with minimum assistance.

Push-In Services

The ESL teacher goes into the students' regular classroom and helps the students with whatever work or activity is going on. The push-in visits generally last a single class period. The frequency of the push-in service depends on the needs of the students and scheduling constraints. Classroom teachers sometimes become very nervous when the ESL teacher stays in the classroom for push-in service. Therefore, the ESL teacher needs to build a good rapport with the teacher and make it very clear from the first day that their purpose for being there is to help the students, not to observe or evaluate the teacher.

During ESL push-in time, a trained ESL teacher should be able to walk into a classroom, observe what is going on, and immediately figure out a plan of action without any contact with the teacher or disruption of the class in progress. The classroom teacher does not need to create lesson plans for the ESL teacher. During the push-in services, the ESL teacher may also help



other students in the classroom avoid " "spotlight" effect on the ESL students, thus providing expanded benefits within the classroom.

Cooperative Learning

Throughout the school year, cooperative learning activities for both during and after school will allow students to work in groups and share their knowledge. These learning activities are characterized by positive interdependence, individual accountability, and face-to-face interaction. Cooperative learning helps ELLs develop social and oral language skills. In addition, it motivates ELLs to learn English, which allows them to become an integral part of the class community and the extracurricular club's community.

Differentiated Instruction

The ESL curriculum strives to implement differentiated instruction to meet the WIDA standards. Therefore, students must have access to various scaffolded and leveled materials that enable them to learn the same topics being taught in the mainstream classroom. Texts, computer resources, and assessments are modified as needed.

Total Physical Response (TPR)

ESL teachers in the lower grades are encouraged to scaffold or support language through TPR. For example, to provide comprehensible input to K-1 students, the ESL teacher gives a command for a single action word or phrase such as 'jump' or 'point to your eye' and then demonstrates the action. This method is effective with entry-level students as it provides direct and visual instruction.

Technology

Computers or iPads can be integral in providing ELLs with valuable language experiences as they learn a new language. ESL teachers should offer English language learners a language-rich environment where students are constantly engaged in language activities. The computer or iPad can act as a tool to increase verbal exchanges, develop content area vocabulary and improve reading and writing skills. In addition, students should be exposed to language learning software and websites, which may be utilized at home and in school.

Interactive whiteboards can also play a significant part in hands-on interactive ESL instruction. Interactive whiteboards provide students with visual support that all ESL students need. In



addition, they provide a way for teachers to evaluate individual students' understanding of the material being taught.

Professional Development

The ongoing job responsibility of the ESL teacher will be to coach teachers on best practices for teaching language acquisition of ELLs in the mainstream classroom. One PD per term will be dedicated to updating classroom teacher development in supporting ELL students at their English language proficiency levels within the mainstream classroom content areas. There will also be weekly Professional Learning Community (PLC) time dedicated to mainstream teacher and ESL teacher co-planning and collaboration time to discuss ELL student progress and plan instruction and interventions needed using a regular data-driven cycle.

Like any educational program, its success will be measured on student growth. ELL student performance on both formative and summative assessments will be used to measure the program's efficacy. Learning walks, informal observations, and teacher evaluations conducted by school personnel will be used to measure the effectiveness of the licensed ESL teacher.

d. Gifted and Advanced Students

We are relentlessly focused on using student data to provide adequate individualized support to ensure all students have the access needed to achieve academic and social success; this includes students who consistently outperform our given benchmarks. For example, students who consistently outperform the NYSNGLS of their appropriate grade level, have reading and math proficiency levels more than one grade above their age-appropriate grade level, and always exhibit advanced social skills may be deemed Gifted and/or Talented. If a student meets all criteria, families will be invited into school for a Collaborative Student Supports Meeting to determine proper support to promote continued academic and social growth, including individual projects, partial grade-level promotion, peer tutoring, and modified curriculum.

Meeting the instructional needs of gifted students goes beyond giving them additional work. Their rigor will be increased from Bloom's Higher Taxonomy questioning stems, more complex problem-solving activities in their learning stations, and they will also be able to expand their thinking in afterschool Arts programs. In addition, remote learning has become a learning environment that can be implemented with ease through Google Classroom, Google Meet, NearPod, and other technological software that allows teachers to maintain high academic content even during remote learning situations.



R-09ad - Instructional Leadership

a. Instructional Leadership Roles

In Y1, the Director of Instruction will be primarily responsible for teacher support, supervision, coaching, and professional development (“PD”) and will work with the help of the Principal and Dean who support instructions well. In Y2 and beyond, this work will be shared with the Director of Curriculum and Instruction, Grade Level Chairs, and the development of Master Teachers (Leadership Team). As the school grows, the Director of Instruction will delegate direct supervision and weekly instructional coaching for teachers to school staff on the Leadership Team. In Y1, the Director of Instruction will directly coach and supervise Integrated Co-Teaching Classroom Teachers and new teachers who require increased support. In Y3 and beyond, this will shift from the Director of Instruction only coaching new teachers by adding another Academic Coach as the need increases for support with the increase of new staff. The goal will be to develop the leadership team utilizing Master Teachers to help develop and coach potential, new, and struggling teachers.

The Leadership Team will primarily focus on their ability to provide adequate instructional coaching for classroom teachers and allow appropriate time for executive management tasks. In Y3, the second Academic Coach will be added to ensure vertical alignment between the Lower and Upper Academies and allow adequate content knowledge depth required to meet the needs of Upper Academy students. In all years, the Director of Instruction will support all Special Education and ESOL/ENL Teachers, and the Principal will support operations staff. The Counselors/Social Workers will support school staff in support of students' social-emotional development. Grade Level Chairs will be primarily responsible for supporting Teacher Assistants within their grade level. The Director of Instruction will supervise all individuals who provide instructional coaching for other school staff members.

GTR must recruit instructional leaders aligned with the school’s mission and have clear goals and expectations for student achievement and classroom instruction. To establish these elements, instructional leaders must explicitly convey the non-negotiable expectation of effective teaching in every classroom. In addition, clearly articulated, data-driven goals for student achievement and classroom instruction requiring research-based strategies set the tone for a successful instructional climate.

To monitor the effectiveness of the academic programs for at-risk students’ performance, specific growth goals must be established. Once academic goals are established, the school’s instructional community then creates action steps that detail specific benchmarks, timelines,



and resources needed to reach academic goals. Students who are not showing positive academic growth will receive Tier 2 intervention to give them adequate support to achieve their predetermined growth milestones. These action steps will be revisited at precise benchmarks to make adjustments if needed.

b. Teacher Support and Supervision

In Y1, the Director of Instruction will be primarily responsible for teacher support, supervision, coaching, and professional development (“PD”) and will work with the help of the Principal and Dean. In Y2 and beyond, this work will be shared with Grade Level Chairs, Master Teachers, and the Director of Instruction (Leadership Team). As the school grows, the Director of Instruction will delegate direct supervision and weekly instructional coaching for teachers to school staff on the Leadership Team. In Y1, the Director of Instruction will directly coach and supervise Integrated Co-Teaching Classroom Teachers and new teachers who require increased support. In Y3 and beyond, this will shift from the Director of Instruction only coaching new teachers by adding another Academic Coach as the need increases for support with the increase of new staff. The goal will be to develop the leadership team utilizing Master Teachers to help develop and coach potential, new, and struggling teachers.

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All teachers will be put on either a weekly or biweekly coaching cycle depending on the severity of their needs. Teacher-specific coaching will be given in these coaching sessions, and teacher growth goals will be established. Also, the instructional leadership team will perform weekly learning walks to determine instructional trends that will be addressed and corrected during individual teacher coaching sessions and/or professional developments. Because of the importance of planning, weekly lesson plans will be required to be submitted. Coaching on instructional planning will be provided to each teacher through the lesson plan feedback teachers will receive.



c. Professional Development

Professional Development at GTR will be broken down into 4 key categories: (1) School & Classroom Culture, (2) Unpacking Standards, (3) Literacy Strategies for all Learners, and (4) Data-Driven Instruction. The format for professional development learning sessions will be centered on a variety of approaches that include small group, whole group, and specialized individual sessions. These sessions will be conducted in house from school leadership, outside consultants, and teacher leaders/department chairs.

Each month will be dedicated to a specific topic for Professional Learning Communities (PLCs). Individualized coaching sessions will be conducted 1-2 times per week depending on the level of each teacher's needs.

Professional Learning Communities (PLCs)

Our Professional Learning Community is an integral part of developing the culture of the school and defining instructional expectations. Topics may be adjusted depending on need. The schedule for PLCs is as follows:

Month	Topic	Lead Presenter
September	Unpacking Standards	Year 1: Director of Instruction Year 2: Department Chairs
October	Standards-aligned, structured, and planning through backward design	Year 1: Director of Instruction Year 2: Department Chairs
November	Pacing	Year 1: Director of Instruction Year 2: Department Chairs



December	Literacy Strategies	Year 1: Director of Instruction Year 2: Department Chairs
January	Data-driven instruction	Year 1: Director of Instruction Year 2: Department Chairs
February	Cycle: Assessment and Feedback Looking at Student Work Content-Specific Strategies	Year 1: Director of Instruction Year 2: Department Chairs
March	Cycle: Assessment and Feedback Looking at Student Work Content-Specific Strategies	Year 1: Director of Instruction Year 2: Department Chairs
April	Cycle: Assessment and Feedback Looking at Student Work Content-Specific Strategies	Year 1: Director of Instruction Year 2: Department Chairs
May	Cycle: Assessment and Feedback Looking at Student Work Content-Specific Strategies	Year 1: Director of Instruction Year 2: Department Chairs
June	Cycle: Assessment and Feedback Looking at Student Work Content-Specific Strategies	Year 1: Director of Instruction



		Year 2: Department Chairs
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Personalized Coaching

Being that GTR will be a first-year school, all teachers will be considered as first-year teachers. This is because opening a school is a venture unlike any other; building a culture from the ground up needs tremendous attention, guidance, and support. Personalized coaching is an integral part of professional development plan and growth for GTR. The noted topics below will be adjusted as the year develops and student data and observations are used as part of the curriculum revision cycle.

Month	Topic	Lead Presenter
August	Not Scheduled	Year 1: Director of Instruction Year 2: Director of Instruction
September	Curriculum Overview	Year 1: Director of Instruction Year 2: Director of Instruction
October	Pre-planning Conferences	Year 1: Director of Instruction Year 2: Director of Instruction
November	Introduction to Data Analysis & Goal Setting	Year 1: Director of Instruction Year 2: Director of Instruction
December	Data Meeting	Year 1: Director of Instruction Year 2: Director of Instruction
January	Data Meeting	Year 1: Director of Instruction Year 2: Director of Instruction
February	Data Meeting	Year 1: Director of Instruction



		Year 2: Director of Instruction
March	Data Meeting	Year 1: Director of Instruction Year 2: Director of Instruction
April	Data Meeting	Year 1: Director of Instruction Year 2: Director of Instruction
May	Data Meeting	Year 1: Director of Instruction Year 2: Director of Instruction
June	Data Meeting	Year 1: Director of Instruction Year 2: Director of Instruction

Professional Learning Series

The Professional Learning Series will be whole group staff sessions focused on the school’s Mission and Vision, school culture, and other areas of attention that will support and advance overall success. The school will identify topics and make adjustments as the school year commences when staff and students get to know each other. Based on the experiences of Green Tech High Charter, GTR will start with this outline of presentations, and adjust as noted:

Month	Topic(s)	Lead Presenter
July	<ul style="list-style-type: none"> • Mission & Vision • School Culture • GTHC: Our Story • Cultural Programs • Cultural Competence 	Year 1: Executive Director Year 2: Principal
August	<ul style="list-style-type: none"> • Unpacking the Curriculum & Standards • Accountable Talk 	Year 1: Director of Instruction



	<ul style="list-style-type: none">• Response to Intervention (Rtl)• Intro to Lesson Plan Format• Advisory• Classroom Management• Student Code of Conduct	Year 2: Director of Instruction
September	<ul style="list-style-type: none">• Teacher Expectations & Observations• Qualities of an Effective Teacher• Classroom Observations	Year 1: Director of Instruction Year 2: Director of Instruction
October	<ul style="list-style-type: none">• Differentiating Instruction• Learning Stations	Year 1: Director of Instruction Year 2: Director of Instruction
November	<ul style="list-style-type: none">• Use questioning prompts & discussion techniques• Adjust instruction for all learners	Year 1: Director of Instruction Year 2: Director of Instruction
December	<ul style="list-style-type: none">• Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Director of Instruction
January	<ul style="list-style-type: none">• Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Director of Instruction



February	<ul style="list-style-type: none">Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Data Coordinator
March	<ul style="list-style-type: none">Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Data Coordinator
April	<ul style="list-style-type: none">Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Data Coordinator
May	<ul style="list-style-type: none">Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Data Coordinator
June	<ul style="list-style-type: none">Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Data Coordinator

d. Teacher Evaluation and Accountability

Green Tech Rochester will evaluate all school staff twice annually, including teachers, non-instructional staff, and school management roles (Directors and Coordinators). Teachers will be assessed through informal and formal classroom observations, response to feedback, mastery of weekly action steps, progress towards school-wide goals, student growth, and achievement data, and family communication. Teachers will be held accountable for metrics outlined in our accountability plan regarding student achievement on STEP, NWEA MAP, and NY state exams. The Director of Instruction will conduct all evaluation meetings with their direct reports. School management roles, including Deans and others, will conduct evaluations for their direct reports



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with pre-approval from the Principal. The Principal will evaluate all school management roles based on the effectiveness of their instructional coaching, leadership skills, school-wide goals, mission and vision alignment, mastery of action steps, and response to feedback. The Principal will invest in staff and their growth through individually tailored instructional coaching, weekly professional development, soliciting and responding to staff feedback with action and resources. All evaluation materials will be stored confidentially in personnel files.



R-10a - Culture and Discipline

Building and Maintaining School Culture

The school culture is the single most important element under-girding the achievement of all students, especially those at-risk. Schools instill in students not only skills, but habits and behavior. Charter schools that ensure the success of every child do so by building a culture of achievement and excellence from the outset. The principal will oversee the development and maintenance of a school culture, and a Dean of Students will be primarily responsible for student discipline.

Ensuring good conduct and a culture of achievement is essential to improved student learning and achievement. Like other high-performing charter schools, Green Tech Rochester will reinforce a value system of high expectations beginning with the general requirement that all the students must be gentlemen by behaving responsibly and honestly, focusing on learning and achievement, and showing kindness and respect to adults, other students, themselves, and school property. These "non-negotiables" manifest themselves in the school building by students attending class on time, ready to learn; studying and reading continuously; following the dress code (what to wear and how to wear it); knowing and doing all assigned homework; and turning off and putting away all electronic devices while in school; to name a few.

Building school culture will entail character development which will be taught and discussed throughout the day as teachers will work to build a classroom environment that not only censures disorderly behavior but also anticipates and prevents it with systems and routines practiced and enforced consistently at the school. The school will implement regular reminders of the behavior and character traits that are valued. Students will gather as part of the beginning of each day or periodically in school-wide assemblies, to hear their peers and their teachers encourage and reward behavior.

Leadership Development will occur from borrowing school culture practices and programs from Green Tech Albany. The leadership team will receive training and the principal will receive executive coaching from the Executive Director. Additionally other successful high performing schools will be pursued beginning with those visited, including MATCH in Boston, Noble Street in Chicago, and YES in Houston. Such a Leadership Residency would better enable the Green Tech Rochester school leader to replicate these schools' highly effective culture and instructional leadership practices. It is worth noting that this method is used in similar fashion by the KIPP Fellows program and by other charter schools.



The faculty and staff at Green Tech High are dedicated to providing the school's students with the skills necessary to reason, communicate, and live with dignity in a civil society. Central to this mission is the creation of a school community characterized by caring, discipline, order, and respect.

The School's Code of Conduct has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce the primary mission of the school: rigorous academic learning. The Code, which states clearly all School-wide rules governing student behavior as well as the consequences for breaking the rules, will serve as a contract among parents, students, and staff.

The Code of Conduct identifies ten character virtues that will be at the center of the school's character education advisory curriculum and that will be cultivated with care and consistency at the School. In addition, it describes the ways in which appropriate choices will be encouraged as well as the roles and responsibilities of students, parents, teachers, and faculty.

Establishing a policy that promotes character education and discipline is an ongoing process. Alone, this Code will not ensure school discipline, nor will it develop an individual's character. As part of a comprehensive effort supported by all members of the school community, however, it will guide the process. Faculty and staff will work continuously to achieve as much consistency as possible regarding disciplinary matters, and they will be prepared to revise and adapt disciplinary procedures as necessary.

Embracing the principles outlined herein is a first and vital step toward creating the type of environment in which all students can thrive. It will not only minimize physical harm and disruption among students, but it will also help establish among all members of the school community the habits that characterize a civil society. This is our Code: a blueprint for living and learning.

Keys to Success

Staff, students, and parents at Green Tech High will work together to help each student reach his full potential in academic achievement and moral maturity. Toward this end, staff will make every effort to keep students focused on the following ten character virtues, our Keys to Success in school, the workplace, and society at large.

The Keys to Success are broken into two categories of character development: **Moral** and **Performance Character Virtues**.



Performance Character consists of those qualities needed to realize one’s potential for excellence in academics, the workplace or any other area of endeavor. The development of Performance Character is necessary for our students to be able to challenge themselves academically and gain lifelong proficiency skills.

On the other hand, Moral Character consists of those qualities needed for successful interpersonal relationships and ethical behavior. The development of Moral Character is critical for enabling our students to treat others with respect and to act with integrity in their ethical lives.

Virtues that Build Performance Character

Responsibility: to fulfill one’s obligations in a timely manner

To do one’s part thoughtfully and promptly as a member of a family, school, and community is a character virtue worth cultivating. We teach students to fulfill obligations and duties even when it is difficult to do so. Responsibility entails order—putting things back where they belong—and stewardship—taking care of personal property and common spaces. It also includes doing one’s work, including homework, neatly, completely, and in a timely fashion. Responsibility for common spaces means that vandalism, graffiti, or littering will not be tolerated at school.

Personal accountability is central to responsibility. In *The Book of Virtues*, William Bennett noted that “responsible persons are mature people who have taken charge of themselves and their conduct, who own their actions and own up to them—who answer for them.”¹

In teaching responsibility, faculty and staff at the school will emphasize the importance of punctuality and personal accountability. By holding students accountable, staff will underscore a powerful twofold lesson: students’ claims and actions matter, and their words and deeds—whether intentional or unintentional—have consequences.

Perseverance: to demonstrate “stick-to-it-ness”

“Slow and steady wins the race” is the moral of Aesop’s fable of the tortoise and the hare. Of course, like other virtues, perseverance must be linked with worthy goals. Someone who persists in a pointless endeavor—or even worse a misguided or harmful one—achieves little, but knowing what should be done, without having the perseverance to accomplish it, will

¹ William J. Bennett, *The Book of Virtues: A Treasury of Great Moral Stories*, Simon & Schuster, November 1, 1993.



similarly result in failure. Thus, developing the habit of perseverance is an important goal and one that is not always easy for students as well as for many adults.

Laziness or distractions sometimes get the better of all of us, and for young people, the allure of television, video games, and popular music is especially strong. Such distractions too often consume valuable time that might otherwise be devoted to schoolwork. Perseverance helps students resist inappropriate diversions and stick to worthwhile tasks.

The faculty and staff at the school will guide students in practicing perseverance on worthwhile tasks—most prominently schoolwork and learning proper behavior. Students will be taught to start tasks promptly and enthusiastically and to finish them with attention to detail and pride in the final product. Hard work and consistency will be emphasized, and special attention will be paid to the gradual improvements that result from quiet and steady efforts from day to day. As students get older, they will develop the judgment to decide when to apply perseverance in other areas of life. Rarely do we fail for lack of knowledge about when to practice perseverance, far more often we fail for lacking the strength to persevere.

Self-discipline: to manage one's time and energies wisely

Students at the school will learn that there is a time for work and a time for play, and that they may not always get what they want in the time or place that they want it. Faculty and staff will cultivate patience as part of the development of self-discipline, which is important both as a virtue in and of itself, and as a virtue that helps us in carrying out other virtues. For example, sometimes it takes self-discipline to demonstrate perseverance. The individual who possesses self-discipline has developed the ability to manage his temper, appetites and urges, habits of work, and habits that show consideration of others. Students will be taught that being self-indulgent or demonstrating a lack of self-control can have negative consequences for themselves and others.

Courage: to act bravely and honorably when there is risk involved

At the school, students will learn that taking physical or social risks for things that are worthwhile is courageous and honorable. For example, students will learn that it takes courage to tell the truth, to accept the consequences of inappropriate behavior, and to participate in games in which they may not excel. At the same time, students will learn to be prudent and avoid risks that are reckless or potentially harmful. Careful distinctions will be drawn between rational and irrational fears to help students overcome the latter and deal with the former.

Intellect and Academic Rigor

At the school students will learn that intellect and academic rigor are the pillars of a successful scholarly career, both at Green Tech High and later in college and/or work. They will learn that, in order to yield schoolwork of high quality and be a productive 21st century citizen later in life,



they will have to exercise scholarly persistence, and display a positive and active disposition to independent inquiry and intellectual curiosity.

Virtues that Build Moral Character

Respect: to treat others and oneself with courtesy and care

By teaching respect for others, faculty and staff at the school will help students learn what it means to care for all persons as individuals, regardless of race, religion, socioeconomic background, or disability. Courtesy denotes respect for others, and it is practiced by being polite toward everyone and considering seriously the views of others.

At all times, staff will state explicitly that there is no place for vulgar or mean-spirited language in the school community. Instead, students will learn to communicate and debate constructively, to look people in the eyes when speaking to them, and to greet everyone with a smile or a warm handshake. Students will be required to demonstrate respect by walking quietly in the halls, restraining from horseplay or any other unprofessional behaviors. Ultimately, practicing respect for others will enable students to avoid negative behaviors such as name calling, teasing, and blaming.

By teaching respect for oneself, teachers and staff will help students learn what it means to care for one's physical self (e.g., personal hygiene). Demonstrating respect for oneself also means taking care to develop one's character and drawing satisfaction from meeting high ethical standards. Students who value themselves physically and ethically are more likely to make positive choices that promote good health and strong character.

Showing respect helps to support healthy relationships and obedience to rightful authority. When everyone demonstrates respect for themselves and others, a safe, clean, and welcoming School environment is the result.

Kindness: to care for others by offering help and showing gratitude

At the school, students will learn to be kind to one another: to include rather than exclude children on the playground, to cheer someone who is sad, and to treat others the way they would like to be treated. Perhaps the greatest challenge in practicing kindness consistently is to grant forgiveness. Grudges and ill will destroy the bonds of trust in our friendships and communities, and they will not be allowed to flourish at the school. To be kind means to be willing to apologize for our own mistakes and to forgive the mistakes of others. Students will learn that kindness can prevent personal conflicts and forgiveness can resolve them.

Trustworthiness: to be sincere in character, words, and deeds



To live by the truth—to be sincere in character—means to seek objective understanding, to recognize falsehood, to learn from mistakes, and to seek wisdom. At the School, students will learn to lead lives of integrity by telling and seeking the truth. Students will be encouraged to practice honesty—sincerity in words and deeds—by saying what they mean, meaning what they say, keeping their promises to others, and setting realistic goals for themselves. Honesty also includes never manipulating others for personal benefit. Intellectual honesty will be fostered by teaching thoughtful reflection—the ability to think logically, consider reliable evidence, and make informed judgments rather than hasty conclusions based on opinion, impulse, or prejudice. Cheating and lying will not be tolerated at the school.

Citizenship: to fulfill one’s responsibilities to country and community, including respecting and honoring the laws

Citizenship at the School will help to develop School spirit and promote responsibility to the community. Citizenship also includes patriotism—loyalty to our country and its democratic principles—an ideal essential to the flourishing of our society. Students will be encouraged to demonstrate patriotism by reciting the Pledge of Allegiance with respect, recognizing national heroes and their contributions, understanding our political institutions and current affairs, and developing a deep appreciation for our civic and cultural traditions.

Fairness: to use the concept of equality in making sound decisions

At the School, students will learn to “play by the rules,” not for the rules’ sake alone but because to do so is fair and just. Prior to beginning a game or activity, for example, students may ensure fairness by establishing an agreement among all participants concerning the rules. Students will be taught to value what is just and to discern what is not.

Caring and True Friendship: how to select and to be true friends

Faculty and staff at the school will help students distinguish between three types of relationships often described as friendships: friendships based on pleasure (i.e., “fun”); friendships based on usefulness (for example, in business); and friendships based on virtue (e.g., those which—in addition to being fun and perhaps useful—are also built on shared goals, with the individuals committed to each other’s welfare). A true friend is defined as someone who will always try, for the sake of others; to do what he or she believes is good for you.

Students will be encouraged to develop true friendships, the most rewarding type, with those who share sound values and live by them. They will learn that the characteristics of true friendship include integrity, loyalty and dependability, and that true friends demonstrate other virtues such as a good sense of humor, intellectual curiosity, and kindness. Students will be taught that deception, manipulation, and insensitivity are not signs of a true friendship.



R-10b - Discipline Policy

Discipline Policies

We could not have such high academic standards if we did not have equally high disciplinary standards. If a student disrupts the learning environment, there are immediate consequences.

In order to meet our high disciplinary standards, we expect the following:

- All students come to school to learn and to make effective use of their time.
- All students know what disrespectful behavior is and that it will not be tolerated at Green Tech High.
- All parents understand and support the Green Tech High code of conduct.

Each GTR teacher and staff member devotes enormous energy to helping each child succeed, but we realize that GTR may not be the right fit for every student. No school is perfect for each individual.

To achieve our mission, many of our students will need to dramatically improve their academic skills. They will need to focus more than ever before in class. They need to accept that academic achievement requires courage, initiative, discipline, integrity, and perseverance.

Each student that misbehaves is someone we want to help as an individual. But we must also balance that student's education against the need for all GTR students to focus in class.

Even slight misbehavior at GREEN TECH Rochester leads to consequences. For that, we ask for continued parent support and understanding that this is an arduous process and students will complain that the school is too demanding or “unfair.” We ask that parents listen to your children and continue to encourage them to demonstrate integrity, initiative and intellectual acuity.

We are a “choice” school: parents and students choose to enroll in our school, and for that we are humbled and grateful. To honor our commitment to provide an environment where all students can and will learn, **continued or serious misbehavior** means that GTR is **not the right fit** for that particular student, and another public or private high school in Rochester would probably be a better match.



We try to balance strict, consistent enforcement of the rules with individual attention and warmth for each student - helping him maximize academic potential, and ultimately to go on to graduate from a 4-year university.

We will try to exceed expectations in terms of our communication with parents through letters, phone calls, emails and meetings. Our promotion policy reflects our belief that students must demonstrate mastery over their current grade curricula prior to being promoted to the next grade level. We expect every student to work hard and to be consistently on task, while appreciating and understanding the challenges that each will face.

The Green Tech Rochester Elementary Charter School Code of Conduct is constructed exclusively upon the following non-negotiable student expectations:

ALL GREEN TECH STUDENTS MUST:

1. Attend school daily.
2. Respect all members of the Green Tech High community.
3. Focus on learning.
4. Arrive on time to each class.
5. Follow every aspect of the student code of conduct (**including dress code**).
6. Come to school prepared to work each day.
7. Complete all assigned homework to the best of ability and the expectation of the instructor.
8. Respect the building and all community property.
9. Turn off and put away all electronic devices in the locker upon entering the school.
10. Maximize effective use of time each day.

Non-Negotiables Defined

1. Attend school daily.

We strongly suggest that all students plan to arrive at school no later than 8:20 a.m. so they have plenty of time to get to their lockers and get settled in class. Students that plan to eat breakfast should arrive at school at 7:45 a.m. Students are technically on time as long as they are seated in their classroom by 8:15 a.m. Students that are not in the classroom at 8:15 a.m.



are late. The classroom serves the dual purpose of accountability and advisory, so students are required to participate in activities each day. Therefore, all students must be seated and engaged in the Advisory activity posted on the board by 8: 15 a.m. each morning or will be marked tardy and receive the corresponding demerit. If a student is removed from class during the day, they will receive daily detention, which is held after-school from 4:00 p.m.- 5:00 p.m. Failure to attend daily detention will lead to student earning 2 days of In-School Suspension (ISS) as space permits. If ISS is not available due to space constraints, students will receive two days of out of school suspension.

Note: Once a student arrives at school, they may not leave the school for any reason without authorization from parent/guardian and approval from the Principal or Dean of Students.

2. Respect all members of the Green Tech High community.

Respecting all members of the Green Tech High community includes exhibiting the following:

- Following all staff directions. All staff have lawful authority to give directives to students. Unless the directive is a request for the student to do something illegal, all students are expected to comply. If a student disagrees with the instruction of the staff person, they must follow the procedures established by the school for resolving grievances.
- Follow the Golden Rule. Treat others as you want to be treated.
- Engage only in safe behavior. Never engage in physical or verbal assault as it will lead to out of school suspension and/or expulsion.

3. Focus on learning.

Focusing on learning is most often demonstrated by paying attention, actively seeking knowledge and respecting your teacher and classmates at all times. It is critical that all Green Tech students work diligently to achieve all daily goals. Each student is responsible for his own work, unless functioning as a member of a team in a cooperative group assignment. It is never appropriate to cheat, copy or plagiarize. First offense of this policy will result in a parent meeting and a zero for the assignment. Second offense of this policy will result in a parent meeting and a zero for the course.

4. Arrive on time to each class.

Students need to be seated and working on the Do-Now by the time the bell rings. Not simply seated. Not near the classroom. Again: students need to be seated and **working on the Do-Now by the time the bell rings.** Students will receive 2 demerits for being late to class.



5. Follow every aspect of the student code of conduct (including dress code).

All students must follow every aspect of the student code of conduct, to include the dress code. The following non-negotiable apply to the dress code:

- Sneakers are now acceptable. Boots and the like are not acceptable forms of footwear. ACG, Timberland and GORE type boots or sneaker boots such as UGGs are prohibited, except in inclement weather, but must be removed before the beginning of Advisory.
- Coats, fleece windbreakers, zippered or hooded sweaters/sweatshirts are not to be worn in the classrooms or in the building. Temperatures vary in classrooms, so students should bring dress code approved sweaters or leave one in their locker. Plain black, green or gray sweatshirts are acceptable during the winter months. Sweaters and sweatshirts must be worn over collared polo shirts or dress shirts. Sweaters or sweatshirts are not permitted to contain logos, insignias or sayings.
- Hats or headbands, or head covering of any kind (i.e., skull caps, doo-rags, etc.), are not to be worn in the building. All hats and head coverings must be removed within a reasonable amount of time (1-2 minutes) after entering the building.
- Clothes are to be worn in the appropriate manner for which they were sewn. Therefore, no clothes are to be worn inside/out or half on/off. Students that do not tuck in their shirt after one warning will receive one demerit.
- Jeans, including pants that look like jeans, cargo pants, painter pants and baggy pants of any kind, are not permitted to be worn unless students earn a dress down day as a reward for outstanding performance.
- All pants must be waist level and cannot be rolled up at the ankle or rolled down at the waist. **All students must wear a belt each day.** Failure to wear a belt will be deemed a uniform violation.
- Students that wear non-dress code attire will have the option to rent the appropriate attire for a fee or contact a parent or guardian to bring in appropriate attire. If supplies are available, students may purchase attire at full market prices as well. Any student who is not able to obtain appropriate attire may be given the item; however, the following conditions will apply. 1st offense- community service the day of 2nd offense- detention the day of, 3rd offense ISS the day of and every day the student is out of uniform and unable to obtain appropriate attire. The student will be fully responsible for all work missed and the day will count as unexcused absence.
- GTH will strictly enforce this uniform policy. Students who are out of uniform and unable to rent will be allowed to rent three times under the conditions listed below.



GTH staff reserves the right to refuse rental at any time based on circumstances surrounding the situation. Rental is a privilege not a responsibility of GTH's.

- Change of clothes, from uniform to personal attire, during the school day is not permitted without prior written permission from the Dean of Students.
- Non-dress code clothing is not permitted to be visible other than the neck area with an appropriately colored t-shirt.

6. Come to school prepared to work each day.

For a student to meet the criteria of preparedness, he should always have in his possession pens, pencils, notebook paper and appropriate textbook(s) each day. A non-prepared student will receive a zero for any missed work. Students should always keep their desk area clean. (NOTE: Some science classes will prohibit book bags and backpacks.)

It is recommended that students bring the following to school every day:

- 2 ballpoint pens, blue or black ink
- 2 pencils, yellow or mechanical
- 1 yellow highlighter pen, and size tip
- 1 three inch, 3 ring binder plain front cover
- 2 packs of wide ruled, loose-leaf paper, at least 100 sheets in each pack
- 6 subject dividers with pocket folders
- 1 composition notebook, black or marbled green
- 1 pack of lined, 3x5 index cards, at least 50 in the pack.
- 1 Graphing calculator
- 2 boxes/packages of tissue

7. Complete all assigned homework to the best of ability and to the expectation of the instructor.

Teachers will penalize students for missed, incomplete or poorly done homework with lower grades. In most cases, missed, incomplete, and poorly done homework is the #1 cause of student failure in school. Please understand that teachers closely inspect student homework as a means of determining independent student mastery over a given concept. Student failure to consistently complete homework increases the potential for that student to slip through the proverbial achievement crack.



Teachers or the Principal may choose to keep students who miss homework after school or on weekends at their discretion, particularly students that do this often. Parents will be notified in these cases. Parents will also be notified by phone or email when a student fails to turn in a homework assignment.

8. Respect the building and all community property.

Food and drink are not allowed outside of the (Lunchroom) for any reason, unless permission is granted by the principal for students to celebrate their outstanding performance in the form of a classroom-based activity (i.e., pizza party). Therefore, no food or drink is ever allowed in the hallways, stairwells, or classrooms. Any student caught with food in the hallways, stairwells or classrooms will receive 2 demerits.

Note: No food/drink policy will be enforced during the regular school year and summer program.

Students may keep their lunches in their lockers and bring them to the cafeteria for lunch. All locker stored lunches must be bagged and sealed until they reach the Student Union. Students are not permitted to keep their lunches in school or staff refrigerators. Additionally, students are not permitted to use staff microwaves to warm their lunches brought from home.

All students are expected to leave each room better than they found it. This applies to the classrooms and cafeteria. Time will be provided at the conclusion of each class period to ensure this expectation is met.

Students will not graffiti or deface any part of the building (including tables). If caught disrespecting the building in any way, students will be required to perform extra cleaning duties, in addition to receiving demerits as deemed appropriate at the sole discretion of the Principal or Dean of Students.

Chewing gum is not permitted. Any student caught chewing gum will receive an automatic 2 demerits. Tic-Tac or other breath fresheners are permitted.

All students must respect the technology equipment. Technology equipment is fragile and expensive and therefore must be treated with care and respect. Use is by permission only. Any student that intentionally damages equipment will forfeit the right to use the school technology. Additionally, the student (and his parents) will be expected to reimburse the school for the cost of the broken or damaged item.

Illegal pulling of the fire alarm or abuse of the science shower will lead to expulsion. Additionally, any fine incurred by the school as a result of student action will be forwarded to the student and parents for payment.



9. Turn off and put away all electronic devices before entering the school.

Electronic devices are not permitted to be used in school at any time during the school day (7:45 am to 4:00 pm) or during the serving of detention. This includes the use of radios, mp3 players (iPods), pagers, cell phones, etc.

Students must keep electronic devices in their locker, and they must be turned off. Additionally, students are not permitted to wear headphones or earpieces around their necks or on their person during the school day. All headphones and earpieces must be stored in a locker, except when required for class use. Cell phones must be off and cannot be set to vibrate. Any device that is activated in school will be confiscated by the Principal, Dean of Students or the Family Intervention Specialist. If confiscated, the schedule of return is as follows:

- 1st offense- confiscated and returned at the end of the day
- 2nd offense- confiscated for 48 hours
- 3rd offense- confiscated for 1 week and/or until the parent picks up the phone and every time thereafter. An automatic daily detention will occur as well on the day it was confiscated. 2 Days of ISS will be served if the problem continues after the third offense each and every time thereafter.

If there is a family emergency, parents should call the Front Office or contact Deans. We will notify the student immediately. Students can also use staff cell phones if there is a need to use a phone during school day. Do not call or text your child's phone.

Students that have Chromebooks or laptops will be permitted to use them in the classroom for instructional purposes only. Any student caught using his Chromebook or laptop to listen to music or for social networking will forfeit the right to bring that item to school. If the student brings the item despite the prohibition, the item will be confiscated and will only be relinquished to a parent after 1 week.

Electronic devices (including but not limited to cell phones, laptops, netbooks, iPods, iPads) are not to be used in the cafeteria or gym during normal school hours including gym and recess periods

The school is not liable or responsible for electronic devices that are damaged or missing, or stolen. WE WILL NOT REVIEW CAMERAS FOR LOST OR STOLEN PHONES BECAUSE IT IS THE STUDENT'S RESPONSIBILITY TO PLACE THEM IN THEIR LOCKERS. IF THEY DON'T HAVE A LOCKER OR FORGET THEIR COMBINATION, THEY MUST ASK FOR IT IMMEDIATELY. "I DO NOT HAVE ONE" IS NOT AN ACCEPTABLE EXCUSE.



10. Maximize effective use of time each day.

One of the most important tenets of Green Tech High is the effective use of time. Time is a commodity and as such has a tremendous amount of value. Success is dependent upon how effectively a person manages his use of time. The difference between a high achieving versus a low achieving student is most often the effective use of time. High achieving students effectively manage their time to ensure that they always do their homework, prepare for scheduled examinations and apply new learning to real life situations wherever appropriate. Low performing students typically are inconsistent in completing and turning in homework, are not prepared for scheduled examinations and fail to see the relationship between newly acquired knowledge and the real-world application.

The Green Tech High instructional program has been designed to keep students focused on maximizing their time and using every available instructional second effectively to prepare for college. To the extent that each student focuses all of his efforts in the classroom on meeting the requirements of each subject, we guarantee that he will be eligible for enrollment into college at the end of 4 years.

Encouraging Appropriate Conduct

At Green Tech Rochester, students will be encouraged to make appropriate choices regarding their personal conduct. Following are the chief means by which faculty and staff will ensure order and support the development of good character at the school.

Acknowledging Appropriate Conduct

Positive Interactions and Positive Feedback

Daily interactions between staff and students provide the best opportunities for encouraging appropriate behavior and promoting the development of good habits. Staff at the School will strive to interact with students in a friendly, supportive manner at all times. Staff will attempt to interact with each student four times more frequently when the student is engaged in appropriate behavior than when the student is behaving inappropriately.

Positive interactions will include greeting students, talking to students, making eye contact, smiling, and overly praising students when such accolades are deserved. When praising students, staff will attempt to provide them with specific information about which behaviors are contributing to success. For example, a staff member might say, "Adam, you have been very responsible in remembering to bring your homework on the day it is due."



Appropriate conduct will be rewarded by receipt of Merits. Merits are markers that are earned which have point values associated with them. Students can accumulate markers and use the points to cash in on specific reward activities that are offered throughout the year or in some cases, even cash or prizes.

Merit Rewards System

GTH merit reward system aims at clarity, uniformity and user-friendliness. It adjudicates a baseline score of 10 merit points to each one of our crest's values. The behaviors and virtues categorized under each value represent examples of integrity, intellect, initiative and ingenuity in action. It should be clear to all that this list is not exhaustive. Since there are four values at 10 baseline points each, students have the potential of earning up to 40 merits per class attended and, at an average of 5 classes in each student's program, a Maximum of 200 merits per day.

The following table summarizes the merits points

Table 1: Merit Points Reward System

Value and Baseline Points	Sample virtues and behaviors
INTEGRITY (10 merit baseline points)	<ul style="list-style-type: none">• Honesty• LIBTYFI• Respectful to teachers, staff and peers• Kind to others• Fair and trustworthy• Any other display of integrity



<p>INITIATIVE</p> <p>(10 merit baseline points)</p>	<ul style="list-style-type: none">• Dress code (tucked shirts)• On time and prepared for class and advisory (pen/pencil, paper, notes, etc.);• Eagerness to participate in class activities.• Productivity (completing all tasks)• Perseveres on all tasks• Shows consistency and discipline• Any other display of initiative
<p>INTELLECT</p> <p>(100 merit baseline points)</p>	<ul style="list-style-type: none">• Attentiveness• Scholarly persistence• Quality of schoolwork (including homework, special projects, etc.)• Positive and active disposition to independent inquiry• Intellectual curiosity• Any other display of intellect
<p>INGENUITY</p> <p>(100 merit baseline points)</p>	<ul style="list-style-type: none">• Displaying leadership and good judgment• Helping others (especially underclassmen)• Participating in special projects• Demonstrating creativity• Displaying problems solving abilities

Student of the Week and Student of the Month

At the end of each week, teachers will grant Student of the Week Awards to acknowledge and reward students for demonstrating exceptional Integrity, Intellect, Initiative and/or Ingenuity.



Students do so by, among other things, displaying responsible behavior and scholarly persistence, being inquisitive, cooperating, and/or showing respect. Award-winning students will receive special certificates, which will be presented at the Friday morning school-wide meeting. The principal will personally congratulate the students and sign their certificates. The office administrator or the principal will then sign the students' names in a Student of the Week Book kept in the office.

Students compete against other students for points, literally playing against another student from the same grade level according to a participation schedule, with the highest scorer earning a win. Win/loss records are kept and determine who makes the playoffs. Students compete in a single elimination tournament, with the last person standing earning the distinction of Student of the Month. The Student of the Month earns a \$50.00 gift card.

Fraternal Competition

Upon enrolling, each student will be assigned to a fraternal group. The determination of assignment is done by the Counseling Department upon scheduling. Once a student is assigned to a fraternity, he remains in that fraternity through the entirety of his Green Tech Rochester experience. In the event of a serious incident that jeopardizes the relationship between members of a fraternity, the principal can at his discretion reassign a student to another fraternity.

The fraternity structure is designed to promote friendly competition between each group. Teamwork is encouraged, as each student's performance directly impacts the prestige of his fraternity. Fraternities will compete against each other throughout the school year in intramural sports, debates and academic challenges. The accumulated points will be tracked by the administrative staff, and the fraternity with the most points at the end of each quarter will obtain ownership of the school cup. The fraternity with the most points at the end of the school year will earn a Field Trip at the end of the school year. The Fraternity with the most frat points will also have its name inscribed on the plaque that will be displayed in the school's trophy case for the following year.

Each Fraternity will elect a Captain that will also serve as a member of Student Government.

Each Fraternity will also elect a Lieutenant for each grade.

The Fraternities are listed as follows....

- Grambling
- Hampton
- Howard



- Morehouse

Minor Violations

Correcting Inappropriate Conduct and Consequences for Minor Misbehavior

It is expected that the great majority of students at the school will strive to meet the expectations for responsibility and self-discipline outlined herein. It is also understood, however, that no single set of procedures will be effective in helping every student develop the skills and attitudes necessary for success. Therefore, a series of interventions will be designed for students who have not been motivated by the school-wide procedures. As teachers and faculty adapt disciplinary procedures to meet individual needs, the focus will remain positive, and an emphasis will be placed on the continuing need for calm and consistent consequences.

Students will learn that certain actions are unacceptable at Green Tech High, and misbehavior has consequences that are neither amusing nor pleasant. Any student engaging in any type of misbehavior, whether minor or severe, will be required to make amends and/or restore the situation. Restitution may involve an apology; community or School service; or fixing, replacing, and/or paying for damage caused. The principal and/or teacher will determine the type of restitution required for a particular infraction. If possible, the restitution assignment will be communicated to the student's parents prior to his completion of the task. In all cases, parents will be informed of the child's inappropriate behavior and the restitution requirement.

At Green Tech High all student misbehavior falls into one of four categories:

- Culture Violation
- Academic Violation
- Cheating Violation
- Safety Violation

Each of the aforementioned violations will lead to the distribution of demerits. Demerits are points given for inappropriate behavior and/or violation of school rules. Demerits accumulate and transfer to more intensive consequences at specific point totals. At Green Tech High, 5 demerits in a period transfer to one mandatory detention after school.

Any student who receives 25 demerits in a week will not be allowed to participate in FRAT for 2 days the following week. Additionally, the student will receive a phone call home for 1st offense, 2nd offense is parent conference, 3rd offense is 2 days of ISS, and your 4th offense is 3 days OSS (Out of School Suspension) with an expulsion hearing with the principal and/or Dean. Any student receiving 15 or more detentions over the course of the school year will be subject to retention or withdrawal or expulsion.



More on Demerits

Demerits, in most cases, will be preceded by a warning. Some infractions will warrant demerits without issuance of a warning (i.e., horseplay). Teachers are permitted to issue silent demerits if they meet the following criteria: (1) issued to avoid confrontation that would lead to interruption of instruction, and (2) student is informed of the demerit prior to leaving the classroom at the end of the class period.

Students are permitted to challenge the fairness of a demerit, but only via the use of a Demerit Grievance Form. All Demerit Grievance Forms will be reviewed, and a meeting will be scheduled for discussion with the demeriting teacher and the student. Students are encouraged to bring their advisory teacher to the meeting as an advocate when appropriate. The initial grievance must be conducted with the dean, student and demeriting teacher.

Minor Infraction Chart

Table 2: Minor Infraction Chart

Violation	Category	Demerits	Comment
Food, Drink or Candy	Culture	1	Possessing and/or consuming open food, drink or candy outside of Student Union
Gum Chewing	Culture	2	Students are not permitted to chew gum at any time.
Dress Code	Culture	1	Demerits given for shirt being un-tucked, failure to wear belt, and various other uniform violations.
Electronic Devices	Culture	2	All electronic devices must be turned off and left in the locker.



Playing Games on Computers	Culture	2	At no time are students allowed to play games or visit internet sites not related to classroom topics or assignments. Chronic violators will have computer privileges revoked.
Inattentiveness	Academic	1	Disengaged students as illustrated by not working on class work, taking notes, or following directions of the teacher.
Unprepared for class	Academic	1	Failure to come to class with pencil/pen, paper, notebook, required documents from home when requested.
Disrespecting another student	Culture	1	Rude comments, or inappropriate name calling.
Wasting time	Culture	1	Slow or Sluggish starting work, lack of effort, uncooperative or disengaged in groups or class activity.
Learning Disruptions	Culture	1	Entering the classroom in a loud or disruptive manner, shouting without first raising your hand and obtaining teacher permission to speak, or talking during the Do Now, etc....
Swearing or Inappropriate Language.	Culture	2	Using inappropriate language anywhere in the school (includes the use of the word niggah)
Unprofessional Behavior	Safety	2-4	Being disrespectful to teachers and other adults, horsing around, yelling in the hall, throwing paper, touching the thermostat, etc....



Lacking Hall Pass	Culture	1	Failure to be in possession of a classroom hall pass. This includes students who are in Physical Education class.
Tardy to class	Culture	1-2	Failure to be in the seat, engaged in Do Now at the ringing of the bell.
Unclean work or lunch space	Culture	1	Failure to clean tables in the Student Union after lunch or around the desk in the classroom.
Disrespecting property	Culture	2	Writing on tables, walls, lockers or in textbooks.
Rough Housing	Safety	2-4	Any behavior, regardless of intent, such as play fighting, pushing, tripping, etc... that may lead to injury.
Refusing to do class work	Academic	4	Blatantly refusing to attempt class work after repeated requests, while failing to, in a respectful manner, provide a valid explanation for not doing so.
Lying	Cheating	2	Intentionally deceiving a staff member.
Skipping detention	Culture	2 days of ISS or OSS, based on space availability or Frequent Flyer	Unexcused absence for detention.

Most minor misbehavior is handled by the classroom teacher or support staff. Once the student is made aware of the inappropriate behavior and the demerit is administered, both student and staff are expected to refocus on making the most effective use of time. Staff will enter their students' earned merits and demerits in real time via the live school system. Parents can follow along and remain involved in their child's behavior.



Any student that disagrees with the administration of a demerit must follow the school guideline for resolving grievances. Confrontation with staff members is not permitted. Five demerits earned result in detention. Failure to attend a mandatory detention will lead to the student earning 2 days of In-School Suspension (ISS) as space permits. If ISS is not available due to space constraints, students will receive two days of out of school suspension.

Using merits to remove demerits

- Students can use 10 of the merits earned in a classroom on a given day to remove the first demerit earned that same day in that same classroom.
- Removing a subsequent demerit will cost the student 20 merit points.
- The maximum number of demerits that can be removed per class period is 2.
- Any demerit earned after that can't be removed during the specific class period.
- Teachers always have the discretion and must utilize their professional judgment whether or not to award merit points and to remove demerits. Non-negotiable demerits may never be removed, and students may only have demerits removed by the teacher who issued the demerit(s).



R-10c - Special Education Policy

Green Tech High Charter School will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's individualized education plan (IEP) prepared by the Committee on Special Education (CSE) of the student's school district of residence and in accordance with all applicable federal and state laws and regulations, including the Individuals with Disabilities Act (IDEA). The school will ensure that the special education programs and services as indicated on each student's IEP will be provided directly to the student during school hours. The school shall not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability.

Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactory, in accordance with the IEP prepared by the Committee on Special Education of the students' district of residence. Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent appropriate under the IEP prepared by the CSE of the students' district of residence. Students with disabilities will receive all notices concerning school-sponsored programs, activities and services.

The school will provide consultant teacher services and have a resource room available. In accordance with the students' IEPs, special education staff will ensure that classroom teachers at the school are knowledgeable about the needs of students with disabilities; are informed of their responsibilities for particular students; receive the support they may require to implement a student's program; and implement any necessary modifications or accommodations in their classes. The Special Education Coordinator will administer special education services, as well as provide instruction.

The school plans to hire appropriately certified special education staff for the school and may contract with appropriately certified or licensed individuals to provide services. The budget reflects writing contractual services in increasing amounts annually as the student population increases. The services to be provided may include but are not limited to: speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; diagnostic and/or evaluative medical services; or student and/or parent counseling. If we are unable to provide services in accordance with the student's IEP, we will



rely on the school district of the student's residence to provide services. Additional special education revenue assumed in the school's financial plan assumes only 10 percent of the students with IEPs exceeding 20 percent of the time outside the traditional classroom to a more restrictive educational setting. A student suspected of having a disability will be reviewed by the school's special education coordinator, the student's teacher, and the principal, who shall consider or provide remediation with supplementary aides or support services as necessary. If there remains a suspicion of a disability, the student shall be referred in writing to the chairperson of the CSE of the student's district of residence for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by the school's special education coordinator, overseen by the principal. Such referrals will: (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based, if any; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice described in 34 CFR §300.504 will be sent to the student's parents.

RTI Behavior. We use our values-based community to develop and reinforce character strengths, and daily Social Emotional Learning (“SEL”) Interactive Read Aloud and mindfulness moments to help students develop five Core SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making². Tier 1 supports include shared school-wide behavior expectations and explicit teaching, modeling, and praising student exhibition of our **RESPECT** values - Integrity, Initiative, Intellect, Ingenuity. We will use a Positive Behavioral Interventions and Supports approach through which we explicitly teach, model, track and reward positive behavior³. Our merit system will correlate with our **RESPECT** values; when students exemplify one or more values, they will earn RESPECT Rewards and Scholar Dollars (Upper Academy). Rewards and Dollars will be collected, tracked, and traded in weekly for a variety of incentives; classroom teachers will manage their classrooms' merit system and will input data into our schoolwide data tracking system, making it accessible for the Student Supports Team for monitoring purposes. Teachers will provide reminders for students throughout the day as we support students' ability to self-regulate. Behavior data will be tracked by the Student Supports Team through PowerSchool and sent home in nightly Excellence Reports requiring nightly parent signature.

Students who receive more than five demerits throughout the school day will visit the classroom reflection desk and rejoin the learning community after Moments of Peace and a conference with a classroom teacher. If a student is unable to re-enter the learning community, he will visit the Mindfulness Room where he will work with the Social Worker or counselor on

² <https://casel.org/core-competencies/>

³ <https://www.pbis.org/>



developing positive coping skills. A student who requires more than one visit per week to the reflection desk may require Tier 2 interventions. The Student Supports Team will analyze and review behavioral data on a weekly basis and support classroom teachers in developing appropriate Tier 2 interventions, which may include individual behavior trackers, scheduled check-ins and feedback from either classroom teachers, the Social Worker, or the counselor. Students may also have proactively scheduled visits to the Mindfulness Room where they will work on developing their five SEL Core Competencies in a small group setting.

The Social Worker will lead parent communication on behavioral intervention plans to ensure in-home supports are streamlined. If a student shows tremendous growth with Tier 2 interventions throughout a five-week period, they may discontinue additional supports. If a student shows minimal to no growth within a five-week period, the Student Supports Team will invite the family into school for a Collaborative Student Support Meeting to discuss appropriate Tier 3 interventions, which might include more frequent check-ins and feedback, frequently scheduled breaks, and push-in supports provided by the Social Worker. Tier 3 supports continue until a student exhibits growth and the consistent ability to regulate their emotions and behaviors.



R-10d - Dress Code

Green Tech Rochester School Dress Code

Every student MUST be in dress code upon entering the building for any reason at any time, Monday thru Friday.

In order to allow students to focus on learning and to create a sense of community, Green Tech High has adopted a MANDATORY student dress code. It has evolved after significant review of the student dress codes of the highest performing charter high schools across the country.

Clothing worn by students at Green Tech High should emphasize the fact that the school is both a community and a place of work. Students should dress in a way that expresses their membership in the community and that meets the standards of a workplace. Their attire should be neat, tidy and should conform to **Green Tech Rochester's uniform policy at all times.**

Green Tech High students' clothing should always be clean, in good repair, and neat. An article of clothing not listed in the dress code **SHOULD NOT** be worn to school. If there is any doubt about an article of clothing, the student should bring it to the school office to ask about its compliance with the dress code **BEFORE** wearing it to school (and before removing store tags, if purchased for school use, so it can be returned if it does not meet dress code).

For activities requiring non-dress code clothing, students will receive permission from the Dean. In addition, if students need to change clothes before they go to work, students may do so once they have brought in a permission form (available in office) completed by employer, parent/ guardian, and /Dean. **At all other times, students must follow dress code while in the school building or on school-sponsored activities.**

The following are absolutely **NOT** permitted: cargo pants, painter's pants, hospital pants, baggy pants, pants with large pockets or metal studs, jeans or pants that look like jeans, shirts with designs or insignias. T-shirts are not permissible. All shirts must be long enough to be tucked-in at all times. Students may wear their sport's uniform jersey on days of a game only, but it must also be tucked in.

Students are **not permitted to wear non-dress code clothing beneath their uniform.** If they have any non-dress code clothing on under their uniform, it will be considered a dress code violation, and they will earn 2 demerits and or be sent home.

Students sent home will receive a zero for all missed work unless they make it up within 24 hours of the following school day.

Students are **NOT** permitted excessive jewelry. That means more than two rings on each hand, and **no large chains (discretion of Dean of Students).** If a student chooses to wear a small chain to school, it must be tucked inside of his shirt at all times and cannot be explicitly displayed. Hats or any head



coverings are NOT permitted inside the building except for religious reasons (Parents, please send a letter). In case of doubt, the Dean of Students will determine what is permissible.

Green Tech High School Dress Code Chart

Item	Style	Color	Comments
Kindergarten	Green Tech Rochester Sweatsuits will be the uniform of choice for kindergarten. Sweats and sweatshirt provide ease and comfort while the young men are still learning and growing	Green	All sweatsuits must have a GTR logo. If there is an emergency a plain sweat suit matching the same green color can be worn. The plain sweatsuit must not have any other logos.
Grades 1-6 Pants (or shorts)	Standard cloth pants (cotton), wool blend or small weave corduroy. Students are not permitted to wear pants below the waist.	Black or Khaki	Jeans or pants that look like jeans, overalls, leather, sweats, cargo pants or nylon sport pants are not permitted. Students are not permitted to substitute white or dark brown pants in place of the khaki tan pants. Oversized clothing is not permitted. Shorts are only permitted between May 15 th and the end of the school year. Cut-off shorts are not allowed. All students are required to wear a belt each day.



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Shirts	<p>For 1st and 2nd grade students, will wear polo shirts. 1st grade Purple Polos, 2nd grade Gold. 3rd through 6th grade students will wear oxford button down shirts.</p> <p>3rd Grade- Gray + Black Tie 4th Grade- Black + Black Tie 5th Grade- White + Green Tie 6th Grade- Green + Green Tie</p> <p>Students are permitted to wear short or long sleeve polo shirts with GTH label on Friday's ONLY. School spirit tee-shirts are permitted only with permission from the Dean of Student.</p>	K-Green 1-Purple 2-Gold 3-Gray 4-Black 5-White 6-Green	<p>All shirts must be buttoned and tucked in at all times. Shirts are not permitted to be worn inside out or half on/off. No logos or designs can be visible beneath the polo shirt. No long sleeve shirts can be visible beneath the short sleeve polo shirt. Ties can be worn with basic dress shirts. Heavy plaid non-dress shirts will not be allowed. Ties worn with polo shirts will not be allowed.</p>
Sweaters or Sweatshirts	<p>Long sleeved cardigan sweaters or are permitted during the winter months. They must be worn over a collared dress code oxford or polo shirt.</p>	Black, Green, or Gray	<p>Sweaters and sweatshirts must be clean, uncut and contain no logos or sayings other than Green Tech Rochester. Windbreakers or coats are not permitted to be worn in school. Hoodies of any kind are not permitted.</p>
Shoes	<p>Personal preference. (Sneakers or Dress Shoes)</p>	Any	<p>Timberlands, and/or snow shoes are not permitted unless there is inclement weather. Nonetheless, they must be removed once a student is in the building. Please note that ACGs and similar sneaker boots are prohibited. as well as Slides, Crocs, and Uggs.</p>



Hats, and other Headwear	N/A	N/A	Hats or other headgear are not permitted to be worn in the building except for religious reasons (parents please send note). Bandanas are not permitted.
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GTH UNIFORM RENTAL CLOSET

GTR will offer a uniform rental closet. The uniform closet may only be utilized in case of emergencies. Shirts and ties will be rented for \$1 each; pants will be rented for \$2 based on availability. All rentals must be returned at the end of the school day. If no items are available for rental, or if a student is without the money needed for the fee, a parent can come and bring the student the appropriate uniform item. If the parent cannot come, the students will be placed in ISS for the entire school day. Students will not be allowed to go to class without appropriate clothing.

GTR will strictly enforce this uniform policy. Students who are out of uniform and unable to rent will be allowed to rent three times under the conditions listed below. GTR staff reserves the right to refuse rental at any time based on circumstances surrounding the situation. Rental is a privilege not a responsibility of GTR's.

1st offense- Community Service to be served the day

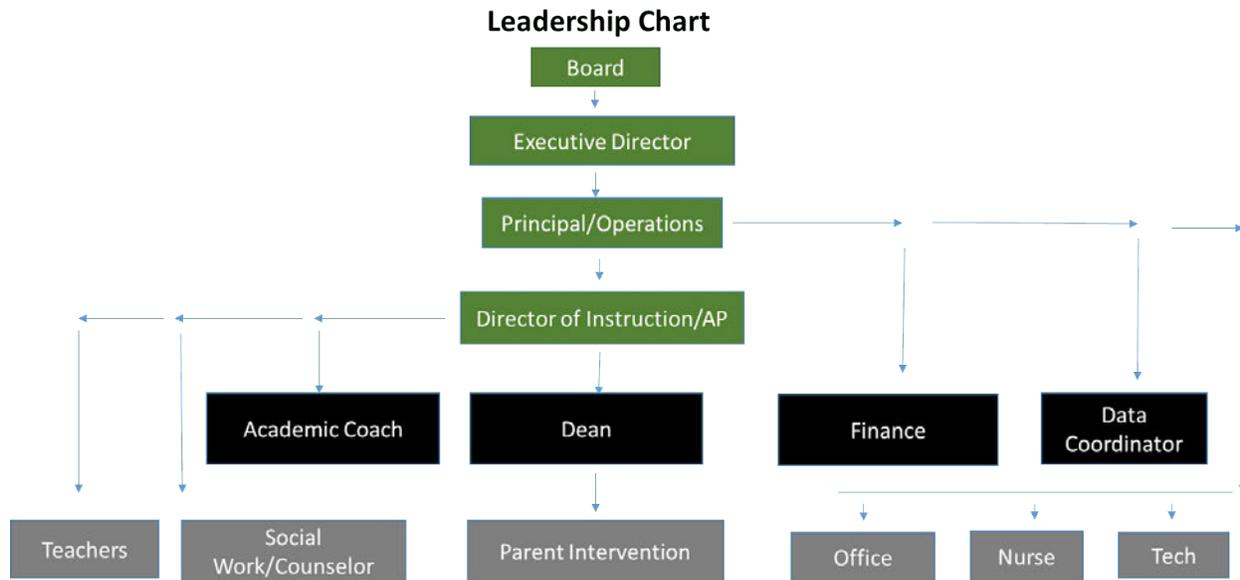
2nd offense- Detention to be served the day of.

3rd offense- ISS the day of and every day following that the student is out of uniform and not able to rent.



R-11ab - School Management and Leadership

Year 1



School Leadership and Management Structure

The School Board governs the school, conducts oversight, and reports to the authorizer and NYS on the academic success, fiscal health, and regulatory compliance of the charter school. Guided by our mission, the Executive Director (ED) will serve as a mentor, coach and support for the GTR Head of School. Additionally, the ED will provide the curriculum model, school culture structure, and back-office support by helping the Head of school put systems in place which model after Green Tech Albany. The Head of School referred to here on out as the principal, will manage the school and school staff and reports to the ED and the Board of Trustees. The principal is responsible for supervising all roles within the organization. In Y1, the principal will also manage all the operational duties as well.

In Y1, the organizational structure includes a Director of Instruction (DI) who also will be dual with duties of an Assistant Principal as well. The DI will primarily be responsible for all the instructional decisions that occur. The DI will also provide the leadership and coaching needed



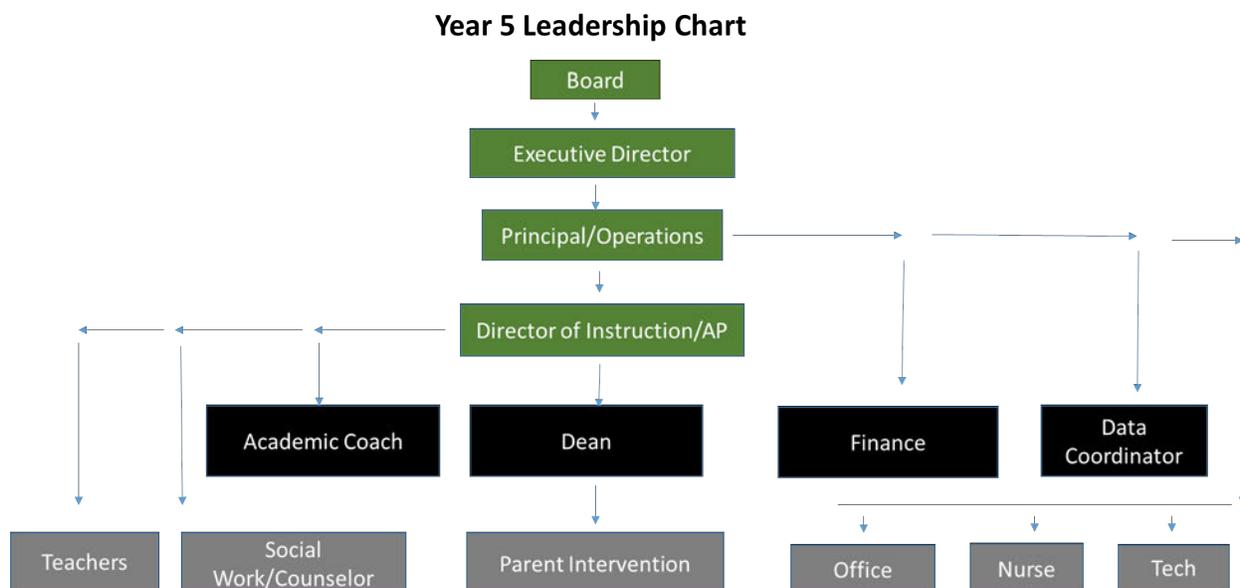
to help all the staff members grow into achieving academic excellence, eliminating any learning gaps before they begin. The school will have a dean who focuses on building culture and student management to eliminate distractions so others can be more effective at their jobs.

The Parent Intervention Specialist will provide daily support to Parents, bridging gaps between the community and GTR. They will also monitor attendance, truancy and initial recruitment and enrollment. GTR will have 1 FTE dedicated to handling all financial matters within the school, however, oversight and management, ultimate fiscal responsibility will be held by the principal.

All positions will be evaluated. Based on the arrows within the leadership chart, it demonstrates who will be responsible for those constituents underneath their charge. The leadership team will undergo 2 evaluations a year, one midway, and one at the end of the year, to establish opportunities for growth. Leadership evaluations mimic Green Tech Albany's processes. Additionally, teachers will be observed and evaluated with the usage of Observe 4 Success, an established model at Green Tech Albany as well.

The ED will begin a search for the school leader upon approval of this application. The ED will do an extensive local and national search with the support of the school board. The candidate must be someone with leadership experience and ability to use Green Tech's system, but the innovation to make GTR their own. The principal will be evaluated by the ED and the board will evaluate both leaders as well.

Year 5- There is no change to the leadership structure in year 5.





R-12ac - Personnel

Organizational Chart:

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	2.0	2.0	2.0	2.0	2.0
Deans, Directors & Coordinators	1.0	2.0	3.0	3.0	3.0
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0
Operation / Business Manager	0.0	0.0	1.0	1.0	1.0
Administrative Staff	2.8	4.0	4.0	4.0	5.0
TOTAL ADMINISTRATIVE STAFF	7.8	10.0	12.0	12.0	13.0

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	4.0	8.0	12.0	16.0	20.0
Teachers - SPED	1.0	2.0	2.0	3.0	3.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0



Teaching Assistants	4.0	6.0	8.0	10.0	12.0
Specialty Teachers	0.0	1.0	2.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	2.0	2.0	3.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	10.0	18.0	26.0	34.0	41.0

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0.5	0.5	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	1.0	1.0
TOTAL NON-INSTRUCTIONAL	1.5	1.5	2.0	2.0	2.0

TOTAL PERSONNEL SERVICE FTE	19.3	29.5	40.0	48.0	56.0
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Narrative and Chart:

Our organizational structure supports the school's mission and vision. In Y1, we will begin with 18.5 FTE employees and one shared position with Green Tech Albany. The school will be at full scale for purposes of this document in year 5, which at that time GTR will employ 54 FTEs and one shared position.

The executive director (ED) will be a shared service agreement position with terms and conditions laid out in the attached shared service agreement. The ED will provide oversight and support for GTR as a whole, specifically the Principal. The ED will share Green Tech Albany's systems around all aspects of running and operating a school. The Principal will have a certified executive coach who has over 23 years of experience in education and educational leadership. Having an ED who will provide weekly coaching sessions will reduce some of the mistakes new leaders tend to make.

The Principal will provide all day to day leadership and oversight. They will have day to day control and input on all aspects of the school. However, this role will heavily be focused on operations, data, and fiscal responsibilities of GTR. The Principal will be tasked with support from the ED to hire someone with an extensive instructional background who has the knowledge and ability to ensure academic success outcomes for GTR. The instructional leader will in turn be responsible for observing and evaluating teachers and social workers/counselors.

Our educational model has a general education (Lead) teacher and teacher assistant (Co-Teacher) per classroom in kindergarten. In Y2, moving to grade 1 and beyond there will be a Lead and teacher assistants who will push in classes for ELA and Math support on a rotating basis. There is more support in kindergarten to ensure that the younger students have continuous backing in their most futile formative stages of growth and development. Based on our expected number of students with special needs, we will have one Integrated Co-Teaching ("ICT") Classroom per grade for the first two years, and one general education (Lead) teacher. The SPED teacher will be a NY certified special education teacher. A New York certified Special Education Teacher will provide direct services. After two years GTR will assess its SPED population and continue to add SPED teachers if need be each year. GTR will hire a Social Worker/counselor for the social emotional needs of our students, committing to a ratio of no more than 125 students to 1 social work/counselor, therefore exceeding industry standard of 250 to 1. GTR will look to hire an Executive Chef who will provide high quality meals ensuring nutritional value for all students to focus on their academic needs. GTR will



look to the district for nursing support, while hiring a Nurse for the time not covered by the school district.

Green Tech Rochester- Year 1 - (136 scholars)- 24.5 Staff + 1 Shared

- Executive Director- Shared service position/ services with GTH Albany (10% of total budget/ Every year)
- 1 Principal/Operations
- 1 Director of Instruction/AP
- 1 Dean
- 2 Office Staff
- 1 Finance Person
- 1 Parent Involvement Specialist/Recruitment Enrollment (Bilingual if necessary)
- .5 Nurse
- 1 Social Work/Counselor
- 4 Kindergarten Teachers
- 4 First Grade Teachers
- 1 SPED Teacher
- 1 Kitchen Staff
- 6 Teacher Assistants

Green Tech Rochester- Year 2 - 204 Scholars- Staff 34.5 + 1 Shared

- 1 Office Staff (Receptionist)
- 1 Data Coordinator/Tech
- 4 First Grade Teachers
- 2 Teacher Assistants
- 1 Elective Teacher
- 1 SPED Teacher



Green Tech Rochester - Year 3 - 272 Scholars - Staff 44 FTE + 1 Shared

- 1 Academic Coach
- 1 School Counselor/ Social Worker #2
- 4 Second Grade Teachers
- 2 Teaching Assistants
- 1 Elective Teacher
- .5 nurse

Green Tech Rochester- Year 4 -340- Staff - Staff 52 FTE + 1 Shared

- B. 4 Third Grade Teachers
- . 2 Teaching Assistants
- . 1 Elective Teacher
- . 1 SPED Teacher

Green Tech Rochester- Year 5 -408- Staff 60 FTE + 1 Shared

- 4 Fourth Grade Teachers
- 4 5th grade Teachers
- . 2 Teaching Assistants
- . 1 Office Staff (receptionist)
- . 1 Counselor/Social Worker



A. **Qualifications and Responsibilities**

Executive Director: Criteria Same as Principal: (See Below)

- Master's Degree
- Minimum 5 Years of Teaching Experience and/or Educational Leadership Experience
- Preferably have Administrative Certification or in pursuit of an Advanced Degree

Major Functions of the ED will be:

- Weekly Executive Coaching
- Fiscal Oversight and Support
- Human Resource Oversight and Support
- Marketing Branding Oversight and Support
- Recruitment and Enrollment Oversight and Support
- Academic Oversight and Support
- School Culture Oversight and Support

Principal

- Master's Degree Preferred
- Minimum 5 Years of Teaching Experience and/or Educational Leadership Experience
- Preferably have Administrative Certification or in pursuit of an Advanced Degree

The role of the Principal with regard to instructional leadership and discipline is to guide staff and students in their efforts to ensure student academic success and personal growth—the central mission of Green Tech High.

The Principal has a thorough working knowledge of the *Code of Conduct*, and when necessary will assist staff in implementing classroom and School-wide management procedures. As part of the School's Professional Development Program, the Principal will provide training and



continued support to teachers as they strive to teach students to become capable scholars and follow the Keys to Success and School rules.

The Principal is head of the School's Leadership Team, and will be responsible for ensuring that the Team meets on a regular basis. In addition, the Principal will assist teachers with the implementation of their classroom management plans, if needed. The principal will also provide key management and administrative oversight, but not limited to the following areas:

1. **Academic Leadership:** The Principal will demonstrate prior success setting the vision for academic, operational, and leadership excellence within a K - 12 environment in any or all the following environments: Online, Charter Schools and/or Public schools.
2. **Academic Operations:** The Principal will demonstrate prior experience collaborating with key leaders to drive student and business success, driving accountability for establishing and achieving shared goals and objectives – while ensuring operational efficiency and compliance with federal, state, and local laws and regulations.
3. **Academic Excellence:** The Principal will demonstrate prior experience leading research-driven teams to build and continually improve academic and instructional models, leadership development programs, teacher effectiveness and operational excellence while establishing and measuring standards of excellence in school management.
4. **Academic Innovation:** The Principal will demonstrate prior experience developing and implementing innovative inspirational and motivational learning strategies designed to improve and stimulate academic growth among at-risk students.
5. **Academic Engagement:** The Principal will demonstrate prior experience designing programs and solutions which improve attendance and engagement in K - 12 schools.
6. **Leadership Development:** The Principal will demonstrate prior experience designing Leadership Development which improve the capability and competency of academic leaders and teachers in K - 12 schools.
7. **Continuous Improvement:** The Principal will demonstrate prior experience focused on improved academic quality and measurable achievement improvements, lean operations, reduced total cost of operations, etc.

Supervision

- . Prior successful experience supervising, e.g.
 - A. Planning, assigning, and directing work;
 - B. Appraising performance;
 - C. Rewarding and disciplining employees;



- D. Addressing complaints and resolving problems;
- E. Interviewing, hiring and training employees

Professional Capabilities

- **Stakeholder Management:** The Principal will demonstrate ability to understand risks and issues and establish effective toll gates, predictive measures, operational visibility, etc. to ensure adherence to stated goals. Demonstrated ability to maintain a cadence of communication with stakeholders, e.g., community members, board members, principals, etc.
- **Competitiveness:** The Principal will exhibit a healthy but tenacious and persistent characteristic of competitiveness needed to drive market differentiation, increase our value proposition to clients and increase our reach and impact.
- **Situational Awareness:** The Principal will understand the cultural and legal environment in which the Company operates. Understand the Company's target market and deliver communication effectively and appropriately. Understand the financial model required to profitably deliver services
- **Passion for Academic Transformation:** The Principal must be passionate about bringing transformation to the K - 12 educational environment through transformation initiatives.
- **Professional Communication:** The Principal must have the ability to deliver articulate, grammatically- and syntactically correct, written and verbal executive-level communication in verbal and written communication, presentations and training.
- **Personal Responsibility:** The Principal will demonstrate strong attention to detail with consistent commitment to take initiative and ownership. Ability to manage multiple projects and activities simultaneously while staying organized.
- **Continuous Learning and Learning Agility:** The Principal will demonstrate continuous learning and development by regularly updating and increasing job knowledge and subject matter expertise.
- **Technical Expertise:** The Principal will demonstrate excellent knowledge of computer operations and software. Proficient with Microsoft Office tools (Word, Excel, PowerPoint, Outlook). Proficient with Internet-based research and use.



Director of Instruction:

- Master's Degree
- Minimum 5 Years of Teaching Experience
- Preferably have Administrative Certification or in pursuit of an Advanced Degree
- Demonstrate a clear understanding of GTR's instructional model and willingness to coach teachers towards continuous improvement through practical application

1. Teacher Coach and Mentor

- . Informal Observations
- A. Developing, executing and assessing new teachers
- B. Providing teaching strategies, designing processes for higher levels of student engagement and academic success, scaffolding rigor and differentiated instruction

Informal Post conferences

- Suggestions
- Areas of strength
- Areas needing attention

2. Creating SMART Goals

Collaborative lesson planning (as needed)

- . Teacher Support - emotional:
 - A. Encouragement
 - B. Problem solving:
 - . with class issues
 - i. lesson concerns
 - ii. stress
 - iii. time to vent



iv. scheduling concerns

3. DDI (Data Driven Instruction)

- Assessing weekly summative data to:
 - Assist teachers in making meaning out of student work
- Implementing action plans
 - Assist teachers in Planning next steps to solve misconceptions
 - Adjust curriculum and teaching trends

4. Lesson Planning

- Emergency lesson plans (to be created 1st month of the new school year)
- Collaborative lesson planning:
- Weekly lessons plans:
 - track, record
 - review and revise with suggestions
- Quarter/semester binder review
- Alignment with NY State Standards and Common Core Curriculum

5. Curriculum Mapping –

- Following BBD (backward by design)
- Using existing State exam questions:
 - Separated by category
 - Each question will be identified according to state standard and core curriculum
 - Upon completion of sorting of the questions, each category will be assigned an appropriate heading.
 - The sorted questions will be submitted to Data coordinator for data analysis.



- Upon completion of the data analysis, a curriculum map will be created utilizing the analysis as a driving force identifying and prioritizing topics of study throughout the school year.
- The sorted questions, headings and data analysis will assist in developing units of study, time allocated to each unit/topic and order of units.
- Once a curriculum map has been established based on priority and standards, unit exams can be created (Backward Design), followed by planning of instruction,
- Using data from formative and summative assessments to drive further instruction/feedback, re-teach and or move forward.

6. **Professional Development:**

- Create and deliver PD sessions to include but not limit to:
 - Differentiated Instruction
 - Total Participation Tactics
 - Engagement of students
 - Best Practices
 - Real World Relevance (specific to our students)
 - Toolbox of ideas and Strategies for Class Mgt
- Walk-throughs
- Provide Support materials:
 - Websites
 - Articles
 - Activities
- Track and record staff PD hours accrued through in house and off-site staff development

7. **Facilitate daily SOC meetings (Student of Concern):**

- Identify students with academic and/or behavioral challenges
- Discuss overarching concerns



- Strategize and implement action plans

8. Departmental Meetings

- Define parameters and expectations of Department Chairs/Leads
- Meeting with department (1 per month)
- Meeting with department leads (1 per month)

9. Testing (support to Testing Coordinator):

- Organizing excel spreadsheets to include:
 - Student data
 - State Exams taken
 - State Exams needed
 - Current scores
 - Update Power School with Test scores
- Implementations – include logistics of room assignments, proctors, necessary materials and hall monitors
- Scheduling – State Test, performance series, and local exams
- Parent and student letters – notifying of exam schedule

10. Saturday School (when implemented)

- Organizing Saturday School Staffing
- Calendar disciplines
- Coordinate materials of instruction between Saturday School Instructors and staff (content teachers)
- Report payroll to /(business mgr)



Data Coordinator

- Bachelor's Degree
- Preferably have master's degree, Administrative Certification or in pursuit of an Advanced Degree. Must have strong data analysis skills and a preferred mathematics background.
- Use academic and school data to help make decisions on improving the educational outcomes for all students
- Maintain and submit the Accountability Workbook consisting of all data required by the Charter Schools Institute
- Work with outside consultants to provide data needed for various state reports
- Provide administration with data and analysis required for board meetings
- Conduct predictive analysis including regents pass rate predictions and other analyses as requested by administration
- Set up and maintain a mirror of the master schedule in Scantron
- Attend and contribute to administration meetings
- Work with teachers and administrators to design procedures for evaluating the effectiveness of school programs and instructional methods
- Create bell schedules and program them into the Multicom system
- Consult with teachers and administrators when they need information or knowledge on statistics and research methods.
- Create and modify the scheduling database template for the counseling department
- Conduct professional development sessions on GTH testing practices

Perform analysis of state exam content and performance

- Work with teachers to break down archived regents exams and align them to content and skill topics
- Build and maintain systems to store track the occurrence of topics on state exams
- Develop graphs and statistics to describe the frequency and pattern of topics



- Use mathematical modeling to predict the distribution of topics on future regents exams
- Examine student performance on regents exams and provide teachers with in-depth analysis, including item analysis and topic breakdowns
- Provide teachers with guidance on selecting question from regents exams as needed
- Calculate regents pass rates for teachers, courses, exams, and intersections of those variables

Maintain the teacher-side testing data system

- Consult with teachers on designing effective assessments
- Identify item banks available for teachers
- Collect classroom assessments from teachers
- Create draft, published, and scheduled objects in Scantron for every classroom test
- Create and deliver customized, individualized bubble sheets for each student to the relevant teachers
- Collect completed bubble sheets
- Scan bubble sheets
- Inform teachers regarding students who require coaching on how to appropriately fill out a bubble sheet
- Maintain and improve the Excel score report template, including incorporating suggestions from teachers and administration
- Export data for each test from Scantron and load it into the score report template
- Work with teachers to identify appropriate comparison assessments from other courses or previous school years
- Analyze the assessment data and generate customized narratives for each test
- Send the score report document and narrative to the relevant teachers
- Make corrections to the data as necessary in the event of scoring errors
- Scan additional bubble sheets for students who take the assessments later
- Send updates to relevant teachers as new scores become available



- Meet with teachers individually and with whole departments to discuss the interpretation and application of the analysis
- Maintain an archive of all classroom tests and testing data
- Seek out missing data from teachers when necessary

Maintain the administration-side testing data system

- Create and maintain progress monitoring documents on all relevant departments
- Keep progress monitoring documents up to date with section averages on all tests
- Modify graphs as necessary to accommodate the needs of the administration
- Present the data to the administrative data team at weekly data meetings
- Contact and meet with teachers whenever more information is needed in order to draw conclusions
- Other duties and tasks as needed

Director of Finance:

Qualifications: Minimally a BS degree in finance/accounting related fields. Experience in similar roles and jobs can be considered.

- Input invoices – classify into correct accounts, accrue erate revenue where necessary
- Print checks within cash flow limits
- File all approved invoices with attached proof of payment
- Input payroll into Paychex online system
- Reconcile payroll entries
- Journalize payroll entries
- Calculate and journalize deferred revenue
- Calculate and process enrollment billing
- Calculate and process year end reconciliation of enrollment billing for school districts
- Quarterly CSI budget vs actuals filing



- Monthly Child Nutrition reimbursement filing
- Reconcile child nutrition invoicing and payments
- Monthly bank reconciliations
- Calculate, file and report 1099s.
- Accrue and track employee PTO
- Process 401K contributions and matching for all bi-weekly payroll
- Calculate and journalize depreciation
- Enter and file approved purchase orders
- Create financial reports for board and financial committee meetings
- Monthly reconciliation of employee benefit costs (invoices)
- Journalize all incoming funds (cash & check deposits)
- Reconcile and journalize deposits of student activity funds (prom, moneyvation, etc.)
- Process enrollment of employee benefits (health, dental, life insurance, STD)
- Maintain and update employee personnel files
- Create yearly budget and input into Quickbooks
- Communicate with auditors and provide information as needed

Dean of Student Management:

Qualifications: Minimally an AS Degree, BS degree preferred in education . Experience in similar roles and jobs can be considered.

- Provide leadership and student management to reinforce school behavioral/cultural expectations to ensure a safe, orderly and enriched learning environment.
- Provide teacher support in developing effective classroom management skills; and design programs and intervention strategies to promote positive student behavior.
- Collaborate with school counselors to assess effectiveness of student support services.
- Implement and coordinate effective strategies to motivate and retain students and increase successful student outcomes.
- Schedule and coordinate teacher substitutes when necessary



- Assist with new student recruitment efforts to increase enrollment and total population.
- Partner with parents and guardians to address concerns regarding students and build relationships to promote community of student support.
- Observe classroom instruction to monitor student behavior and academic performance.
- Assign and supervise support staff.
- Track merits and demerits via Access database
- Track detention numbers
- Monitor breakfast and lunch periods. Monitor halls during transition periods
- Attend staff and administrative meetings to discuss the state of school as a whole and collaborate on sustainability
- New student/parent orientations
- Maintain locker/lock assignments for all students. Developing database.
- House lost and found. Will distribute uniform and school materials as needed
- Participate in extracurricular activities – athletic, PTO,
- Oversee/Monitor ISS program
- Conduct home visits
- Monitor student attendance and follow up with parents regarding chronic absenteeism and/or tardiness
- Review and update policies and procedures regarding school behavior and culture

Family Intervention Specialist:

Qualifications: Minimally an AS Degree, BS degree preferred in education . Experience in similar roles and jobs can be considered.

Objective is to assist in student retention by providing services to students/families in times of hardship.

Attendance

- Administer tardy passes in the mornings



- Follow up with staff on daily basis to assure that absence report from Powerschool is accurate
- Flag students who have excessive absences & explore underlying factors
- Communicate with parents of students who are frequently tardy or absent
- File paperwork and coordinate services for the following:
 - a) Child Protective Services
 - b) PINS
 - c) Job Corp
 - d) McKinney Vento

Administrative

- Work with families to assure that student paperwork requirements are in place, such as Proof of Residency
- Make house visits as needed
- Track exited students

Recruitment

Assist in recruitment efforts by:

- Meeting with recruitment team to set enrollment goals
- Make presentations at various middle schools & foster positive relationships with middle school personnel
- Hosting Open House
- Hosting students/schools in Shadowing
- Serving as the contact person for incoming families interested in touring the school
- Attend community events to promote Green Tech



School Counselor/Social Worker:

- **Bachelor's Degree**
- **Minimum 3 Years of Counseling or Social Work Experience**
- **Preferably have School Counseling or Social Work Certification or in pursuit Master's and Permanent Cert**

Summary: Collaborates with stakeholders in the school community to support students in accomplishing his/her academic, personal/social emotional and career goals that are aligned to the school mission. Connections are established outside of the school community to create opportunities for college and career exploration. Primarily this role will provide all social emotional support for students daily.

Disclaimer: This job description is an overview of my function as a school counselor. School counseling is an integral part of daily operation of school which serves students, assists administration and helps teachers and support staff. There are a variety of tasks and duties performed in the school community that may fall outside of the above-mentioned responsibilities.

Responsibilities:

- v Interpret student transcripts/report card for course selection and classroom placement. Organize and distribute student documents for prospective schools.
- v Counsel students individually regarding matters of academic, personal/social-emotional, and future career concerns.
- v Work together with various stakeholders (*Principal, Dean, Parent Intervention Specialist, Special Education teachers, teachers, etc.*) to assess individual needs of students.
- Organize group counseling sessions dependent on the needs of the students.
- Partner with community agencies to provide services to students.
- Informed students of important test dates required, support academic struggles.
- Organized study sessions as a part of achievement test preparation.
- Collaborate with the school counseling team to perform various activities that contribute to the school community.



Classroom Teachers:

Qualifications & Requirements:

- Undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience;
- If not covered by any of the exemptions provided under New York’s charter-school law, possess any required state teaching certification and meet any other applicable credentialing requirements, including the Federal Elementary
- Demonstrated & expertise in the subject they will teach, as evidenced by personal skills and knowledge, and Secondary Education Act, as amended;
 - Demonstrated communication skills;
 - Demonstrated ability and experience to engage the interest of high school-age children;
 - Demonstrated ability to work with diverse children, including those with special needs;
 - Teaching experience in a public or private school, preferably in an urban setting;
 - Demonstrated ability to work well with parents;
 - Demonstrated ability to work effectively as a team member;
 - Demonstrated ability to evaluate tests and of achievement; and
 - Demonstrated willingness to be held accountable for student
 - Preferred New York State Special Education Teaching
 - Preferred New York State K-6 or 5-9 certification.

The classroom teachers at the School are expected to provide a rigorous academic experience to students and differentiate methods of instruction to reach all learners. Furthermore, teachers are at the center of the School’s character education and discipline policy. Teachers will continually emphasize to both students and parents the importance of the Keys to Success. The Keys will be established as rules for each classroom, and students will be encouraged to live by the ten character virtues; teachers will underscore expectations for student academic achievement and behavior by relating student actions to the Keys to Success. In this way, teachers will focus on teaching and encouraging appropriate scholarly and social conduct, rather than just trying to “control” behavior and promote rote memorization of facts. The Teacher will plan, prepare, and teach well developed culturally responsive lessons, to meet the unique needs of students to ensure that students reach their full learning potential.



ESSENTIAL DUTIES AND RESPONSIBILITIES

- Implement an integrated educational/therapeutic environment while providing for appropriate modifications and adaptations needed for each child to be successful.
- Maintain and enrich their expertise in the subject area they will teach;
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific
- grade-by-grade learning standards set forth in the charter;
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same
- general time frame, thus reinforcing student knowledge on an interdisciplinary basis;
- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Prepare students adequately for all required assessments;
- Evaluate students' progress;
- Prepare monthly individual student achievement reports for parents;
- Provide an inviting, exciting, innovative, learning environment;
- Engage in effective and appropriate classroom management;
- Serve as advisors to students;
- Report directly to the principal;
- Serve as an advisor to a student, including organizing advisory groups, overseeing the academic and behavioral progress;
- Perform other duties, as deemed appropriate, by the Principal

C. Staff Recruitment and Retention

Recruitment:

Green Tech Rochester is committed to hiring and retaining certified teachers and educators who have the necessary knowledge and skills to provide the young men with a quality



education. However, due to teacher shortages and a lack of qualified certified candidates, GTR reserves the right to hire potential teacher candidates who possess an aligned degree path, experience in teaching and/or a passion for children with the cognitive dissidence and relationship building abilities innately needed to be a GTR teacher.

GTR will establish partnerships with the local colleges and universities educational programs to acquire talented teachers and staff. Currently, GTR has established a teacher pipeline, laboratory partnership with St. John Fisher College (SJFC). St. John Fisher and GTR are going to commit to help acquire, teach, train, and support the hiring of more Black male educators and teachers of color. Part of this program will be to specifically look to target and hire qualified Men of color. GTR is going to establish a teacher's training program. GTR will use master teachers and administrators, partnered with SJFC professors, classes, and resources to identify Teaching assistants who want certified teachers.

Additionally, GTR will post all open positions through the major sites such as Monster and Indeed. GTR will use media outlets and social media as well to communicate locally and nationally about all job openings.

Retention:

In order to maintain high quality talent GTR will offer competitive salaries. See Attached documents that use Green Tech Albany's current salary information. GTR is committed to offering strong benefits. Green Tech Albany currently offers a Private Teacher Pension plan as well. GTR will offer a similar plan when it is financially feasible to do so. However, the rest of the benefits for working at GTR will be very comprehensive and attractive to retain talented employees.

GTR employees will pay 30% medical premiums and GTR will pay 70%, however, GTR pays 100% of the deductible and out of pocket expenses as well. GTR pays 100% of the premium for vision and dental. If an employee elects to decline the health benefits they will get additional \$1,200.00 a year which is approximately 40 dollars per check. GTR employees receive 11 sick days and 2 personal days and most major holidays off. GTR will offer a comprehensive Teacher Pension plan (upon financial feasibility) and GTR will pay up to 10% payment of the employees student loan principal payment. Example- Employee pays \$300.00 and GTR pays \$30.00.

Below are some of the benefits listed. Attached is a copy of our benefits guide.

Empire Blue

MetLife Vision Benefits

Guardian Basic Life/AD&D

Guardian Voluntary Short-Term Disability



Green Tech Rochester Charter School
New School Application
SUNY 2022 RFP

MetLife Accident

MetLife Critical Illness

Holiday club

People Joy Student loan repayment

Mass Mutual (Additional Life Ins)

Incorporated by Reference to Existing Green Tech High -
pending charter approval



Green Tech High Charter School

**Employee Handbook
2019-2020 School Year
Revised June 2020**

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1. INTRODUCTION

1.1. WELCOME

Welcome to the Green Tech High Charter School community! We are excited that you are a part of our team. We know that it takes exceptional talent to prepare our students for life beyond the classroom and we believe that your knowledge, skills, and talents make you uniquely able to do just that.

You are joining a team comprised of high caliber professionals from diverse backgrounds who have come together to help students thrive. We are bound together by the common belief that a rich and fulfilling education can provide limitless opportunities for children, their families, and the community. What's even more exciting is that being a part of our team is not only about what you can give, but also about what you can get. It is our desire to help guide you on the path to becoming who it is you want to be, both professionally and personally.

Reaching our goals for our students will require a dedicated and focused staff. You will need to be creative in your approach to all parts of your employment. Your work may be demanding, however, the reward of seeing our students succeed will make all of your efforts worthwhile.

As a guide to your employment with Green Tech High Charter School, this handbook should provide answers to most of the questions you may have about our benefit programs, policies, and procedures. If anything is unclear, please feel free to ask questions. On behalf of the Board of Trustees, I extend to you my personal best wishes for your success and happiness at Green Tech High Charter School.

Sincerely,

Dr. Paul Miller Principal



1.2. MISSION

The mission of the Green Tech High Charter School (GTH) is to prepare young men to complete high school with a Regents diploma so they will have the opportunity to attend college or choose an alternative, responsible career path as they enter adulthood.

1.3. CONFIDENTIALITY

Upon hire, a Confidentiality Agreement must be reviewed and signed by each new employee. Your employment assumes an obligation to maintain confidentiality during and after you leave our employment.

Confidential information includes, but is not limited to financial records, students' education records, business marketing information, strategic plans, personnel records, payroll records or any information regarding operations, procedures, or practices.

Employees shall not publish, disclose, or use any confidential information about the employer, its activities, or the activities of its stakeholders unless it is normally required by their duties, it has been expressly permitted by the Principal or it is within the requirements of applicable Freedom of Information Laws.

No employee shall authorize anyone to publish, disclose or a use any confidential information about GTH, its activities or the activities of its stakeholders unless it is normally required by their duties, it has been expressly permitted by the Principal or it is within the requirements of applicable Freedom of Information Laws.

Confidential information may not be removed from the premises without permission. Employees may not store confidential materials on personal electronic devices.

If someone outside of the school questions you and you are concerned about the appropriateness of giving them certain information, you should not answer. Please refer your request to the Principal or the Business Office.

All confidential materials shall be returned to the Principal or the Business Office upon resignation or termination of employment.

Nothing in this policy is intended to, nor will it be interpreted to, limit or interfere with an Employee's rights under Section 7 of the National Labor Relations Act or other applicable labor laws or regulations.

1.4. EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of GTH to seek and employ the best-qualified personnel without regard to race, color, religion, creed, national origin, citizenship, age, sex, marital status, sexual orientation, veteran status, disability, predisposing genetic characteristics, domestic violence victim status or any other protected classification protected by applicable law. It is further our policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of recruitment, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

We have a strong commitment to equal employment opportunity and expect the assistance and support of all employees in obtaining our objective.



1.5. EMPLOYMENT AT WILL

Your employment with GTH is at will. This means that neither you nor GTH has entered into a contract regarding the duration of your employment. You are free to terminate your employment with GTH at any time with or without reason. Likewise, GTH has the right to terminate your employment, or otherwise discipline, transfer, change your schedule or demote you at any time, with or without reason or cause.

No employee of GTH can enter into any employment contract for a specified period of time or make any agreement contrary to this policy without written approval from the Board of Trustees. If your employment is covered by an approved employment contract, nothing in this Handbook or any oral statement shall modify or amend the terms of that agreement.

1.6. WORK EXPECTATIONS

GTH needs your help in making each working day enjoyable and rewarding. Your first responsibility is to know your own duties and how to do them promptly, effectively, and efficiently. Secondly, you are expected to cooperate with management and your fellow employees and to maintain a good team attitude.

How you interact with fellow employees and those whom we serve, and how you accept direction can affect our success. In turn, your performance can impact the entire service offered by GTH. Consequently, whatever your position, you have an important assignment; perform every task to the absolute best of your ability.

You are encouraged to grasp opportunities for personal development offered to you. This manual offers insight on how you can perform positively and to the best of your ability to meet and exceed our expectations.

GTH reserves the right to assign employees to jobs other than their usual assignment when necessary, provided the employee is capable of performing the essential functions of the alternate assignment.

We strongly believe you should have the right to make your own choices in matters that concern and control your life. We believe in direct access to the administration team.

We are dedicated to making GTH a place where you can approach any member of the team to discuss any problem or question. We expect you to voice your opinions and contribute your suggestions in an appropriate manner to improve the quality of our work environment.

1.7. INDIVIDUALS WITH DISABILITIES

In accordance with the Americans with Disabilities Act (ADA) and the New York State Human Rights Law, the GTH will not discriminate against qualified individuals with disabilities in regards to application procedures, hiring, advancement, discharge, compensation, training or other terms, conditions, or privileges of employment.

The GTH will also reasonably accommodate qualified individuals with a disability so that they can perform the essential functions of a job unless doing so causes a direct threat to these individuals or others in the workplace and the threat cannot be eliminated by reasonable accommodation and/or if the accommodation creates an undue hardship to the GTH. Contact the Director of Operations with any questions or request for accommodation.



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1.8. ACKNOWLEDGMENT OF INTRODUCTION SECTION

By signing below, I acknowledge that I have read the section named above and have asked any questions that this section may have raised for me. Additionally, should new questions come up, I will reach out to my supervisor to address these questions.

I will abide by all the procedures and policies in this section.

Employee Signature

Date



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2. EMPLOYMENT PROCEDURES AND CLASSIFICATIONS

2.1. HIRING

Upon employment by GTH, all employees are required to complete any and all necessary forms and benefit applications as required by law or deemed necessary by the Director of Operations or his or her designee.

Employment qualifications as stated by an employee or prospective employee on an employment application or related information may be checked and verified.

Falsification of such information may jeopardize an employee's standing and result in immediate termination or impact the likelihood of being hired.

All new employees will be notified in writing of their hire and depending on position may be notified annually of continued employment.

Depending on their circumstances, former employees may be considered for rehire, but will be subject to all regular hiring procedures. To be in consideration for reemployment, the applicant must have been in good standing at the time of their separation.

If employees are granted the use of employer laptops, cell phones, etc., expected conduct will be reviewed at the time of hire.

2.2. COACHING

GTH will give first priority of coaching to current and qualified Green Tech employees.

If there are no qualified employees, Green Tech will then open and extend the search to the public.

2.3. IMMIGRATION LAW COMPLIANCE

GTH is committed to complying with applicable federal laws and regulations regarding the verification of employment eligibility and any corresponding record keeping requirements to demonstrate that employees are lawfully authorized to work in the United States. We do not discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, as amended, each new employee, as a condition of employment, must complete the appropriate documents within three (3) business days of their date of hire. This includes completion of an Employment Eligibility Verification Form I-9 and requires current documentation establishing an employee's identity and employment eligibility.

2.4. CERTIFICATION/ LICENSURE

If you are working in a capacity that requires teacher certification or other licensure, it is your responsibility to maintain such credentials and notify the Principal and the Director of Operations of any restrictions or limitations imposed upon it. Failure to maintain required credentials or licensure can jeopardize continued employment.



While we expect all our teachers to hold valid New York State Credentials, we have the option of employing a small number of uncertified teachers. In extraordinary circumstances, in order to best meet the needs of our students, we may employ teachers working towards their certification. This decision is solely based on the discretion of the Principal. When such exceptions are made, GTH expects the employee to document steps being taken towards certification.

2.5. BACKGROUND CHECKS

GTH recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and non-violent. For purposes of furthering these interests, we reserve the right to investigate an individual's prior employment history, personal references, and educational background as well as any other information that is reasonably available. When applicable to your position, we may review an employee's credit report. GTH will comply with the Federal Fair Credit Reporting Act and all relevant state laws.

Additionally, in compliance with applicable laws, your employment is contingent upon a successful criminal history check that is conducted as part of an offer of employment.

An individual may not commence employment until he or she has successfully completed a criminal background check except under special circumstances as approved by the Principal and in compliance with pertinent state and federal laws.

GTH reserves the right to conduct background checks on active employees, in cases where employees may be promoted, moved to a new position, given additional responsibilities or whenever it is deemed appropriate.

2.6. COMPENSATION

It is GTH's desire to pay all employees' wages and salaries that are competitive with other employers in the marketplace in a way that will be motivational, fair, and equitable. Compensation may vary by title because of individual performance or years of experience and will be in compliance with all statutory requirements.

GTH applies the same principles of fairness to all employees, regardless of organizational level, protected status or any other factor protected by law

If we choose to pay a bonus, it should be considered a one-time pay out to those employees who are actively employed at the time of the payment and should not be construed as a guarantee for future compensation.

Bonuses or increases in pay will be subject to fund availability.

2.7. CLASSIFICATION OF EMPLOYMENT

Employees will be classified as an exempt salaried employee or a non-exempt hourly employee based on the criterion detailed in the Fair Labor Standards Act (FLSA). All employees are designated as either nonexempt or exempt under state and federal wage and hour laws:



Non-exempt: Employees whose work is covered by the FLSA are not exempt from the law's requirements concerning minimum wage and overtime.

Exempt: Employees who are managers, professional, administrative, or technical employees are exempt from the minimum wage and overtime provisions of the FLSA. Exempt employees hold jobs that meet the standards and criteria established under the FLSA by the applicable federal or state law and can be examined at the United States Department of Labor website (www.dol.gov).

2.8. CATEGORIES OF EMPLOYMENT

Upon hire each employee will receive notification of his or her employment category. This categorization will determine employee insurance benefit eligibility and allotted time away from work. Employee category will be determined at hire and then continually on an annual basis.

Category 1: Factors that affect insurance benefit eligibility.

Regular Full Time Employees: These employees are hired to work on a regular basis for an indefinite period of time. They are scheduled to work a minimum of 30 hours per week and are eligible for employer-sponsored benefits. Full time employees may be hired on an 11 month or 12 month basis.

Regular Part Time Employees: These employees are hired to work on a regular basis for an indefinite period of time. They are scheduled to work 29 hours or less per week and are not eligible for employer-sponsored benefits.

Temporary Employees: Temporary employees are those individuals who accept employment for a specified length of time not to exceed six (6) months. Temporary employees are not eligible for employer-sponsored benefits.

On Call Employees: On call employees are those individuals who do not have a regular schedule but may be called in on an as needed basis. These employees generally work for a specific period, function, and special project or to replace a regular employee that may be absent. On call employees are not eligible for employer-sponsored benefits.

Category 2: Factors that affect time away from work.

11 Month Employees: These employees work up to 220 days annually and their presence is not required when the school building is closed. These employees may have access to sick and personal day accruals and will follow the academic calendar for time off.

12 Month Employees: These employees are working year round and are granted accruals in lieu of following an academic calendar.



2.9. OVERTIME PAY

There will be times when employees will need to work overtime. Employees will be given advance notice when feasible, but this will not always be possible.

Exempt employees as defined by law are not eligible to earn overtime pay.

Non-exempt employees as defined by the law are eligible to earn overtime pay. Non-exempt employees will receive overtime pay at a rate of one and a half times their regular rate for all hours worked in excess of 40 hours per workweek.

Non-exempt employees should not work overtime hours unless they have been instructed to do so by their supervisor or they have requested and been granted the ability to work in excess of 40 hours in a work week. With respect to counting hours towards overtime pay, accrual hours taken will not be used when calculating total hours worked in a week. All non-exempt employees are required to track hours worked on a time sheet to accurately determine overtime.

2.10. COMPENSATORY TIME

GTH does not offer compensatory time to any employee in lieu of overtime hours worked. Non-exempt employees will be compensated with overtime pay. Exempt employees will receive their regular salaried rate for all hours worked.

2.11. SALARY PAY/ SAFE HARBOR POLICY

GTH is committed to providing accurate compensation to all employees and complying with all applicable state and federal wage and hour laws. Although exempt employees are generally entitled to their salary for any week in which work is performed, deductions can and will be made when permitted by law. For example, an exempt employee's salary may be reduced for complete days of absence for personal reasons and incomplete initial or final weeks of work. There may also be other occasions when an exempt employee's salary may be reduced.

GTH is also committed to complying with the salary basis requirements of the Fair Labor Standards Act for exempt employees and protecting employees against improper salary deductions. GTH prohibits all managers and supervisors from making any improper deductions from the salaries of exempt employees. To ensure that you are paid properly for all the time worked and that no improper deductions are made, you should review your pay stub to make sure it is correct. If you believe an improper deduction has been made or have any questions, please contact the Director of Finance.

2.12. ADJUSTMENTS TO EMPLOYEE STATUS

GTH may at any time, with proper notice to the employee, adjust the salary, benefits (excluding any benefits to be provided as required by law), leave accruals, titles, privileges, or other personnel policies for any employee, either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way are restricted to promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.



2.13. EMPLOYEE CHANGE OF INFORMATION

Employees are required to promptly notify the Director of Operations of any change in name, family status, address, telephone number or other information affecting personnel data held or used by GTH.

Certain changes will require supporting documentation, such as updated social security card, certificate of marriage, etc.

In certain cases, if the employer is not notified in a timely manner it may affect the employee's access to benefits in alignment with all applicable laws.

2.14. PERSONNEL INQUIRIES

The task of handling personnel records has been assigned to the Director of Operations.

When a request is made with regards to the content of an employee's personnel record or performance, no one other than the Board of Trustees, the Principal, the Director of Operations, or a designee may be authorized to respond either verbally or in writing to inquiries of any type including Freedom of Information Law (FOIL) requests.



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2.15. ACKNOWLEDGMENT OF EMPLOYMENT PROCUEDES AND CLASSIFCATIONS SECTION

By signing below, I acknowledge that I have read the section named above and have asked any questions that this section may have raised for me. Additionally, should new questions come up, I will reach out to my supervisor to address these questions.

I will abide by all the procedures and policies in this section.

Employee Signature

Date



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3. TIMEKEEPING & PAYROLL

3.1. INTRODUCTORY PERIOD

The introductory period gives an employee the opportunity to become familiar with fellow employees, supervisors, and job tasks, as well as with policies and with the culture at GTH. The introductory period is the first 90 days of employment but may be extended as needed at the discretion of the Principal.

During this period, GTH will evaluate your suitability for employment. In turn, you should be evaluating your fit to our culture. Please understand, completion of your introductory period does not guarantee continued employment, as employment is always at-will. You are free to terminate your employment at any time, with or without reason, and we choose to do the same.

At the end of your introductory period your supervisor will discuss your job performance with you and provide feedback similar to a job performance review.

A former employee that is returning within three months is considered an introductory employee for 30 days upon rehire.

3.2. WORK SCHEDULE

The presence or absence of each employee is of critical importance to the successful operation of GTH. Therefore, it is expected that all employees be on time, be ready to start work at the beginning of their scheduled day and to work the full allotted time they are assigned each day.

Unless approved by the Principal, all regular full time employees are required to work a minimum of 8 hours each day, Monday through Friday. Unless approved for by his or her Supervisor or the Principal, each employee is expected to work from 7:30 a.m. to 4:30 p.m. each workday.

3.3. MEAL PERIODS

If an employee works longer than six (6) hours, which extends over the noonday meal period, the employee is required to take a minimum of a half hour unpaid lunch period. This unpaid lunch period will be between the hours of 11:00 a.m. and 2:00 p.m. at a time determined by the employee's supervisor.

An employee who starts his or her scheduled day prior to 11:00 a.m. and continues later than 7:00 p.m. is required to take an additional meal period of at least twenty (20) minutes between 5:00 p.m. and 7:00 p.m.

Employees are required to take their fully allotted time for meals. Employees are not permitted to perform any work during their regularly scheduled meal breaks. Should an emergency situation arise, the employee's meal period will be rescheduled.



3.4. TIMEKEEPING

By law, we are obligated to keep accurate records of the time worked by employees. Because we employ different categories of workers, we use different methods to collect that time.

All employees are expected to complete time records. Exempt employees who track time off with accruals must maintain accurate records of time away from work. Additionally, instructional staff may be asked to sign in at the beginning of each workday.

Upon hire, your Supervisor will communicate with you your exact method of time collection.

Non-exempt employees must record the time work begins and ends, as well as the beginning and the ending time of each meal period. Non-exempt employees must also record any departure from work for any non-work-related reason.

Employees are required to obtain prior approval from their Supervisor when starting or ending work more than three minutes before or after their scheduled hours of work.

Employees who work overtime or more than three minutes before or after their scheduled shift should only do so with prior authorization.

Time records must be signed, electronically or with a signature. Records should accurately reflect those hours spent on work related activities less time taken for lunch or leave and should be rounded to the nearest fifteen (15) minute increment.

All records should be submitted to the Director of Finance at the close of the pay period to ensure timely processing. Time records that are submitted late will be processed and paid on the next regularly scheduled payday.

You are responsible for accurately recording hours worked. No employee may record hours on another employee's time card. Tampering with another employee's time record is fraud and a violation of this policy. In the event of an error in recording your time, please notify the Director of Finance immediately.

3.5. PAY PERIODS

Unless otherwise approved by the Board of Trustees, pay periods are two weeks in length (14 calendar days). Depending on timing of start date, employees may be subject to a lag payroll equal to one pay period. The standard payday is every other Friday.

3.6. PAYCHECK PICK UP AND DIRECT DEPOSIT

Employees may choose to receive a live check or choose to have their paycheck directly deposited into their financial institution.

For employees that wish to receive a live check it is expected that you personally pick up or receive that paycheck. Any arrangements to have your paycheck picked up by someone other than yourself will have to be made in advance, with your prior written authorization turned into the Director of Finance.



While we do accommodate for paycheck pick up, direct deposit is the preferred method of payment for employees. Upon hire, employees that select direct deposit will be asked to complete and submit the Direct Deposit Authorization Form to the Director of Finance. The Authorization must be accompanied by a voided check or paperwork directly from your financial institution that shows the bank's routing number and your own account number. Employees will not be allowed to select a financial institution for direct deposit unless the account selected is in the employee's name.

After initial set up, changes to deposits may be made at any time. Changes made after payroll has been submitted to our payroll processing company will not be recorded until the following payroll.

Please note that some financial institutions may choose to deposit funds into an employee's account prior to the actual pay date. This is a function of your financial institution and is not condoned by GTH.

Additionally, GTH does not guarantee any deposit made prior to the actual pay date. Each employee is responsible for managing his or her own funds in accordance with the pay date that is selected by GTH.

Each employee, no matter the method of payment selected, will receive a paper or an electronic copy of his or her pay details as required by state law.

3.7. PAYROLL ADVANCES

It is the policy of GTH not to grant wage or salary advances to any employee.

3.8. PAYROLL ERRORS

Every effort is made to avoid errors in your paycheck. An error can be defined as an overage of pay, an underage of pay or a discrepancy with respect to the deductions made from a paycheck.

If an error in pay is made causing an employee to be shorted pay, the correction will be promptly addressed and corrected.

3.9. PAYROLL DEDUCTIONS

The law requires that GTH make deductions from every employee's compensation. These deductions may take the form of mandatory deductions for taxes, authorized deductions for the benefit of the employee or deductions for wage overpayment.

Deductions for taxes are those that are taken for applicable, federal, state, and local income taxes. We also must deduct Social Security taxes, state required statutory disability and unemployment from each employee's earnings.

Employees are required to fill out New York State and Federal IRS documents to determine the accurate level of tax withholding from pay. These documents will be filled out at hire and then annually, or when an employee requests a change in withholding because of a change in taxable status.

Employees may also authorize the school to make payroll deductions that are for the benefit of the employee and are made for a purpose expressly permitted by the New York Labor Law, including deductions for employee contributions to group health and dental insurances and retirement plans.



Deductions may also be made for the deduction of wage overpayments. In the event you receive one or more inadvertent wage overpayments due to mathematical or other clerical errors, GTH may use payroll deductions to recover the amount of the overpayment(s). If you wish to contest the overpayment(s) and terms of recovery, and/or to seek a delay in the recovery of this amount, you must follow the procedures contained in the Overpayment Dispute Resolution Process, a copy of which GTH will provide to you before making deductions. You may also obtain a copy of the Overpayment Dispute Resolution Process from the Director of Finance at any time. A summary of the process is below.

Step One: You will receive a Wage Repayment Notice of Intent Form from the school describing the overpayment(s) and terms of recovery.

Step Two: You must respond in writing to the Director of Finance within seven calendar days of the date that you receive the school's overpayment Wage Repayment Notice of Intent Form. In that response, you must clearly state the issue(s) you are raising and explain why you are raising each issue.

Step Three: The school will reply back to you in writing. The school will address the issues raised in your response, will clearly explain its position, will state whether it agrees or disagrees with your position, and will explain why it agrees or disagrees. The reply from the school will also include an invitation and seven calendar day window for you to meet with the Director of Finance to discuss any disagreement that remains regarding the deduction.

Step Four: Within seven calendar days from the date of the meeting or expiration of the seven-day opportunity to meet, the school will provide a written notice of its Final Determination regarding the deduction.

If you have additional questions about these deductions or these procedures, please contact the Director of Finance.

3.10. WAGE GARNISHMENT

When or if court-ordered deductions are to be taken from your paycheck you will be notified in writing on a Garnishment Notification Form.

GTH acts in accordance with the Federal Consumer Credit Protection Act, which places restrictions on the total amount that may be garnished from your paycheck.



3.11. ACKNOWLEDGMENT OF TIMEKEEPING AND PAYROLL SECTION

By signing below, I acknowledge that I have read the section named above and have asked any questions that this section may have raised for me. Additionally, should new questions come up, I will reach out to my supervisor to address these questions.

I will abide by all the procedures and policies in this section.

Employee Signature

Date



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4. ATTENDANCE AND LEAVE POLICIES

4.1. ATTENDANCE EXPECTATIONS

The presence or absence of each employee is of critical importance to the successful operations of GTH. We expect all our employees to be on time, ready to begin work at the beginning of their schedule and to work the full allotted shift assigned each day.

4.2. TELECOMMUTING OR WORKING FROM AN OFFSITE LOCATION

Employees are only permitted to work from an offsite location with approval from their immediate supervisor, with an approved Telecommuting Work Arrangement or to attend approved offsite seminars.

Before granting permission for off-site work arrangements, supervisors should know the specific work to be performed and the projected amount of time expected. Only exempt employees will be allowed this level of flexibility with their work arrangement, except in specially approved circumstances. It is expected that non-exempt employees leave all work materials at the work site and not engage in work outside of scheduled hours.

Under no circumstances are employees permitted to work at home without prior permission. Any attempt to do so, with or without reporting such time, will be considered a violation of policy.

4.3. AUTHORIZED ABSENCE FROM WORK

GTH recognizes that from time to time it may be necessary for you to be absent from work. Time off is provided to each employee receiving benefits to address time away from work. Leave is granted based upon employment category as detailed earlier in this handbook. Time may be granted as personal, sick, vacation or holiday time depending on employee category and will be reviewed in the upcoming sections of this manual.

Authorized absences from work are those that are previously arranged or are due to emergency or illness call in that is accepted and can be verified if requested.

4.4. REPORTING ABSENCE OR TARDINESS

If you anticipate an absence or tardiness in advance of the date of such absence or tardiness, notify your Supervisor as far in advance as possible to request approval for such absence or tardiness.

If you will be absent or tardy due to an emergency, unexpected illness, or other unexpected reason, you are expected to contact the Principal via phone and then email the Business Office and the Dean of Students as soon as it is safe for you to do so to report your absence or lateness. If you know in advance that you will need to be absent, please follow the same protocols to request the time off.

Employees are required to personally notify the Principal by 7:00 a.m. if they are absent or tardy. If you are unable to make contact yourself because of a serious illness or emergency you may have a relative or medical professional call on your behalf, but you will be required to provide documentation. Provided that your call in is accepted as an authorized absence you will be allowed to use accruals if you have access to them. The act of calling in does not guarantee that the absence is authorized.



Failure to report absence within one day will be considered a violation of policy.

4.5. CONTINUED OR EXCESSIVE ABSENCE

Where an employee's absences are protected under the Family and Medical Leave Act or by other applicable laws, including where the employer grants time off as a reasonable accommodation under the ADA and/or New York State Human Rights Law for an employee's disability, such absences are not grounds for discipline, provided the employee complies with his or her obligations under those laws. This includes the employee's need to respond to the employer's permissible requests for information sufficient to evaluate the employee's entitlement to such leave, and with his or her obligation to provide notice of such absences in accordance with the Attendance and Leave Policies and applicable laws.

Excessive unexcused absenteeism or tardiness that is not protected under FMLA or other applicable law will result in discipline up to and including termination.

4.6. LEAVE APPROVAL

All requests for scheduled vacation time off must be submitted in writing and approved two weeks in advance and approved by the Principal. Every effort will be made to ensure that the employee's time off is at a time of their choosing. To ensure minimum disruption, however, work schedules may need to be coordinated. For certain titles as determined by the Principal, paid time off may not be taken during the first week of school, immediately before or after a holiday or during the two week period prior to the end of the school year.

Request for leave is not approved until the signed and approved form is returned to them.

Employees may not request paid time off after notice of resignation.

4.7. ACCRUAL REIMBURSEMENT

No payment will be made as compensation for unused Sick, Holiday, or Personal Leave remaining at the time of an Employee's resignation or termination, or if an Employee is dismissed because he or she holds a position that is phased-out or eliminated.

Employees who resign with proper notice are eligible to be compensated up to 5 days for accrued but unused Vacation Leave only.

Employees who are terminated are not eligible to be compensated for accrued but unused Vacation Leave.

No payment will be made as compensation for vacation periods falling after the date of resignation or termination.



4.8. HOLIDAY LEAVE

Unless otherwise provided for as approved by the Board of Trustees, holiday leave for eligible employees will be observed on the following days during which we will be closed and you will not be expected to work.

New Year's Day
Martin Luther King, Jr. Day
President's Day
Good Friday
Memorial Day
Independence Day
Labor Day
Columbus Day
Veteran's Day
Thanksgiving Day & the Day After
Christmas Eve
Christmas Day

Part time employees will be paid for holidays on a pro-rated basis.

Employees are granted holidays upon hire. Employees are required to take the Holidays listed above on the date designated. Holidays do not accrue from year to year and will not be paid out upon termination.

The Principal retains the right to at any time to declare a "School Holiday" whereby we will officially be closed.

Employees are not eligible to receive Holiday pay if they are on an unpaid leave of absence.

4.9. VACATION LEAVE ACCRUAL

Unless otherwise provided for as approved by the Principal, vacation leave for eligible 12 month employees.

Leave is accrued per pay period at the rate of 1.25 days per month (15 days per year).

Unused accruals will be rolled over from year to year with a maximum carryover of ten days each year.

Accruals may be used for any purpose of an employee's choosing. Request to use accruals should be made in writing to the Principal or his or her designee two weeks in advance and granting of such leave is conditional upon the approval of the Principal or his or her designee.

Vacation leave will be prorated for employees that are full time, but do not consistently work a minimum of 40 hours per week.



4.10. SICK/ PERSONAL LEAVE ACCRUAL

Unless otherwise provided for as approved by the Principal, personal leave, for eligible 11 Month employees, is as follows:

Each employee is granted 11 Sick days and two Personal days each year.

Employees hired after the start of the school year in any given year are granted a pro-rated portion of leave for that year immediately upon the first day of employment, rounded to the next half-day increment.

Personal leave must be requested of the Principal at minimum 48 hours in advance.

Unless otherwise provided for as approved by the Principal, personal leave, for eligible 12 Month employees, is as follows:

Each employee is granted 11 Sick days and three Personal days each year.

Employees hired after the start of the school year in any given year are granted a pro-rated portion of leave for that year immediately upon the first day of employment, rounded to the next half-day increment.

Personal leave must be requested of the Principal at minimum 48 hours in advance.

Unused personal leave may not be rolled over from year to year. Request to use time should be made in writing to the Principal or his or her designee and granting of such leave is conditional upon the approval of the Principal or his or her designee.

Personal and sick leave will be prorated for employees that are full time, but do not consistently work a minimum of 40 hours per week.

In cases of extended sickness or justifiable depletion of accrued sick leave, additional sick time may be granted at the discretion of the Principal. The Principal retains the right to require the use of other accumulated leave prior to granting additional sick leave.

Unused sick leave may be rolled over from year to year up to a maximum of 42 days but will not be paid out upon termination of employment.

Sick leave is to be used only in the event of illness of the Employee or for the Employee's immediate family and for no other purpose. For the purpose of this section, "immediate family" is defined as a spouse, child, parent, or any other person as defined by the Principal.

Notice of absence from work due to illness must be provided to the Principal or his or her designee prior to 7:00 a.m. When possible, in the event of a foreseeable extended illness, 30 day advanced notice should be given to the Employee's Supervisor.

A doctor's note *may* be required for *any* absence that is due to medical reasons and will be required for absences greater than three days that are due to medical reasons.



FAMILY AND MEDICAL LEAVE ACT

Eligibility:

To qualify to take Family and Medical Leave Act ("FMLA") leave under this policy, the employee must meet the following conditions:

The employee must have worked for the GTH for 12 months. The 12 months need not have been consecutive. For eligibility purposes, an employee will be considered to have been employed for an entire week even if the employee was on the payroll for only part of a week or if the employee is on leave during the week.

The employee must have worked at least 1,250 hours during the 12 month period immediately before the date when the leave is requested to commence. The principles established under the Fair Labor Standards Act (FLSA) determine the number of hours worked by an employee. The FLSA does not include time spent on paid or unpaid leave as hours worked. Consequently, these hours of leave should not be counted in determining the 1,250 hours eligibility test for an employee under FMLA.

Amount of Leave and Qualifying Reasons:

In accordance with the FMLA, GTH will grant up to 12 weeks (or up to 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) during a 12 month period to eligible employees for any of the following reasons:

- The birth of a child and in order to care for such child.
- The placement of a child with the employee for adoption or foster care.
- To care for a spouse, child, or parent with a serious health condition (Under the FMLA, a "spouse" means a husband or wife as defined under the law in the state where the employee resides, including same-sex marriages in states that legally recognize such civil unions).
- The serious health condition (described below) of the employee.
- A "qualifying exigency" (as determined by the U.S. Department of Labor regulations) arising out of the fact that a spouse, son, daughter, or parent is on active duty (or has been notified of an impending call or order to active duty) in the Armed Forces in support of a contingency plan.
- Leave to care for a family member (son, daughter, parent or next of kin) who is a covered military service member and who has incurred a serious injury or illness in the line of duty while on active duty in the Armed Forces provided that such injury or illness may render the family member medically unfit to perform duties of the member's office, grade, rank or rating. An employee who qualifies for military caregiver leave is entitled to up to 26 weeks unpaid leave for this reason during a 12-month period.

Family or Medical Leaves of Absence will be granted for a period of up to twelve weeks during a 12 month period. A 12 month period begins on the date of the Employee's first use of Family or Medical Leave. Successive 12 month periods commence on the date of an Employee's first use of family and medical leave after the preceding 12 month period has ended. Under some circumstances, Employees may take family and medical leave intermittently in blocks of time, or by reducing their normal weekly or daily work schedule.



Requesting Leave:

Employees may request an FMLA Leave by providing the Director of Operations with a written notice of their need for leave. Where foreseeable, this notice must be given at least 30 days prior to the first day of anticipated leave. If it is not possible to give 30 days notice, the employee must give as much notice as is possible. An employee undergoing planned medical treatment is required to make a reasonable effort to schedule the treatment to minimize disruptions to operations. To that end, the employee is required to consult with GTH when arranging the date(s) of treatment to identify dates on which absences will not unduly disrupt operations, subject to the approval of the health care provider.

Certification of Need for FMLA Leave:

If the need for leave is your own serious health condition or the serious health condition of a member of your immediate family, you may be required to submit a medical certification from a health care provider. The employee is required to provide the certification within 15 days of the school's request or be able to demonstrate that it is not possible to do so under the circumstances, despite the employee's diligent, good faith efforts. If deemed necessary, the Company may ask for a second opinion. The Company will pay for the employee to get a certification from a second doctor, which the Company will select. If there is a conflict between the original certification and the second opinion, the Company may require the opinion of a third doctor. The Company and the employee will jointly select the third doctor, and the Company will pay for the opinion. The third opinion will be considered final.

GTH may request recertification for the serious health condition of the employee or the employee's family member when circumstances have changed significantly, or if the employer receives information casting doubt on the reason given for the absence, or if the employee seeks an extension of his or her leave. Otherwise, GTH may request recertification for the serious health condition of the employee or the employee's family member every six months in connection with an FMLA absence.

Health Insurance and Other Benefits:

GTH will maintain, for up to a maximum of 12 work weeks of FMLA leave, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. Employees will continue to be responsible for their portion of the premium payment. Employees who fail to return after a leave may be required to reimburse for the entire cost of health insurance premiums. If GTH grants an employee an extension beyond 12 weeks of leave, the employee will be responsible for the entire cost of continuing insurance coverage beyond the 12 weeks (or 26 weeks for military caregiver leave).

Employees will be required to use any accrued paid leave time (i.e. vacation time) concurrently with FMLA leave, unless the employee is receiving disability or workers' compensation benefits. Employees will not accrue paid leave time during the leave of absence.

During FMLA Leave, employees may, depending upon the reason for the leave, be eligible for short-term disability payment and/or workers' compensation benefits consistent with state law.

Medical Extension:

If your FMLA leave entitlement expires and you remain medically unable to return to work because of your physical or mental disability, GTH will attempt to accommodate you and may provide additional leave beyond the 12 weeks of FMLA leave. Except in extenuating circumstances, extensions normally will not be granted beyond a maximum of 6-months total leave (including the 12 weeks of covered



FMLA leave). An employee should contact the Director of Operations to request such accommodation.

Return to Work:

Employees on FMLA Leave should provide the organization with at least one week's written notice of their intended return to work. A doctor's note may be required to ensure that an employee may safely return to work.

As the law dictates under most circumstances, upon return from Family or Medical Leave, you will be reinstated to your previous position or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions as the law allows. However, upon return from a Family or Medical Leave, you have no greater right to reinstatement than if you had been continuously employed rather than on Leave.

Your use of Family or Medical Leave will not result in the loss of any employment benefit that you earned or were entitled to before using Family or Medical Leave.

If, upon return, you require reasonable accommodations due to a disability, notify the Director of Operations. GTH will engage in an interactive process with you to help us determine whether reasonable accommodations can be provided to enable you to perform the essential functions of your job.

Additional Information:

GTH and applicable law prohibit any interference with, restraint or denial of any right provided under the FMLA and prohibit discrimination against any person for opposing any practice made unlawful by the FMLA or for involvement in any proceedings under or relating to FMLA.

GTH encourages you to bring any concerns or complaints about compliance with the FMLA to the attention of the Director of Operations immediately. You may also file a complaint with the U.S. Department of Labor or file suit.

For further information or clarification about FMLA leave, please contact the Director of Operations.

4.11. DISABILITY LEAVE

If you are absent from work for more than seven (7) days due to a non-work-related injury or illness, you may be eligible for New York State short-term disability benefits under the law. In order to be eligible for short-term disability benefits, you must have become injured or ill while not at work but must be employed, or recently employed, at the time of illness or injury. Additionally, pregnancy is covered as a short-term disability.

To request a disability leave of absence, you should submit a leave request to the Director of Operations along with a statement of ill health or disability from your health care practitioner. At that time, the Director of Operations will require you to fill out additional paperwork needed to submit to our insurance carrier.

An approved disability leave may be granted for up to 12 weeks (concurrent with) leave granted under FMLA. An Employee's continued absence from work beyond the leave granted will result in a time period to explore, through an interactive process, reasonable accommodations such as temporary light duty or an unpaid leave of absence.





Whenever possible, you are required to give as much notice as possible of your pending need for a disability leave of absence.

At the time the disability leave begins, any personal leave or sick leave will be used to supplement your disability payment, not to exceed your regular daily or salaried rate of pay.

Prior to returning from disability leave, you may be required to provide a written release from your treating physician specifying that you are physically able to return to your job, and, if applicable, describing any restrictions under which you may work and the length of time those restrictions will be in place.

4.12. NYS PAID FAMILY LEAVE

PFL pays part of an employee's income while they are out of work. It covers bonding with a new child, caring for a family member with a serious health condition, and other events related to a family member's active-duty military status.

Eligibility: Nearly every full-time and part-time private employee working in New York will be eligible for PFL coverage.

A full-time employee (defined as working 20 or more hours per week) must be working for their employer for 26 weeks, while a part-time employee (less than 20 hours per week) must have worked 175 days to be eligible for PFL benefits.

Effective: The PFL provides both time off and wage replacement benefits, which phase in over a four-year period through 2021.

PFL Cost: The wage benefit is a percentage of your average weekly wage (AWW), capped at the same percentage of the Statewide Average Weekly Wage.

What Does PFL Pay:

<u>Year</u>	<u>Weeks</u>	<u>Benefit</u>
2018	8 Weeks	50% of employee's AWW
20119	10 Weeks	55% of employee's AWW
2020	10 Weeks	60% of employee's AWW
2021	12 Weeks	67% of employee's AWW



4.13. BEREAVEMENT LEAVE

Employee may be granted Bereavement Leave, subject to a determination of the Principal. Bereavement Leave is to be used to attend the funeral or to mourn the death of an immediate family member. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the Employee, or any other person as defined by the Principal.

All employees must request the use of Bereavement Leave of the Principal and granting of such Leave is conditional upon his or her approval. Employees working up to 20 hours per week will be granted *up to* three days to mourn the loss of a loved one. In certain cases, the Principal may extend leave.

Employees may be required to provide proof to the employer of the need for bereavement leave.

4.14. JURY DUTY LEAVE

Full-time regular employees who are called to serve on a jury panel will be eligible to serve and will receive regular full-time pay. Any pay granted for performing jury duty should be reported to the school so employees do not receive duplicate pay. Employees will be paid a supplement to the daily court pay not to exceed the employee's regular daily rate.

Any employee called to jury duty should present a copy of his or her jury duty papers to the Director of Finance as soon as received for timekeeping records.

Employees that are dismissed from Jury Duty prior to the end of their workday should report to work until the end of his or her scheduled day.

4.15. MILITARY DUTY AND MILITARY SPOUSE LEAVE

Employees who serve in Federal and State Military Organizations may take the necessary time off without pay to fulfill this obligation and will retain all of their legal rights for continued employment under existing laws. These employees may apply accruals to the leave if they wish, but they are not obligated to do so.

In accordance with New York State law, GTH will grant up to ten days unpaid leave to employees who are spouses of service members, including members of the United States Armed Forces, National Guard or Reserves who have been deployed to a combat zone during a time of military conflict.

You are expected to notify the Principal and the Director of Operations as soon as you are aware of the dates you will require leave so that arrangements can be made for replacement during this absence.

4.16. BLOOD DONATION LEAVE

GTH provides leave time to employees for the purpose of donating blood. Employees will be granted up to three (3) hours of unpaid leave in each Calendar year to donate blood off-premises. Employees must provide their supervisor with at least fourteen (14) days of notice of their intent to take leave to give blood. Employees who take leave for off-premises donation will be required to show proof of their donation activity.





4.17. BONE MARROW DONATION LEAVE

Employees who need scheduled time off of work to undergo a medical procedure to donate bone marrow are eligible for unpaid leave up to three days, not to exceed 24 hours of leave in combined length during any 12 month period. This leave should be scheduled in advance with the Principal and the Director of Operations. Employees who take leave for donation will be required to show proof of their donation activity.

Employees may use available accruals if they wish to be paid for this time.

4.18. VOTING LEAVE

GTH encourages all employees to exercise their voting privileges in local, state, and national elections. If you cannot vote in a public election before or after working hours, then you will be allowed sufficient time off to go to the polls. The school will pay for you for up to the first two hours of the absence from regularly scheduled work that is necessary to vote in a public election. Any additional time off for this purpose will be without pay. This leave should be scheduled two working days in advance with the Principal and the Director of Operations. Employees may use available accruals if they wish to be paid for this time.

4.19. LEAVE DUE TO INCLEMENT WEATHER

GTH may be closed due to inclement weather, at the discretion of the Principal. In the case of closure, employees will be notified through local media outlets. If classroom time is lost because of inclement weather, classroom days may be added at the end of the school year. Unless a closing is announced you will be required to report to work as scheduled.

4.20. VICTIM AND WITNESS LEAVE

In compliance with the New York State Penal Code, GTH recognizes the employee's right to take unpaid time off to exercise his or her right as a victim, consult with a District Attorney regarding a criminal procedure or exercise rights to appear as a witness.

Under the law, victims include the aggrieved party or the next of kin of a deceased aggrieved party, the representative or guardian of a victim, a Good Samaritan (citizen who assists in an arrest or prevents a crime) or someone pursuing an application for an order of protection under Criminal Procedure Law or the Family Court Act.

Employees may use available accruals if they wish to be paid for this time.



4.21. BREAKS FOR NURSING MOTHERS

GTH supports breastfeeding mothers by accommodating female employees who wish to express milk during the workday when separated from their newborn child. Mothers who are returning to work following the birth of their child are permitted to take reasonable unpaid breaks above and beyond their regular meal break for the purpose of expressing breast milk. Generally, these breaks should be 20 to 30 minutes once every three (3) hours. An employee may be required to postpone a scheduled break if she cannot be spared from her duties due to coverage issues. Employees who are nursing are eligible to take this break for up to three (3) years after the birth of their child.

Employees should give notice of their intent to use this break prior to returning to work so that proper coverage can be arranged. GTH will not discriminate in any way, nor will we allow harassment of any kind towards women requesting or obtaining this break.

4.22. ACCOMODATION FOR RELIGIOUS OBSERVANCE

GTH will make every reasonable effort to accommodate the religious beliefs of individual employees. An individual who would like time off to observe a religious Holy Day should make the request to the Principal and the Director of Operations. If approved, the employee may use his or her accruals or take unpaid leave to observe the holiday.

4.23. GENERAL LEAVE OF ABSENCE

Occasionally, for personal reasons, you may need to be temporarily released from the duties of your position. It is our policy to allow you to apply for and be considered for these leaves.

Each leave request shall provide sufficient detail such as the reason for leave and the expected duration of the leave. General Leave with or without pay may be granted at the discretion of the Principal and the Director of Operations.

4.24. OTHER EMPLOYMENT WHILE ON LEAVE

If you accept any employment or go into business while on a leave of absence from GTH, you will be considered to have voluntarily resigned your employment with GTH as of the day on which you began your leave of absence.



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4.25. ACKNOWLEDGMENT OF ATTENDANCE AND LEAVE POLICIES SECTION

By signing below, I acknowledge that I have read the section named above and have asked any questions that this section may have raised for me. Additionally, should new questions come up, I will reach out to my supervisor to address these questions.

I will abide by all the procedures and policies in this section.

Employee Signature

Date



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5. SEPARATION OF EMPLOYMENT

5.1. BREAKS IN SERVICE

If an employee voluntarily terminates their position with GTH prior to one year of service, no time in service will be granted should they be rehired at a later date. If a person with more than one year of service leaves and then returns to regular employment at a later date, credit for prior service will be given if he or she returns to work within three (3) months of the prior date of termination.

5.2. ELIMINATION OF POSITIONS

From time to time, it may be necessary to phase out or eliminate certain positions. An orderly process will be established by the Principal with the consent of the Board of Trustees to guide such a phase out if necessary.

Any employee who is terminated because their position is eliminated or phased out is not entitled to compensation for accrued and unused leave as eligible and described in this handbook.

5.3. TERMINATION OF EMPLOYMENT

Since employment is based upon mutual consent, both the employee and the employer have the right to terminate employment with or without cause, at any time.

Voluntary termination from employment will generally occur when an employee resigns or retires.

Involuntary termination of employment is initiated by GTH and will result in the discharge of the employee. It will be considered that you have voluntarily resigned your position if you fail to return from an approved leave of absence on the date specified by the school or fail to report to work or call in for one day without a valid reason. No vacation leave will be paid out to involuntary terminated employees.

Any employee who is terminated or resigns must return all GTH property that may include but is not limited to keys, identification cards, security codes and passwords, computers or laptops, phones and office materials.

No information or copies of information, including but not limited to files, memos, contact lists or similar information may be taken by an employee without express permission of the Principal.

5.4. RESIGNATION

An Employee who wishes to resign is required to give written notice prior to the desired resignation date. Exempt employees are required to give a minimum of three (3) weeks' notice. Non-exempt employees are required to give a minimum of two (2) weeks' notice.

Employees are expected to work through their entire notice period. It is our policy to deny use of accruals during this period, however in extreme circumstance if unpaid leave time is granted, we may extend the resignation date to meet the requirements of the notice period.



Regular full-time employees who resign in accordance with the provisions of this section may be provided with compensation for up to 5 days of accrued and unused vacation leave as described in this handbook.

If an Employee fails to give proper notice prior to their desired resignation date, that Employee shall forfeit compensation for any unused accrued vacation leave he or she may have. Such an Employee remains eligible for any salary due.

5.5. EXIT INTERVIEWS

In the event of your separation from employment, the Director of Operations may conduct an exit interview with you to discuss your reasons for leaving and any other impressions that you may have about us. During the exit interview you will be given the opportunity to provide insights into improvements that can be made at GTH.

To the best of our ability, your comments will be kept confidential.



5.6. ACKNOWLEDGMENT OF SEPARATION OF EMPLOYMENT SECTION

By signing below, I acknowledge that I have read the section named above and have asked any questions that this section may have raised for me. Additionally, should new questions come up, I will reach out to my supervisor to address these questions.

I will abide by all the procedures and policies in this section.

Employee Signature

Date



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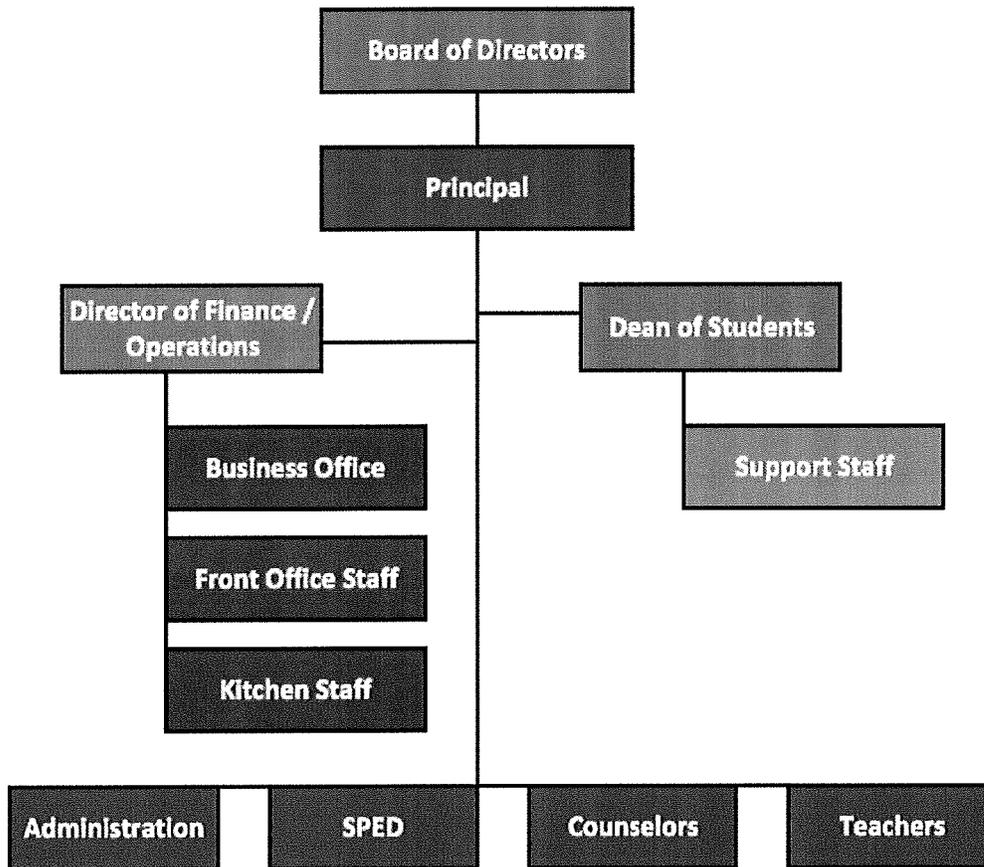
6. COMMUNICATION, EVALUATION & CONDUCT EXPECTATIONS

6.1. OPEN DOOR COMMUNICATIONS

Open communication is an important part of good working relationships. Employees are encouraged to speak informally with their supervisor about any suggestions, questions or concerns they may have. Any information discussed in an open communication meeting is considered to be confidential unless there is an alleged violation of Federal, State or Local law.

Additionally, GTH encourages you to professionally discuss any issues that you may have if you feel comfortable doing so using the organizational chart below.

Please remember it is counter-productive to a harmonious workplace for employees to create or repeat rumors. It is more constructive for employees to directly consult the individual to seek resolution.



6.2. PERFORMANCE REVIEWS

Because we want you to grow and succeed in your job, GTH conducts formal reviews of all staff each year. The Principal or his or her designee will conduct evaluations. The evaluation process will include cyclical, quarterly check-ins, annual face-to-face evaluation and a written summary in the fourth quarter



of each academic year. The written summary will be placed in the employee's personnel file and copied to the employee.

New employees will be reviewed at the end of their introductory period. The evaluation process will be ongoing in the event of a promotion or a change in duties and responsibilities.

The format of the evaluation will be determined by the Principal and will be shared with you at the beginning of the evaluation period, so you can put your best effort forth to meet expectations.

The employee will be notified of any changes in salary that are warranted based upon the results of this evaluation.

6.3. PROBLEM SOLVING PROCEDURES

Any employee wishing to formally file a grievance about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the Principal in writing as soon as possible after such procedure, action, or directive has occurred. Employees should observe the chain of command when filing a grievance where possible. The Director of Operations shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the investigator or final arbiter, an employee may file a written complaint with the Principal or the Chairman of the Board of Trustees. In such instances, the Principal or the Chairman of the Board or his or her designee will be the investigator and final arbiter of the complaint.

This procedure only covers active employees and does not apply to terminations and may not be utilized by terminated employees.

6.4. EMPLOYEE DISCIPLINE

GTH maintains the highest standard of conduct and job performance for all of our employees. Conduct is how an employee behaves on the job and performance is how well an employee completes his or her job. We value and acknowledge every employee's effort to meet those standards.

We recognize that on occasion there will be individual lapses in conduct or performance. The principle purpose of employee discipline is to be corrective and not punitive. In general, the employee is provided with a reasonable opportunity to improve where appropriate. Discipline may be initiated at any time during an employee's service.

The progressive discipline process consists of four steps:

- Verbal Warning
- Written Warning
- Final Written Warning (accompanied by suspension without pay or Performance Improvement Plan if warranted by the infraction)
- Termination of Employment

Some circumstances, such as the commission of a severe transgression, may warrant skipping one or more steps in the process and may result in immediate termination.



Progressive discipline is an ongoing process taking prior instances into account. The discipline process does not start over each time a different problem arises.

All discipline will remain in effect for the period of one year. If there are no further violations during the warning period, the discipline will be retained in the employee's personnel file, but will be considered inactive.

Employees with current discipline on file may not be eligible for promotions or transfers during the warning period. Employees with current final warnings may not be eligible for salary increase or bonuses. This is at the discretion of the Principal.

All employees will be treated in a fair and consistent manner regarding any discipline taken. Every effort will be made to completely investigate the circumstances prior to taking action. The employee's direct supervisor will be responsible for all disciplinary action relevant to his or her staff. All disciplinary action will be consistent with applicable laws.

This Employee Discipline policy does not alter or limit the GTH's policy of employment at will. Either you or the school may terminate the employment relationship at any time for any reason, with or without cause or without notice.

6.5. EMPLOYEE APPEAL FOR MEDIATION

Employees involved in step three or step four discipline may request an appeal to the Principal, or if warranted to the Board of Trustees, to review documentation or any information relevant to an action. Requests should be made in writing and submitted within seven (7) days of the initial discipline. The request will be reviewed, and a decision will be rendered promptly. All upheld discipline will be maintained as a part of the employee's personnel file.

6.6. STANDARDS OF CONDUCT

Each individual in the work community has the right to expect certain standards within the workplace including:

- To be always treated with respect, even if there are opposing points of view.
- To be in a climate of physical and emotional safety.
- To be viewed as a valued, contributing member of the community.
- To have a personal responsibility and investment in making sure that these rights are supported in our environment.

In accordance with the disciplinary policy and to provide the best possible work environment, GTH expects all employees to follow certain standards of conduct that will protect the interest and safety of personnel. It is not possible to list all examples of behavior that are unacceptable in the workplace, but the following are examples of conduct that may result in progressive discipline.

- Abuse, discourteous treatment, or inappropriate contact with any stakeholder in the work community
- Insubordination - Refusal to perform or follow reasonable work requests, instructions, directions, or prescribed work procedures
- Theft, embezzlement or unauthorized removal of property or the property of others
- Acts involving dishonesty or breach of trust, such as fraud



- Possession, selling or use of illegal substances, or otherwise engaging in illegal conduct, while on or off duty
- Reporting to work with or working under the influence of intoxicants or drugs that have not been prescribed for medical reasons
- Consumption or possession of alcohol on school grounds
- Falsification of records and documents, including employment applications, time sheets, etc.
- Abuse, destruction, waste or unauthorized use of equipment, facilities, materials, or programs
- Abusive or vulgar language
- Any unapproved absence or departure from the assigned work area
- Unacceptable job performance
- Engaging in non-work-related activities during work hours without prior approval
- Altercations with any stakeholder in the work community
- Failure to observe working schedules, including lunch periods
- Excessive absenteeism or tardiness
- Failure to call in as required or seek necessary authorization to leave work before the end of scheduled hours
- Abusing paid sick leave
- Sleeping or malingering while on duty
- Participating in horseplay or practical jokes
- Physical contact with a student except for shaking hands and high fives
- Making or receiving non-emergency personal calls or texts during work hours
- Inappropriate use of the electronic communication systems and the internet while on duty, including use of social media
- Failure to comply with regulatory requirements or safety rules and regulations
- Traffic violations while on authorized work business
- Revealing, disclosing, or making available to unauthorized persons any information classified as confidential
- Failure to provide honest and accurate information when requested, including failure to disclose conflicts of interest
- Failure to cooperate in the investigative process
- Making false statement or misreporting events with regards to harassment and discrimination claims
- Possession, use, and distribution of dangerous or unauthorized materials, such as explosives, firearms, knives, or other dangerous weapons while on duty or on school premises
- Fighting, threatening violence, intimidation or harassment toward any individual
- Failure to adhere to our policies with regards to diversity, discrimination and harassment
- Smoking on work grounds
- Attempts to disrupt or undermine our business interests encouraging others to do so
- Solicitation of stakeholders in the work community for personal gain and any unauthorized solicitation or sales as provided for in this handbook
- Wearing extreme, unprofessional, or inappropriate styles of dress or hair while at work
- Refusal to work mandatory overtime
- Any act that jeopardizes the health, safety, or well-being stakeholder of the work community
- Inappropriate conduct or contact with students including text messages, emails, social media contact and conversations of an inappropriate nature that are not explicitly related to the



employee's job description

- Allowing a student to reside or stay at an employee's place of residence for any period of time
- Any offer to provide a student with items used during sexual activity and the failure to refer the student to the school Nurse or Counselor if a student approaches an employee about this topic
- Failure to report inappropriate activity that is or may be taking place between a staff member and a student
- Engaging in business transactions or activities for personal gain during normal school business hours
- Gambling in the workplace

This statement of the standards of conduct does not alter or limit the policy of employment at will. The above-mentioned behaviors can raise reasonable questions as to an employee's moral character. Employees that are in violation of the code of conduct may be referred to the Executive Director of the Office of Teaching Initiatives of the State Education Department at Leadership's discretion.

Each employee will be required to sign an attestation that they understand the Standards of Conduct at hire and then annually thereafter.

6.7. PHYSICAL CONTACT POLICY

Our students are still learning to navigate a difficult social world, but school should be a safe place both physically and psychologically. Therefore, the school does not allow staff members to make physical contact with students with the following exceptions:

- Shaking hands
- High Fives
- Breaking up a fight, when the student is in imminent danger

Hugging or other inappropriate touching and/or gestures, even with positive intentions are not allowed. Violation of this policy may result in disciplinary actions up to and including termination. For questions, please contact Administration.

6.8. ACCEPTANCE OF GIFTS

Employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) including but not limited to money, goods, food, entertainment, or services directly or indirectly from:

Individuals, organizations, or companies serving as vendors or potential vendors
Elected officials or their representatives
Candidates for public office or their representatives
Political party officials or their representatives
Anyone who attempts to coerce you into favorable treatment with regards to your work responsibilities



Exceptions may be made by the Principal, including in instances where such gifts are intended for and to be used by the organization. If an employee receives a gift offer in excess of \$50.00, he or she must immediately notify the Principal, even if the employee has already refused the offer.

6.9. PERSONAL APPEARANCE

Employees project an image to the community about the professionalism of GTH. During business hours and at work-related activities, employees are expected to present a clean, neat professional appearance and to dress according to the requirements of their position. This includes professional appearance with respect to general cleanliness, clothes, shoes, hair, facial hair, jewelry, body jewelry and tattoos.

While we do not seek to stifle individual expression, it is important to communicate that certain environments require a specific standard of dress. To convey an atmosphere of dignity and professionalism, personnel shall be well groomed and dressed for an academic or business environment rather than recreational casualness.

Proper presentation is always the expectation while you are a representative of GTH. Appropriate clothing fits well, is not tight or constricting, meets the traditional norms of modesty, meets the level of safety required for one's job and does not contain graphic or profane images.

Employees that are not meeting the above stated standard will be informed as soon as it is possible for us to do so. Employees may be asked to leave the workplace until they can return in a manner that is acceptable to the employer.

6.10. CONFLICT OF INTEREST

Employees should be careful to avoid a conflict of interest between themselves and the school(s), its students, suppliers, stakeholders, etc. If an employee finds him or herself in a situation that may be a conflict or may give the appearance of a conflict of interest the employee should immediately notify the Principal and the Director of Operations. All inquiries will be kept confidential unless in violation of Federal or State law.

A conflict of interest can be described as:

- Engaging in business to benefit stakeholders directly or indirectly.
- Using confidential information of the school, their suppliers, or their stakeholders for their own advancement or on behalf of another.
- Using inside information for personal profit or disclosing such information to outsiders.
- Using the school's funds, proprietary information, or employer property for personal use.
- Exploiting a relationship developed in the course of business for personal benefit or for the benefit of another.
- Accepting special favors or gifts.
- Lending or borrowing money or goods from a supplier.
- Performing services for a supplier or a customer as an independent contractor whether or not remuneration is to be provided.
- Working any second job that conflicts with the interest of the employer or interferes with the employee's fitness for duty.

If a conflict of interest exists, that conflict should be disclosed immediately to the employee's supervisor and will then be reported directly to the Board of Directors.



When it is found that a conflict of interest does exist, employees will no longer be allowed to participate in matters of significance with regards to the conflict.

Documentation will be placed in each employee file with regards to the conflict for future reference.

6.11. FRATERNIZATION

GTH recognizes that employees may develop personal relationships in the course of their employment. However, in an effort to prevent favoritism, morale problems, disputes or misunderstandings, and potential sexual harassment claims, supervisors are not permitted to date or engage in sexual relationships with subordinate employees.

Violation of this policy may result in discipline, including termination. Furthermore, co-workers are discouraged from dating or pursuing romantic or sexual relationships with each other. Employees that are involved in a relationship should disclose their relationship to the Principal and the Director of Operations to ensure that no conflict of interest exists within job descriptions.

6.12. NEPOTISM

GTH maintains a policy of limiting spouses and other related family members from working in the same department, division or facility based on reasons of supervision, safety, security and morale. For the purposes of this policy, relatives are defined as spouses, children, siblings, parents or other family members related by marriage.

In the event an exception is made, relatives may be hired if the people involved will not work in a direct supervisory relationship and the employment will not pose difficulty for supervision, security, safety or morale. Exceptions to this policy must be approved by the Board of Trustees.

Current employees who marry will be permitted to continue employment provided they do not work in a direct supervisory relationship and the employment will not pose difficulty for supervision, security, safety or morale. If employees are in a supervisory relationship, we will attempt to reassign one of the employees to a position that he or she is qualified for. If no such position is available, one of the employees may be required to leave employment.

Confidential information may never be shared among family members. Confidential information includes, without limitation, "know how", trade secrets, operational methods, curriculum development, research projects, student records and any other business affairs not known to the public.

6.13. EMPLOYMENT OUTSIDE OF WORK

GTH prohibits outside employment (including self-employment) that conflicts with employment at GTH, impacts the Employee's work performance or schedule, or affects the business interests. Employees must contact the Principal prior to engaging in any outside employment.

6.14. SOLICITATION

Approaching fellow employees in the workplace regarding outside activities, organizations or causes, regardless of how worthwhile, important or benevolent can create unnecessary apprehension and pressures for fellow employees. This conduct is, therefore, inappropriate during working hours. GTH has established rules, applicable to all employees, to govern solicitation and distribution of written



material during working time and entry onto the premises and work areas.
All employees are expected to comply strictly with these rules:

No employee shall solicit support or engage in sales for any cause or organization during his or her working time or during the working time of the employee or employees at whom the activity is directed.

No employee shall distribute or circulate any written or printed material - other than printed materials used to perform their job responsibilities - in work areas at any time, during his or her working time, or during the working time of the employee or employees at whom the activity is directed.

Under no circumstances will non-employees be permitted to solicit, distribute written material, or promote support or sales for any purpose on organization property.

Employees may not solicit gifts or other forms of personal gain from stakeholders, as this creates a conflict of interest.

As used in this policy, "working time" includes all time for which an employee is paid or is scheduled to be performing services. It does not include break periods, meal periods or periods in which an employee is not, or is not scheduled to be performing services or work.

Bulletin boards on employee property are to be used for official purposes only to notify employees about information approved in advance by management. Only those management employees as designated by the employer, may post material on, or remove material from bulletin boards.

6.15. STAFF AND COMMUNITY RELATIONSHIPS

The success of our entity depends on the quality of relationships between employees, students, parents, and the general public. No matter what your position, you are GTH's ambassador and will help to create the community's perception of us. The more goodwill you promote, the more our students, their families and community members will respect GTH.

Below are several things you can do to help create a strong community relationship and be one of the building blocks for our continued success.

Deal with parents, students and community members in a courteous and respectful manner.

Always Communicate clearly and respectfully with all stakeholders.

Follow up on requests promptly, provide businesslike replies to inquiries and requests and perform all duties in an orderly manner.

Involve parents and community members in the governance and activities of the school, including keeping parents involved in their child's education.

Be committed to raising the academic achievement of all children.

Take considerable pride in your work and enjoy doing your absolute best.



6.16. COMMUNICATIONS

Successful working conditions and relationships depend upon successful communication. Not only do you need to stay aware of changes in procedures, policies and general information, you also need to communicate your ideas, suggestions, personal goals or problems as they affect your work and our mission.

In addition to the exchanges of information and expressions of ideas and attitudes which occur daily, make certain you are aware of and utilize all GTH methods of communication, including this Employee Manual, bulletin boards, discussions with the leaders, memoranda, staff meetings, newsletters, training sessions, and e-mail and intranet correspondence. We are stronger when we work as a team and share information.

While we encourage you to communicate effectively with stakeholders in the work community, we also caution you to be mindful of what you are sharing. Confidential information should remain that way. Please think through sharing material about GTH in the outside community to ensure that it is the appropriate given the circumstances.

6.17. MEDIA RELATIONS

Any and all media requests or contacts must be referred to the Principal or his or her designee. Information is not to be given to the media by any unauthorized employee. The Principal or his or her designee will designate employees who are authorized to speak with the media. In the event the media makes contact, the employee should inform the media that GTH intends to be cooperative but will need to have the appropriate person return their call. Please do not indicate that we have "no comment" unless you have been directed to do so by the Principal or his or her designee.

When contacted, request the name, phone number and the name of the media organization represented. The employee should contact the Principal or his or her designee immediately so that prompt return contact can be made.

Additionally, it is expected that if employees are at an event or outing, whether personal or professional, and the media are present, that employee should behave in a professional manner.

6.18. ELECTRONIC COMMUNICATIONS

GTH provides computers, electronic data storage, internet services, email, and voice mail communications systems as important tools to support employees in performing their job responsibilities. It is the duty of every employee to ensure the communication systems are used primarily for business purposes only and in a fashion that does not improperly disclose confidential, sensitive or proprietary information to unauthorized individuals.

Any information generated by the employee's use of the employer's communications systems, including correspondence, constitutes employer property. By using the employer's communication systems, you consent to the employer's right to intercept, access, monitor, use and disclose, at any time for any purpose, all contents accessed, created, transmitted, received, or stored on or via its communications systems.

The communication systems are to be used primarily for business-related purposes. Any unauthorized use of the communication systems is strictly prohibited.



Unauthorized use includes, but is not limited to:

- Any communications or use that violates the non-solicitation, equal employment opportunity, harassment, or non-retaliation policies or any other policy or procedure.
- Utilizing or accessing the communication systems without proper authorization.
- Disabling or otherwise interfering with the communication security or data protections systems, including but not limited to physical abuse.
- Using the communication system to disclose confidential, sensitive, or proprietary information to unauthorized individuals.
- Using the communications systems in a manner that incurs damage or unauthorized costs for the employer.

GTH reserves the right to monitor, audit, access, disclose and/or review any use of its communication system in its sole discretion, in the ordinary course of business. Employees should not consider the communications systems to be private.

During the course of employment, employees may be provided with passwords, entry codes and/or access to the communication systems. Employees are strictly prohibited from disclosing these passwords, or entry codes to any person without prior written authorization. Employees are forbidden from providing any unauthorized individuals with access to the communication systems without prior proper authorization.

Employees are prohibited from establishing intranet, Internet, or other data connections without prior written authorization.

The electronic mail system is not to be used to create any messages which are threatening, intimidating or harassing in nature or that would otherwise violate the employer's policies against discrimination, harassment or hostility on the account of age, race, religion, sex, ethnicity, nationality, disability or other protected class, status or characteristics.

In addition, the electronic mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information or similar materials without prior authorization.

GTH has the right to, but does not regularly, monitor voice mail or electronic mail messages. We will, however, inspect the contents of computers, voice mail or electronic mail during an investigation triggered by indications of unacceptable behavior or as necessary to locate needed information that is not more readily available by some other less intrusive means.

6.19. SOCIAL NETWORKING

GTH recognizes the value of networking and staying connected with friends, family, colleagues and professional contacts. As a part of professional development, it is important to stay connected and network with people who have similar interests.

It is important to understand the appropriate use of such technology as an employee of GTH. "Social Media" is an umbrella term that defines the various activities that integrate technology, social interaction, and the construction of words, pictures, videos and audio, and includes blogs, Facebook, Twitter, LinkedIn, Myspace and similar tools. The absence of, or lack of, explicit reference to a specific social networking tool does not limit the extent of the application of this policy.



This policy is not intended to restrict the flow of useful and appropriate information but is instead designed to protect GTH from the unauthorized disclosure of information and to otherwise protect the employer, its employees and visitors from any harm that might result through employee misuse of social media.

If you choose to identify yourself as an employee on your website, social networking site, or other social media, you are expected to also make clear that you are not authorized to speak on behalf of the employer, and that the views you express are yours alone and do not necessarily reflect the GTH's views. This may be accomplished by posting the following disclaimer in an "About Me" section of your social networking profile - "I am not authorized to speak on behalf of GTH and the views expressed on this site are mine alone and do not necessarily reflect the views of my employer."

Be respectful and do not post or display comments or content about coworkers, supervisors or other staff or management members that are obscene, vulgar, threatening, intimidating or harassing in nature, or in a way that would otherwise violate policies against discrimination, harassment or hostility on account of age, race, religion, sex, ethnicity, nationality, disability or other protected class, status or characteristics.

Maintain the confidentiality in regards to all confidential information. Do not post internal reports, communications, policies, procedures, or other business-related confidential communications.

Employees may not provide references for other current or former employees on social media. In accordance with our policy on employment verification and references, only the Principal or his or her designee may verify employment or provide references for a current or former employee.

Employees may not post the logo, trademark, product photos or other trademarked materials on social media for commercial or other use, other than those protected by the National Labor Relations Act.

Information regarding an applicant's/employee's protected status(es) learned of through social media or any other forum will not be considered in hiring or other employment decisions.

Employees are cautioned that they should have no expectation of privacy while using social media as postings may be viewed by anyone, including GTH.

If you see unfavorable opinions, negative comments or criticism about services posted by third parties, do not try to have the post removed or send a reply on behalf of GTH. Instead, you may forward this information to the Principal or his or her designee.

GTH does not condone staff maintaining social networking affiliations with scholars until any work related affiliation is more than one year in the past.

If you become aware of a violation of this policy by another employee, you are expected to promptly report it to the Principal or his or her designee.

Nothing in this policy is intended to, nor will it be interpreted to, limit or interfere with an employee's rights under Section 7 of the National Labor Relations Act or other applicable labor laws or regulations.



6.20. COPYRIGHTS

Copyrights, payments and/or royalties that occur as a result of a project of any employee or employees of this organization remain the property of the organization. The Board of Trustees may assign copyrights, royalties or other payments to the author or authors or project participants.

6.21. MISUSE OF SOFTWARE LICENSURE

GTH does not condone the illegal duplication of software. The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies. Title 17 of the U.S. Code states that "it is illegal to make or distribute copies of copyrighted material without authorization". The only exception is the users' right to make a backup copy for archival purposes.

The law protects the exclusive rights of the copyright holder and does not give users the right to copy software unless the manufacturer does not provide a backup copy.

Unauthorized duplication of software is a federal crime. Penalties include fines up to and including \$250,000, and jail terms of up to five (5) years.

Even the users of unlawful copies suffer from their own illegal actions. They receive no documentation, no customer support, and no information about product updates.

GTH licenses the use of computer software from a variety of outside companies. We do not own this software or its related documentation and unless authorized by the software manufacturer, do not have the right to reproduce it. Regarding use on local area networks or on multiple machines, employees shall use the software only in accordance with the software publisher's license agreement.

Employees that learn of any misuse of software or related documentation must notify the Principal or his or her designee immediately.

According to the U.S. Copyright Law, illegal reproduction of software can be subject to civil damages and criminal penalties, including fines and imprisonment. Employees who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include termination.

6.22. INVESTIGATIONS OF CURRENT EMPLOYEES

GTH may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning, for example, work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers or others.

Employee investigations may, where appropriate, include credit reports and investigations of criminal convictions. In the event that a background check is conducted, the organization will comply with the Federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with the lawful efforts to obtain relevant information.



6.23. CRIMINAL CHARGES

Employees are required to notify the Principal or his or her designee immediately of being arraigned for or charged with any crime. In the event you are charged with or arraigned, failure to report may result in termination of employment. Conviction of crimes that are directly related to the sort of work that you do here at GTH may result in suspension or termination of employment. All reported information will be maintained confidentially to the extent reasonably possible and subject to applicable law.

6.24. PERSONAL USE OF EMPLOYER PROPERTY

In some instances, employees may be allowed to borrow certain equipment for their own personal use while on our premises. In no instance may this be done off our premises, or without prior approval. You understand and agree that GTH is not liable for personal injury incurred during the use of school property for personal projects. As an employee, you accept full responsibility for any and all liabilities for injuries or losses that occur, or for the malfunction of equipment. You are responsible for returning the equipment in good condition, and you agree that you are required to pay for any damages that occur while using the equipment for personal projects.

6.25. USE OF VEHICLES

All Employees authorized to drive for work purposes, must possess a current, valid driver's license and have an acceptable driving record. In the event that the license status, insurance status or driving record of any Employee whose job responsibilities include driving becomes unacceptable to management or our insurance carrier, the employee may be restricted from driving, reassigned, suspended or discharged, at management's discretion.

Driving students is strongly discouraged and may only be done with a parent's permission.

An employee who is authorized and transports a student in his or her personal vehicle for any reason accepts full financial responsibility for any liability and/or legal repercussions that may arise as a result of the transportation. The school's insurance will not cover any loss or claim that may occur while an employee is transporting a student.



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6.26. ACKNOWLEDGMENT OF COMMUNICATIONS, EVALUATIONS AND CONDUCT SECTION

By signing below, I acknowledge that I have read the section named above and have asked any questions that this section may have raised for me. Additionally, should new questions come up, I will reach out to my supervisor to address these questions.

I will abide by all the procedures and policies in this section.

Employee Signature

Date



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7. DIVERSITY, DISCRIMINATION AND HARASSMENT

7.1. SCOPE OF COVERAGE

This policy covers all individuals in the workplace. GTH strictly prohibits unlawful harassment or discrimination, whether by employees, supervisors, administration and other non-employees who conduct business with GTH.

7.2. DIVERSITY

GTH is committed to fostering, cultivating and preserving a culture of diversity and inclusion. Our employees are the most valuable assets we have. The collective sum of the individual differences, life experiences, knowledge, inventiveness, innovation, self-expression, unique capabilities and talent that our employees invest in their work represents a significant part of not only our culture, but our reputation and achievement as well.

We embrace and encourage our employees' differences in age, color, disability, ethnicity, family or marital status, gender, gender identity or expression, language, national origin, physical and mental ability, political affiliation, race, religion, sexual orientation, socio-economic status, veteran status and other characteristics that make our employees unique.

GTH's diversity initiatives are applicable, but not limited, to our practices and policies on recruitment, compensation, benefits, professional development, training, promotions, transfers, layoffs, terminations, and the ongoing development of a work environment built on the premise of gender and diversity equity that encourages and enforces:

- Respectful communication and cooperation between all employees.
- Teamwork and employee participation, permitting the representation of all groups and employee perspectives.
- Employer and employee contributions to the communities we serve to promote a greater understanding and respect for the diversity.

All employees of GTH have a responsibility to treat others with dignity and respect at all times. All employees are expected to exhibit conduct that reflects inclusion during work, at work functions on or off the work site, and at all other work sponsored and participative events.

Employees who believe they have been subjected to any kind of discrimination that conflicts with this policy and initiatives should seek assistance from a supervisor or a member of the Board of Trustees.

7.3. HARASSMENT AND DISCRIMINATION

GTH strives to create and maintain a work environment in which people are treated with dignity, decency and respect. The environment of the workplace should be characterized by mutual trust and the absence of intimidation, oppression and exploitation. Employees should be able to work and learn in a safe yet stimulating atmosphere.

GTH forbids discrimination against employees with regards to employment opportunities, benefits or privileges, work conditions or evaluative standards in employment on the basis of race, color, religion,



creed, national origin, citizenship, age, sex, marital status, sexual orientation, veteran status, disability, predisposing genetic characteristics, domestic violence victim status or any classification protected by applicable law.

GTH prohibits harassment of any employee on account of that employee's race, color, religion, national origin, gender, age, marital status, sexual orientation, disability, genetic information, predisposition or carrier status, military status, domestic violence victim status or any other classification protected by applicable law. Prohibited harassment includes behaviors such as:

- Verbal or physical conduct designed to threaten, intimidate or coerce
- Verbal conduct such as epithets, derogatory comments or slurs
- Conduct that impairs an employee's ability to perform his or her job
- Physical conduct such as assault, unwanted touching or blocking normal movement
- Retaliation for reporting harassment or threatening to report harassment
- Sexual harassment, which is described in more detail in the following subsection.

This policy prohibits not only behavior that constitutes unlawful harassment, but also other inappropriate or unprofessional behavior that may reasonably be considered offensive or otherwise inappropriate. Such behavior will be subject to disciplinary action, up to and including termination of employment.

7.4. SEXUAL HARASSMENT

GTH is committed to maintaining a workplace free from sexual harassment. Sexual harassment is a form of workplace discrimination. All employees are required to work in a manner that prevents sexual harassment in the workplace. This Policy is one component of GTH's commitment to a discrimination-free work environment. Sexual harassment is against the law¹ and all employees have a legal right to a workplace free from sexual harassment and employees are urged to report sexual harassment by filing a complaint internally with GTH. Employees can also file a complaint with a government agency or in court under federal, state or local antidiscrimination laws.

Policy:

1. GTH's policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business, regardless of immigration status, with GTH. In the remainder of this document, the term "employees" refers to this collective group.
2. Sexual harassment will not be tolerated. Any employee or individual covered by this policy who engages in sexual harassment or retaliation will be subject to remedial and/or disciplinary action (e.g., counseling, suspension, termination).
3. Retaliation Prohibition: No person covered by this Policy shall be subject to adverse action because the employee reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. GTH will not tolerate such retaliation against anyone who, in good faith, reports or provides information about suspected sexual harassment. Any employee of GTH who retaliates against anyone involved in a sexual harassment investigation will be subjected to disciplinary action, up to and including termination. All employees, paid or unpaid interns, or non-employees² working in the workplace who believe they have been subject to such

¹ While this policy specifically addresses sexual harassment, harassment because of and discrimination against persons of all protected classes is prohibited. In New York State, such classes include age, race, creed, color, national origin, sexual orientation, military status, sex, disability, marital status, domestic violence victim status, gender identity and criminal history.

² A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing



retaliation should inform a supervisor or manager. All employees, paid or unpaid interns or non-employees who believe they have been a target of such retaliation may also seek relief in other available forums, as explained below in the section on Legal Protections.

4. Sexual harassment is offensive, is a violation of our policies, is unlawful, and may subject GTH to liability for harm to targets of sexual harassment. Harassers may also be individually subject to liability. Employees of every level who engage in sexual harassment, including managers and supervisors who engage in sexual harassment or who allow such behavior to continue, will be penalized for such misconduct.
5. GTH will conduct a prompt and thorough investigation that ensures due process for all parties, whenever management receives a complaint about sexual harassment, or otherwise knows of possible sexual harassment occurring. GTH will keep the investigation confidential to the extent possible. Effective corrective action will be taken whenever sexual harassment is found to have occurred. All employees, including managers and supervisors, are required to cooperate with any internal investigation of sexual harassment.
6. All employees are encouraged to report any harassment or behaviors that violate this policy. GTH will provide all employees a complaint form for employees to report harassment and file complaints. The complaint form is located at the end of the this handbook.
7. Managers and supervisors are **required** to report any complaint that they receive, or any harassment that they observe or become aware of, to the Principal.
8. This policy applies to all employees, paid or unpaid interns, and non-employees and all must follow and uphold this policy. This policy must be provided to all employees and should be posted prominently in all work locations to the extent practicable (for example, in a main office, not an offsite work location) and be provided to employees upon hiring.

What Is “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, self-identified or perceived sex, gender expression, gender identity and the status of being transgender.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual’s sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive work environment, even if the 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 includes, but is not limited to, words, signs, jokes, pranks,

services in the workplace. Protected non-employees include persons commonly referred to as independent contractors, “gig” workers and temporary workers. Also included are persons providing equipment repair, cleaning services or any other services provided pursuant to a contract with the employer.



intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.

Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms, conditions or privileges of employment. This is also called "quid pro quo" harassment.

Any employee who feels harassed should report so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

Examples of sexual harassment

The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited:

- Physical acts of a sexual nature, such as:
 - Touching, pinching, patting, kissing, hugging, grabbing, brushing against another employee's body or poking another employee's body;
 - Rape, sexual battery, molestation or attempts to commit these assaults.
- Unwanted sexual advances or propositions, such as:
 - Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion or other job benefits or detriments;
 - Subtle or obvious pressure for unwelcome sexual activities.
- Sexually oriented gestures, noises, remarks or jokes, or comments about a person's sexuality or sexual experience, which create a hostile work environment.
- Sex stereotyping occurs when conduct or personality traits are considered inappropriate simply because they may not conform to other people's ideas or perceptions about how individuals of a particular sex should act or look.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as:
 - Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity and the status of being transgender, such as:
 - Interfering with, destroying or damaging a person's workstation, tools or equipment, or otherwise interfering with the individual's ability to perform the job;
 - Sabotaging an individual's work;
 - Bullying, yelling, name-calling.

Who can be a target of sexual harassment?

Sexual harassment can occur between any individuals, regardless of their sex or gender. New York Law protects employees, paid or unpaid interns, and non-employees, including independent contractors, and those employed by companies contracting to provide services in the workplace. Harassers can be a



superior, a subordinate, a coworker or anyone in the workplace including an independent contractor, contract worker, vendor, client, customer or visitor.

Where can sexual harassment occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer sponsored events or parties. Calls, texts, emails, and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from the workplace premises, on personal devices or during non-work hours.

Retaliation

Unlawful retaliation can be any action that could discourage a worker from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation (e.g., threats of physical violence outside of work hours).

Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in “protected activity.” Protected activity occurs when a person has:

- made a complaint of sexual harassment, either internally or with any anti-discrimination agency;
- testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;
- opposed sexual harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of harassment;
- reported that another employee has been sexually harassed; or
- encouraged a fellow employee to report harassment.

Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.

Reporting Sexual Harassment

Preventing sexual harassment is everyone’s responsibility. GTH cannot prevent or remedy sexual harassment unless it knows about it. Any employee, paid or unpaid intern or non-employee who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to a supervisor or manager. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to a supervisor or manager.

Reports of sexual harassment may be made verbally or in writing. A form for submission of a written complaint is attached to this Policy, and all employees are encouraged to use this complaint form. Employees who are reporting sexual harassment on behalf of other employees should use the complaint form and note that it is on another employee’s behalf.

Employees, paid or unpaid interns or non-employees who believe they have been a target of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities



All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, **are required** to report such suspected sexual harassment to the Principal.

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

Supervisors and managers will also be subject to discipline for engaging in any retaliation.

Complaint and Investigation of Sexual Harassment

All complaints or information about 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, commenced immediately and completed as soon as possible. The investigation will be kept confidential to the extent possible. All persons involved, including complainants, witnesses and alleged harassers 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. GTH 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, the supervisor or manager will conduct an immediate review of the allegations, and take any interim actions (e.g., instructing the respondent to refrain from communications with the complainant), as appropriate. If complaint is verbal, encourage the individual to complete the "Complaint Form" in writing. If he or she refuses, prepare a Complaint Form based on the verbal reporting.
- If documents, emails or phone records are relevant to the investigation, take steps to obtain and preserve them.
- Request and review all relevant documents, including all electronic communications.
- Interview all parties involved, including any relevant witnesses;
- Create a written documentation of the investigation (such as a letter, memo or email), which contains the following:
 - A list of all documents reviewed, along with a detailed summary of relevant documents;
 - A list of names of those interviewed, along with a detailed summary of their statements;
 - A timeline of events;
 - A summary of prior relevant incidents, reported or unreported; and
 - The basis for the decision and final resolution of the complaint, together with any corrective action(s).
- Keep the written documentation and associated documents in a secure and confidential location.



- Promptly notify the individual who reported and the individual(s) about whom the complaint was made of the final determination and implement any corrective actions identified in the written document.
- Inform the individual who reported of the right to file a complaint or charge externally as outlined in the next section.

Legal Protections And External Remedies

Sexual harassment is not only prohibited by GTH but is also prohibited by state, federal, and, where applicable, local law.

Aside from the internal process at GTH, 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, you may seek the legal advice of an attorney.

In addition to those outlined below, employees in certain industries may have additional legal protections.

State Human Rights Law (HRL)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees, regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the Division of Human Rights (DHR) or in New York State Supreme Court.

Complaints with DHR may be filed any time **within one year** of the harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, **within three years** of the alleged sexual harassment. An individual may not file with DHR if they have already filed a HRL complaint in state court.

Complaining internally to GTH does not extend your time to file with DHR or in court. The one year or three years is counted from date of the most recent incident of harassment.

You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that sexual harassment has occurred. Probable cause cases are forwarded to a public hearing before an administrative law judge. If sexual harassment is found after a hearing, DHR has the power to award relief, which varies but may include requiring your employer to take action to stop the harassment, or redress the damage caused, including paying of monetary damages, attorney's fees and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. You may call (718) 741-8400 or visit: www.dhr.ny.gov.

Contact DHR at (888) 392-3644 or visit dhr.ny.gov/complaint for more information about filing a complaint. The website has a complaint form that can be downloaded, filled out, notarized and mailed to DHR. The website also contains contact information for DHR's regional offices across New York State.

Civil Rights Act of 1964

The United States Equal Employment Opportunity Commission (EEOC) enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e



et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint, and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

The EEOC does not hold hearings or award relief, but may take other action including pursuing cases in federal court on behalf of complaining parties. Federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a “Charge of Discrimination.” The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov or via email at info@eeoc.gov.

If an individual filed an administrative complaint with DHR, DHR will file the complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 40 Rector Street, 10th Floor, New York, New York; call 311 or (212) 306-7450; or visit www.nyc.gov/html/cchr/html/home/home.shtml.

Contact the Local Police Department

If the harassment involves unwanted physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

7.5. PROTECTION AGAINST RETALIATION

GTH encourages employees to express freely, responsibly and in an orderly way, opinions and feelings about any problem or complaint of discrimination, including harassment. Retaliation against persons who oppose a discriminatory practice, make a good faith complaint about harassment or behavior that might constitute harassment, or furnish information or participates in any manner in an investigation of such a complaint is strictly prohibited.

Retaliation includes any conduct, whether or not workplace or employment-related, directed at an employee because he or she made a complaint of discrimination or participated in such an investigation, which might deter a reasonable worker from making or supporting a charge of harassment or discrimination. Any such retaliatory act violates this policy and will result in appropriate disciplinary action. Anyone who believes he/she has been subjected to retaliation or who is aware of retaliation directed at another employee is expected to report such to their supervisor, or if not comfortable reporting to their supervisor, to the Board of Trustees.

7.6. WHISTLEBLOWER PROTECTIONS

GTH strives to provide an environment that nourishes moral and ethical sensitivities. In keeping with this



objective, GTH requires that all employees observe the highest standards of business and personal ethics in the conduct of their duties and responsibilities and that they comply with all applicable laws and regulations.

In accordance with Federal law and as defined in this policy, a whistleblower is an employee who reports an activity that he or she considers to be illegal or dishonest to one or more of the parties specified in this policy. The whistleblower is not responsible for investigating the activity or for determining fault or corrective measures.

Some examples but not a complete list of illegal or dishonest activities that are considered to be illegal or dishonest practices include: conduct that is criminal, fraudulent, or violates any federal, state, or local laws including harassment, discrimination or human rights violations, billing for services not performed or for goods not delivered and other fraudulent financial reporting.

If any employee reasonably believes that any policy, practice or activity of GTH violates any law, rule, regulation or a clear mandate of public policy or if any employee becomes aware of any illegal or dishonest activity or other misconduct involving the school's financial or business affairs, he or she should promptly report such concern to the Principal or his or her designee or the Chairman of the Board of Trustees. Concerns may be submitted directly by an employee or on an anonymous basis. All communications will be confidential to the extent reasonably possible. However, identity may have to be disclosed in order to conduct a thorough and fair investigation and to comply with applicable law.

This policy is intended to encourage employees to raise concerns for investigation and appropriate action, but employees must exercise sound judgment to avoid baseless allegations. With this goal in mind, no employee who, in good faith, reports a concern shall be subjected to retaliation as a result of that report. The right of a whistleblower for protection against retaliation does not include immunity for any personal wrongdoing that is alleged and investigated.

Employees with any questions regarding this policy should contact the Director of Operations.



**7.7. ACKNOWLEDGMENT OF DIVERSITY, DISCRIMINATION AND
HARRASSMENT SECTION**

By signing below, I acknowledge that I have read the section named above and have asked any questions that this section may have raised for me. Additionally, should new questions come up, I will reach out to my supervisor to address these questions.

I will abide by all the procedures and policies in this section.

Employee Signature

Date



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8. EXPLANATION OF BENEFITS

8.1. RESERVATION OF RIGHTS

GTH has established a variety of employee benefit programs designed to assist employees.

GTH reserves the right to alter the benefits package made available to employees at any time, consistent with applicable laws. Each employee will be notified of any alteration in the benefits package.

If any information contained in this handbook contradicts any of the information contained in the Summary Plan Documents (SPD), or in these master contracts or master plan documents, the SPDs, master contracts, or master plan documents, as the case may be, shall govern in all cases.

8.2. ELIGIBILITY FOR BENEFITS

As a full-time employee you are eligible for all of the benefits offered by GTH, provided you meet the eligibility requirements for each particular benefit. Coverage is available to you and your dependents as defined in the benefit explanation materials.

Part-time employees working less than 30 hours per week on a regular basis will be eligible only for those benefits specifically outlined by the school and as required by law.

Temporary employees are not eligible for benefits.

Under the Patient Protection and Affordable Care Act (PPACA), a full-time employee is defined as someone who has on average at least 30 hours of service per week, which equates to 130 hours per month. Under the shared responsibility provisions of the PPACA, large employers must offer full-time employees and their dependents affordable, minimum essential health care coverage.

If GTH is uncertain whether an employee will have on average at least 30 hours of service per week or 130 hours per month, we will use a "standard measurement period" of 12 months to make this determination defined by the health insurance plan benefit year. A standard measurement period is a designated period used to ascertain whether an ongoing variable or seasonal employee is full-time and eligible for health care coverage.

8.3. INSURANCE PLANS

GTH offers a Section 125 Plan that enables employees to contribute to certain types of benefits through pretax deductions from their wages. The employee's costs for the selected benefits are deducted prior to federal, state, and local income taxes, and prior to deductions for Social Security and Medicare taxes. These benefits are "use it or lose it." Unused amounts at the end of the year will be lost.

The Principal with input from the Directors of Finance and Operations and authorization from the Board of Trustees will select insurance plans that the organization will provide to each full-time regular Employee, which may include more than one option of provider or provider network.

Employee deductions for coverage will be required and will vary depending upon the level of coverage selected by the Employee (individual, individual plus spouse, family, etc.). Employee contributions



toward insurance coverage will be withheld automatically from the employee's paycheck, in an amount in accordance with a schedule maintained by the Director of Finance and disclosed at hire, during open enrollment and when an employee has a qualifying event. Employees will be required to sign a deduction approval form prior to withholdings being made from the employee's paycheck.

Employees will be presented with summary plan documents at hire, during open enrollment and as requested.

To review insurance and benefit options offered by the GTH, please contact the Director of Operations to view the summary plan description for each benefit.

Employee questions regarding all insurance plans should be directed to the Director of Operations.

8.4. SHORT TERM DISABILITY INSURANCE

GTH provides short-term disability insurance for all eligible employees covered by the employer. Please refer to the summary plan descriptions for more information.

Please see the Director of Operations for information related to this coverage.

8.5. QUALIFYING LIFE EVENT

For plans governed by the rules of Section 125 of the Internal Revenue Code you cannot change your plan elections during a calendar year unless you or your dependent(s) experience a Qualifying Life Event. Please notify the Director of Operations as soon as possible, but no later than 30 days from the date of the event that you will need to make a change to your benefit structure. Documentation of the event will be required in order to process the change.

A Qualifying Life Events as defined by IRS Section 125 include but are not limited to:

- Change in your legal marital status
- Change in your number of tax dependents
- Birth of a child or date you adopt a child, or placement for adoption
- Death of a dependent
- Change in your dependent's eligibility
- Change in employment status that affects eligibility for health insurance benefits

A dependent is anyone you claim on your federal income tax return or someone who jointly files a federal income tax return with you or who is your child under the age of 26. If you or your dependents experience an event, you may enroll or change your current election, however, your requested change must be consistent with the event that prompted the election change.



8.6. UNEMPLOYMENT INSURANCE

GTH pays taxes to provide state-mandated income protection for employees in certain circumstances, subject to all applicable federal and state laws, rules and regulations, if they should become unemployed.

8.7. WORKERS' COMPENSATION INSURANCE

Injuries resulting from accidents that occur while performing official duties are covered by Workers' Compensation Insurance. GTH will carry all applicable coverage to protect employees as required by law.

Any employee who suffers a work related injury must report such injury to their supervisor immediately and submit a NYS Workers' Compensation Board Form C-3 to the Director of Operations as soon as possible. The employee must seek medical treatment and follow up care if required. All paperwork will promptly be submitted to the Workers' Compensation Insurance Board. Similarly, employees are expected to complete documentation required for claims in a timely manner.

Any person who knowingly makes or presents a false statement or representation or fails to disclose a material fact for the purpose of influencing any determination regarding the payment of benefits, whether for oneself or for any other person is guilty of a felony.

8.8. RETIREMENT BENEFITS

GTH maintains a 401(k) plan for eligible employees. Please contact the Director of Operations to view the Summary Plan Description for more information.

8.9. DECLINATION OF BENEFITS

Any employee who wishes not to accept any of the insurance benefits offered is required to submit a declination in writing to the Director of Operations at the time of hire and during open enrollment.

8.10. COBRA

If you or your covered dependents lose group health insurance coverage (or of any other benefit that is covered by COBRA as defined by the law) as a result of your termination of employment, reduction in hours of employment, death, divorce or cessation of dependent status (a "qualifying event") each of you is eligible to temporarily continue coverage at your own cost. This continuation is commonly referred to as the Consolidated Omnibus Reconciliation Act or COBRA Benefits. Please notify the Director of Operations within 60 days of a qualifying event that involves birth, death, divorce, or cessation of dependent status. You will be notified of your rights to receive COBRA benefits at the time of the qualifying event and will have 60 days to elect coverage. Please refer to the "General Notice of COBRA Continuation Rights" provided to you when you first became enrolled in our group health plan.



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8.11. ACKNOWLEDGMENT OF EXPLANATION OF BENEFITS SECTION

By signing below, I acknowledge that I have read the section named above and have asked any questions that this section may have raised for me. Additionally, should new questions come up, I will reach out to my supervisor to address these questions.

I will abide by all the procedures and policies in this section.

Employee Signature

Date



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9. REIMBURSEMENTS AND CREDIT CARD USAGE

9.1. GENERAL REIMBURSEMENT

Employees are eligible for reimbursement from GTH for expenses reasonably incurred while conducting official business. To be eligible for any expense reimbursement, your activity must be approved in writing by the Principal or his or her designee prior to the event which you are purchasing for is taking place. All prior requests for reimbursement must be submitted to the Principal or his or her designee for approval at least ten (10) business days prior to the event causing the need for reimbursement.

No employee should spend his or her personal funds on any items for GTH without receiving approval to do so.

9.2. TRANSPORTATION & LODGING REIMBURSEMENT

GTH does reimburse for previously approved costs incurred by the employee with transportation to and from offsite locations for overnight stay while at approved offsite events. When traveling, the most reasonable mode and class of travel (considering factors such as cost, time efficiency and convenience) should be selected by each employee at all times. If air travel or hotel stay is required, all costs should be approved by the Principal or his or her designee prior to arrangements being finalized. All expenses must be accompanied by receipts, listed on the Reimbursement Form, and submitted to the Director of Finance to receive reimbursement.

GTH will not reimburse for phone calls made associated with lodging. Employees are expected to use cell phones to make calls while traveling.

GTH will not reimburse for hotel amenities above and beyond basic room fees. Employees may choose additional amenities during their stay but should not submit those items for reimbursement.

9.3. MEAL REIMBURSEMENT

GTH will reimburse the employee for reasonable previously approved meal expenses incurred by the employee while in approved travel status. For the purposes of this policy, the employee will be expected to pay for meals that they would normally pay for during the course of their normal employment. For example, employees generally are responsible for providing their own lunch during the course of a normal day, so they will still be expected to follow through with this practice while in travel status. Meals above and beyond this guideline will be considered for reimbursement.

The amount that the GTH is willing to reimburse will be up to \$40.00 per day. All expenses must be accompanied by receipts, listed on the form provided by the organization, and submitted to the Director of Finance to receive reimbursement. All expenses should be reasonable and appropriate.



9.4. MILEAGE REIMBURSEMENT

Employees are eligible for reimbursement from the organization for business use of their personal vehicle while in travel status and on official business for the organization. To be eligible for reimbursement, travel status must be approved and granted by the Principal or his or her designee. Regular commuting time and mileage are not to be reimbursed. Some positions do require travel between other Charter Schools within the City of Albany. This also will not be reimbursed, as it is an expectation of your job to work collaboratively. Additionally, employees will only be reimbursed for travel that is required by their position and not those events that are of the employee's choosing to attend. Authorized travel will be reimbursed at the rate of \$0.545 per mile. All travel should be listed on the form provided by the organization and be submitted to the Director of Finance for reimbursement.

9.5. TUITION REIMBURSEMENT

As a benefit of being an employee at GTH you may be entitled for tuition reimbursement to complete coursework that is directly relevant to your position. Tuition Reimbursement is directly related to fund availability and will only be available when we determine that it is fiscally feasible for this benefit to be offered.

Reimbursement will be made at 50% of the cost per credit at the rate that is currently charged at the closest public learning institution, The University at Albany.

Employees must receive a letter grade of "B" or better to be eligible for reimbursement. In the case of pass/ fail classes, a grade of passing is required to qualify.

To qualify for this benefit, you must submit your intent to file for tuition reimbursement prior to the commencement of the course to the Principal or his or her designee. Forms not received prior to the course will not be considered. Additionally, you must show successful completion of the course within 30 days of the end the course to request reimbursement.

As a condition of this benefit, employees MUST agree in writing to continue employment for a period of one year after completion of the course. Failure to meet this requirement will require tuition reimbursement to be repaid to the employer for any payments made to the employee.

9.6. CREDIT CARD USAGE

Employees may be issued a credit card or allowed to use a business credit card subject to the discretion of the Principal or his or her designee. No employee is allowed to charge personal expenses of any kind to any organization credit card. Each employee authorized to and making charges on the organization's credit card is required to provide the Director of Finance timely accounting of such charges, including all necessary receipts and justification for such expenditures. All purchases must be pre-approved on a Credit Card Usage Authorization Form by the Principal or his or her designee. Employees that do not provide timely proof of charges may be subject to revocation of their card.



**9.7. ACKNOWLEDGMENT OF REIMBURSEMENTS AND CREDIT CARD USAGE
SECTION**

By signing below, I acknowledge that I have read the section named above and have asked any questions that this section may have raised for me. Additionally, should new questions come up, I will reach out to my supervisor to address these questions.

I will abide by all the procedures and policies in this section.

Employee Signature

Date



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10. SAFETY

10.1. GENERAL SAFETY

The health and safety of employees and others on organization property are of critical concern to GTH. To this end, we must rely upon employees to ensure that all areas are kept safe and free of hazardous conditions. Employees should report any unsafe conditions or potential hazards to a supervisor immediately, even if the problem appears to be corrected.

Periodically, GTH may issue rules and guidelines governing workplace safety and health. All employees should familiarize themselves with these rules, as strict compliance will be expected.

10.2. BUILDING HOURS

For safety reasons, employees are only allowed in the building during approved hours which are between 6:00 a.m. and 9:00 p.m. on weekdays. The building is closed on weekends. When school is not in session, but the building is open, the approved hours are between 6:00 a.m. and 9:00 p.m.

10.3. PARKING LOT SAFETY

You are encouraged to use the parking areas designated for our employees. Remember to lock your car every day and park within the specified areas. Always be aware of your surroundings and mindful of your own personal safety when walking alone.

Courtesy and common sense in parking will help eliminate accidents, personal injuries, and damage to your vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have, to the Director of Operations. If necessary, contact the local authorities to have a police report taken in case of car insurance activity.

GTH cannot be and is not responsible for any loss, theft, or damage to your vehicle or any of its' contents.

10.4. GENERAL HOUSEKEEPING

Neatness and good housekeeping are signs of efficiency. You are expected to keep your space neat and orderly at all times. It is a required safety precaution.

If you spill a liquid, clean it up immediately. Do not leave materials, or other objects on the floor that may cause others to trip or fall. Keep aisles, stairways, exits, electrical panels, fire extinguishers, and doorways clear at all times.

Easily accessible trash receptacles and recycling containers are located throughout the building. Please put all litter and recyclable materials in the appropriate receptacles and containers. Keep sharp objects and dangerous substances out of trashcans. Items that require special handling should be disposed of in approved containers.

Please report anything that needs to be repaired or replaced to the Director of Operations immediately.



10.5. ACCIDENT PREVENTION

Accident prevention and the safety and health of our employees are a priority. We recognize our responsibility to provide a safe and healthy environment. Please help us by keeping your workspace clean and neat at all times, avoid lifting anything that appears too heavy, learn the fire safety plan, and always keep exits clear of obstructions. Most importantly, use common sense when you encounter a situation that is dangerous or presents harm.

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the Director of Operations. If you or another employee is injured in a manner that requires emergency medical attention, you should contact outside emergency response agencies.

The school is required to keep records of all occupational illnesses and accidents. OSHA provides for your right to know about any health hazards that might be present on the job. Should you have any questions or concerns, contact the Director of Operations for more information.

10.6. FIRE PREVENTION

Know the location of the fire extinguisher in your area and make sure it is kept clear at all times. Notify the Director of Operations if an extinguisher is used or if the seal is broken. Keep in mind that extinguishers that are rated ABC can be used for paper, wood, or electrical fires. Make sure all flammable liquids, such as alcohol, are stored in approved and appropriately labeled safety cans and are not exposed to any ignition source.

If you are aware of a fire, you should follow R.A.C.E. protocol.

- **Rescue:** When you discover a fire, rescuing people in immediate danger is top priority. Follow evacuation procedures when leaving the building.
- **Alarm:** Sound the fire alarm, call 911 immediately and notify leaders in the building.
- **Confine:** Confine the fire. Close all doors and windows. If possible put damp towels under doorways to ensure that smoke does not seep out of the confined area.
- **Extinguish:** Small fires may be smothered or extinguished by employees who are knowledgeable in the correct use of fire extinguishers.

Regular drills will take place to ensure that all employees fully understand all fire safety protocol.

10.7. EMERGENCY PROCEDURES

In the case of an emergency, the Principal or his or her designee will be responsible for calling the appropriate authorities. If you are advised to evacuate the building, you should stop all work immediately and follow that directive. Make sure all individuals are accounted for and proceed to your designated exit. It is critical to the safety of all employees and students that we know who is in the building and who should be accounted for in case of an emergency. The Principal or his or her designee will be responsible for the headcount when outside the building. Exit quickly, but do not run. Do not stop for personal belongings. Be present and accounted for during roll call. Do not re-enter the building until instructed to do so.

In certain emergency situations, it will be necessary not to evacuate, but to shelter in place. This means to take immediate shelter where you are. It may also mean to seal the room or in other words, take steps to



prevent outside air from coming in. This could be because of danger in the building or because of chemical or radiological contaminants. It is important to listen to directives to understand whether we wish you to merely remain indoors or to take additional steps for protection.

10.8. SAFETY INSPECTIONS

To ensure safety and security, GTH reserves the right to question and inspect or search any employee or other individual entering onto or leaving the premises. The inspection or search may include any packages or items that the individual may be carrying, including briefcases, handbags, knapsacks, and shopping bags. These items are subject to inspection and search at any time, with or without prior notice. We may also require employees while on the job or on the premises to agree to reasonable inspection of their personal property or their person. The individual may be requested to self-inspect his or her personal property or person by displaying the contents of any packages and/or turning out his or her pockets in the presence of a representative, typically a management employee of the same gender. We will not tolerate an employee's refusal to cooperate in these procedures.

10.9. VIOLENCE IN THE WORKPLACE

Acts of violence will not be tolerated. Any instances of violence must be reported to the Principal or his or her designee immediately. Complaints will be fully investigated, and we will promptly respond to any incident or suggestion of violence

GTH believes it is important to establish a clear policy that addresses weapons in the workplace. All persons who enter our property are prohibited from carrying a handgun, firearm, knife, or other weapon of any kind regardless of whether the person is licensed to carry the weapon or not. Weapons are strictly prohibited on GTH property.

The only exception to this policy will be police officers, security guards or other persons who have been given written consent to carry a weapon on the property.

10.10. CHILD ABUSE REPORTING

New York State laws require that certain professionals, including school officials, teachers, mental health professionals, social workers and psychologists must report suspected cases of child abuse and neglect when the child coming before them in their professional capacity presents information, which, if true, would cause that child to be an abused or neglected minor. The law also extends to situations in which information regarding suspected abuse or maltreatment stems solely from parental disclosures in the absence of the child coming before the staff member of the school. The latter is a common manner in which information regarding suspected child abuse or maltreatment reaches the attention of an employee.

When it is necessary to make a report, such report shall be submitted without regard to whether the parent (or child) consents to such reporting. All suspected cases are to be reported in accordance with the procedures outlined in the following policy statement.

In compliance with New York State law, mandated reporters of child abuse in New York State, must directly report suspicions of child abuse to the Statewide Central Register for Child Abuse and Maltreatment to 1-800-342-3720. Mandated reporters need not seek consent or approval before making a report.



In accordance with the law, we will not take retaliatory personnel action against an employee who believes that he or she has reasonable cause to suspect that a child is an abused or maltreated child and then makes a report in accordance with the law.

Persons reporting in good faith with concern for the welfare of a child shall be granted immunity from any civil or criminal liability.

Failure to report a suspected case of child abuse or maltreatment constitutes a Class A misdemeanor. Knowingly and willfully failing to report is cause for civil liability for damages proximately caused by such failure.

NYS Social Services Law defines abuse and maltreatment. Below is a summary of those definitions. This is not an all-inclusive list. Please contact the Statewide Central Register if you suspect child abuse, but the particular situation is not explicitly detailed below.

Physical abuse is defined as inflicting or allowing to be inflicted physical injury by other than accidental means or creating or allowing to be created a substantial risk of physical injury to such child by other than accidental means.

Sexual abuse is defined as a child less than 18 years of age whose parent or other person legally responsible for the child's care commits or allows being committed a sex offense against such child, as defined in the penal law.

Corroboration requirements in the penal law no longer apply.

Maltreatment is defined as the failure of a child's parent or other legal guardian to exercise a minimum degree of care resulting in the impairment of physical, mental, or emotional condition of a child.

Sexual maltreatment is defined as the sexual abuse of a child or failure to exercise a minimum degree of care or when a child is exposed to sexual activity or exhibitionism for the purpose of sexual stimulation or gratification of another.

New York State law is silent on the issue of reporting past incidents of child abuse or maltreatment. However, the spirit of the law is to protect the child and to prevent abuse or maltreatment. If there is good reason to believe based on a history that there will be a future act of child abuse or maltreatment, the situation should be reported.

10.11. DRUG AND ALCOHOL USE

Consistent with our efforts to promote health and safety and protect the interests of our employees and the organization, we cannot allow anyone to use, possess, distribute, manufacture, purchase, or be under the influence of alcohol or illegal drugs, intoxicants, or controlled substances at any time on organization premises, in organization vehicles, or while on business. Accordingly, the use of alcohol and the illegal use of drugs, intoxicants, or controlled substances while on organization property or while working on business are strictly prohibited.

GTH may require drug or alcohol testing when a reasonable suspicion exists that any employee is under the influence of alcohol or any illegal drug, intoxicant, or controlled substance while on the job, or is otherwise in violation of this policy. Reasonable suspicion means suspicion based on information regarding the appearance, behavior, speech, attitude, mood, and breath odor of any employee.



Additionally, we may require testing when any employee is found in possession of alcohol or any illegal drug, is intoxicant, or under the influence of drugs, or when required by a state or federal law or regulation. Test results will be kept as confidential as possible.

Employees suspected of possessing alcohol, illegal drugs, intoxicants or controlled substances are subject to inspection and search, with or without notice.

Any employee who is using prescription or over-the-counter drugs that may impair his or her ability to safely perform the job or may affect the safety or well-being of others must submit a physician's statement that the prescription drug use will not affect job safety. Nothing contained in this policy is intended to violate or interfere with individual rights under the law.

We will have occasion that students in our care may need to receive prescription or over the counter medications. A Registered Nurse should administer all medications to students with written parental consent. Employees should not condone or knowingly allow students to receive a medication that does not expressly follow this policy. If you are aware that this is going on, it must be reported to the Principal immediately.

GTH will attempt to reasonably accommodate employees with chemical dependencies if they voluntarily wish to seek treatment or rehabilitation. Employees desiring that assistance should request an unpaid treatment or rehabilitation leave of absence.

GTH is also not obligated to re-employ any person who has participated in treatment or rehabilitation if that person's job performance remains impaired as a result of dependency. Employees who have had an opportunity to seek treatment or rehabilitation and are involved in any further violations of this policy will not necessarily be afforded a second opportunity to seek treatment or rehabilitation.

GTH is covered by the Federal Drug-Free Workplace Act and seeks to maintain a drug- free workplace. As a covered employer, we must certify to the contracting government agencies that we will provide a drug-free workplace in connection with the performance of its government contracts.

10.12. DRUG FREE WORKPLACE ACT COMPLIANCE

GTH strictly prohibits the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance. Employees who violate this rule will be subject to discipline, up to and including termination. This policy applies to all employees, including, but not limited to managers, supervisors, full-time, part-time and temporary employees.

In accordance with the Drug-Free Workplace Act of 1988, GTH will provide a drug-free workplace by ensuring employees are aware of and will abide by the following:

Employees must, as a condition of employment, report any conviction under a criminal drug statute for violations occurring in the workplace. A report of a conviction must be made to the Principal or his or her designee within five days of the conviction. Within ten days of learning about an employee's conviction, GTH will notify the contracting or granting agency of the employee's criminal drug statute conviction.



After learning of an employee's conviction, GTH will promptly, in its sole discretion, either:

- Discipline the employee, up to and including termination of employment; or
- Require the employee to satisfactorily participate in and complete a drug abuse assistance or rehabilitation program approved for those purposes by Federal, State, or Local health, law enforcement, or other appropriate agency.

Each employee, as a condition of employment, shall sign an Employee Notification Statement that sets forth the requirements of the Drug-Free Workplace Act.

GTH maintains a Drug-Free Awareness Program to educate employees about the policy of maintaining a drug-free workplace, the dangers of drug abuse, available drug counseling and rehabilitation programs, and penalties that may be imposed on employees for drug abuse violations. Employees will be provided information about the Drug-Free Awareness Program on an annual basis.

GTH will make ongoing good faith efforts to maintain a drug-free workplace by implementing the above requirements. Any questions regarding our drug-free workplace compliance efforts should be directed to the Director of Operations.

10.13. VISITORS AT WORK

This policy is in place to minimize disruptions to the daily activity of the school as well as keep the students and facility safe. This policy is for all visitors including former employees, students, family members of an employee or parents regardless if it is before, during or after school unless there is an open school function.

All visitors to the workplace must enter through the front door and sign in at the front desk. No visitors should enter or be allowed in through any other doors of the school. The school requests that all visitors supply a 48-hour notice before arriving by either emailing at frontdesk@greentechhigh.org or calling 518-694-3400. It is understood that this is not always possible, and the school will accommodate those requests on a case by case basis. The school does have the right to deny access to the school.

If an employee encounters a person who is unfamiliar and unaccompanied, the employee should ask them whom they are there to see and then accompany the person to the front desk in order for them to be properly processed as a visitor. Employees who wish not to approach the unaccompanied person should report the person's presence to the front desk.

For the safety of all individuals and to prevent any disruption of school activities, visits should be brief.

10.14. COVID SAFETY GUIDELINES

SECTION 1: Employee Personal Responsibilities

- 1) Employees need to take steps to protect themselves.
- 2) It is critical that individuals NOT report to work while they are experiencing illness symptoms such as fever of 100.4 or higher (or local jurisdiction), cough, shortness of breath or difficulty breathing, dry cough, body aches, chills, or fatigue, or loss of sense of smell and/or taste.
 - a) Workers should NOT return to work until at least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications and



- improvement in respiratory symptoms (e.g., cough, shortness of breath); And,
- b) At least 7 days have passed since symptoms first appeared
 - 3) Individuals should seek medical attention if they develop these symptoms.
 - 4) In order to return to work after experiencing any of these symptoms, personnel must produce a doctor's note or a negative COVID-19 test result.
 - 5) If you feel sick, uncomfortable, or unsafe, please stay home.

SECTION 2: Social Distancing

- 1) Work in occupied areas should be limited to only those tasks that are strictly necessary.
- 2) Limit physical contact with others. Increase personal space (to at least 6 feet, where possible).
- 3) Limit in-person meetings and replace them with phone or online meetings.
- 4) Take breaks and lunch in shifts to reduce the size of the group in the lunch area at any one time to less than 10 people, ultimately maintaining 6 feet distance between individuals.
- 5) Hand-shaking and other contact greetings are strongly discouraged.
- 6) Social distancing should be used when possible. Social distancing signage should be placed in all areas, elevators, stairs, and meetings areas. When walking up or down flights of stairs, limit contact with others.

SECTION 3: General Jobsite / Office Practices

- 1) Employers should check CDC recommendations frequently and update safety plans accordingly.
- 2) A single point of contact should be identified by the Principal for the implementation of all COVID-19 guidance. This individual will be responsible for implementation of all COVID19 Recommended Protocols.
 - a) Employers should consider designating a representative to monitor for signs of illness in the workplace, and if someone is showing symptoms, ask them to leave. They should NOT be allowed to enter any occupied area before leaving.
 - b) Employers should consider designating a trained and qualified professional (i.e. EMTs, nurses, paramedics, etc.) to take employees' temperatures with a digital, noncontact, medical grade thermometer. If a contact thermometer is needed, it must be properly disinfected between uses. Note that some people with COVID-19 may not have a fever, so this should not be the only means of detection.
- 3) If an employee is well but someone in their immediate household is diagnosed with COVID-19, they should notify their supervisor.
- 4) If an employee is confirmed to have COVID-19, inform fellow employees of possible exposure to COVID-19 in the workplace, but maintain confidentiality as required by the Americans with Disabilities Act (ADA). Ask the affected employee to identify those other employees whom he/she came into contact with before the employee departs. Employees who worked in close proximity (3- to 6- feet) to coworker with confirmed COVID-19 should also be sent home.
- 5) Attendance at safety meetings should be communicated verbally and a manager will sign in each attendee. Employees should not pass around a sign-in sheet or mobile device (iPad, tablet, or mobile phone) to confirm attendance.
 - a) iPad and mobile device use should be limited to a single user.
- 6) Communicate key CDC recommendations (and post signage where appropriate) to your staff



and tradespeople:

- a) [How to Protect Yourself](#)
 - b) [If You are Sick](#)
 - c) [COVID-19 Frequently Asked Questions](#)
 - d) Place posters that encourage [staying home when sick, cough and sneeze etiquette](#), and [hand hygiene](#) at the entrance to your workplace and in other workplace areas where they are likely to be seen.
- 7) Workers will be required to answer questions related to personal health conditions. Additionally, personnel may be temperature scanned daily prior to accessing a project by a trained and qualified professional in the safe use and interpretation of thermometers (i.e. EMTs, nurses, paramedics, etc.). Temperature scanning may continue for the foreseeable future.
- a) Screening Question Process - Supervisors should ask the following questions to all employees prior to entering the jobsite. If they answer "yes" to any, they should be asked to leave the jobsite immediately.
 - i) Have you been in close contact with a person that has shown signs/symptoms, or been diagnosed with COVID-19?
 - ii) Has anyone in your household, been in close contact with a person that is in the process of being tested, has shown signs/symptoms, or been diagnosed with COVID-19?
 - iii) Have you been medically directed to self-quarantine due to possible exposure to COVID-19?
 - iv) Are you having trouble breathing or have you had flu-like symptoms within the past 72 hours, including: fever, dry cough, shortness of breath, sore throat, body aches, chills, loss of taste or smell, or fatigue?
 - b) Temperature Scanning - If required by site and if "no" to all questions: Step in and extend arm to get reading, then step away to show the results. If over 100.4, they cannot enter the site. Refer to them to your site contact. (NOTE: Follow host/owner rules. Follow thermometer instructions and recognize precision of reading range.)
 - c) Anyone asked to leave should NOT return to work until at least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath); And, at least 7 days have passed since symptoms first appeared.
 - d) In order to return to work after experiencing any of these symptoms, personnel must produce a doctor's note or a negative COVID-19 test result.
- 8) Do not congregate in lunch areas, and wipe all common areas with appropriate disinfectant.
- 9) Do not share school supplies. When sharing is necessary, wipe down with proper disinfectant first.

SECTION 4: Sanitation and Cleanliness

- 1) Promote frequent and thorough hand washing with soap and running water for at least 20 seconds. Hand washing stations are recommended to help prevent the spread of COVID-19. Employers should also provide hand sanitizer when hand washing facilities are not available. Hand washing stations or hand sanitizer should be provided at all access points, hoists, elevators, restrooms, etc.
 - a) All workers should wash hands often, especially before eating, smoking, or drinking, and



- after blowing your nose, coughing, or sneezing. Workers should refrain from touching their face.
- b) Providing hand sanitizer is acceptable in the interim between availability of hand washing facilities.
- 2) Disinfect frequently touched surfaces within the workplace multiple times each day.
 - a) Disinfectant wipes should be available and used to wipe down any surfaces (doorknobs, keyboards, remote controls, desks) that are commonly touched periodically each day.
 - b) Double check that hand sanitizer dispensers are filled.
 - c) Break/lunchrooms should be cleaned at least twice per day.
 - d) Employees performing cleaning will be issued proper PPE, such as nitrile gloves and eye or face protection as needed.
 - e) Maintain Safety Data Sheets (SDS) of all disinfectants on site.
 - f) Follow the CDC guidelines on use and types of disinfectants.
 - 3) Employers should encourage employees to cover their noses and mouths with a tissue (or elbow or shoulder if a tissue is not available) when coughing or sneezing. Wash your hands after each time you cough, sneeze, or blow your nose, and any time before touching your face or food.
 - 4) Do not use a common water cooler. Provide individual water bottles or instruct workers to bring their own.
 - 5) Instruct workers to change work clothes prior to arriving home; and to wash clothes in hot water with soap.
 - 6) Utilize disposable hand towels and no-touch trash receptacles.
 - 7) Avoid cleaning techniques, such as using pressurized air or water sprays that may result in the generation of bioaerosols.

SECTION 5: Personal Protective Equipment (PPE)

- 1) Gloves: Gloves are recognized as a means of possibly preventing contact spread. The type of glove worn should be appropriate to the task. If gloves are not typically required for the task, then any type of glove is acceptable.
- 2) Eye protection: Eye protection may be a means of preventing exposure and should be worn at all times.
- 3) The school will provide and direct employees to wear face masks. For tasks performed within 6 feet of another person, face masks must be worn. Please consult a professional for respiratory protection guidance.
- 4) Do not share personal protection equipment (PPE).
- 5) Sanitize reusable PPE per manufacturer's recommendation prior to each use.

SECTION 6: Visitors

- 1) Restrict the number of visitors to the school, in classrooms or offices.
- 2) All visitors, deliveries and delivery personnel are subject to the same criteria and guidelines as regular onsite personnel to access the jobsite: including social distancing, hand washing, temperature scanning when applicable, and health questions. Using the same questions as field personnel recognized above under Section 3 General Jobsite/Office Practices, number 7.

The Covid-19 Safety Guidelines will be updated as more information develops.



10.15. ACKNOWLEDGMENT OF THE SAFETY SECTION

By signing below, I acknowledge that I have read the section named above and have asked any questions that this section may have raised for me. Additionally, should new questions come up, I will reach out to my supervisor to address these questions.

I will abide by all the procedures and policies in this section.

Employee Signature

Date



Intentionally Left Blank



HANDBOOK ACKNOWLEDGEMENT:

I hereby acknowledge receipt of the Employee Handbook for School Year 2018- 2019.

The employee handbook describes important information about Green Tech High Charter School. I understand that I should consult the Principal regarding any questions not answered in the handbook.

I have entered into my employment relationship voluntarily and acknowledge that there is no specified length of employment. Accordingly, either the employee or the employer can terminate the relationship at will, with or without cause, at any time, so long as there is not violation of applicable federal or state law. Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. No employee of Green Tech High Charter School can enter into any employment contract for a specified period of time or make any agreement contrary to this policy without written approval from the Board of Trustees.

This handbook and the policies and procedures contained herein supersede any and all prior practices, oral or written representations, or statements regarding the terms and conditions of my employment with the school. By distributing this handbook, Green Tech High Charter School expressly revokes any and all previous policies and procedures that are inconsistent with those contained herein.

I understand that any and all policies and practices may be changed at any time and the school reserves the right to change my hours, wages and working conditions with adequate prior notice. I understand that revised information may supersede, modify or eliminate existing policies. I understand that only the Board of Trustees has the ability to adopt any revisions to the policies in this handbook.

In accordance with this handbook, I recognize and will abide by the school’s physical contact policy that prohibits staff from making physical contact with students. The policy is to ensure the safety of both the students and the staff.

I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

Employee's Signature

Employee's Name (Print)

Date

Complaint Form



If you believe that you have been subjected to sexual or other form of workplace harassment, you are encouraged to complete this form and submit it to your immediate supervisor. You will not be retaliated against for filing a complaint.

If you are more comfortable reporting verbally or in another manner, your employer should complete this form, provide you with a copy and follow its sexual harassment prevention policy by investigating the claims as outlined at the end of this form.

For additional resources, visit: ny.gov/programs/combating-sexual-harassment-workplace

Name:

Work Address:

Work Phone:

Job Title:

Email:

Select Preferred Communication Method: Email Phone In person

SUPERVISORY INFORMATION

Immediate Supervisor's Name:

Title:

Work Phone:

Work Address:



COMPLAINT INFORMATION

1. Your complaint of Sexual or other Harassment is made about:

Name:

Title:

Work Address:

Work Phone:

Relationship to you: Supervisor Subordinate Co-Worker Other

2. Please describe what happened and how it is affecting you and your work. Please use additional sheets of paper if necessary and attach any relevant documents or evidence.

3. Date(s) sexual or other harassment occurred:

Is the sexual or other harassment continuing? Yes No

4. Please list the name and contact information of any witnesses or individuals who may have information related to your complaint:

The last question is optional, but may help the investigation.

5. Have you previously complained or provided information (verbal or written) about related incidents? If yes, when and to whom did you complain or provide information?

If you have retained legal counsel and would like us to work with them, please provide their contact information.

Signature: _____ Date: _____





R-13a - Partner Organizations

Statement of principle:

Both parties to this agreement value the intersection between practice and scholarship. Scholarship-informed practice can be more effective in the deployment of school resources. An academic climate grounded in practice can avoid the too often stereotyped isolation of the Ivory tower.

Background:

St. John Fisher College has been committed in its mission and its practice to a scholar-practitioner model in all of its professional schools, and other programs, as appropriate. The college has made a serious commitment to experiential learning college wide. It has devoted funds to support students engaged in such learning and employs an experiential learning coordinator. Experiential learning was a major point of emphasis by the president this year in a letter by the president to the faculty, college community, and alumni.

The School of education has emphasized school partnerships and college-student participation in schools for decades. Together with the School of Nursing, the Education School has fashioned a program that offers a “Trauma-informed” core. The research on the corrosive influence of cortisol and other stress-induced hormones, and the all-too-often cultural and material deprivation experienced by children in poverty demands a fresh approach to pedagogy in schools with large clusters of children emerging from poverty.

It is the intent of the new Green Tech Rochester Elementary Charter School to serve many such children, largely from the City of Rochester. Sadly, the current data about the success of many Rochester schools, and even nationally, are not encouraging, particularly for male minority students in poverty.

So, the new charter school could become a living laboratory for developing a new educational pattern of practice. Members of the faculty at St John Fisher could contribute to, or even research themselves, effective practices with this underserved population. Green Tech in Albany, the organizing model for this new charter school has earned a well-deserved reputation as a school that breaks the mold of serving the statistically least successful students in the State of New York: minority male students raised in poverty. Its success has developed a national reputation and propelled its Director, Dr. Paul Miller, into a popular author and speaker on designing effective schools for this population.



The fact that the Director of Green Tech, Dr. Paul Miller is an alumnus of both St John Fisher's Masters of School Leadership Program, and St. John Fisher's Executive Leadership Doctoral Program makes the proposed Pilot Program even more compelling for St John Fisher.

Description:

Like the Founding Green Tech School in Albany, the proposed Green Tech Charter School in Rochester would be responsible for educating students who are predominantly urban, male, and minority students. This partnership would encourage a system to share that heroic act with interested School of Education faculty and students.

St John Fisher Education Students in teacher preparation and educational administration students will be allowed to gain experience as volunteers, observers, and student-teachers or administrative interns in the school or the Green Tech School in Albany. The Education faculty will have the opportunity to volunteer to inform the faculty and staff of Green Tech about research and best practices.

Other faculty at the College, at the faculty member's pleasure, might be consulted about their expertise in a variety of areas, and may even be asked to provide mini-lectures, demonstrations, and laboratory experiments to Green Tech students, whether at Green Tech or on the college campus.

The faculty and administration of Green Tech will make themselves available for in-class discussions for faculty at the college who seek to share such experiences with their students. The college may elect to seek some formal teaching roles from the faculty and or administrative staff if needed and if the qualifications of the Green Tech personnel happen to meet the needs of the college.

Students at Green Tech will have numerous field trips and visits to the College to ensure that a collegiate environment is, for all Green Tech students, comfortable, familiar, and desirable. Such exposure is designed to create a strong interest in higher Education among the Green Tech graduates.

Lastly, GTR and SJFC will establish a teacher pipeline. St. John Fisher and GTR are going to commit to help acquire, teach, train, and support the hiring of more Black male educators and teachers of color. Part of this program will be to specifically look to target and hire qualified Men of color. GTR is going to establish a teacher's training program with the SJFC's School of Education. GTR will use master teachers and administrators, partnered with SJFC professors, classes, and resources to identify Teaching Assistants who want certified teachers. Then GTR and SJFC will work to provide the necessary training to prepare men and people of color to become certified educators. The College agrees to make participation in the Green Tech program a positive factor in admission decisions for aspiring and worthy Green Tech graduates and Educators in the future.



R-13b - Partner Commitment



3690 East Avenue
Rochester, NY 14618
[REDACTED]
<http://soe.sjfc.edu>

February 11, 2022

Dear Dr. Miller,

St. John Fisher College Ralph C. Wilson, Jr. School of Education provides this letter of commitment for Green Tech Rochester to provide candidates from the School of Education to do field experience placements and/or student teaching placements as appropriate, to advise regarding hiring practices of potential candidates from the School of Education, and also to be a thought partner regarding curriculum and pedagogical practices. Our commitment will be on-going as long as it is mutually beneficial to both parties. The School of Education would not receive any compensation for any of these activities.

Sincerely,

Joellen Maples, Dean, Ralph C. Wilson, Jr. School of Education



Social Justice

Diversity • Achievement • Compassion • Knowledge • Service



R-14ad - Governance

a. Board Table - Green Tech Rochester Charter School

Trustee Name	Board Position	Committee Affiliations	Expertise	Voting/Non-Voting
Laura Smith	Member	Not Decided	K12 Education, Business and Entrepreneur	Voting
Joshua Wilcox	Member	Not Decided	Community Activism, Health Education and Nutrition	Voting
Dr. Christine Richards	Member	Not Decided	K12 Education	Voting
Dr. Rita Carol Gaither	Member	Not Decided	Community Activist - Minister, K-12 Educator	Voting
Dr. Joellen Maples	Member	Not Decided	Higher Education	Voting

b. Board Roles and Responsibilities

The educational corporation of Green Tech Rochester Charter school will continue to carry on the same governance functions as the first decade of Green Tech (Albany). These include oversight of finances, leadership, and the school accountability plans via the SUNY charter agreement.

The most prominent elements our board has been proud to oversee have been our instructional quality and the way we engage families. With our numerous accomplishments in family and community engagement in Albany, we firmly believe these major qualities will be carried to Rochester, despite the fact these are two separate boards. The reason will be because we have established these strengths for a full decade plus, earning two consecutive full-term renewals.



c. Education Corporation Board Design

Board Composition

Our GTR board will consist of at least five members. There may come a point in the first operating year when our board will replace founding members with operational board members. This sometimes happens around the transition from planning year to the first students arriving. The skillsets we are seeking with these members will be education, real estate, and legal. Education talent is always welcomed in order to have meaningful policy discussions on pedagogical approaches, teacher recruitment, and other high-level areas. The reason we are seeking real estate and legal board members is because we expect the search for incubation and/or permanent facilities in Rochester to be required expertise.

We will also make certain that no board member receives any financial benefit from any transaction we eventually will take part in. We will meet monthly for twelve meetings per year and utilize the same code of ethics and bylaws that were submitted in our 2020 SUNY Green Tech Albany renewal application.

d. Stakeholder Participation

There will be no changes to the way different stakeholders can participate at the governance level, as they do in Albany. We anticipate strong parent and family input as those choosing single gender models are typically quite committed to their schools. Once authorized, we will have access to Charter School Program (CSP) funds to help retrain our board members to update their knowledge, particularly around topics such as renewal expectations, changes in the charter school landscape, and recent authorizer expectations, as well as the importance of making connections with other charter and district schools.

Committee Structure

GTR's Educational Corporation's Board of Trustees will have an active finance committee that meets four to six times per year. Work done in this committee prevents the entire board from having to labor over sometimes long and laborious finance discussions. Recommendations brought by the finance committee will be brought to the whole board for votes, when necessary. The finance committee handles typical business such as looking at the regular budget to actual spending, revenue updates, as well as considerable time and effort spent during budget season (January through June).

Leader Evaluations

For our first decade, our leader evaluation methods have been collaborative, and intentionally lacked the formality of some other organization's scoring system for leaders. We rely heavily on our leaders to run effective day to day operations and appreciate the large undertaking that involves, so we have tried not to ratchet up the pressure even more by instituting rigorous



scoring metrics. We also understand we have a responsibility for oversight and evaluation of our school leaders. We have chosen to operate in more of a goal-setting approach with our leaders and revisit those goals regularly to assess progress towards meeting them. These are not simply goals pulled from our accountability plans that call for exceeding the district in scoring, or some other academic metric or milestone. Rather, we build our goals with more organic needs, such as improving parent response time for questions, constantly improving attendance or any other example of organizational effectiveness. We feel that accomplishing these types of goals results in academic outcomes that continuously have improved.

Performance Monitoring

GTR and our board and leadership will team to develop a comprehensive dashboard tool that is reviewed at every board meeting. Stakeholders fill out the areas in advance of every board meeting and the dashboard is circulated in advance for review. The dashboard contains important academic, organizational and fiscal data to improve the dialogue at board meetings. The dashboard also has a section on the performance of GTR and their services, in a sign that every entity is accountable, not just the performance of the students.

GREEN TECH HIGH CHARTER SCHOOL

Renewal Charter Exhibit 15
School Bylaws

BYLAWS

OF

GREEN TECH HIGH CHARTER SCHOOL

ARTICLE I: NAME

The name of the Corporation is the Green Tech High Charter School (hereinafter "the Corporation").

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the charter school. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to provisions of applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

GREEN TECH HIGH CHARTER SCHOOL

9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. Interested Persons. Not more than 49 percent of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3-a. Ex-officio trustee(s). At least one seat on the Board shall be reserved for a parent of a child enrolled in the Corporation.

4. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school shall be one (1) year, unless the child leaves the school.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chairman or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chairman or

GREEN TECH HIGH CHARTER SCHOOL

Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: Green Tech High Charter School, One Dudley Heights, Suite 107, Albany, NY 12210; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. A minimum of six Regular Meetings shall be held each year on dates determined by the Board.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chairman, or by any Trustee upon written demand of not less than one-half of the entire Board.

E. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. Notices. Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

GREEN TECH HIGH CHARTER SCHOOL

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee. Trustees other than those in-person or participating by live video-conferencing shall not vote.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the Chairman of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chairman of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees.

2. Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the Chairman of the Board.

3. Authority of Board Committees. The Chairman of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- d. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

GREEN TECH HIGH CHARTER SCHOOL

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a Chairman (hereinafter "Chairman"), Vice Chairman (hereinafter "Vice Chairman"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. **Chairman.** Subject to Board control, the Chairman has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairman shall preside at Board meetings.

2. **Vice Chairman.** If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers and be subject to the same restrictions. The Vice Chairman shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables

GREEN TECH HIGH CHARTER SCHOOL

in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chairman and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

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B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Head of School, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

D. Construction and Definitions . Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,

GREEN TECH HIGH CHARTER SCHOOL

2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

F. Interpretation of Charter. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.



R-14-f - Code of Ethics and Conflict of Interest Policy

Green Tech Rochester Charter School's trustees, officers, and employees shall at all times comply with the letter and spirit of the following Code of Ethics:

1. The board of trustees shall conduct or direct the affairs of the school and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the board's ultimate jurisdiction.
2. Not more than 49 percent of the people serving on the school's board of trustees may be comprised of: (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every trustee has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any trustee shall be excused from the discussion and vote on any matter involving such trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that trustee uniquely; or (d) any other matter at the discretion of a majority of the trustees.
4. The board of 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 or more of the trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the board's general standard of care: a transaction that is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any trustee or officer 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, which might reasonably be construed to be adverse to the board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or



dealing with the school, or is a director, trustee or officer of or has a significant financial or influential interest in the entity contracting or dealing with the school. 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.

6. No trustee, officer, 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 for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
 - b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
7. In no instance shall a trustee, officer, 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.
8. Trustees, officers, or employees of any external organization shall hold no more than 40 percent of the total seats comprising the board of trustees.
9. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the board. If this occurs, a trustee shall write a letter disclosing all known facts prior to participating in a board discussion of these matters, and the trustee's interest in the matter will be reflected in the board minutes.
10. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
11. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
12. Charter school trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.



R-14-g – Complaint Policy

Complaint policy

Any student or parent may bring complaints to the leader of Green Tech Rochester Charter School. Complaints shall be submitted to the school office. After reviewing the complaint, the leader will personally research relevant background information, including the interview of the defending party. Once all appropriate information has been gathered, the leader will contact the plaintiff to arrange a meeting for discussion of a resolution to the complaint. The leader will render a determination in writing when appropriate or required.

Any individual or group may bring an alleged violation of the law or the school's charter to the Board of Trustees of Green Tech Rochester Charter School, regardless of having submitted a complaint to the leader. Complaints to the board shall be submitted to the leader's office. Complaints submitted to the Board of Trustees at least one week prior to the next board meeting will be acted upon at such meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the board responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may direct the leader or other responsible party to act upon the complaint and report to the board.

Upon resolution of a formal complaint, the Board of Trustees shall render a determination in writing that includes any (a) remedial actions, (b) a written notice to the complainant that he/she may file an appeal to the Charter School Institute if the complaint involves a violation of law or the school's charter, and (c) a copy of the Charter Schools Institute's Grievance Guidelines.

An individual or group has the right to appeal a determination involving a violation of the charter or law to the Charter Schools Institute and thereafter to the New York State Education Department (NYSED on behalf of the NYS Board of Regents).



R-14-h – Board Member Resumes

This response includes the following resumes incorporated into the text:

- Christine Brown Richards
- Joellen Maples
- Rita Carol Gaither
- Laura E. Smith
- Joshua Wilcox

Christine Brown Richards, Ed.D.



SUMMARY OF QUALIFICATIONS

**EDUCATIONAL LEADER | ADMINISTRATIVE PROFESSIONAL |
TRANSFORMATIONAL LEADERSHIP CERTIFIED ADMINISTRATOR AND
COUNSELOR|STUDENT CENTERED |PROGRAM DEVELOPMENT**

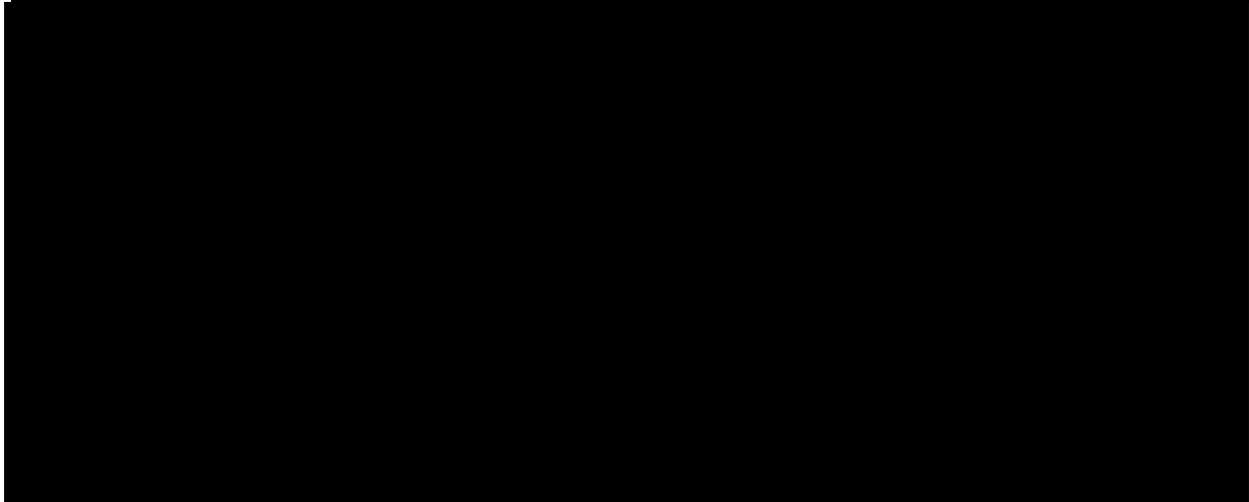
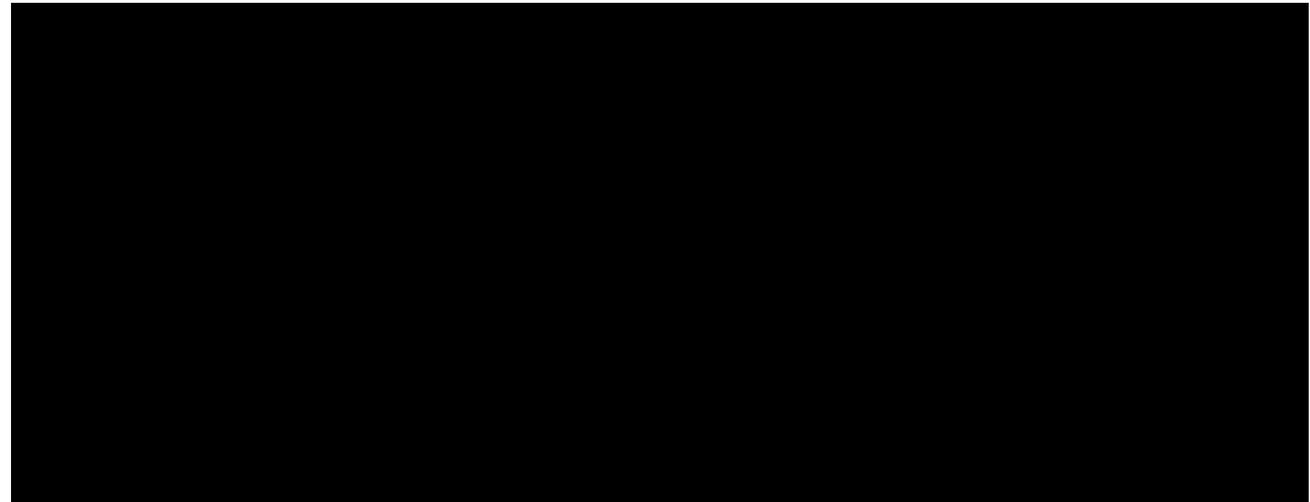
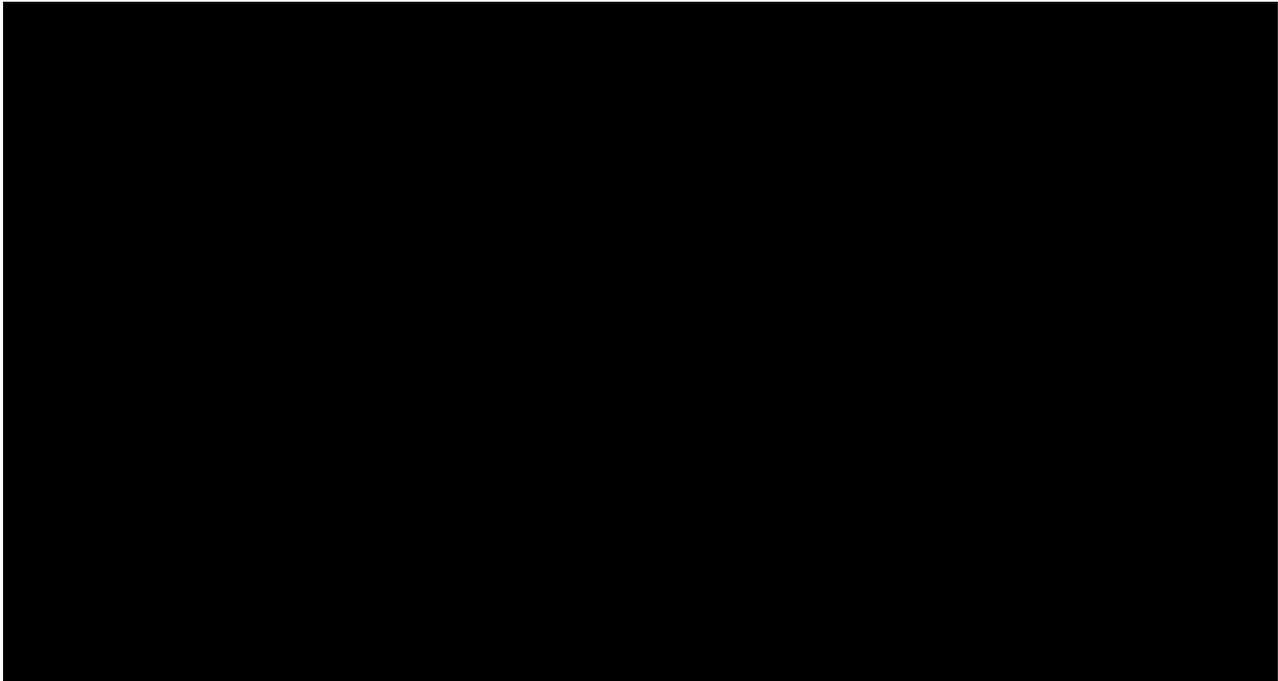
Ambitious, personable, diverse, highly motivated self-starter with over twenty years of educational leadership experience; extensive background in counselling, coaching, working with cross functional teams, organizational management and program implementation; community-minded change agent, dedicated to student success, equity and inclusion while maintaining high standards and expectations built on dedication, professionalism, commitment, and integrity.

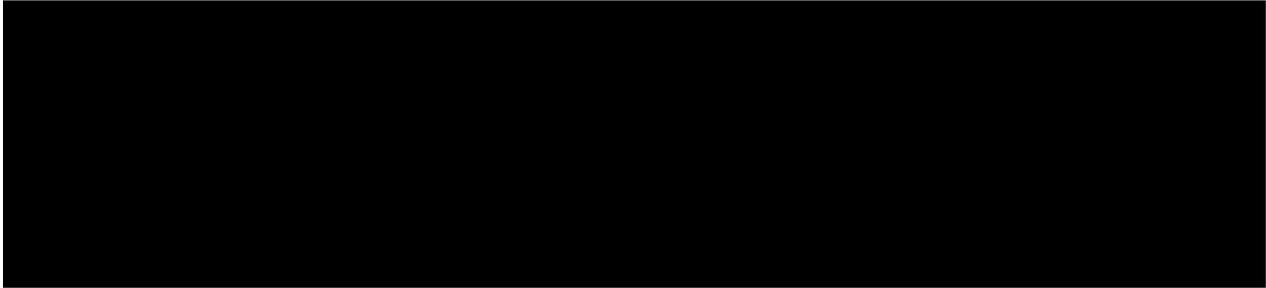
AREAS OF EXPERTISE



-
- Urban student success
 - Coaching & mentoring
 - Community partnership
 - Counseling and SEL
 - Leadership development
 - Program implementation
 - Supervision & training
 - Organizational change
 - Diversity, equity and inclusion
 - Multidisciplinary teamwork
 - Strategic Plan monitoring
 - Budget and fiduciary oversight
-

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EDUCATION

Certification in Diversity, Equity and Inclusion in the Workplace, University of South
Florida – May 2021 Certification in Family Engagement, Harvard
University - November 2020

Doctorate of Education in Executive Leadership, St. John Fisher College, Rochester, NY

- May 2011 Permanent School Building Administrator Certification - March 2009

Permanent School District Administrator

Certification - March 2007 Certificate of Advanced

Study in Educational Administration,

State University of New York at Brockport, Rochester, NY -

December 2005 Permanent School Counselor Certification

- September 2003

Master of Science in Education, University of Rochester,

Rochester, NY - May 1996 Bachelor of Arts, Central State

University, Wilberforce, Ohio - June 1993



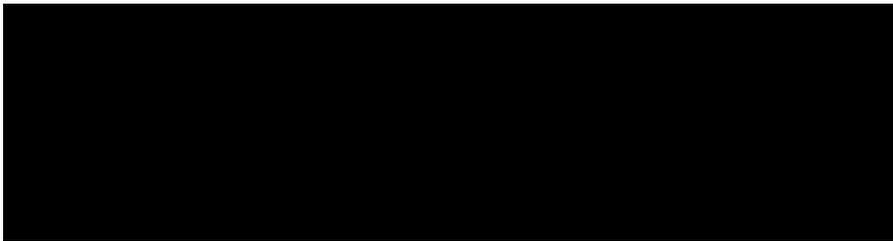
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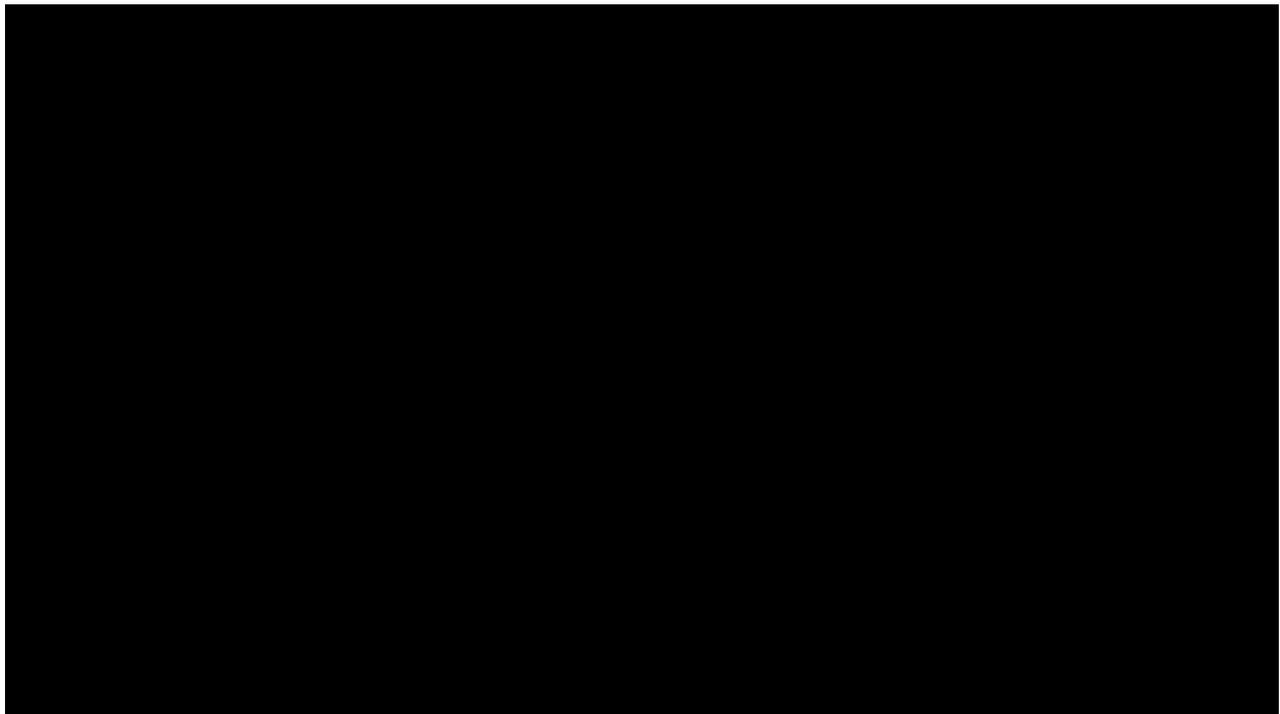
REFERENCES

Available upon request



EDUCATION

<u>Date</u>	<u>Institution</u>	<u>Degree</u>
2008	University of Tennessee, Knoxville Major: English Education Dissertation: <i>Investigating Critical Talk between Preservice English Teachers and Middle School Students in Online Literature Discussions</i>	PhD
1998	University of Tennessee, Knoxville Major: English Education	Ed.S.
1996	University of Tennessee, Knoxville Major: Curriculum and Instruction	M.S.
1995	University of Tennessee, Knoxville Major: English (Literature), Minor: Secondary Education Honors: Summa Sum Laude	B.A.





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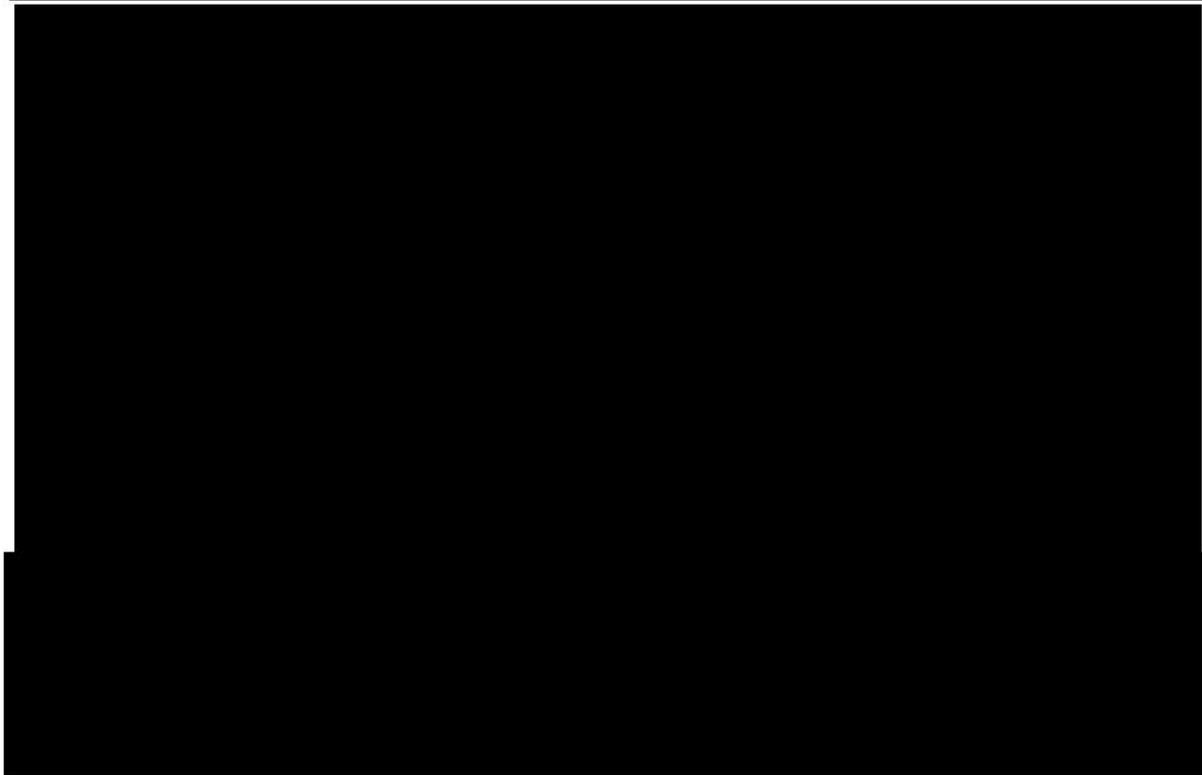
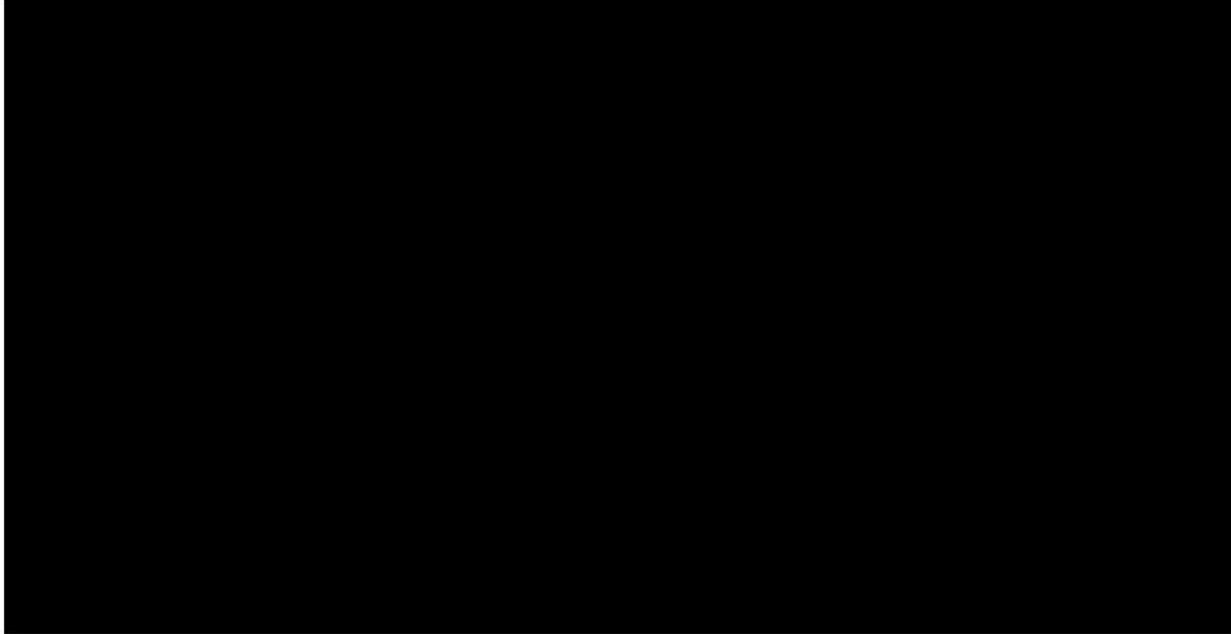
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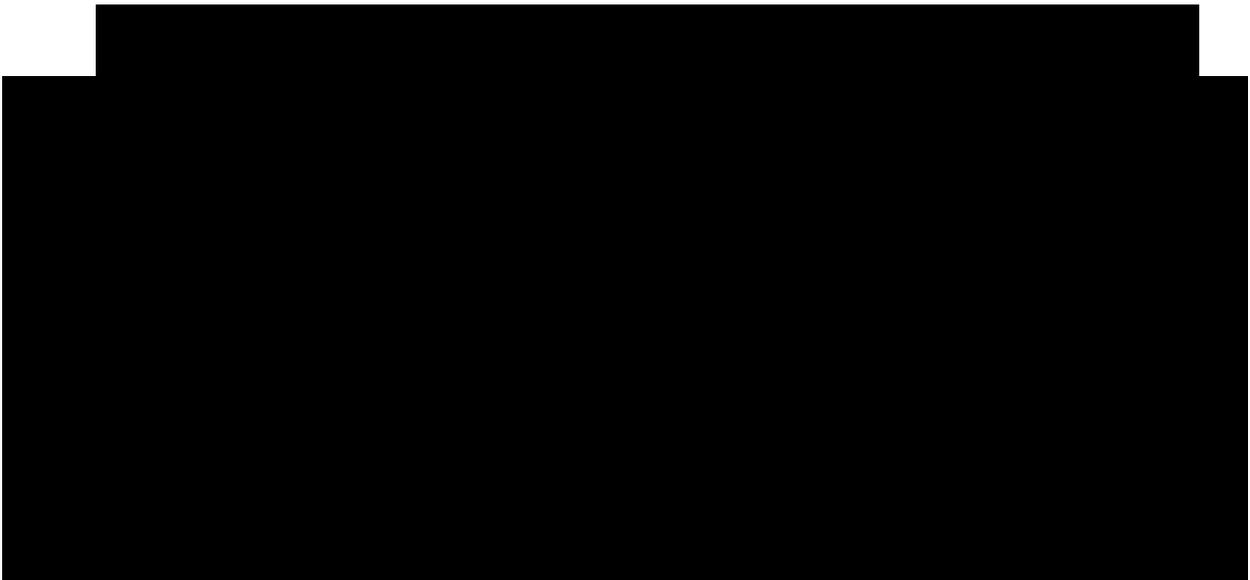
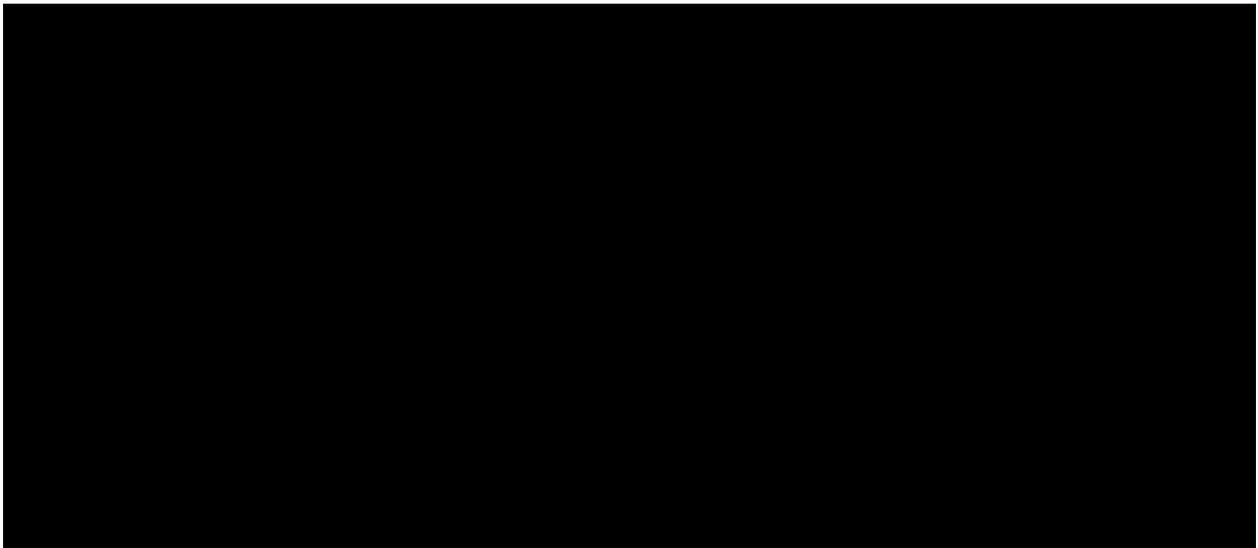
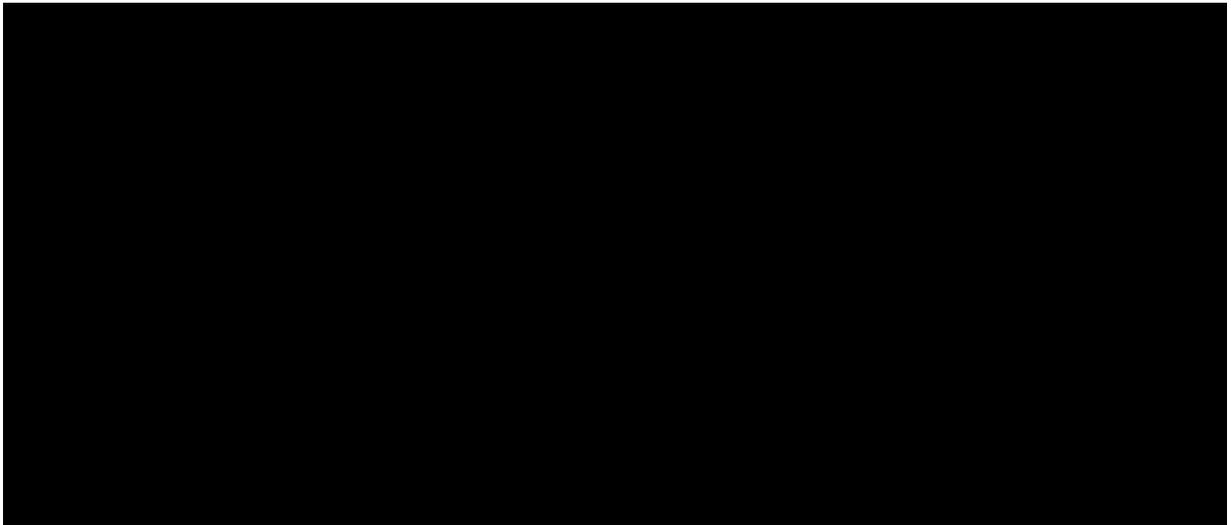
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UNIVERSITY TEACHING EXPERIENCE

My teaching experience at SJFC has included 20 different courses at the undergraduate and graduate levels either face to face, online, or hybrid. Of those courses, I have taught courses in the honors department and the English Department.

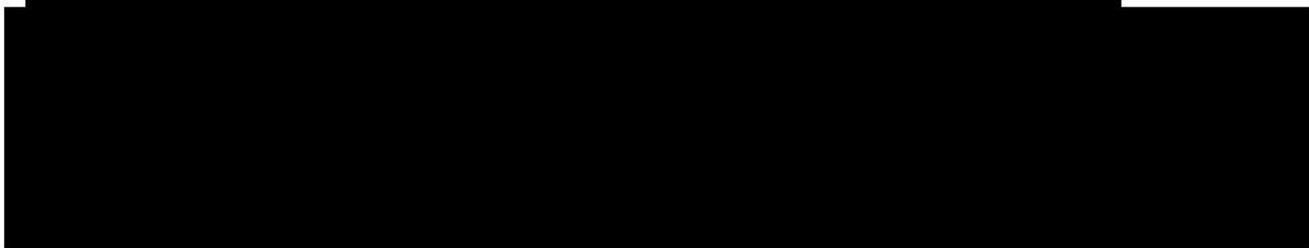
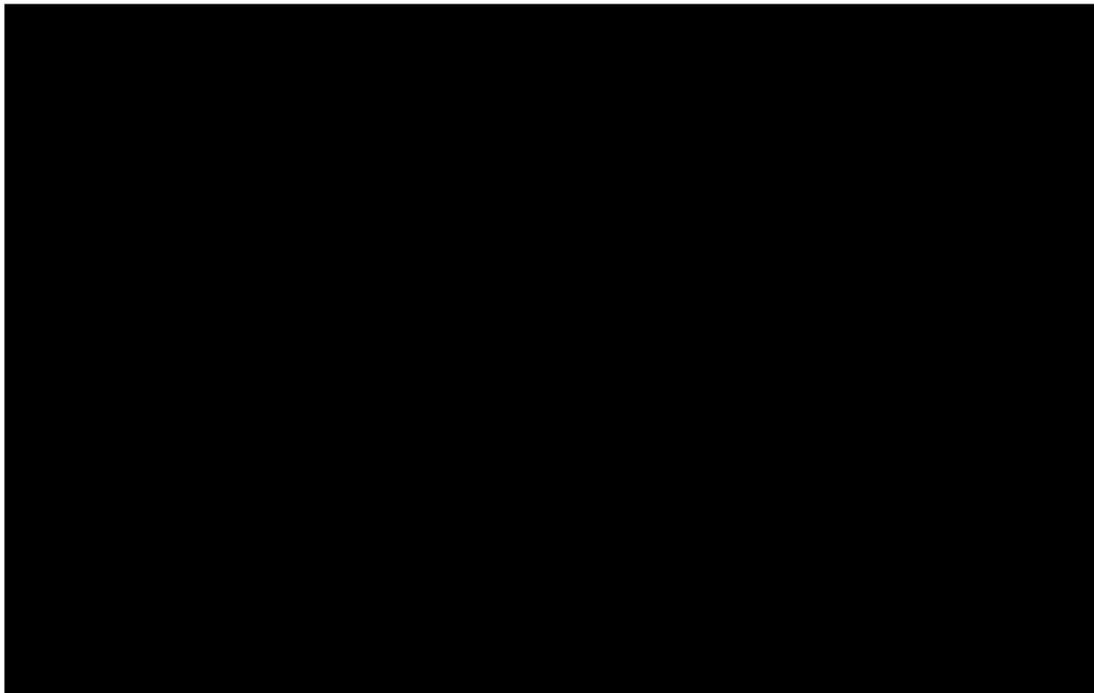


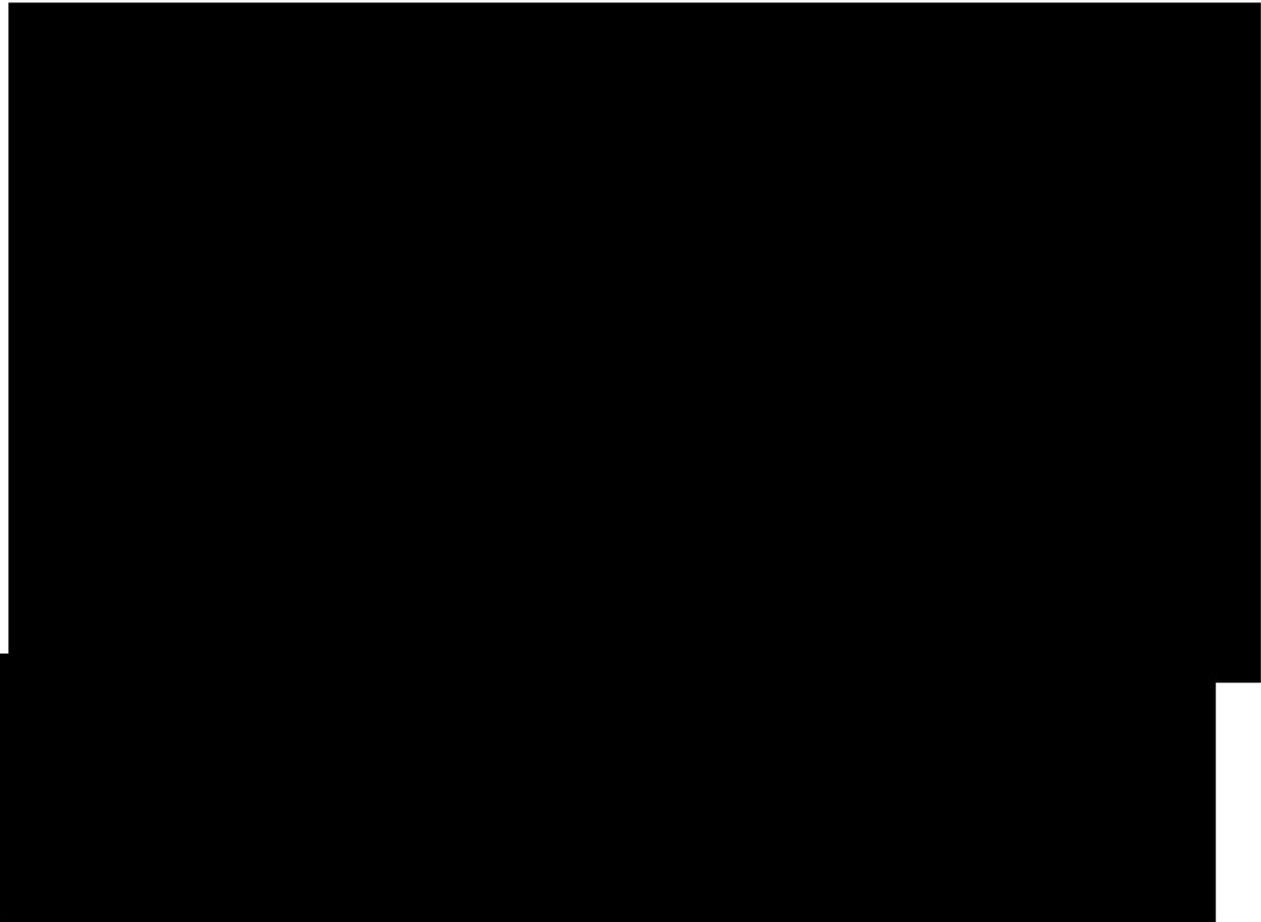
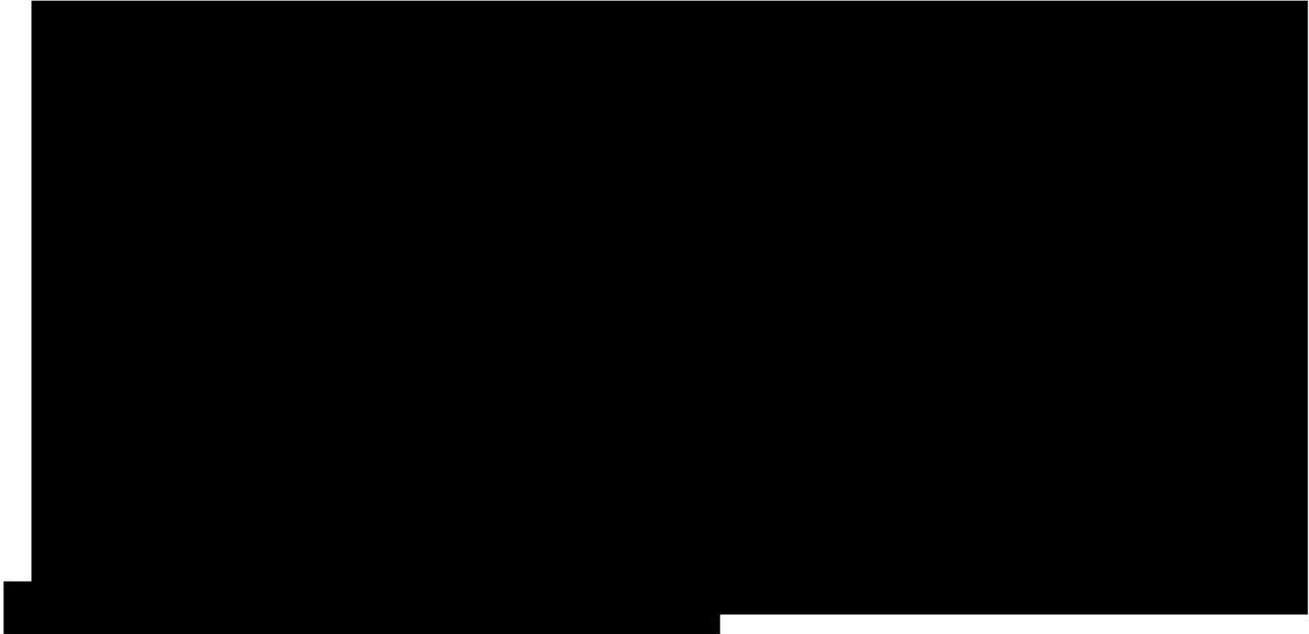
Rita Carol Gaither, PhD



SUMMARY

✚ I am a pleasant, professional and proficient administrator who has a long track record of ensuring things run smoothly behind the scenes of a busy office. I am an effective team member who has the ability to meet deadlines and ensure that the highest standards of Office organization are maintained at all times. I have a methodical and thorough approach to work, and will go out of my way to maintain an enjoyable working environment. I am also equipped with strong analytical skill, creativity and also a dynamic professional leader experienced in building successful programs. Provides strategic, tactical and operating leadership to drive programs. Expert in building consensus and leading teams to action and achievement. I am someone who will always go that extra mile to get things done. Currently, I'm looking for opportunities for personal and professional development.







Attributes

- ❖ Well organized, and be able to prioritize work in an efficient manner.
- ❖ Providing high quality Customer Service.
- ❖ Good level of numeracy.
- ❖ Good at juggling tasks and prioritizing.
- ❖ Impeccable telephone manners.
- ❖ Resolving and managing queries to closure.
- ❖ Ability to work closely with other company departments.
- ❖ Troubleshooting to rectify challenges.
- ❖ Strong research and analytic abilities



- ❖ Specialized in organizing Health/well-being clinics
- ❖ Can quickly build up a positive rapport with fellowwork colleagues.
 - ❖ Make quick and accurate decisions.
 - ❖ Easy going by nature.
 - ❖ Ability to concentrate for long periods of time

EDUCATION

Union Institute and Christian Leadership University

- ❖ **PhD** –Major: Counseling/Leadership
- ❖ **M.Sc.** –Vocational Technical Education, StateUniversity of New York at Oswego, 1991
- ❖ **B.Sc.** –Business Administration, RochesterInstituteof Technology, 1976
- ❖ **A.A.S.** –Fashion Buying and Merchandising, Fashion Institute of Technology, 1974

Cornell University 1995

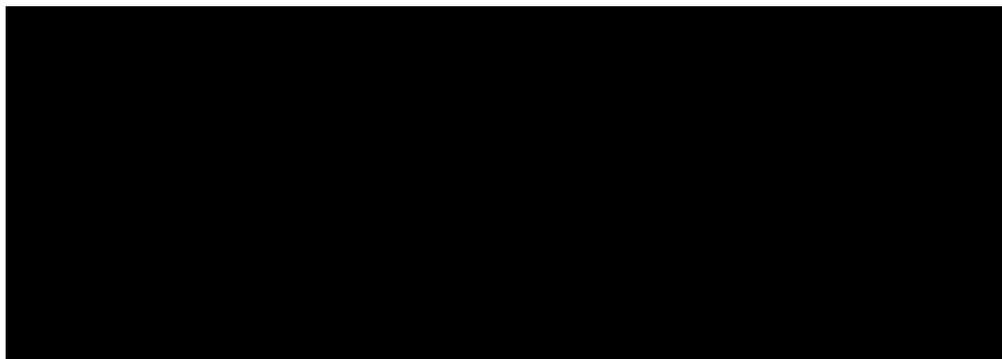
- ❖ NYS Permanent TeacherCertificate DiversifiedCo-op Education.

Empire State College 1992

- ❖ NYS Permanent Teaching Certificate Home andCareers.

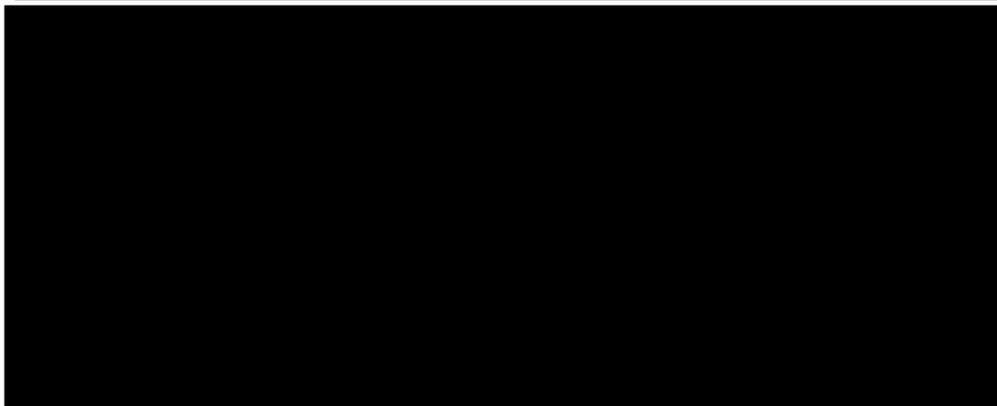
Suny Oswego 1991

- ❖ NYS Permanent TeacherCertificate DistributiveBusiness Education





Green Tech Rochester Charter School
New School Application
SUNY 2022 RFP





Green Tech Rochester Charter School
New School Application
SUNY 2022 RFP





Joshua Wilcox



Education

The College at Brockport State University of New York, Brockport, NY

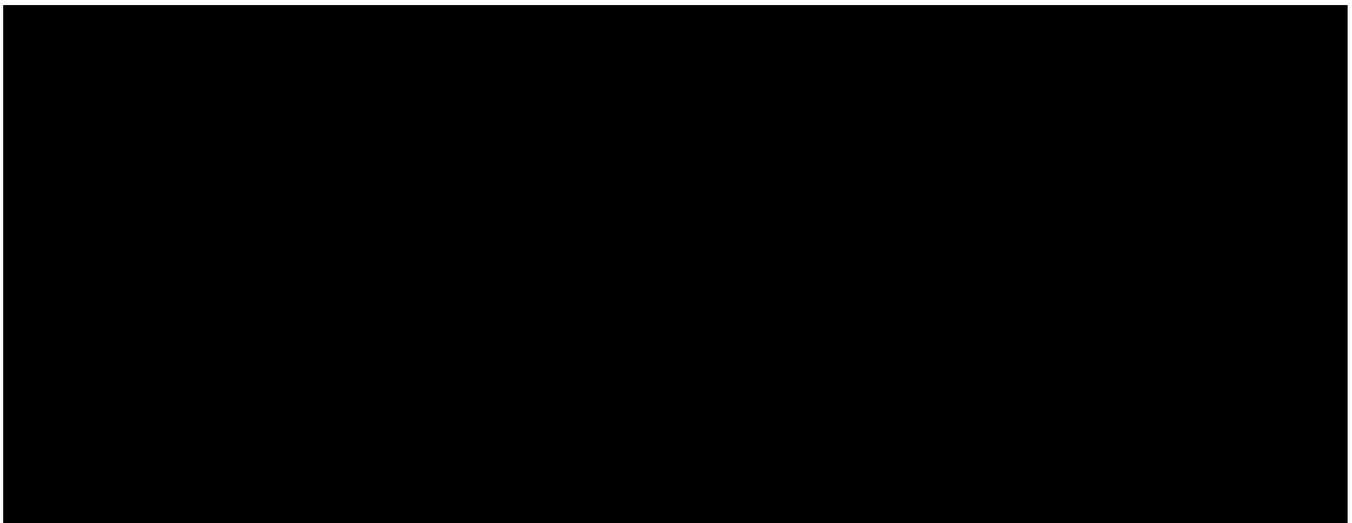
Bachelor of Science, Public Health and Health Education

May 2017

Monroe Community College State University of New York, Rochester, NY

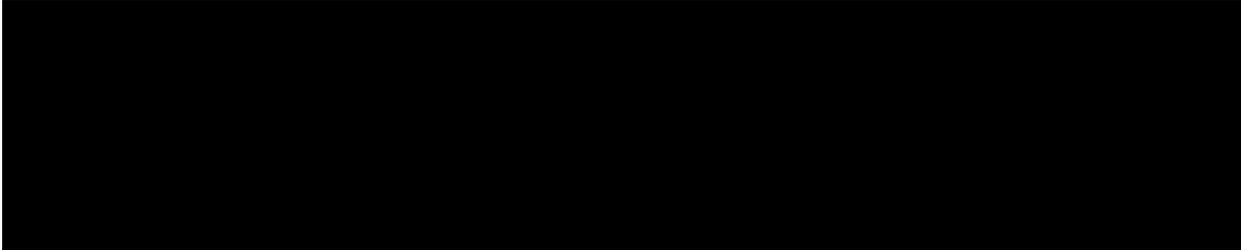
Associates of Science, General Education

May 2015



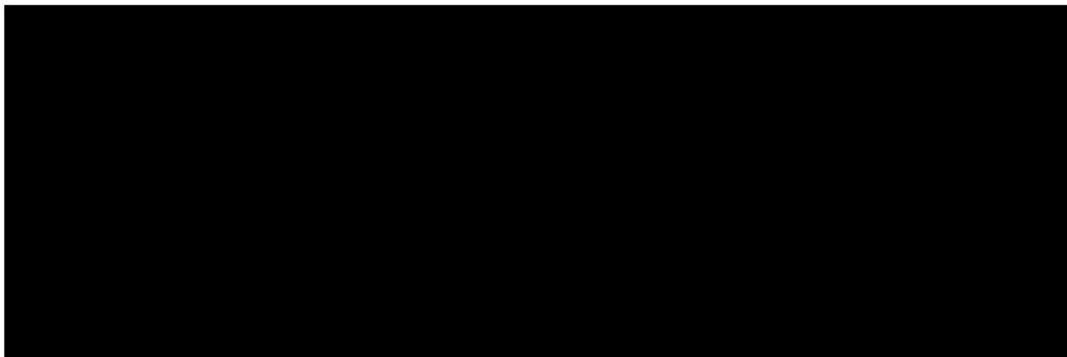
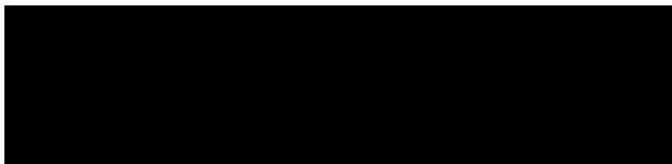
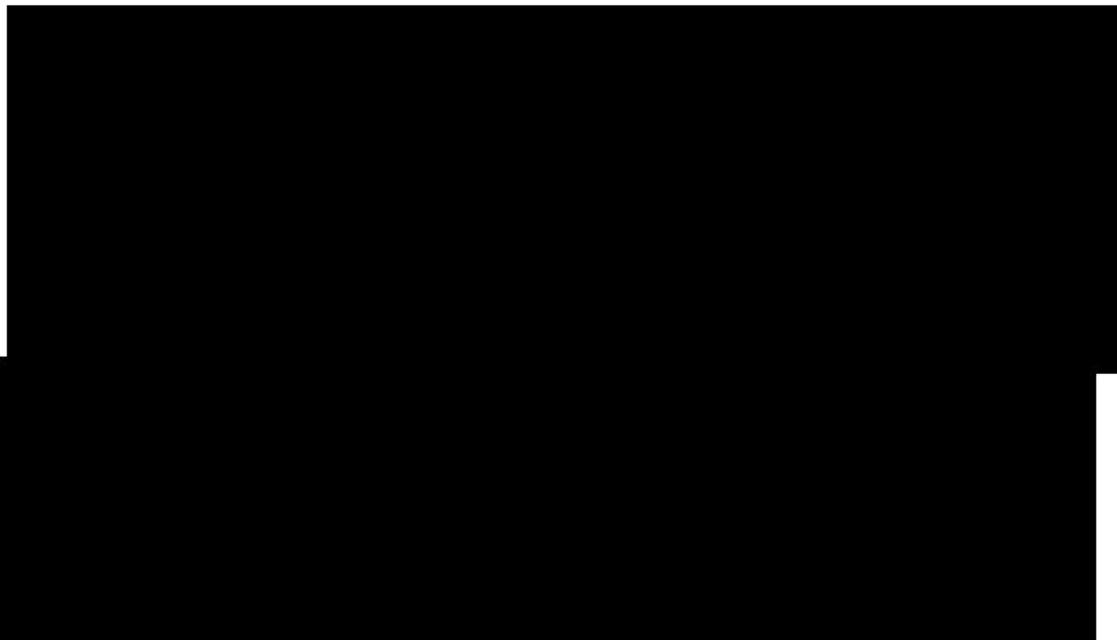
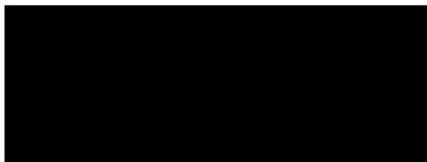
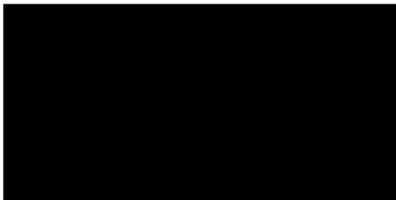


Green Tech Rochester Charter School
New School Application
SUNY 2022 RFP





LAURA E. SMITH

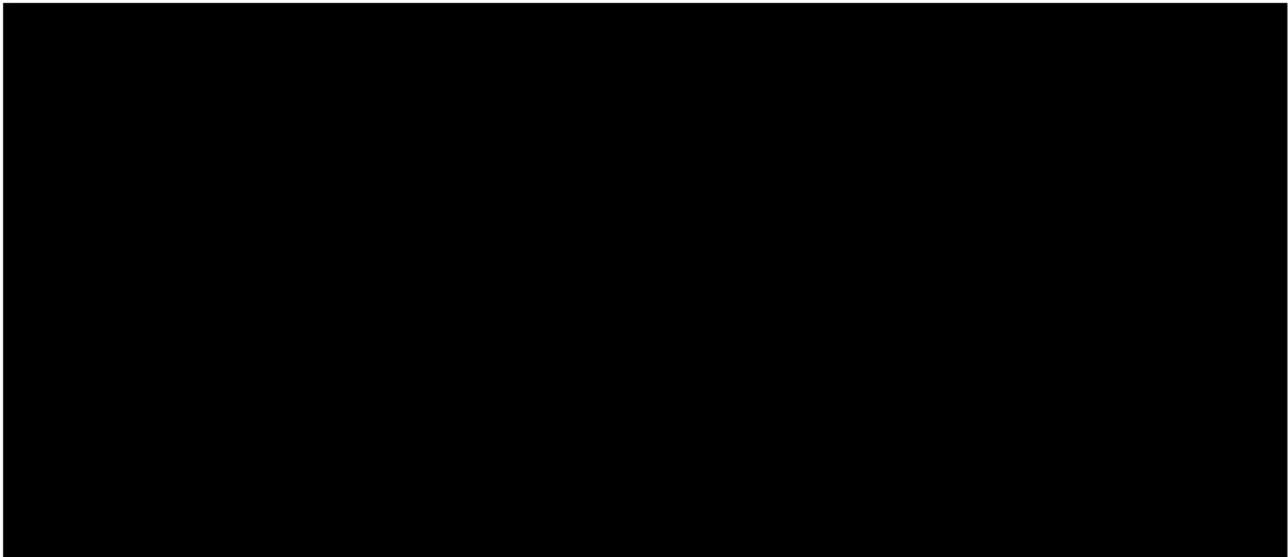
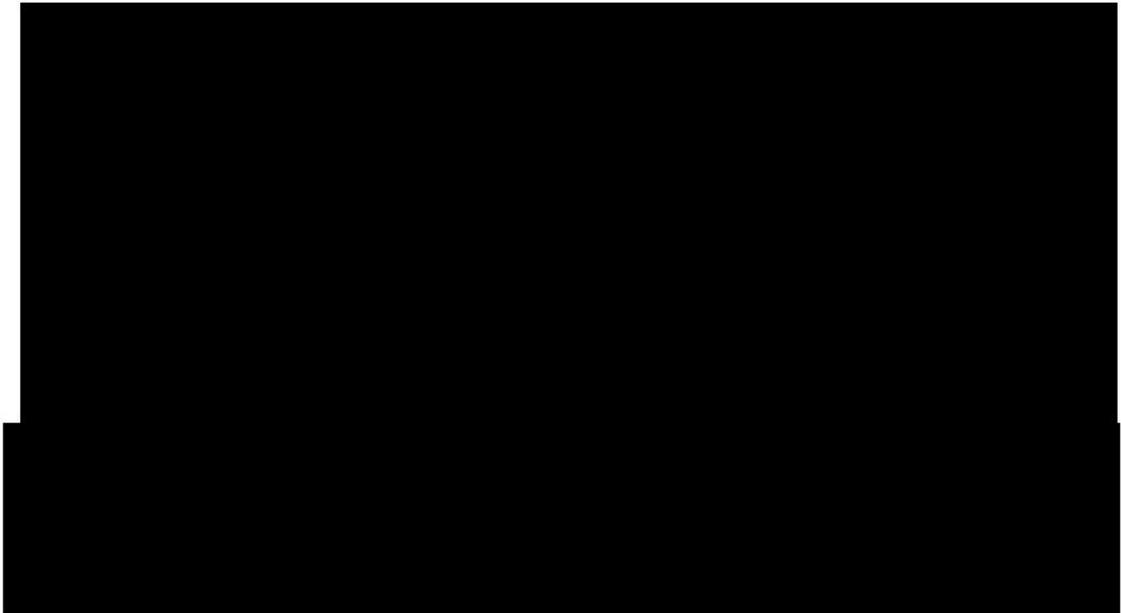




Green Tech Rochester Charter School
New School Application
SUNY 2022 RFP



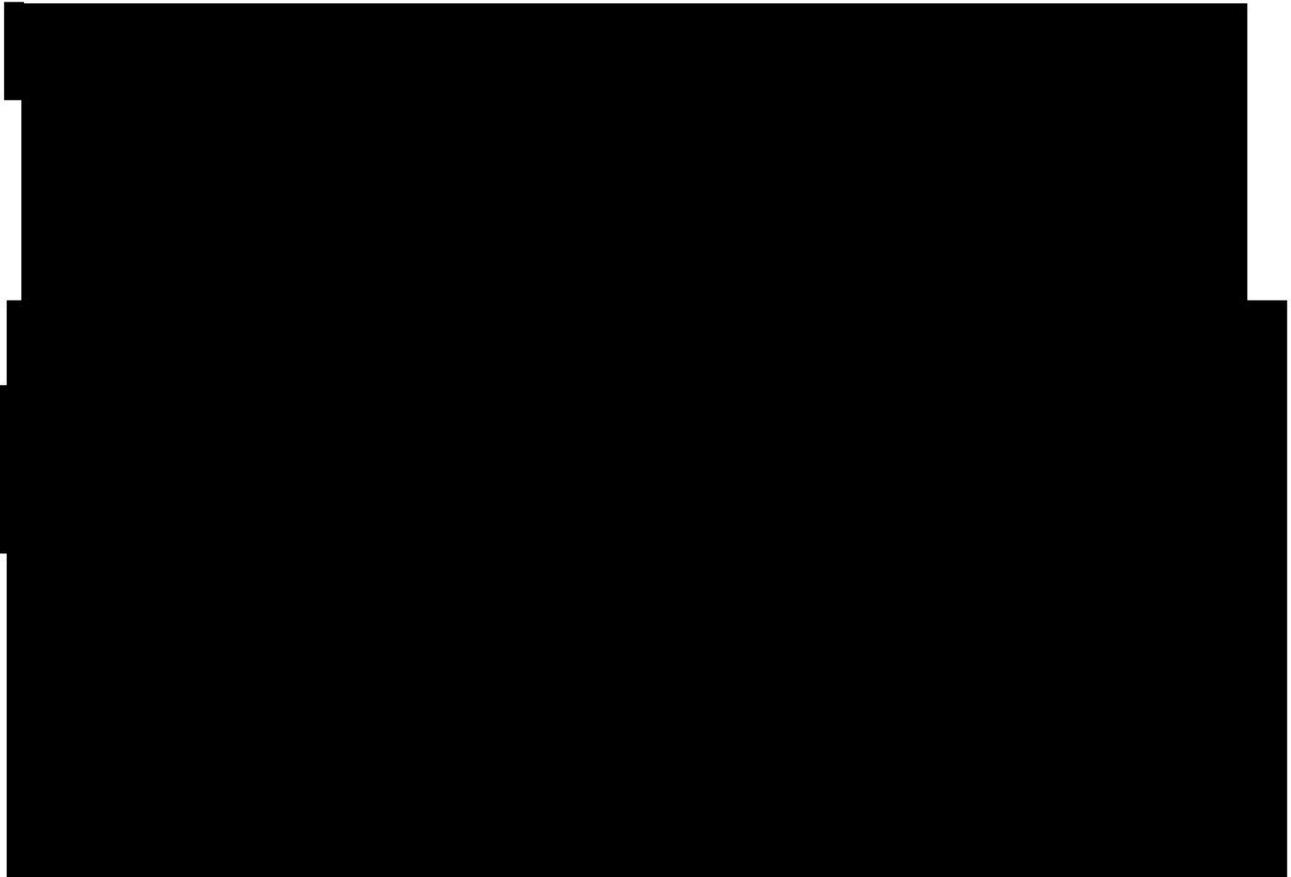
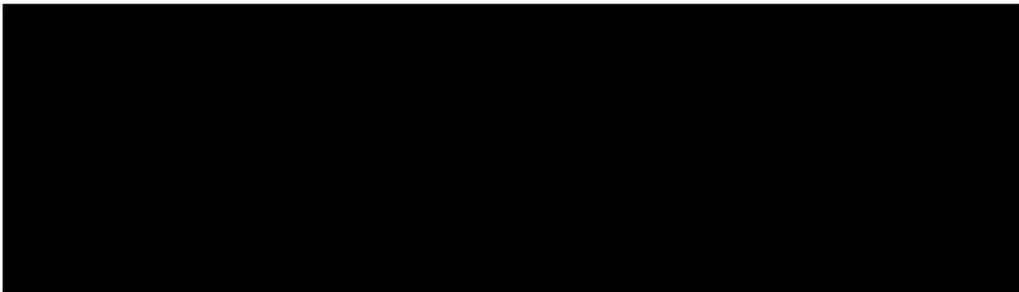
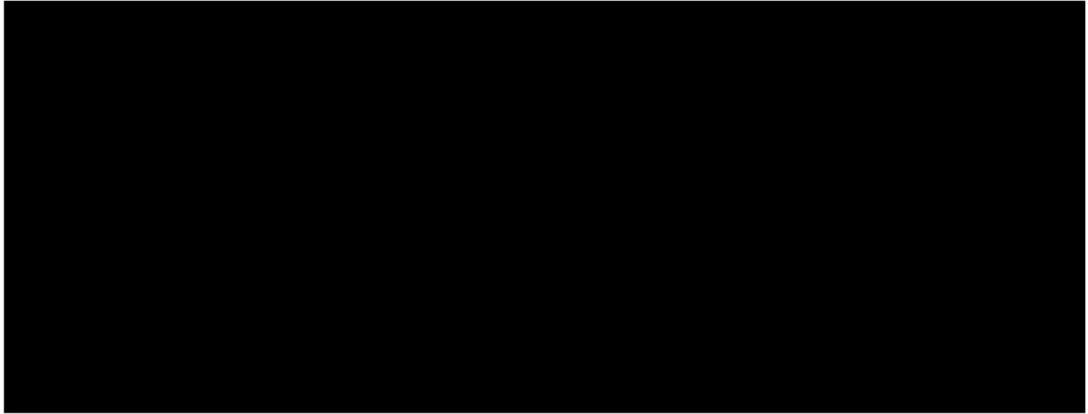
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New



Green Tech Rochester Charter School
New School Application
SUNY 2022 RFP





EDUCATION

THE BROAD FOUNDATION'S RESIDENCY IN URBAN EDUCATION San Diego, CA

Associate Resident

Selected to join inaugural cohort of two-year education management training program sponsored by the Eli & Edythe Broad Foundation

KELLOGG SCHOOL OF MANAGEMENT Evanston, IL

NORTHWESTERN UNIVERSITY

Master of Business Administration

- Concentrations in business strategy and organizational management
- President, Kellogg Management Association, Kellogg's elected student government

CORNELL UNIVERSITY Ithaca, NY

Bachelor of Science in Human Development

- Dean's List
- Semester in London

OTHER **COLUMBIA UNIVERSITY GRADUATE SCHOOL OF BUSINESS** New York, NY



Green Tech Rochester Charter School
New School Application
SUNY 2022 RFP

Associate Professor, Spring Semesters 2010-12

- Co-taught Education Leadership Consulting Lab, a graduate course on K12 education in the U.S. for MBA students
- Develop and supervise student consulting engagements with local education agencies and non-profits
- Consistently receive student satisfaction rating of 4.5/5.0



Request for Information Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled

in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the “Institute”) pursuant to the terms of the education corporation’s Charter Agreement. The Institute uses this Request for Information (“RFI”) form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation’s counsel or counsel at the Institute.

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

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education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best

practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

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trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,

- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

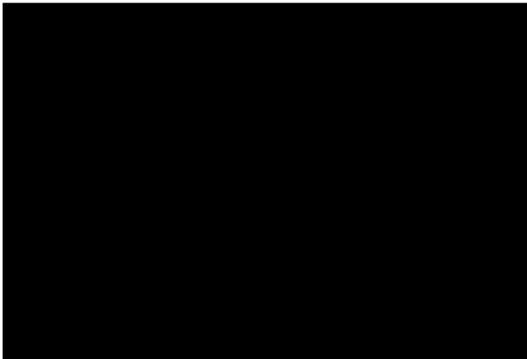
v

Request for Information Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full name: Joshua Wilcox



3. A brief educational and employment history (or you may attach a resume):
Resume attached. See Resume

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm. **Joshua Wilcox Affirms**

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me.

Anthony Jordan Health Foundation and Judicial Process Commission.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. No.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature

of your relationship.

I / we do not know any such trustees.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.

Details:

3

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would refer the member back to the guidelines and competencies we have in place and see if behavior is corrected. If not I would then become an anonymous whistleblower on said member and alert the Board Director, Chairman/woman and other necessary persons.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, _____ Joshua Wilcox _____, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of _____ Green Tech Rochester _____ is true and correct in every respect.

Signature Date

Joshua Wilcox

2-11-22



Charter Schools Institute
The State University of New York

**Request for Information
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the “Institute”) pursuant to the terms of the education corporation’s Charter Agreement. The Institute uses this Request for Information (“RFI”) form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation’s counsel or counsel at the Institute.

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee’s election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Green Tech Rochester Board

2. Full name: Joellen Maples



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons. Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

report to the head of the board

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Joellen Maples, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Green Tech Rochester Board is true and correct in every respect.

7acdf6a6-2c60-4aa0-b4ca-856b15e4c978
-b4ca-856b15e4c978
Signature

Digitally signed by
7acdf6a6-2c60-4aa0-b4ca-856b15e4c978
DN: CN=7acdf6a6-2c60-4aa0-b4ca-856b15e4c978
Reason: I am the author of this document
Location: your signing location here
Date: 2022-02-10 14:08:25
Foxit PhantomPDF Version: 9.7.2

2/10/22

Date



Charter Schools Institute
The State University of New York

**Request for Information
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the “Institute”) pursuant to the terms of the education corporation’s Charter Agreement. The Institute uses this Request for Information (“RFI”) form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation’s counsel or counsel at the Institute.

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee’s election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Green Tech Elementary School

2. Full name: Christine Richards, EdD



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

Gates Chili Central School District

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

n/a

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

n/a

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes.

Details:
n/a

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes.

Details:
n/a

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons. Yes.

Details:
n/a

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes.

Details:
n/a

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:
n/a

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:
n/a

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:
n/a

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:
n/a

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:
n/a

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

n/a

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would suggest the board hold a fact finding meeting with the involved trustee. We would discuss the process of and purpose of the meeting including next steps. After which i would refer to the board's/charters policies and procedures for such violations if the claims have been proved to be true.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Christine Richards, EdD, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Green Tech Elementary Charter School is true and correct in every respect.


Signature

2/15/2022
Date



Charter Schools Institute
The State University of New York

**Request for Information
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
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INTRODUCTION

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- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

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education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

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 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee’s election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Green Tech Rochester Board

2. Full name: Rita Carol Gaither



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons. Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would immediately convene the rest of the board and file an official complaint to SUNY State Education and associated powers that be.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Rita Carol Gaither, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Green Tech Rochester Board is true and correct in every respect.

Rita Carol Gaither

Signature

2/14/2022

Date



Charter Schools Institute
The State University of New York

**Request for Information
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: February 2021

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The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* (“RFI form”);
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. Responsible Tasks

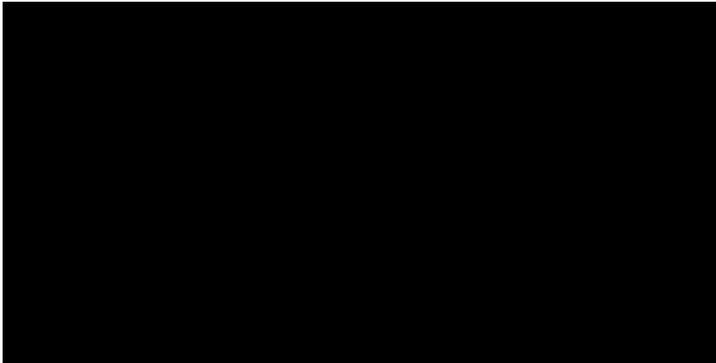
- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee’s election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

**Request for Information
Prospective Charter School Education Corporation Trustee
Form**

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Green Tech Charter School

2. Full name: Laura Smith



3. A brief educational and employment history (or you may attach a resume):

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s):

UnboundEd Learning, Inc. (a 501c3) (board secretary & treasurer)

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me. Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees. Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons. Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

N/A.

I / we have no such interest.

Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

N/A.

I / we or my family do not anticipate conducting any such business.

Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

None.

Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

None.

Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Per the school's conflict of interest policy, board members are required to disclose all conflicts of interest. If I perceived or gained knowledge of an undisclosed conflict, I would notify the board chair and present whatever evidence I had and request that legal counsel investigate the self-dealing/conflict of interest.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Laura Smith, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Green Tech Charter School is true and correct in every respect.

laura smith

Digitally signed by laura smith
Date: 2022.02.13 20:40:06
-05'00'

Signature

2/13/21

Date



R-15 - District Relations

A. Relationship Strategies and B. School Partnerships

GTR will look to establish good working relationships with the Rochester City School District (RCSD). Dr. Miller, the CEO of Green Tech understands there is a sensitivity which needs to be cared for between Charters and Traditional Public schools in Rochester. Currently, the RCSD has taken a very public disdain for their decreasing enrollment numbers, however GTR does not wish to be an adversary, but rather an ally, who focuses on commonalities, issues alike, and how to build capacity for academic improvement in the city of Rochester.

GTR leadership is going to make attempts to sit with RCSD leadership to understand the challenges the RCSD is facing, in order to develop a unifying purpose. GTR will likely face similar challenges and can present an empathetic viewpoint with an exchange of strengths and weaknesses, which often can reveal the gaps to create opportunities.

The development of a unifying purpose around Rochester students will be the primary goal of all conversations. GTR will ask RCSD leadership about their largest gaps with their K-5 population and how GTR can help fill some of the gaps by forming a thought-provoking partnership around reform-based leadership and achieving results for children¹.

The current impossible in Rochester is getting Black males to graduation. The problem is starting in elementary as the exorbitant number of students who cannot pass State exams due to inability to read, write, and do math on grade level. Rochester District report card shows that almost 75% of Black students scored 2 or less on Elementary state assessments. It was also shown that Black students are averaging a 1 overall on elementary State assessments. Right now, it seems impossible to ensure that students are on grade level by the time they reach middle and high school. Currently, GTR is still in need of a location. GTR will look to be in the city of Rochester. The hope is to find a location on the east side of the city. Rochester as whole has many issues, but often the 14621-zip code is the highest area of crime within the city. GTR cannot currently make a comparison to a particular neighborhood, but what is known is the high failure rates for all Black males within the entire district.

Rochester is a city that is commonly known for its poverty, murders, and academic struggles. All three environmental factors are common enemies for our two institutions. Those unfortunate conditions are creating an opportunity for change. Immediate change, which can effectively be reached quicker through unified capacity building. GTR and RCSD may possibly look to partner

¹ Sara Allender, Andrea Browning, Robin Chait, Chris Dwyer, Carol Keirstead, and Amanda Nabors, *Fostering Collaboration Between District and Charter Schools: A Toolkit for State and Local Leaders*, WestEd, 2019.



Green Tech Rochester Charter School
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by providing support for one another around transportation, facilities, mental health, chronic absences, high expectations, school culture, and best academic practices.

GTR is willing to share our resources, knowledge, time, and best practices with the RCSD. Yearly, GTR will hold a comprehensive training for new teachers, which is one of the reasons for the high level of success in Albany, NY. GTR is open to creating spots for RCSD teachers to come and participate in training. Additionally, GTR will be partnering with SJFC to create a laboratory for new teachers and a pipeline for more teachers of color. GTR is interested in working with the RCSD to expand and attract a larger net of talent. GTR is open to collaborating with the RCSD by allowing their students to take advantage of afterschool programs as well.



R-16abc - Facilities

A., B., C.

Currently, GTR has not located a facility. GTR has been in communication with the recent buyer of a former Catholic School on Portland Ave. GTR will be spending the remainder of 2022 extensively looking to find the right facility. The facility we will locate will need to include at least one communal space to serve as a cafeteria/gymnasium/auditorium and we will ensure the facility fulfills all ADA requirements and all state and local health, safety, and occupancy requirements. Our Founding Team includes a four-person Facilities Team: Which will include a real estate agent, two board members and the CEO Dr. Miller. The Facilities Team will be responsible for securing a safe, affordable, and reasonable school facility located within our targeted community of the eastside of Rochester. We expect to secure space that will serve as an incubation space for 1-3 years, however we will attempt to find a large enough space to house the full school. If the school cannot be located in the desired location, GTR is open to an expanded search, as long as the new location is in a high need area within the city proper.

GTR has connected with a top commercial real estate agent for Keller Williams, Rochester, who will serve as strategic partner for the acquisition of the school for GTR. Like other charter start-ups that often begin in a variety of facility types and align with a variety of local facility options within Rochester, we are considering office spaces, retail spaces, a vacant college, recently vacant school buildings and a recently vacated YMCA Facility.

We will collaborate with local experts to secure a facility no later than January 2023 to allow time for necessary renovations and will secure Certificate of Occupancy prior to opening our doors in August 2023. Based on local costs and school needs of similar size, we have conservatively assumed 90 square feet per student at \$20 per square feet, allocating \$150,000 in our budget for lease costs including renovations; we have allocated an additional \$10,000 for repairs and maintenance in Y1, with a \$2.5K increase in Y2-Y5. We have also allocated \$16,200 for utilities for Y1. We have included modest lease costs in our planning year, assuming two months' rent and associated costs. We grow our lease, repair, maintenance, and utility costs out parallel to the rate of our school's overall growth. Additionally, GTR will lease or own its own facility.



Wish List:

Space	Amount	Needs
Classrooms	28	(4 sections of each grade level, with the option to grow from K-5 to K-6)
Gymnasium, Cafeteria, Auditorium	At Least 1	Can be a common area
Sped/ ELL	At Least 1	Shared Space
Elective Rooms	4	(Language, STEM, Art, Music)
Offices	7	Nurse Office, Admin Offices



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R-16d - Facilities Documents

The request is not applicable.



R-17 - Food Services

Green Tech Rochester intends to operate as its own school food authority, commencing in our first operating year of 2023-24. We will borrow best practices for food storage, preparation, and distribution from more than a decade on Green Tech Albany. Our objective will be to feed our young students warm entrees for breakfast and lunch when practical. These will include healthy options such as fruits and vegetables and when possible - high protein, low starch options.

Green Tech Rochester will be reimbursed for eligible meals through the state breakfast and lunch programs - both federal and state.



R-18 - Health Services

Green Tech Rochester intends to operate as its own health service office - however consistent with offerings of FTE school nurse mandates required that the local school district must provide. Since this could equate to a partial FTE of a school district issued nurse, we will not allow our nurse' office to be unstaffed for any portion of the day. We will therefore supplement non-staffed city school district nursing time with our own.



R-19 - Transportation

Green Tech Rochester intends to accept district-provided student transportation - considering all restrictions such as possible age and mileage limits. With student safety and the young age of our students on top of mind, we will put forward a transportation initiative that emphasizes safe drop off, responsible bus behavior and mutual respect for drivers and fellow passengers. We feel that a student is a representative of our school while on the bus, in class or even in the community. One aspect that we will mainly consider is what supplemental transportation to offer families outside of what will be required of the Rochester School District. This may likely include our own GTR provided bus option for those who live outside of the mileage limit - yet who would benefit from two-way transport. This is commonly implemented at city school districts whose students are too young to use public transportation.

At the time of this application submission, there is considerable adjusting to the Rochester school framework. Schools are being reconfigured to new grade offerings, and therefore there is considerable flux. Exact transportation will become clearer during our planning year.



R-20 Insurance

Green Tech Rochester Charter School will carry statutory and standard insurance protection for general liability protection of the building, property and assets. The board will also be protected with a Directors and Officers policy. The cost for insurance protection can be found in our long-range budget.



R-21ad – Fiscal Soundness

(a) Budget

Charter Schools Program Grant (CSP)

An explanation of our new school's five-year budget should start with fiscal independence. We will begin small with only 68 Kindergarten students - growing to 340 students by year 5. Using our experience with growth years from Green Tech in Albany, GTR will still only rely on government funding. Any introduction of philanthropy to pay for operating costs would create a dependence on such support. Through careful planning, we have determined that our new school will stand on its own without the need for borrowing, fundraising, or outside grants. In our early years, this will be due to the \$750,000 CSP grant.

For now, we have conservatively used the base figure of \$750,000. CSP funds will be carefully allocated across our planning year, plus our first two operational years. Specifically, we will offset the cost of our planning year salaries. In operating years one and two, we will use the remaining CSP funds to cover furnishings, supplies, and eligible purchased services. Our 5-year budget already shows enough of these costs to use up all of our CSP funds. These funds are also of great benefit to schools like GTR who start with limited per-pupil dollars. Specifically, they significantly reduce the need for unrestricted per pupil funds to be stretched into supplies, materials and purchased services while the school is just starting up.

Shown on the 5 - year GTR budget, we are assuming spending approximately half of the CSP grant in the 2022-23 planning year and the remainder in operating year one. This will significantly offset non-personnel spending while we only have 68 Kindergarten students. We gained good insight on our discretionary spending experience from Green Tech High Charter School in Albany during our early years of 2008-10 when we had a similar CSP grant.

Per-pupil Funding

Our budget conservatively assumes no per pupil increase in tuition over 5 years. Per-pupil funding would primarily be used to cover the cost of payroll, benefits, and building operations. Our staffing model calls for light staffing in year one, with only kindergarten students in the building. The next four operating years, we see large spikes in enrollment and staffing as we build out our other grades. One significant advantage of starting a second school is knowing



with great accuracy the number of staff members we will need for each school. With staffing so predictable, the remainder of our budget is reserved for discretionary costs, and of course the facility cost.

Special Education Funding

Each student, depending on the services in their individualized education plan (IEP), receives additional aid called excess cost aid. This additional revenue source is used by charter schools to offset payroll for the provision of these IEP services. With our decade plus of history and data with this revenue source in Albany GTH we believe our special education revenue projections will be accurate.

Federal Title Funding

Charter Schools receive direct access to individual allocations for federal Title 1 and Title 2, without having it pass through the local school district. Title 1 is used for bringing struggling students up to grade level. Title 2 is used to develop teachers and administrators through high quality professional development. These revenue assumptions match what has historically been received per pupil at GTH Charter School.

Facility Assumptions

We will use the 2022-23 planning year to seek out a permanent facility. The cost calculation is set at \$180,000 per year for the first five years. There is no reimbursement for charters upstate for facility costs. This facility cost is one of the most challenging for upstate charters in their early growth years - with no CSP allowed for rent payments and per pupil limited by low early year enrollment.

(b) Financial planning

GTR Charter School will adopt the same financial planning practices as GTH Charter School. GTR will utilize in-house services for all financial management, policies and internal controls that have effectively been in place at GTH Charter School since 2008.



Budget planning will take place every year beginning in January. The board will hear input on budget needs for non-fixed costs for the following year. The role of the board will be to seek additional information on budget requests, gleaned mainly from conversations with administrative staff. By May each year, the GTR board will have an approved budget to submit to the authorizer.

(c) Fiscal audits

Green Tech Rochester Charter School will model audit practices from 13 years of experience at Green Tech High in Albany. This will include our preparation for the audit, and more than likely continuation with the same audit firm.

(d) Dissolution

Our schools will reserve \$75,000 in the school's dissolution account, separate from our general operating funds.



GENERAL INSTRUCTIONS FOR 2022 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

- = Enter information into the light BLUE shaded cells.
- = Cells labeled in ORANGE contain guidance regarding the input of information.
- = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
570101	ADDISON CSD	12,430	12,752
410401	ADIRONDACK CSD	12,624	12,755
080101	AFTON CSD	13,622	13,439
142101	AKRON CSD	11,368	11,581
010100	ALBANY CITY SD	15,718	16,179
450101	ALBION CSD	11,275	11,352
140101	ALDEN CSD	10,931	11,034
180202	ALEXANDER CSD	12,884	13,094
220202	ALEXANDRIA CSD	13,073	13,399
020101	ALFRED-ALMOND CSD	12,405	12,715
040302	ALLEGANY-LIMESTONE CSD	10,786	11,037
460102	ALTMAR-PARISH-WILLIAMSTOWN CSD	12,580	12,930
580303	AMAGANSETT UFSD	62,997	63,306
140201	AMHERST CSD	11,478	11,547
580106	AMITYVILLE UFSD	18,356	18,697
270100	AMSTERDAM CITY SD	10,486	10,711
120102	ANDES CSD	20,463	20,494
020601	ANDOVER CSD	13,784	14,073
660405	ARDSLEY UFSD	21,740	22,133
640101	ARGYLE CSD	12,193	12,684
571901	ARKPORT CSD	10,441	10,848
131601	ARLINGTON CSD	12,643	12,949
670201	ATTICA CSD	10,403	10,385
050100	AUBURN CITY SD	11,478	11,644
090201	AUSABLE VALLEY CSD	14,235	14,648
491302	AVERILL PARK CSD	11,144	11,311
570201	AVOCA CSD	14,737	15,097
240101	AVON CSD	11,782	12,005
580101	BABYLON UFSD	18,016	18,203
080201	BAINBRIDGE-GUILFORD CSD	12,178	12,357
280210	BALDWIN UFSD	16,286	16,626
420901	BALDWINSVILLE CSD	12,213	12,693
521301	BALLSTON SPA CSD	12,993	13,226
401301	BARKER CSD	12,929	13,206
180300	BATAVIA CITY SD	13,468	13,762
570302	BATH CSD	10,316	10,329
580501	BAY SHORE UFSD	16,838	17,370
580505	BAYPORT-BLUE POINT UFSD	18,496	18,785
130200	BEACON CITY SD	12,658	13,130
231301	BEAVER RIVER CSD	11,171	11,151
660102	BEDFORD CSD	21,041	21,695
090301	BEEKMANTOWN CSD	13,080	13,420
020801	BELFAST CSD	12,919	13,307
220909	BELLEVILLE HENDERSON CSD	10,653	10,634
280207	BELLMORE UFSD	21,086	21,147
280253	BELLMORE-MERRICK CENTRAL HS DISTRICT	14,624	14,968
061001	BEMUS POINT CSD	12,717	13,179
490101	BERLIN CSD	13,739	14,071
010201	BERNE-KNOX-WESTERLO CSD	14,773	15,097
010306	BETHLEHEM CSD	13,424	13,523
280521	BETHPAGE UFSD	18,313	18,674
030200	BINGHAMTON CITY SD	11,471	11,785
661905	BLIND BROOK-RYE UFSD	21,254	21,569
022902	BOLIVAR-RICHBURG CSD	12,860	13,148
630101	BOLTON CSD	22,022	22,617
151801	BOQUET VALLEY	14,416	15,026
570401	BRADFORD CSD	14,033	14,225
510101	BRASHER FALLS CSD	11,504	11,999

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
580512	BRENTWOOD UFSD	15,205	15,827
480601	BREWSTER CSD	17,866	18,209
661402	BRIARCLIFF MANOR UFSD	23,141	23,514
580909	BRIDGEHAMPTON UFSD	61,922	66,919
260101	BRIGHTON CSD	13,784	14,000
171102	BROADALBIN-PERTH CSD	9,775	9,944
261801	BROCKPORT CSD	12,173	12,319
062301	BROCTON CSD	14,043	14,380
660303	BRONXVILLE UFSD	21,777	22,071
250109	BROOKFIELD CSD	12,770	13,415
580203	BROOKHAVEN-COMSEWOGUE UFSD	14,903	15,128
490202	BRUNSWICK CSD (BRITTONKILL)	11,948	12,284
161601	BRUSHTON-MOIRA CSD	12,943	13,280
140600	BUFFALO CITY SD	13,200	13,308
520101	BURNT HILLS-BALLSTON LAKE CSD	11,553	11,673
661201	BYRAM HILLS CSD	20,972	21,349
180701	BYRON-BERGEN CSD	12,163	12,307
190301	CAIRO-DURHAM CSD	10,874	10,988
240201	CALEDONIA-MUMFORD CSD	11,628	11,681
641610	CAMBRIDGE CSD	13,552	13,816
410601	CAMDEN CSD	11,634	11,152
570603	CAMPBELL-SAVONA CSD	11,176	10,967
270301	CANAJOHARIE CSD	12,336	12,512
430300	CANANDAIGUA CITY SD	11,958	12,056
021102	CANASERAGA CSD	13,114	13,286
250901	CANASTOTA CSD	11,603	11,609
600301	CANDOR CSD	12,547	13,082
571502	CANISTEO-GREENWOOD CSD	16,142	16,320
510201	CANTON CSD	12,937	13,277
280411	CARLE PLACE UFSD	20,896	21,205
480102	CARMEL CSD	16,550	16,850
222201	CARTHAGE CSD	7,560	8,160
060401	CASSADAGA VALLEY CSD	12,893	14,142
050401	CATO-MERIDIAN CSD	11,557	11,796
190401	CATSKILL CSD	14,758	15,055
042302	CATTARAUGUS-LITTLE VALLEY CSD	11,961	12,417
250201	CAZENOVIA CSD	11,433	11,757
580233	CENTER MORICHES UFSD	15,834	16,304
580513	CENTRAL ISLIP UFSD	22,124	22,398
460801	CENTRAL SQUARE CSD	10,555	10,761
212101	CENTRAL VALLEY CSD AT ILION-MOHAWK	9,750	9,918
661004	CHAPPAQUA CSD	19,821	20,124
120401	CHARLOTTE VALLEY CSD	12,496	12,930
160801	CHATEAUGAY CSD	12,140	12,318
101001	CHATHAM CSD	13,659	13,834
060503	CHAUTAUQUA LAKE CSD	14,727	14,696
090601	CHAZY UFSD	12,587	12,849
140701	CHEEKTOWAGA CSD	11,410	11,502
140702	CHEEKTOWAGA-MARYVALE UFSD	11,720	12,111
140709	CHEEKTOWAGA-SLOAN UFSD	12,530	12,700
030101	CHENANGO FORKS CSD	11,832	11,925
030701	CHENANGO VALLEY CSD	11,707	12,004
472202	CHERRY VALLEY-SPRINGFIELD CSD	13,773	14,234
440201	CHESTER UFSD	14,241	14,966
251601	CHITTENANGO CSD	12,082	12,457
261501	CHURCHVILLE-CHILI CSD	11,095	11,296
110101	CINCINNATUS CSD	13,987	14,091
140801	CLARENCE CSD	10,283	10,768

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500101	CLARKSTOWN CSD	14,287	14,860
140703	CLEVELAND HILL UFSD	11,582	12,109
510401	CLIFTON-FINE CSD	17,464	17,796
411101	CLINTON CSD	12,566	12,905
650301	CLYDE-SAVANNAH CSD	15,221	15,962
060701	CLYMER CSD	15,677	15,898
541102	COBLESKILL-RICHMONDVILLE CSD	12,085	12,549
010500	COHOES CITY SD	13,274	13,733
580402	COLD SPRING HARBOR CSD	21,365	21,168
510501	COLTON-PIERREPONT CSD	19,577	20,182
580410	COMMACK UFSD	16,320	16,385
580507	CONNQUOT CSD	17,414	17,773
471701	COOPERSTOWN CSD	12,947	13,293
230201	COPENHAGEN CSD	11,005	11,077
580105	COPIAGUE UFSD	16,428	17,014
520401	CORINTH CSD	11,417	11,479
571000	CORNING CITY SD	12,246	12,463
440301	CORNWALL CSD	12,362	12,625
110200	CORTLAND CITY SD	11,031	11,306
190501	COXSACKIE-ATHENS CSD	12,895	13,100
660202	CROTON-HARMON UFSD	16,514	16,730
150203	CROWN POINT CSD	17,793	17,998
022302	CUBA-RUSHFORD CSD	13,174	13,344
241101	DALTON-NUNDA CSD (KESHEQUA)	12,930	13,064
241001	DANVILLE CSD	11,374	12,060
580107	DEER PARK UFSD	16,837	16,670
120501	DELAWARE ACADEMY CSD AT DELHI	15,333	15,496
140707	DEPEW UFSD	11,072	11,190
031301	DEPOSIT CSD	15,161	15,170
250301	DERUYTER CSD	13,211	13,137
660403	DOBBS FERRY UFSD	20,230	20,768
211003	DOLGEVILLE CSD	11,709	11,450
130502	DOVER UFSD	12,434	12,792
120301	DOWNSVILLE CSD	17,667	18,084
610301	DRYDEN CSD	12,222	12,532
530101	DUANESBURG CSD	9,579	9,812
680801	DUNDEE CSD	10,902	10,633
060800	DUNKIRK CITY SD	13,741	14,254
140301	EAST AURORA UFSD	11,280	11,397
430501	EAST BLOOMFIELD CSD	11,946	12,093
490301	EAST GREENBUSH CSD	12,711	13,105
580301	EAST HAMPTON UFSD	24,126	24,543
260801	EAST IRONDEQUOIT CSD	12,847	13,175
580503	EAST ISLIP UFSD	15,059	15,083
280203	EAST MEADOW UFSD	16,688	16,940
580234	EAST MORICHES UFSD	17,416	17,451
580917	EAST QUOGUE UFSD	23,361	23,384
500402	EAST RAMAPO CSD (SPRING VALLEY)	17,260	17,647
261313	EAST ROCHESTER UFSD	13,983	14,130
280219	EAST ROCKAWAY UFSD	19,057	19,345
420401	EAST SYRACUSE-MINOA CSD	14,881	15,330
280402	EAST WILLISTON UFSD	21,911	22,224
660301	EASTCHESTER UFSD	18,893	19,235
580912	EASTPORT-SOUTH MANOR CSD	13,513	13,560
141201	EDEN CSD	10,601	11,038
660406	EDGEMONT UFSD	19,177	19,622
520601	EDINBURG COMMON SD	22,946	23,212
470501	EDMESTON CSD	12,267	12,599

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513102	EDWARDS-KNOX CSD	11,591	11,597
180901	ELBA CSD	12,453	12,889
590801	ELDRED CSD	14,340	14,242
622002	ELLENVILLE CSD	16,667	17,352
040901	ELLCOTTVILLE CSD	12,507	12,713
070600	ELMIRA CITY SD	12,400	12,700
070902	ELMIRA HEIGHTS CSD	10,941	11,232
280216	ELMONT UFSD	15,331	15,504
660409	ELMSFORD UFSD	23,254	23,952
580401	ELWOOD UFSD	15,610	15,749
141401	EVANS-BRANT CSD (LAKE SHORE)	12,461	12,614
420601	FABIUS-POMPEY CSD	13,284	13,510
261301	FAIRPORT CSD	11,663	11,760
061101	FALCONER CSD	10,658	10,935
590501	FALLSBURG CSD	20,149	20,292
280522	FARMINGDALE UFSD	18,029	18,454
421001	FAYETTEVILLE-MANLIUS CSD	12,025	12,382
022001	FILLMORE CSD	9,898	10,148
580514	FIRE ISLAND UFSD	110,380	112,720
581004	FISHERS ISLAND UFSD	0	0
280222	FLORAL PARK-BELLEROSE UFSD	15,793	15,970
442115	FLORIDA UFSD	14,884	15,231
270601	FONDA-FULTONVILLE CSD	11,357	11,334
061503	FORESTVILLE CSD	11,501	12,063
640502	FORT ANN CSD	14,286	14,576
640601	FORT EDWARD UFSD	12,702	13,929
270701	FORT PLAIN CSD	13,336	13,389
210402	FRANKFORT-SCHUYLER CSD	9,917	10,299
120701	FRANKLIN CSD	13,363	14,058
280217	FRANKLIN SQUARE UFSD	14,082	14,514
041101	FRANKLINVILLE CSD	12,121	12,433
062201	FREDONIA CSD	13,051	13,394
280209	FREEPORT UFSD	17,026	17,321
060301	FREWSBURG CSD	11,043	11,168
021601	FRIENDSHIP CSD	13,859	14,222
141604	FRONTIER CSD	9,685	9,702
460500	FULTON CITY SD	12,555	12,714
520701	GALWAY CSD	10,758	10,804
650902	GANANDA CSD	11,038	11,231
280218	GARDEN CITY UFSD	18,291	18,426
480404	GARRISON UFSD	22,062	22,137
260401	GATES-CHILI CSD	13,303	13,230
220401	GENERAL BROWN CSD	9,817	10,054
020702	GENESEE VALLEY CSD	12,379	12,691
240401	GENESEO CSD	13,546	13,648
430700	GENEVA CITY SD	14,663	15,163
081401	GEORGETOWN-SOUTH OTSELIC CSD	13,731	14,624
100902	GERMANTOWN CSD	15,160	15,589
470202	GILBERTSVILLE-MOUNT UPTON CSD	12,708	13,237
540801	GILBOA-CONESVILLE CSD	15,860	15,811
280100	GLEN COVE CITY SD	19,148	19,789
630300	GLENS FALLS CITY SD	12,770	12,992
630918	GLENS FALLS COMN SD	13,326	13,648
170500	GLOVERSVILLE CITY SD	10,582	10,770
430901	GORHAM-MIDDLESEX CSD (MARCUS WHITMAN	13,376	13,785
440601	GOSHEN CSD	14,636	15,580
511101	GOVERNEUR CSD	11,371	11,572
042801	GOWANDA CSD	12,266	12,276

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141501	GRAND ISLAND CSD	11,214	11,443
640701	GRANVILLE CSD	10,974	11,103
280407	GREAT NECK UFSD	22,925	23,299
260501	GREECE CSD	11,997	12,256
010701	GREEN ISLAND UFSD	13,293	13,829
660407	GREENBURGH CSD	22,515	22,772
080601	GREENE CSD	11,601	11,936
581010	GREENPORT UFSD	19,422	20,224
190701	GREENVILLE CSD	13,900	14,360
640801	GREENWICH CSD	13,021	13,266
442111	GREENWOOD LAKE UFSD	18,760	19,167
610501	GROTON CSD	11,101	11,840
010802	GUILDERLAND CSD	12,686	13,101
630801	HADLEY-LUZERNE CSD	15,042	15,347
480401	HALDANE CSD	15,642	16,096
580405	HALF HOLLOW HILLS CSD	15,786	15,939
141601	HAMBURG CSD	10,975	11,335
250701	HAMILTON CSD	13,878	14,292
511201	HAMMOND CSD	13,967	14,515
572901	HAMMONDSPORT CSD	15,849	16,397
580905	HAMPTON BAYS UFSD	17,362	17,603
120906	HANCOCK CSD	14,321	14,169
460701	HANNIBAL CSD	10,891	11,079
580406	HARBORFIELDS CSD	14,931	15,168
030501	HARPURSVILLE CSD	10,031	9,956
660501	HARRISON CSD	23,945	24,445
230301	HARRISVILLE CSD	14,299	14,751
641001	HARTFORD CSD	13,340	12,928
660404	HASTINGS-ON-HUDSON UFSD	20,996	21,893
580506	HAUPPAUGE UFSD	17,823	18,281
500201	HAVERSTRAW-STONY POINT CSD (NORTH RO	17,586	18,112
280201	HEMPSTEAD UFSD	19,770	21,120
660203	HENDRICK HUDSON CSD	18,992	19,254
210601	HERKIMER CSD	10,616	10,909
511301	HERMON-DEKALB CSD	13,902	14,369
280409	HERRICKS UFSD	17,764	17,919
512404	HEUVELTON CSD	11,869	11,763
280214	HEWLETT-WOODMERE UFSD	23,541	23,859
280517	HICKSVILLE UFSD	15,866	16,328
620803	HIGHLAND CSD	13,588	14,001
440901	HIGHLAND FALLS CSD	15,210	15,712
261101	HILTON CSD	11,524	11,620
041401	HINSDALE CSD	11,237	11,442
141701	HOLLAND CSD	12,055	12,481
412201	HOLLAND PATENT CSD	11,663	12,039
450704	HOLLEY CSD	10,554	10,573
110701	HOMER CSD	12,171	12,402
431401	HONEOYE CSD	12,966	13,081
260901	HONEOYE FALLS-LIMA CSD	11,332	11,433
491401	HOOSIC VALLEY CSD	11,032	11,335
490501	HOOSICK FALLS CSD	13,066	13,368
571800	HORNELL CITY SD	10,760	10,851
070901	HORSEHEADS CSD	11,814	12,140
101300	HUDSON CITY SD	15,052	15,281
641301	HUDSON FALLS CSD	11,018	10,949
190901	HUNTER-TANNERSVILLE CSD	17,034	17,044
580403	HUNTINGTON UFSD	18,686	18,800
130801	HYDE PARK CSD	12,990	13,360

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200401	INDIAN LAKE CSD	23,607	23,600
220301	INDIAN RIVER CSD	7,853	7,960
200501	INLET COMN SD	27,543	0
141301	IROQUOIS CSD	11,084	12,024
660402	IRVINGTON UFSD	21,629	22,090
280231	ISLAND PARK UFSD	29,259	29,952
280226	ISLAND TREES UFSD	16,321	16,501
580502	ISLIP UFSD	15,495	15,865
610600	ITHACA CITY SD	14,550	15,096
061700	JAMESTOWN CITY SD	11,093	11,407
420411	JAMESVILLE-DEWITT CSD	12,111	12,437
572702	JASPER-TROUPSBURG CSD	11,609	11,784
540901	JEFFERSON CSD	13,781	13,948
280515	JERICO UFSD	23,964	24,527
630601	JOHNSBURG CSD	18,593	18,666
031502	JOHNSON CITY CSD	13,290	13,457
170600	JOHNSTOWN CITY SD	11,224	10,792
420501	JORDAN-ELBRIDGE CSD	12,436	12,916
660101	KATONAH-LEWISBORO UFSD	20,575	20,643
150601	KEENE CSD	20,949	21,946
450607	KENDALL CSD	12,987	13,219
142601	KENMORE-TONAWANDA UFSD	10,058	10,280
101401	KINDERHOOK CSD	12,700	12,846
580805	KINGS PARK CSD	14,794	15,019
620600	KINGSTON CITY SD	16,046	16,595
441202	KIRYAS JOEL VILLAGE UFSD	40,035	43,286
221401	LA FARGEVILLE CSD	10,632	11,005
141800	LACKAWANNA CITY SD	13,211	13,581
420807	LAFAYETTE CSD	17,600	18,308
630701	LAKE GEORGE CSD	13,419	13,710
151102	LAKE PLACID CSD	16,198	16,324
200601	LAKE PLEASANT CSD	26,595	27,422
662401	LAKELAND CSD	15,310	15,638
141901	LANCASTER CSD	9,698	10,030
610801	LANSING CSD	12,293	12,830
490601	LANSINGBURGH CSD	10,696	11,213
470801	LAURENS CSD	11,633	11,764
280215	LAWRENCE UFSD	21,438	20,784
181001	LE ROY CSD	12,309	12,535
670401	LETCHWORTH CSD	11,556	11,950
280205	LEVITTOWN UFSD	18,062	18,176
400301	LEWISTON-PORTER CSD	12,801	13,157
590901	LIBERTY CSD	18,658	19,341
580104	LINDENHURST UFSD	15,101	15,285
511602	LISBON CSD	14,186	14,894
210800	LITTLE FALLS CITY SD	12,803	13,281
421501	LIVERPOOL CSD	13,990	14,207
591302	LIVINGSTON MANOR CSD	17,515	18,230
240801	LIVONIA CSD	12,599	12,806
400400	LOCKPORT CITY SD	10,948	11,331
280503	LOCUST VALLEY CSD	23,718	24,143
280300	LONG BEACH CITY SD	22,898	23,143
200701	LONG LAKE CSD	41,208	41,847
580212	LONGWOOD CSD	15,530	15,834
230901	LOWVILLE ACADEMY & CSD	10,832	10,964
221301	LYME CSD	13,744	13,945
280220	LYNBROOK UFSD	18,686	19,030
421504	LYNCOURT UFSD	17,219	18,249

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451001	LYNDONVILLE CSD	12,042	12,218
650501	LYONS CSD	12,027	12,474
251101	MADISON CSD	11,889	12,136
511901	MADRID-WADDINGTON CSD	12,114	12,485
480101	MAHOPAC CSD	14,767	14,977
031101	MAINE-ENDWELL CSD	11,910	12,103
161501	MALONE CSD	11,244	11,564
280212	MALVERNE UFSD	21,578	21,686
660701	MAMARONECK UFSD	18,975	19,372
431101	MANCHESTER-SHORTSVILLE CSD (RED JACK	12,212	12,564
280406	MANHASSET UFSD	21,434	21,713
110901	MARATHON CSD	13,805	14,089
421101	MARCELLUS CSD	11,239	11,513
121401	MARGARETVILLE CSD	14,219	15,101
650701	MARION CSD	12,244	12,480
621001	MARLBORO CSD	16,667	17,164
280523	MASSAPEQUA UFSD	16,639	17,226
512001	MASSENA CSD	11,362	11,514
581012	MATTITUCK-CUTCHOGUE UFSD	16,894	17,124
170801	MAYFIELD CSD	11,261	11,442
110304	MCGRAW CSD	12,445	13,060
521200	MECHANICVILLE CITY SD	11,588	12,268
450801	MEDINA CSD	11,923	11,861
010615	MENANDS UFSD	17,232	17,005
280225	MERRICK UFSD	18,965	19,306
460901	MEXICO CSD	12,273	12,750
580211	MIDDLE COUNTRY CSD	14,279	14,774
541001	MIDDLEBURGH CSD	13,466	13,539
441000	MIDDLETOWN CITY SD	14,402	15,067
471101	MILFORD CSD	13,623	14,077
132201	MILLBROOK CSD	13,326	13,421
580208	MILLER PLACE UFSD	14,186	14,277
280410	MINEOLA UFSD	24,282	24,559
150801	MINERVA CSD	24,859	25,451
441101	MINISINK VALLEY CSD	12,400	12,792
441201	MONROE-WOODBURY CSD	14,614	15,035
580306	MONTAUK UFSD	31,563	31,342
591401	MONTICELLO CSD	15,174	15,593
051301	MORAVIA CSD	11,461	11,632
150901	MORIAH CSD	13,240	13,705
471201	MORRIS CSD	11,809	11,730
512101	MORRISTOWN CSD	14,034	14,322
250401	MORRISVILLE-EATON CSD	13,120	13,470
212001	MOUNT MARKHAM CSD	12,549	12,720
240901	MT MORRIS CSD	14,355	14,605
660801	MT PLEASANT CSD	19,221	19,467
580207	MT SINAI UFSD	15,913	16,161
660900	MT VERNON SCHOOL DISTRICT	18,398	18,437
500108	NANUET UFSD	17,645	18,017
431201	NAPLES CSD	14,056	14,250
411501	NEW HARTFORD CSD	12,629	12,440
280405	NEW HYDE PARK-GARDEN CITY PARK UFSD	15,642	15,853
101601	NEW LEBANON CSD	15,507	16,028
621101	NEW PALTZ CSD	14,741	15,367
661100	NEW ROCHELLE CITY SD	17,424	17,722
581015	NEW SUFFOLK COMN SD	18,347	19,261
650101	NEWARK CSD	12,248	12,477
600402	NEWARK VALLEY CSD	11,095	11,378

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441600	NEWBURGH CITY SD	16,299	16,821
151001	NEWCOMB CSD	44,758	44,745
400601	NEWFANE CSD	11,376	11,563
610901	NEWFIELD CSD	11,129	11,823
400800	NIAGARA FALLS CITY SD	11,931	12,227
400701	NIAGARA-WHEATFIELD CSD	11,392	11,580
530301	NISKAYUNA CSD	12,416	12,847
580103	NORTH BABYLON UFSD	15,888	16,164
280204	NORTH BELLMORE UFSD	18,156	17,807
142201	NORTH COLLINS CSD	14,437	14,645
010623	NORTH COLONIE CSD	11,790	12,219
490801	NORTH GREENBUSH COMN SD (WILLIAMS)	12,684	13,352
280229	NORTH MERRICK UFSD	19,017	19,340
651501	NORTH ROSE-WOLCOTT CSD	13,233	13,473
661301	NORTH SALEM CSD	21,108	21,351
280501	NORTH SHORE CSD	24,975	25,559
420303	NORTH SYRACUSE CSD	12,149	12,473
400900	NORTH TONAWANDA CITY SD	11,529	11,824
630202	NORTH WARREN CSD	15,450	15,779
131101	NORTHEAST CSD	15,666	15,780
090501	NORTHEASTERN CLINTON CSD	12,414	12,846
090901	NORTHERN ADIRONDACK CSD	13,527	13,922
580404	NORTHPORT-EAST NORTHPORT UFSD	18,832	19,114
170901	NORTHVILLE CSD	14,971	15,516
081200	NORWICH CITY SD	11,548	11,305
512201	NORWOOD-NORFOLK CSD	12,147	12,459
411504	NY MILLS UFSD	13,083	13,260
500304	NYACK UFSD	19,561	19,882
300000	NYC CHANCELLOR'S OFFICE	16,123	16,844
181101	OAKFIELD-ALABAMA CSD	11,278	12,083
280211	OCEANSIDE UFSD	16,216	16,195
550101	ODESSA-MONTOUR CSD	11,773	12,094
512300	OGDENSBURG CITY SD	15,194	14,873
042400	OLEAN CITY SD	11,962	12,295
251400	ONEIDA CITY SD	12,326	12,591
471400	ONEONTA CITY SD	13,066	13,442
421201	ONONDAGA CSD	13,433	13,833
621201	ONTEORA CSD	19,600	19,929
271201	OPPENHEIM-EPHRATAH-ST JOHNSVILLE CSD	12,562	12,748
142301	ORCHARD PARK CSD	12,063	12,257
412901	ORISKANY CSD	12,085	12,402
661401	OSSINING UFSD	19,101	19,697
461300	OSWEGO CITY SD	12,253	12,568
471601	OTEGO-UNADILLA CSD	11,720	12,001
600601	OWEGO-APALACHIN CSD	12,864	13,004
081501	OXFORD ACADEMY & CSD	13,050	13,246
280506	OYSTER BAY-EAST NORWICH CSD	23,498	24,095
581002	OYSTERPONDS UFSD	30,551	32,561
650901	PALMYRA-MACEDON CSD	11,760	11,794
061601	PANAMA CSD	12,891	13,008
512501	PARISHVILLE-HOPKINTON CSD	12,372	12,534
580224	PATCHOGUE-MEDFORD UFSD	14,286	14,647
181201	PAVILION CSD	12,026	12,541
131201	PAWLING CSD	15,978	16,353
500308	PEARL RIVER UFSD	16,250	16,595
661500	PEEKSKILL CITY SD	17,257	17,871
661601	PELHAM UFSD	17,246	17,265
181302	PEMBROKE CSD	13,489	13,640

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
261201	PENFIELD CSD	13,371	13,593
680601	PENN YAN CSD	12,153	12,398
671201	PERRY CSD	11,857	12,470
091101	PERU CSD	13,367	13,816
431301	PHELPS-CLIFTON SPRINGS CSD	12,748	13,071
462001	PHOENIX CSD	12,891	12,944
440401	PINE BUSH CSD	12,887	13,006
131301	PINE PLAINS CSD	16,190	16,422
060601	PINE VALLEY CSD (SOUTH DAYTON)	12,070	13,990
261401	PITTSFORD CSD	13,923	14,268
280518	PLAINEDGE UFSD	16,675	16,752
280504	PLAINVIEW-OLD BETHPAGE CSD	18,541	18,899
091200	PLATTSBURGH CITY SD	14,167	14,646
660809	PLEASANTVILLE UFSD	17,217	17,293
660802	POCANTICO HILLS CSD	44,181	42,060
211103	POLAND CSD	12,644	12,822
051101	PORT BYRON CSD	11,771	11,859
661904	PORT CHESTER-RYE UFSD	15,181	15,471
580206	PORT JEFFERSON UFSD	22,626	23,026
441800	PORT JERVIS CITY SD	13,089	13,289
280404	PORT WASHINGTON UFSD	21,393	22,264
042901	PORTVILLE CSD	11,465	11,661
512902	POTSDAM CSD	13,054	13,369
131500	POUGHKEEPSIE CITY SD	13,725	14,347
572301	PRATTSBURGH CSD	11,160	11,520
461801	PULASKI CSD	13,049	13,424
641401	PUTNAM CSD	26,254	25,427
480503	PUTNAM VALLEY CSD	18,240	18,348
630902	QUEENSBURY UFSD	10,448	10,583
580903	QUOGUE UFSD	48,577	50,447
500401	RAMAPO CSD (SUFFERN)	17,713	17,931
043001	RANDOLPH CSD	11,860	12,665
010402	RAVENA-COEYMANS-SELKIRK CSD	14,255	14,202
651503	RED CREEK CSD	12,457	12,584
131701	RED HOOK CSD	14,612	14,876
411701	REMSEN CSD	16,363	17,086
580901	REMSENBURG-SPEONK UFSD	38,713	39,023
491200	RENSSELAER CITY SD	10,689	10,880
131801	RHINEBECK CSD	17,783	18,059
472001	RICHFIELD SPRINGS CSD	11,750	11,866
062401	RIPLEY CSD	15,646	14,989
580602	RIVERHEAD CSD	17,777	18,341
261600	ROCHESTER CITY SD	13,785	13,995
280221	ROCKVILLE CENTRE UFSD	19,832	20,193
580209	ROCKY POINT UFSD	14,456	14,778
411800	ROME CITY SD	13,136	13,584
560603	ROMULUS CSD	16,190	16,580
620901	RONDOUT VALLEY CSD	18,180	18,445
280208	ROOSEVELT UFSD	18,163	18,366
591301	ROSCOE CSD	18,244	18,704
280403	ROSLYN UFSD	21,579	22,032
530515	ROTTERDAM-MOHONASEN CSD	10,515	10,677
121502	ROXBURY CSD	17,860	18,357
401201	ROYALTON-HARTLAND CSD	10,981	11,140
261701	RUSH-HENRIETTA CSD	13,537	13,787
661800	RYE CITY SD	20,366	21,124
661901	RYE NECK UFSD	19,124	19,327
580205	SACHEM CSD	14,008	14,302

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
221001	SACKETS HARBOR CSD	11,233	11,312
580305	SAG HARBOR UFSD	27,621	28,712
580910	SAGAPONACK COMN SD	15,929	16,620
043200	SALAMANCA CITY SD	7,514	2,746
641501	SALEM CSD	13,883	14,677
161201	SALMON RIVER CSD	15,100	15,308
461901	SANDY CREEK CSD	13,676	14,155
091402	SARANAC CSD	12,510	12,950
161401	SARANAC LAKE CSD	14,751	15,378
521800	SARATOGA SPRINGS CITY SD	11,829	12,061
621601	SAUGERTIES CSD	13,439	13,719
411603	SAUQUOIT VALLEY CSD	12,486	13,058
580504	SAYVILLE UFSD	17,502	17,619
662001	SCARSDALE UFSD	23,199	23,816
530501	SCHALMONT CSD	14,753	14,797
530600	SCHENECTADY CITY SD	12,675	13,135
470901	SCHENEVUS CSD	14,354	14,187
491501	SCHODACK CSD	13,155	13,629
541201	SCHOHARIE CSD	13,260	13,500
151401	SCHROON LAKE CSD	17,265	18,334
521701	SCHUYLERVILLE CSD	12,448	12,516
022401	SCIO CSD	12,374	12,326
530202	SCOTIA-GLENNVILLE CSD	12,314	12,793
280206	SEAFORD UFSD	16,901	17,187
560701	SENECA FALLS CSD	12,194	12,265
280252	SEWANHAKA CENTRAL HS DISTRICT	13,635	13,856
541401	SHARON SPRINGS CSD	14,645	15,275
580701	SHELTER ISLAND UFSD	28,259	28,587
520302	SHENENDEHOWA CSD	12,185	12,532
082001	SHERBURNE-EARLVILLE CSD	11,837	12,026
062601	SHERMAN CSD	11,296	11,639
412000	SHERRILL CITY SD	11,017	11,338
580601	SHOREHAM-WADING RIVER CSD	17,041	17,343
121601	SIDNEY CSD	12,629	12,702
061501	SILVER CREEK CSD	12,830	13,437
421601	SKANEATELES CSD	13,140	13,220
580801	SMITHTOWN CSD	15,068	15,384
651201	SODUS CSD	13,465	13,414
420702	SOLVAY UFSD	12,669	12,793
662101	SOMERS CSD	17,838	18,255
010601	SOUTH COLONIE CSD	13,158	13,517
580235	SOUTH COUNTRY CSD	17,306	17,810
521401	SOUTH GLENS FALLS CSD	11,354	11,592
580413	SOUTH HUNTINGTON UFSD	17,080	17,526
220101	SOUTH JEFFERSON CSD	10,291	10,622
121702	SOUTH KORTRIGHT CSD	14,222	14,206
231101	SOUTH LEWIS CSD	14,371	14,502
500301	SOUTH ORANGETOWN CSD	16,151	16,660
560501	SOUTH SENECA CSD	14,316	14,589
580906	SOUTHAMPTON UFSD	25,003	25,633
050701	SOUTHERN CAYUGA CSD	14,333	14,438
581005	SOUTHOLD UFSD	18,523	18,934
060201	SOUTHWESTERN CSD AT JAMESTOWN	11,511	12,172
131602	SPACKENKILL UFSD	17,191	17,683
261001	SPENCERPORT CSD	12,079	12,329
600801	SPENCER-VAN ETEN CSD	12,334	12,702
580304	SPRINGS UFSD	23,728	24,409
141101	SPRINGVILLE-GRIFFITH INST CSD	12,341	12,689

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
161801	ST REGIS FALLS CSD	15,409	15,904
121701	STAMFORD CSD	14,246	14,273
401001	STARPOINT CSD	11,063	11,345
522001	STILLWATER CSD	10,162	10,231
251501	STOCKBRIDGE VALLEY CSD	11,764	11,751
591502	SULLIVAN WEST CSD	16,086	16,318
030601	SUSQUEHANNA VALLEY CSD	13,217	13,752
140207	SWEET HOME CSD	13,289	13,672
280502	SYOSSET CSD	21,094	21,358
421800	SYRACUSE CITY SD	13,158	13,442
100501	TACONIC HILLS CSD	14,624	14,700
220701	THOUSAND ISLANDS CSD	12,888	12,875
580201	THREE VILLAGE CSD	17,206	17,662
151501	TICONDEROGA CSD	14,935	15,350
600903	TIOGA CSD	10,425	10,930
142500	TONAWANDA CITY SD	10,961	11,259
211901	TOWN OF WEBB UFSD	20,238	20,582
591201	TRI-VALLEY CSD	19,825	20,438
491700	TROY CITY SD	16,407	16,817
611001	TRUMANSBURG CSD	11,824	12,232
580913	TUCKAHOE COMN SD	30,619	31,957
660302	TUCKAHOE UFSD	20,909	21,760
421902	TULLY CSD	11,284	11,284
160101	TUPPER LAKE CSD	12,976	13,215
441903	TUXEDO UFSD	16,062	16,305
660401	UFSD-TARRYTOWNS	17,778	18,174
081003	UNADILLA VALLEY CSD	12,690	13,160
051901	UNION SPRINGS CSD	13,110	12,985
280202	UNIONDALE UFSD	21,638	22,330
031501	UNION-ENDICOTT CSD	12,372	12,622
412300	UTICA CITY SD	10,209	10,755
660805	VALHALLA UFSD	21,960	22,026
441301	VALLEY CSD (MONTGOMERY)	12,801	13,108
280213	VALLEY STREAM 13 UFSD	16,417	16,714
280224	VALLEY STREAM 24 UFSD	20,120	20,742
280230	VALLEY STREAM 30 UFSD	19,008	19,076
280251	VALLEY STREAM CENTRAL HS DISTRICT	15,430	15,694
211701	VAN HORNESVILLE-OWEN D YOUNG CSD	12,968	13,083
031601	VESTAL CSD	13,148	13,466
431701	VICTOR CSD	11,197	11,631
011003	VOORHEESVILLE CSD	14,191	14,302
580302	WAINSCOTT COMN SD	17,788	19,969
621801	WALLKILL CSD	12,315	12,677
121901	WALTON CSD	11,719	11,788
280223	WANTAGH UFSD	14,688	14,882
132101	WAPPINGERS CSD	12,328	12,736
631201	WARRENSBURG CSD	15,206	15,696
671501	WARSAW CSD	12,589	13,084
442101	WARWICK VALLEY CSD	13,344	13,457
440102	WASHINGTONVILLE CSD	13,042	13,858
522101	WATERFORD-HALFMOON UFSD	13,874	15,334
561006	WATERLOO CSD	11,591	11,975
222000	WATERTOWN CITY SD	10,328	10,604
411902	WATERVILLE CSD	11,808	12,173
011200	WATERVLIET CITY SD	10,478	10,734
550301	WATKINS GLEN CSD	11,416	11,788
600101	WAVERLY CSD	10,199	10,559
573002	WAYLAND-COHOCTON CSD	11,544	11,833

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**

District Code	School District Name	Final 2020-21 Basic Tuition*	Final 2021-22 Basic Tuition*
650801	WAYNE CSD	11,720	11,540
261901	WEBSTER CSD	12,345	12,665
050301	WEEDSPORT CSD	13,097	13,350
200901	WELLS CSD	22,901	23,190
022601	WELLSVILLE CSD	13,071	13,467
580102	WEST BABYLON UFSD	16,279	16,688
210302	WEST CANADA VALLEY CSD	13,121	13,347
420101	WEST GENESEE CSD	11,192	11,645
280227	WEST HEMPSTEAD UFSD	16,714	17,093
260803	WEST IRONDEQUOIT CSD	11,735	12,123
580509	WEST ISLIP UFSD	14,966	15,267
142801	WEST SENECA CSD	10,953	11,371
040204	WEST VALLEY CSD	14,407	14,718
280401	WESTBURY UFSD	20,601	21,161
062901	WESTFIELD CSD	12,897	13,031
580902	WESTHAMPTON BEACH UFSD	19,374	19,564
420701	WESTHILL CSD	11,442	11,877
412801	WESTMORELAND CSD	12,831	12,297
262001	WHEATLAND-CHILI CSD	15,962	16,920
170301	WHEELERVILLE UFSD	18,210	17,871
662200	WHITE PLAINS CITY SD	20,562	20,971
641701	WHITEHALL CSD	13,136	13,478
412902	WHITESBORO CSD	11,406	11,720
022101	WHITESVILLE CSD	11,246	11,065
031401	WHITNEY POINT CSD	12,825	13,409
580232	WILLIAM FLOYD UFSD	15,383	15,661
651402	WILLIAMSON CSD	13,084	13,556
140203	WILLIAMSVILLE CSD	12,087	12,290
151701	WILLSBORO CSD	16,355	16,885
401501	WILSON CSD	11,647	11,932
191401	WINDHAM-ASHLAND-JEWETT CSD	19,984	20,254
031701	WINDSOR CSD	11,686	12,151
472506	WORCESTER CSD	13,846	13,872
580109	WYANDANCH UFSD	18,501	18,808
490804	WYNANTSKILL UFSD	13,144	13,720
671002	WYOMING CSD	14,649	16,159
662300	YONKERS CITY SD	15,913	16,481
241701	YORK CSD	12,113	13,556
043501	YORKSHIRE-PIONEER CSD	12,118	11,924
662402	YORKTOWN CSD	17,115	17,394
043501	YORKSHIRE-PIONEER CSD	12,837	12,118
662402	YORKTOWN CSD	17,841	17,115



**2022 New School Proposal
Budget(s) & Cash Flow(s) Template**

Green Tech Rochester

Contact Name:	Green Tech Rochester
Contact Title:	[REDACTED]
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]
First Academic Year:	2023-24
Pre-Opening Period:	July 1, 2022 - June 30, 2023

GREEN TECH ROCHESTER
2023-24 through 2027-28

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27	2027-28	AGE RANGE
Kindergarten	Elementary School	68	68	68	68	68	4-6
1st Grade	Elementary School		68	68	68	68	5-7
2nd Grade	Elementary School			68	68	68	6-8
3rd Grade	Elementary School				68	68	7-9
4th Grade	Elementary School					68	8-10
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		68	136	204	272	340	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27	2027-28
Kindergarten	Elementary School	4	4	4	4	4
1st Grade	Elementary School		4	4	4	4
2nd Grade	Elementary School			4	4	4
3rd Grade	Elementary School				4	4
4th Grade	Elementary School					4
5th Grade	Elementary/Middle School					
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		4	8	12	16	20

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27	2027-28
Kindergarten	Elementary School	17	17	17	17	17
1st Grade	Elementary School	0	17	17	17	17
2nd Grade	Elementary School	0	0	17	17	17
3rd Grade	Elementary School	0	0	0	17	17
4th Grade	Elementary School	0	0	0	0	17
5th Grade	Elementary/Middle School	0	0	0	0	0
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		68	136	204	272	340
Total Middle School Enrollment		-	-	-	-	-
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		68	136	204	272	340
Change in Net Enrollment from Prior Year (Count)		68	68	68	68	68
Change in Net Enrollment from Prior Year (Percent)		100.0%	100.0%	50.0%	33.3%	25.0%
Anticipated rate of attrition (Percent)		15.0%	15.0%	15.0%	15.0%	15.0%

ADDITIONAL NOTES/COMMENTS						

ESTIMATED ENROLLMENT BY DISTRICT

ANNUAL ENROLLMENT BY DISTRICT TOTALS	68	136	204	272	340
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	ROCHESTER CITY SD	2023-24	2024-25	2025-26	2026-27	2027-28
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 986,100,909	\$ 986,100,909	\$ 986,100,909	\$ 986,100,909	\$ 986,100,909
ENROLLMENT (Charter School)		68	136	204	272	340
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	2021-22 RCSD Adopted Budget					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list ->	2023-24	2024-25	2025-26	2026-27	2027-28
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

GREEN TECH ROCHESTER

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2023-24	2024-25	2025-26	2026-27	2027-28
	Grades	K	K-1	K-2	K-3	K-4
	Enrollment	68	136	204	272	340

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	2.0	2.0	2.0	2.0	2.0
Deans, Directors & Coordinators	1.0	2.0	3.0	3.0	3.0
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0
Operation / Business Manager	0.0	0.0	1.0	1.0	1.0
Administrative Staff	2.8	4.0	4.0	4.0	5.0
TOTAL ADMINISTRATIVE STAFF	7.8	10.0	12.0	12.0	13.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	8.0	12.0	16.0	20.0
Teachers - SPED	1.0	2.0	2.0	3.0	3.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	4.0	6.0	8.0	10.0	12.0
Specialty Teachers	0.0	1.0	2.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	2.0	2.0	3.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	10.0	18.0	26.0	34.0	41.0

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0.5	0.5	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	1.0	1.0	1.0	1.0	1.0
TOTAL NON-INSTRUCTIONAL	1.5	1.5	2.0	2.0	2.0

TOTAL PERSONNEL SERVICE FTE	19.3	29.5	40.0	48.0	56.0
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GREEN TECH ROCHESTER

STAFFING PLAN WAGES	Acad Years	Year 1	Year 2	Year 3	Year 4	Year 5
		2023-24	2024-25	2025-26	2026-27	2027-28
	Grades	K	K-1	K-2	K-3	K-4
	Enrollment	68.00	136.00	204.00	272.00	340.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

WAGES						
ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	\$ 40,000	\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020
Instructional Management	\$ 89,000	\$ 178,000	\$ 183,340	\$ 188,840	\$ 194,505	\$ 200,341
Deans, Directors & Coordinators	\$ 60,000	\$ 60,000	\$ 121,800	\$ 185,454	\$ 191,018	\$ 196,748
CFO / Director of Finance	\$ 55,000	\$ 55,000	\$ 56,650	\$ 58,350	\$ 60,100	\$ 61,903
Operation / Business Manager	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Staff	\$ 40,000	\$ 110,000	\$ 163,300	\$ 168,199	\$ 173,245	\$ 218,442
TOTAL ADMINISTRATIVE STAFF		\$ 443,000	\$ 566,290	\$ 643,279	\$ 662,577	\$ 722,454

INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	\$ 47,000	\$ 188,000	\$ 381,640	\$ 581,089	\$ 786,522	\$ 998,118
Teachers - SPED	\$ 47,000	\$ 47,000	\$ 95,410	\$ 98,272	\$ 148,220	\$ 152,667
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 20,800	\$ 83,200	\$ 127,296	\$ 172,715	\$ 219,496	\$ 267,681
Specialty Teachers	\$ 47,000	\$ -	\$ 47,000	\$ 95,410	\$ 145,272	\$ 149,630
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 45,000	\$ 45,000	\$ 46,350	\$ 92,741	\$ 95,523	\$ 143,388
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 363,200	\$ 697,696	\$ 1,040,227	\$ 1,395,034	\$ 1,711,485

NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	\$ 49,920	\$ 24,960	\$ 25,709	\$ 51,440	\$ 52,983	\$ 54,573
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ 30,000	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 41,600	\$ 41,600	\$ 42,848	\$ 44,133	\$ 45,457	\$ 46,821
TOTAL NON-INSTRUCTIONAL		\$ 66,560	\$ 68,557	\$ 95,574	\$ 98,441	\$ 101,394

TOTAL PERSONNEL SERVICE WAGES		\$ 872,760	\$ 1,332,543	\$ 1,779,079	\$ 2,156,051	\$ 2,535,333
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***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

Description of Assumptions
Shared Services Position - Dr. Miller
Asst.Principal & Director of Instruction
Dean/Data Coordinator
Finance
2 Office Staff and Involvement Specialist/Recruitment/Enrollment

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***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

Description of Assumptions
Shared Services Position - Dr. Miller
Asst.Principal & Director of Instruction
Dean
Finance
2 Admin. & Recruitment Enrollment Specialist

Starting Salary in RCSD \$46,954
Starting Salary in RCSD \$46,954
RCSD Salary Range \$18.00 - \$22.48 (Used \$20/hour)
Starting Salary in RCSD \$46,954
Starting Salary in RCSD \$46,954

Based on \$24.00/hour
Based on GTH Per Enrollment #s
Based on \$20.00/hour

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GREEN TECH ROCHESTER
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2022 - June 30, 2023

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc*

Total Revenue	761,637
Total Expenses	379,744
Net Income	381,893
	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmnt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	750,000
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	750,000
LOCAL and OTHER REVENUE	
Contributions and Donations	11,637
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	11,637
TOTAL REVENUE	761,637

GREEN TECH ROCHESTER
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2022 - June 30, 2023

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc*

Total Revenue	761,637
Total Expenses	379,744
Net Income	381,893

**START-UP
PERIOD**

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	1.00	40,000
Instructional Management	2.00	118,667
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	-	-
Operation / Business Manager	-	-
Administrative Staff	1.00	5,000
TOTAL ADMINISTRATIVE STAFF	4.00	163,667
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	-
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
TOTAL INSTRUCTIONAL	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
TOTAL NON-INSTRUCTIONAL	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	4.00	163,667
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		12,521
Fringe / Employee Benefits		19,640
Retirement / Pension		-
TOTAL PAYROLL TAXES AND BENEFITS		32,161
TOTAL PERSONNEL SERVICE COSTS	4.00	195,827
CONTRACTED SERVICES		
Accounting / Audit		-
Legal		1,350
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		550
Special Ed Services		-
Titlement Services (i.e. Title I)		32,000
Other Purchased / Professional / Consulting		-
TOTAL CONTRACTED SERVICES		33,900

GREEN TECH ROCHESTER
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2022 - June 30, 2023

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc*

Total Revenue	761,637
Total Expenses	379,744
Net Income	381,893

**START-UP
PERIOD**

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	15,000
Special Ed Supplies & Materials	5,000
Textbooks / Workbooks	5,000
Supplies & Materials other	10,000
Equipment / Furniture	20,000
Telephone	2,700
Technology	8,750
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	3,000
Office Expense	3,700
Staff Development	3,000
Staff Recruitment	4,000
Student Recruitment / Marketing	4,500
School Meals / Lunch	-
Travel (Staff)	4,500
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	89,150

FACILITY OPERATION & MAINTENANCE

Insurance	3,000
Janitorial	4,167
Building and Land Rent / Lease / Facility Finance Interest	15,000
Repairs & Maintenance	16,500
Equipment / Furniture	15,000
Security	500
Utilities	2,700
TOTAL FACILITY OPERATION & MAINTENANCE	56,867

DEPRECIATION & AMORTIZATION

	4,000
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DISSOLUTION ESCROW & RESERVES / CONTIGENCY

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TOTAL EXPENSES	379,744
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NET INCOME	381,893
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**GREEN TECH ROCHESTER
PROJECTED BUDGET / OPERATING PLAN PERIOD**

July 1, 2022 - June 30,

**NOTE Please enter financial data on "6) Year."
The pre-opening budget will be for a 1-Year Period as school information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	
DYCD (Department of Youth and Community Development)	
Other	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	CSP Grant
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

GREEN TECH ROCHEES
PROJECTED BUDGET / OPERATING PLAN PERIOD

July 1, 2022 - June 30,

**NOTE Please enter financial data on "6) Year."
 The pre-opening budget will be for a 1-Year Period as school information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	
Total Expenses	
Net Income	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	FTE No. of Positions	
Executive Management	1.00	Dr. Miller - Shared Service
Instructional Management	2.00	Asst. Principal - Director of Instruction
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	2023-24 SY
Operation / Business Manager	-	
Administrative Staff	1.00	Secretary
TOTAL ADMINISTRATIVE STAFF	4.00	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	-	2023-24 SY
Teachers - SPED	-	2023-24 SY
Substitute Teachers	-	
Teaching Assistants	-	2023-24 SY
Specialty Teachers	-	2023-24 SY
Aides	-	
Therapists & Counselors	-	2023-24 SY
Other	-	
TOTAL INSTRUCTIONAL	-	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	2023-24 SY
Librarian	-	
Custodian	-	
Security	-	
Other	-	
TOTAL NON-INSTRUCTIONAL	-	2023-24 SY

SUBTOTAL PERSONNEL SERVICE COSTS

4.00	
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
TOTAL PAYROLL TAXES AND BENEFITS	

TOTAL PERSONNEL SERVICE COSTS

4.00	
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CONTRACTED SERVICES

Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	Based on Estimate Per OELS
Special Ed Services	
Titlement Services (i.e. Title I)	Per Dan Pasek
Other Purchased / Professional / Consulting	Consultants
TOTAL CONTRACTED SERVICES	

PRE-OPENING CASH FLOW 1-YEAR	GREEN TECH ROCHESTER												
*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
<i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	July 1, 2022 - June 30, 2023												
Total Revenue	11,100	11,100	11,100	24,485	24,485	24,485	24,485	64,696	104,425	155,925	159,925	145,426	761,637
Total Expenses	6,655	6,705	6,705	9,155	25,653	25,653	25,653	26,403	29,253	31,753	92,836	93,319	379,744
Net Income	4,445	4,395	4,395	15,330	(1,168)	(1,168)	(1,168)	38,293	75,172	124,172	67,089	52,107	381,893
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	4,000
Beginning Cash Balance	-	4,445	8,840	13,235	28,565	27,397	26,229	25,061	63,354	138,526	262,698	329,786	-
Net Income	4,445	8,840	13,235	28,565	27,397	26,229	25,061	63,354	138,526	262,698	329,786	385,893	385,893
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	11,100	11,100	11,100	23,192	23,192	23,192	23,192	63,403	103,132	154,632	158,632	144,133	750,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	11,100	11,100	11,100	23,192	23,192	23,192	23,192	63,403	103,132	154,632	158,632	144,133	750,000
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	1,293	1,293	1,293	1,293	1,293	1,293	1,293	1,293	1,293	11,637
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	1,293	1,293	1,293	1,293	1,293	1,293	1,293	1,293	1,293	11,637
TOTAL REVENUE	11,100	11,100	11,100	24,485	24,485	24,485	24,485	64,696	104,425	155,925	159,925	145,426	761,637

PRE-OPENING CASH FLOW 1-YEAR		GREEN TECH ROCHESTER											
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION											
<i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>		July 1, 2022 - June 30, 2023											
Total Revenue	11,100	11,100	11,100	24,485	24,485	24,485	24,485	64,696	104,425	155,925	159,925	145,426	761,637
Total Expenses	6,655	6,705	6,705	9,155	25,653	25,653	25,653	26,403	29,253	31,753	92,836	93,319	379,744
Net Income	4,445	4,395	4,395	15,330	(1,168)	(1,168)	(1,168)	38,293	75,172	124,172	67,089	52,107	381,893
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	4,000
Beginning Cash Balance	-	4,445	8,840	13,235	28,565	27,397	26,229	25,061	63,354	138,526	262,698	329,786	-
Net Income	4,445	8,840	13,235	28,565	27,397	26,229	25,061	63,354	138,526	262,698	329,786	385,893	385,893
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	7,500	7,500	15,000
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	2,500	2,500	5,000
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	2,500	2,500	5,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	5,000	5,000	10,000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	10,000	10,000	20,000
Telephone	-	-	-	300	300	300	300	300	300	300	300	300	2,700
Technology	-	-	-	1,500	250	250	250	500	1,500	1,500	1,500	1,500	8,750
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	1,000	1,000	1,000	3,000
Office Expense	-	-	-	-	-	-	-	500	100	100	1,500	1,500	3,700
Staff Development	-	-	-	-	-	-	-	-	750	750	750	750	3,000
Staff Recruitment	-	-	-	-	-	-	-	-	1,500	1,500	500	500	4,000
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	1,500	1,500	1,500	4,500
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	500	500	500	500	500	500	500	500	500	4,500
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	2,300	1,050	1,050	1,050	1,800	4,650	7,150	35,050	35,050	89,150
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	1,500	1,500	3,000
Janitorial	-	-	-	-	-	-	-	-	-	-	2,083	2,083	4,167
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	7,500	7,500	15,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	15,500	1,000	16,500
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	5,000	10,000	15,000
Security	-	-	-	-	-	-	-	-	-	-	250	250	500
Utilities	-	-	-	-	-	-	-	-	-	-	1,350	1,350	2,700
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	33,183	23,683	56,867
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	4,000	4,000
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	<u>6,655</u>	<u>6,705</u>	<u>6,705</u>	<u>9,155</u>	<u>25,653</u>	<u>25,653</u>	<u>25,653</u>	<u>26,403</u>	<u>29,253</u>	<u>31,753</u>	<u>92,836</u>	<u>93,319</u>	<u>379,744</u>
NET INCOME	<u>4,445</u>	<u>4,395</u>	<u>4,395</u>	<u>15,330</u>	<u>(1,168)</u>	<u>(1,168)</u>	<u>(1,168)</u>	<u>38,293</u>	<u>75,172</u>	<u>124,172</u>	<u>67,089</u>	<u>52,107</u>	<u>381,893</u>

PRE-OPENING CASH FLOW 1-YEAR	GREEN TECH ROCHESTER												
*NOTE: <i>Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2022 - June 30, 2023												
	11,100	11,100	11,100	24,485	24,485	24,485	24,485	64,696	104,425	155,925	159,925	145,426	761,637
	6,655	6,705	6,705	9,155	25,653	25,653	25,653	26,403	29,253	31,753	92,836	93,319	379,744
	4,445	4,395	4,395	15,330	(1,168)	(1,168)	(1,168)	38,293	75,172	124,172	67,089	52,107	381,893
	-	-	-	-	-	-	-	-	-	-	-	4,000	4,000
	-	4,445	8,840	13,235	28,565	27,397	26,229	25,061	63,354	138,526	262,698	329,786	-
	4,445	8,840	13,235	28,565	27,397	26,229	25,061	63,354	138,526	262,698	329,786	385,893	385,893
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	4,000	4,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	4,000	4,000
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	4,000	4,000
NET INCOME	4,445	4,395	4,395	15,330	(1,168)	(1,168)	(1,168)	38,293	75,172	124,172	67,089	56,107	385,893
Beginning Cash Balance	-	4,445	8,840	13,235	28,565	27,397	26,229	25,061	63,354	138,526	262,698	329,786	-
ENDING CASH BALANCE	4,445	8,840	13,235	28,565	27,397	26,229	25,061	63,354	138,526	262,698	329,786	385,893	385,893

YEAR 1 BUDGET AND ASSUMPTION	GREEN TECH ROCHESTER						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2023 - JUNE 30, 2024						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	951,660	10,000	432,393	-	-	1,394,053	
Total Expenses	521,869	110,408	173,977	-	586,973	1,393,227	
Net Income	429,791	(100,408)	258,416	-	(586,973)	826	
Budgeted Student Enrollment	68	-	-	-	-	68	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2021-22)						
PRIMARY School District: ROCHESTER CITY SD	13,995	951,660				951,660	
Other District 1:	-	-				-	
Other District 2:	-	-				-	
Other District 3:	-	-				-	
Other District 4:	-	-				-	
Other District 5:	-	-				-	
Other District 6:	-	-				-	
Other District 7:	-	-				-	
Other District 8:	-	-				-	
Other District 9:	-	-				-	
Other District 10:	-	-				-	
Other District 11:	-	-				-	
Other District 12:	-	-				-	
Other District 13:	-	-				-	
Other District 14:	-	-				-	
Other School Districts' Revenue: (Weighted Avg.)	-	-				-	
TOTAL Per Pupil Revenue (Weighted Avg.)	13,995	951,660				951,660	
Special Education Revenue		-				-	
NYC DoE Rental Assistance		-				-	
Grants							
Stimulus		-				-	
DYCD (Department of Youth and Community Development)		-				-	
Other		-				-	
Other		-				-	
TOTAL REVENUE FROM STATE SOURCES		951,660				951,660	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	10,000			10,000	
Title I		-		20,000		20,000	Estimated Title \$
Title Funding - Other		-		5,000		5,000	Estimated Title \$
School Food Service (Free Lunch)		-		15,000		15,000	Estimated Based on 68 Students
Grants							
Charter School Program (CSP) Planning & Implementation		-		381,893		381,893	Remaining CSP \$ from 2022-23
Other		-				-	
Other		-				-	
TOTAL REVENUE FROM FEDERAL SOURCES		-	10,000	421,893		431,893	
LOCAL and OTHER REVENUE							
Contributions and Donations		-				-	
Fundraising		-				-	
Erate Reimbursement		-		7,500		7,500	Estimated Erate Reimbursement
Earnings on Investments		-				-	
Interest Income		-				-	
Food Service (Income from meals)		-		3,000		3,000	State Cn
Text Book		-				-	
OTHER		-				-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-		10,500		10,500	
TOTAL REVENUE		951,660	10,000	432,393		1,394,053	

YEAR 1 BUDGET AND ASSUMPTION	GREEN TECH ROCHESTER						DESCRIPTION OF ASSUMPTIONS	
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
	JULY 1, 2023 - JUNE 30, 2024							
Total Revenue	951,660	10,000	432,393	-	-	1,394,053		
Total Expenses	521,869	110,408	173,977	-	586,973	1,393,227		
Net Income	429,791	(100,408)	258,416	-	(586,973)	826		
Budgeted Student Enrollment	68	-	-	-	-	68		
	PROGRAM SERVICES			SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	-	-	-	40,000	40,000	Dr. Paul Miller - Shared Service	
Instructional Management	2.00	128,000	25,000	-	25,000	178,000	Principal & Director of Instruction	
Deans, Directors & Coordinators	1.00	-	-	-	60,000	60,000	Dean	
CFO / Director of Finance	1.00	-	-	-	55,000	55,000	Finance	
Operation / Business Manager	-	-	-	-	-	-		
Administrative Staff	2.75	40,000	-	-	70,000	110,000	Secretaries & Recruitment	
TOTAL ADMINISTRATIVE STAFF	7.75	168,000	25,000	-	250,000	443,000		
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	4.00	188,000	-	-	-	188,000		
Teachers - SPED	1.00	-	47,000	-	-	47,000		
Substitute Teachers	-	-	-	-	-	-		
Teaching Assistants	4.00	63,200	20,000	-	-	83,200		
Specialty Teachers	-	-	-	-	-	-		
Aides	-	-	-	-	-	-		
Therapists & Counselors	1.00	-	-	45,000	-	45,000		
Other	-	-	-	-	-	-		
TOTAL INSTRUCTIONAL	10.00	251,200	67,000	45,000	-	363,200		
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	0.50	-	-	24,960	-	24,960		
Librarian	-	-	-	-	-	-		
Custodian	-	-	-	-	-	-		
Security	-	-	-	-	-	-		
Other	1.00	-	-	41,600	-	41,600	Food Service	
TOTAL NON-INSTRUCTIONAL	1.50	-	-	66,560	-	66,560		
SUBTOTAL PERSONNEL SERVICE COSTS	19.25	419,200.00	92,000	111,560	-	872,760		
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		32,069	7,038	8,534	-	19,125	66,766	7.65%
Fringe / Employee Benefits		38,100	7,620	12,383	-	37,148	95,251	Based on 11%
Retirement / Pension		-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		70,169	14,658	20,917	-	56,273	162,017	
TOTAL PERSONNEL SERVICE COSTS	19.25	489,369	106,658	132,477	-	306,273	1,034,777	
CONTRACTED SERVICES								
Accounting / Audit		-	-	5,000	-	-	5,000	1st Year Audit Estimate
Legal		-	-	3,000	-	-	3,000	Potential Legal Questions
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	5,400	5,400	Based on GTH - OELS (GTR @ 22% of GTH)
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	32,000	-	-	32,000	Per Dan Pasek - Rate as 22-23
Other Purchased / Professional / Consulting		-	-	-	-	-	-	
TOTAL CONTRACTED SERVICES		-	-	40,000	-	5,400	45,400	

YEAR 1 BUDGET AND ASSUMPTION	GREEN TECH ROCHESTER						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2023 - JUNE 30, 2024						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	951,660	10,000	432,393	-	-	1,394,053	
Total Expenses	521,869	110,408	173,977	-	586,973	1,393,227	
Net Income	429,791	(100,408)	258,416	-	(586,973)	826	
Budgeted Student Enrollment	68	-	-	-	-	68	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	1,750	-	-	-	-	1,750	Majority of Supplies Bought in Pre-Op Yr
Special Ed Supplies & Materials	-	750	-	-	-	750	Majority of Supplies Bought in Pre-Op Yr
Textbooks / Workbooks	-	-	-	-	-	-	
Supplies & Materials other	2,500	-	-	-	-	2,500	Based on 68 Students
Equipment / Furniture	2,500	-	-	-	-	2,500	Majority of E/F Purchased in Pre-Op Year
Telephone	5,000	-	1,500	-	3,500	10,000	Faculty Cell Phones
Technology	2,250	-	-	-	1,750	4,000	Majority of Technology Supplies Bought in Pre-Op Yr
Student Testing & Assessment	1,250	-	-	-	-	1,250	Part of Curriculum
Field Trips	2,500	500	-	-	-	3,000	Estimate
Transportation (student)	-	-	-	-	-	-	Paid for by RCSD
Student Services - other	1,500	500	-	-	-	2,000	Uniforms and Special Events
Office Expense	-	-	-	-	3,000	3,000	Front Office Expenses
Staff Development	2,250	-	-	-	750	3,000	PDs
Staff Recruitment	1,500	-	-	-	750	2,250	Majority of Recruiting Pre-Op Yr
Student Recruitment / Marketing	1,500	-	-	-	750	2,250	Majority of Recruiting Pre-Op Yr
School Meals / Lunch	8,000	2,000	-	-	-	10,000	Based on 68 Students
Travel (Staff)	-	-	-	-	1,000	1,000	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	800	800	Interest, Finance Charges
TOTAL SCHOOL OPERATIONS	32,500	3,750	1,500	-	12,300	50,050	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	15,000	15,000	Based on Estimate
Janitorial	-	-	-	-	25,000	25,000	Based on Estimated Annual Cost of \$25k
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	180,000	180,000	Based on Estimated Annual Rent of \$150k - \$180K
Repairs & Maintenance	-	-	-	-	10,000	10,000	Based on Estimated R&M \$10k
Equipment / Furniture	-	-	-	-	8,000	8,000	Majority of Purchases in Pre-Op Year
Security	-	-	-	-	5,000	5,000	Based on GTH Fire and Entry System
Utilities	-	-	-	-	20,000	20,000	Based on Estimated Annual Cost of \$16k - \$20k
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	263,000	263,000	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	521,869	110,408	173,977	-	586,973	1,393,227	
NET INCOME	429,791	(100,408)	258,416	-	(586,973)	826	

YEAR 1 BUDGET AND ASSUMPTION	GREEN TECH ROCHESTER						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2023 - JUNE 30, 2024						
Total Revenue	951,660	10,000	432,393	-	-	1,394,053	
Total Expenses	521,869	110,408	173,977	-	586,973	1,393,227	
Net Income	429,791	(100,408)	258,416	-	(586,973)	826	
Budgeted Student Enrollment	68	-				68	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: ROCHESTER CITY SD	68					68	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	68					68	
REVENUE PER PUPIL	13,995					20,501	
EXPENSES PER PUPIL	7,675					20,489	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	GREEN TECH ROCHESTER PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2023 - JUNE 30, 2024												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	190,434	31,824	192,984	34,374	205,484	34,374	192,984	34,374	192,984	44,374	205,484	34,374	1,394,053
Total Expenses	121,478	112,983	112,896	118,734	117,398	115,034	117,273	116,034	115,066	115,034	114,898	116,398	1,393,227
Net Income	68,957	(81,158)	80,088	(84,360)	88,086	(80,660)	75,711	(81,660)	77,918	(70,660)	90,586	(82,024)	826
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	68,957	(12,201)	67,887	(16,473)	71,613	(9,047)	66,665	(14,995)	62,923	(7,737)	82,849	-
Ending Cash Balance	68,957	(12,201)	67,887	(16,473)	71,613	(9,047)	66,665	(14,995)	62,923	(7,737)	82,849	826	826
* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."													
REVENUE													
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	Basic Tuition (2021-22)												
PRIMARY School District: ROCHESTER CITY SD	158,610	-	158,610	-	158,610	-	158,610	-	158,610	-	158,610	-	951,660
Other District 1:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Avg.)	158,610	-	158,610	-	158,610	-	158,610	-	158,610	-	158,610	-	951,660
Special Education Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	158,610	-	158,610	-	158,610	-	158,610	-	158,610	-	158,610	-	951,660
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	10,000	-	-	10,000
Title I	-	-	-	-	10,000	-	-	-	-	-	10,000	-	20,000
Title Funding - Other	-	-	-	-	2,500	-	-	-	-	-	2,500	-	5,000
School Food Service (Free Lunch)	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Grants													
Charter School Program (CSP) Planning & Implementation	31,824	31,824	31,824	31,824	31,824	31,824	31,824	31,824	31,824	31,824	31,824	31,824	381,893
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	31,824	31,824	33,324	33,324	45,824	33,324	33,324	33,324	33,324	43,324	45,824	33,324	431,893
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	750	750	750	750	750	750	750	750	750	750	7,500
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	300	300	300	300	300	300	300	300	300	300	3,000
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	10,500
TOTAL REVENUE	190,434	31,824	192,984	34,374	205,484	34,374	192,984	34,374	192,984	44,374	205,484	34,374	1,394,053

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	GREEN TECH ROCHESTER PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2023 - JUNE 30, 2024												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	190,434	31,824	192,984	34,374	205,484	34,374	192,984	34,374	192,984	44,374	205,484	34,374	1,394,053
Total Expenses	121,478	112,983	112,896	118,734	117,398	115,034	117,273	116,034	115,066	115,034	114,898	116,398	1,393,227
Net Income	68,957	(81,158)	80,088	(84,360)	88,086	(80,660)	75,711	(81,660)	77,918	(70,660)	90,586	(82,024)	826
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	68,957	(12,201)	67,887	(16,473)	71,613	(9,047)	66,665	(14,995)	62,923	(7,737)	82,849	-
Ending Cash Balance	68,957	(12,201)	67,887	(16,473)	71,613	(9,047)	66,665	(14,995)	62,923	(7,737)	82,849	826	826
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	1,000	-	-	-	-	750	-	-	-	-	-	1,750
Special Ed Supplies & Materials	-	500	-	-	-	-	250	-	-	-	-	-	750
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	2,500	-	-	-	-	-	-	-	-	-	-	-	2,500
Equipment / Furniture	1,500	-	-	-	-	-	500	500	-	-	-	-	2,500
Telephone	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Technology	1,750	875	-	-	-	-	875	500	-	-	-	-	4,000
Student Testing & Assessment	-	-	125	125	125	125	125	125	125	125	125	125	1,250
Field Trips	-	-	1,000	500	-	-	-	-	-	-	-	-	1,500
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	750	750	50	50	50	50	150	50	50	50	2,000
Office Expense	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Staff Development	-	-	300	300	300	300	300	300	300	300	300	300	3,000
Staff Recruitment	1,000	1,000	250	-	-	-	-	-	-	-	-	-	2,250
Student Recruitment / Marketing	1,500	136	-	136	-	136	-	136	68	136	-	-	2,250
School Meals / Lunch	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000
Travel (Staff)	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	67	67	67	67	67	67	67	67	67	67	67	67	800
TOTAL SCHOOL OPERATIONS	9,483	4,745	4,658	4,045	2,708	2,845	5,083	3,845	2,877	2,845	2,708	4,208	50,050
FACILITY OPERATION & MAINTENANCE													
Insurance	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
Janitorial	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Building and Land Rent / Lease / Facility Finance Interest	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	180,000
Repairs & Maintenance	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Equipment / Furniture	4,000	364	364	364	364	364	364	364	364	364	364	364	8,000
Security	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Utilities	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
TOTAL FACILITY OPERATION & MAINTENANCE	25,250	21,614	21,614	21,614	263,000								
DEPRECIATION & AMORTIZATION													
DISSOLUTION ESCROW & RESERVES / CONTINGENCY													
TOTAL EXPENSES	121,478	112,983	112,896	118,734	117,398	115,034	117,273	116,034	115,066	115,034	114,898	116,398	1,393,227
NET INCOME	68,957	(81,158)	80,088	(84,360)	88,086	(80,660)	75,711	(81,660)	77,918	(70,660)	90,586	(82,024)	826
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities													
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities													
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities													
Total Cash Flow Adjustments													
NET INCOME	68,957	(81,158)	80,088	(84,360)	88,086	(80,660)	75,711	(81,660)	77,918	(70,660)	90,586	(82,024)	826
Beginning Cash Balance	-	68,957	(12,201)	67,887	(16,473)	71,613	(9,047)	66,665	(14,995)	62,923	(7,737)	82,849	-
ENDING CASH BALANCE	68,957	(12,201)	67,887	(16,473)	71,613	(9,047)	66,665	(14,995)	62,923	(7,737)	82,849	826	826

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		GREEN TECH ROCHESTER					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					*NOTE: State assumptions that are being made in the section provided below.
		2023-24 THROUGH 2027-28					
Total Revenue		1,394,053	2,009,820	3,019,480	4,048,140	5,092,300	
Total Expenses		1,393,227	2,006,337	2,769,068	3,219,651	3,749,679	
Net Income (Before Cash Flow Adjustments)		826	3,483	250,412	828,489	1,342,621	
Budgeted Student Enrollment		68	136	204	272	340	
		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
REVENUE		Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES		0.0%	0.0%	0.0%	0.0%	0.0%	
Per Pupil Revenue	Basic Tuition (2021-22)						
PRIMARY School District: ROCHESTER CITY SD	13,995	951,660	1,903,320	2,854,980	3,806,640	4,758,300	
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 13,995	951,660	1,903,320	2,854,980	3,806,640	4,758,300	
Special Education Revenue		-	-	-	-	-	
NYC DoE Rental Assistance		-	-	-	-	-	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		951,660	1,903,320	2,854,980	3,806,640	4,758,300	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		10,000	15,000	18,000	26,000	28,000	Based on Year 19-20 With Similar Enrollment
Title I		20,000	35,000	50,000	75,000	110,000	Based on Year 19-20 With Similar Enrollment
Title Funding - Other		5,000	7,500	12,500	16,500	23,000	Based on Year 19-20 With Similar Enrollment
School Food Service (Free Lunch)		15,000	30,000	60,000	90,000	130,000	Based on Year With Similar Enrollment
Grants							
Charter School Program (CSP) Planning & Implementation		381,893	-	-	-	-	
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		431,893	87,500	140,500	207,500	291,000	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Erate Reimbursement		7,500	10,000	12,000	17,000	20,000	Based on Year 19-20 With Similar Enrollment
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		3,000	9,000	12,000	17,000	23,000	CN State Based on Year 19-20 With Similar Enrollment
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		10,500	19,000	24,000	34,000	43,000	
TOTAL REVENUE		1,394,053	2,009,820	3,019,480	4,048,140	5,092,300	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		GREEN TECH ROCHESTER					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					*NOTE: State assumptions that are being made in the section provided below.
		2023-24 THROUGH 2027-28					
Total Revenue		1,394,053	2,009,820	3,019,480	4,048,140	5,092,300	
Total Expenses		1,393,227	2,006,337	2,769,068	3,219,651	3,749,679	
Net Income (Before Cash Flow Adjustments)		826	3,483	250,412	828,489	1,342,621	
Budgeted Student Enrollment		68	136	204	272	340	
		Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.
Executive Management	1.00	40,000	41,200	42,436	43,709	45,020	
Instructional Management	2.00	178,000	183,340	188,840	194,505	200,341	
Deans, Directors & Coordinators	1.00	60,000	121,800	185,454	191,018	196,748	
CFO / Director of Finance	1.00	55,000	56,650	58,350	60,100	61,903	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	2.75	110,000	163,300	168,199	173,245	218,442	
TOTAL ADMINISTRATIVE STAFF	7.75	443,000	566,290	643,279	662,577	722,454	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	188,000	381,640	581,089	786,522	998,118	
Teachers - SPED	1.00	47,000	95,410	98,272	148,220	152,667	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	4.00	83,200	127,296	172,715	219,496	267,681	
Specialty Teachers	-	-	47,000	95,410	145,272	149,630	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	45,000	46,350	92,741	95,523	143,388	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	10.00	363,200	697,696	1,040,227	1,395,034	1,711,485	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.50	24,960	25,709	51,440	52,983	54,573	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	1.00	41,600	42,848	44,133	45,457	46,821	
TOTAL NON-INSTRUCTIONAL	1.50	66,560	68,557	95,574	98,441	101,394	
SUBTOTAL PERSONNEL SERVICE COSTS	19.25	872,760	1,332,543	1,779,079	2,156,051	2,535,333	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		66,766	101,940	136,100	164,938	193,953	
Fringe / Employee Benefits		95,251	159,905	213,489	258,726	304,240	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		162,017	261,845	349,589	423,664	498,193	
TOTAL PERSONNEL SERVICE COSTS	19.25	1,034,777	1,594,387	2,128,668	2,579,716	3,033,526	
CONTRACTED SERVICES							
Accounting / Audit		5,000	6,000	7,000	8,000	9,000	
Legal		3,000	3,500	4,000	4,500	5,000	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		5,400	6,000	7,000	8,500	10,000	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		32,000	32,000	33,000	34,000	35,000	
Other Purchased / Professional / Consulting		-	-	-	-	-	
TOTAL CONTRACTED SERVICES		45,400	47,500	51,000	55,000	59,000	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	GREEN TECH ROCHESTER					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	1,394,053	2,009,820	3,019,480	4,048,140	5,092,300	
Total Expenses	1,393,227	2,006,337	2,769,068	3,219,651	3,749,679	
Net Income (Before Cash Flow Adjustments)	826	3,483	250,412	828,489	1,342,621	
Budgeted Student Enrollment	68	136	204	272	340	
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	1,750	10,000	15,000	17,500	20,000	Based on Staff/Enrollment Increases
Special Ed Supplies & Materials	750	1,000	1,100	1,210	1,331	Based on Staff/Enrollment Increases - 10% Increase Y2 - Y5
Textbooks / Workbooks	-	-	-	-	-	
Supplies & Materials other	2,500	2,750	3,000	3,250	3,500	Based on Staff/Enrollment Increases
Equipment / Furniture	2,500	5,000	7,500	10,000	12,250	Based on Staff/Enrollment Increases
Telephone	10,000	12,000	15,000	18,000	22,000	Based on Staff/Enrollment Increases
Technology	4,000	8,000	12,000	18,000	20,000	Based on Staff/Enrollment Increases
Student Testing & Assessment	1,250	1,500	1,750	1,800	1,850	Based on Staff/Enrollment Increases
Field Trips	3,000	3,000	3,000	3,000	3,000	Based on Staff/Enrollment Increases
Transportation (student)	-	-	-	-	-	
Student Services - other	2,000	3,000	3,500	4,000	4,500	Based on Staff/Enrollment Increases
Office Expense	3,000	3,500	4,000	4,500	5,000	Based on Staff/Enrollment Increases
Staff Development	3,000	3,000	3,500	4,000	4,500	Based on Staff/Enrollment Increases
Staff Recruitment	2,250	1,500	1,500	1,500	1,000	Based on Staff/Enrollment Increases
Student Recruitment / Marketing	2,250	1,500	1,500	1,500	1,500	Based on Staff/Enrollment Increases
School Meals / Lunch	10,000	14,000	20,000	25,000	30,000	Based on Staff/Enrollment Increases
Travel (Staff)	1,000	-	-	-	-	
Fundraising	-	-	-	-	-	
Other	800	800	1,000	1,200	1,400	Based on Staff/Enrollment Increases
TOTAL SCHOOL OPERATIONS	50,050	70,550	93,350	114,460	131,831	
FACILITY OPERATION & MAINTENANCE						
Insurance	15,000	17,500	19,250	21,175	23,293	Based on Staff/Enrollment Increases - 10% Y3-Y5
Janitorial	25,000	30,000	33,000	36,300	39,930	Based on Staff/Enrollment Increases - 10% Y3-Y5
Building and Land Rent / Lease / Facility Finance Interest	180,000	195,000	300,000	330,000	360,000	Estimate Higher - Unknown Rent/Mortgage
Repairs & Maintenance	10,000	15,000	20,000	20,000	25,000	Estimate Higher - Unknown Rent/Mortgage/Repairs
Equipment / Furniture	8,000	3,500	5,000	6,500	7,500	Based on Staff/Enrollment Increases
Security	5,000	5,500	6,000	6,500	7,000	
Utilities	20,000	22,000	30,000	40,000	50,000	
TOTAL FACILITY OPERATION & MAINTENANCE	263,000	288,500	413,250	460,475	512,723	
DEPRECIATION & AMORTIZATION	-	5,400	7,800	10,000	12,600	Based on Acquisition of Fixed Assets - Technology/Facility
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	75,000	-	-	Plan is to allocate \$25/year
TOTAL EXPENSES	1,393,227	2,006,337	2,769,068	3,219,651	3,749,679	
NET INCOME	826	3,483	250,412	828,489	1,342,621	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	GREEN TECH ROCHESTER					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2023-24 THROUGH 2027-28					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	1,394,053	2,009,820	3,019,480	4,048,140	5,092,300	
Total Expenses	1,393,227	2,006,337	2,769,068	3,219,651	3,749,679	
Net Income (Before Cash Flow Adjustments)	826	3,483	250,412	828,489	1,342,621	
Budgeted Student Enrollment	68	136	204	272	340	
	Year 1 2023-24	Year 2 2024-25	Year 3 2025-26	Year 4 2026-27	Year 5 2027-28	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: ROCHESTER CITY SD	68	136	204	272	340	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	68	136	204	272	340	
REVENUE PER PUPIL	20,501	14,778	14,801	14,883	14,977	
EXPENSES PER PUPIL	20,489	14,752	13,574	11,837	11,028	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	5,400	7,800	10,000	12,600	
Other	-	-	-	-	-	
Total Operating Activities	-	5,400	7,800	10,000	12,600	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	5,400	7,800	10,000	12,600	
NET INCOME	826	8,883	258,212	838,489	1,355,221	
Beginning Cash Balance	-	826	9,708	267,920	1,106,410	
ENDING CASH BALANCE	826	9,708	267,920	1,106,410	2,461,630	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: ROCHESTER CITY SD							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for ROCHESTER CITY SD School District	Projected Impact (% of District's Total Budget)
Year 1 (2023-24)	68	13,995	951,660	50,000	1,001,660	986,100,909	0.102%
Year 2 (2024-25)	136	13,995	1,903,320	87,500	1,990,820	986,100,909	0.202%
Year 3 (2025-26)	204	13,995	2,854,980	140,000	2,994,980	986,100,909	0.304%
Year 4 (2026-27)	272	13,995	3,806,640	207,500	4,014,140	986,100,909	0.407%
Year 5 (2027-28)	340	13,995	4,758,300	291,000	5,049,300	986,100,909	0.512%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			2021-22 RCSD Adopted Budget				
OTHER NOTES:							

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2023-24)	-	-	-	-	-	-	#DIV/0!
Year 2 (2024-25)	-	-	-	-	-	-	#DIV/0!
Year 3 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 4 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 5 (2027-28)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							



R-21f – Letters of Commitment

No letters of commitment.

This request is not applicable.



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R-21g – Non-SUNY Financials

This request is not applicable.



R-22 – Action Plan

R-22 - Action Plan (through opening day)

The following table shows the key activities from January 2022 through opening day of Kindergarten students in August 2023. All activities assume SUNY approval for Green Tech Rochester Elementary Charter School in summer 2022.

Date Range	Activity	Short Description	Responsibility
1/22 - 2/22	LOI and RFP	Submit new charter application for GTR Rochester	GTR Board - Dr. Paul Miller
3/22 - 4/22	GTR Capacity Interviews	If invited - GTR will be invited to participate in capacity interviews prior to new charter issuance determination	SUNY CSI - GTR Founding Group
6/22 - 8/22	Expected SUNY decision regarding GTR charter		SUNY Trustees
9/22 - 12/22	Operations and Facility Search	GTR will establish all final school policies, activate the CSP grant, and make a final choice of a 2023-24 facility.	GTR Founding Group
11/22 - 4/23	Employee search and placement	GTR will secure all first year employees to contracts by spring 2023	GTR Founding Group



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4/2023	Kindergarten Lottery	GTR will hold its first lottery for Kindergarten seats	GTR Founding Group
7/2023	Building Occupancy	Final Certificate of Occupancy for new facility	GTR Founding Group
8/2023	Furnishing complete and Kindergarten students arrive	School opens to new employees and 68 Kindergarten students	Everyone



R-23a – Supplemental Narrative

None.

R-23b – Supplemental Attachments

R-23b is found as submitted in Business Plan Response s08A – “Green Tech High Five Year Budget Outlook.”



SECTION I: BUSINESS PLAN RESPONDENT

Organization name; *Green Tech High Charter School*

Organization role; *Support School Model*

State(s) in which organization operates; *New York*

Year organization was founded; *Chartered in New York State in 2007 - Opened in 2008*

State in which organization is incorporated; *New York*

Primary contact name, address, phone number, and email address.

Dr. Paul Miller

CEO/Principal

Green Tech High Charter School - Albany

99 Slingerland Street

Albany, NY 12202





SECTION II a: MISSION, VISION, AND GROWTH PLAN

1. Describe the organization's mission, strategic vision, and desired impact.

Green Tech High Charter School (“GTH”) in Albany, NY is an all-male grade 6-12 public charter school authorized by the SUNY Trustees in 2007, opened in 2008. Our school’s mission is as follows.

Green Tech High Charter School prepares young men to complete high school with a Regents diploma so they will have the opportunity to attend college or choose an alternative, responsible career path as they enter adulthood. Green Tech High will succeed in this mission by providing a complete high school curriculum, backed by a philosophy and culture, that ensures every student will attain the skills and coursework necessary for a Regents diploma, including the use of computer technology, providing an understanding of how technology impacts our future and instills a knowledge of environmental factors including human impact and sustainability.

Our accomplishments over the last thirteen years have been the establishment of a safe, rigorous, more successful high school alternative for the males in Albany, NY and some surrounding areas. Many years into our history we added middle school. GTH students and graduates have described our school as a brotherhood - one where we truly engage the community and our young men participate in that engagement. Green Tech has become a known entity in the south end of Albany. That same identity will continue with young men in Rochester - one of the lowest performing school environments for males in the entire nation.

To provide more fully and effectively for its Albany and Rochester communities, GTH and Green Tech Rochester will combine to share many best practices - without necessarily sharing services. The mere fact that these two schools will be hundreds of miles apart makes for true replication with the same board impractical. Rather - this will be a significant partnership. Clearly, the name of the school represents an expansion of the Green Tech brand to western New York State- but rather than ineffective sharing of multiple onsite required employees that would not be feasible, we will only share the cost of one executive leader. This is our CEO Dr. Paul Miller. Dr. Miller has been leading GTH for a decade and has been instrumental in earning two consecutive full term renewals with his entire staff and families. More importantly, and a great benefit to GTR, Dr. Miller has supported the ascension of many teachers and leaders to administrative positions - all due to allowing them to learn and grow and even sometimes makes mistakes.



Perhaps the most critical aspect of this planned GTH expansion is its impact on Rochester. We define impact as deriving maximum value for the least amount of start up energy. This can be explained as follows. When we take an already established idea like GTH, with systems, routines, and established procedures and combine it with exaggeratedly high need students who have little to no successful high results - the result is maximum impact. Put a different way - 1. GTR will not need to expend as much energy to start a brand new school with a partner as we would a brand new school with no experienced partner. 2. We will see greater results in a region with no history of strong male results as a region where the males are already doing quite well. When low replication energy meets high results = high impact.

2. Describe the organization's five-year growth plan for developing new schools in New York and other states.

Green Tech High (Albany) has been seeking optimal expansion opportunities in settings where impact would be high. Worth repeating - these high impact areas exist where energy to start a new school is efficiently low, and where dramatic improvements in results are needed. Rochester was a prime example. The establishment of a second Green Tech branded school - despite different boards and very few shared services - means a future replication strategy will now gain further momentum of consideration. This would include first establishing Green Tech Rochester as a success in Rochester, New York. That success will largely be determined by traditional accountability factors like growth and absolute outcomes, as well as organizational ones such as enrollment and financial strength. When those happen, we can begin to target other geographic high impact areas, not necessarily before that.

During the first charter term of Green Tech Rochester, our entire organization can begin to look at what services can in fact be spread across regions and shared over time. These have become more realistic in the aftermath of COVID since we all learned to accomplish many activities remotely. Some examples might include someday having truly shared finance offices, operations central functions and other teaching and coaching functions.

3. Provide a rationale for the proposed five-year growth plan; for example, how the organization determined the appropriate pace and scope of the proposed growth and why the organization is well-positioned to implement the growth plan.



Current and Planned Schools

Green Tech Rochester (K-5)

GRADES	LEVEL	2023-24	2024-25	2025-26	2026-27	2027-28	Age Range
Kindergarten*	Elementary School	68	68	68	68	68	4-6
1st Grade	Elementary School		68	68	68	68	5-7
2nd Grade	Elementary School			68	68	68	6-8
3rd Grade	Elementary School				68	68	7-9
4th Grade	Elementary School					68	8-10
5th Grade**	Elementary School						
TOTAL		68	136	204	272	340	

Green Tech High (Albany)

GRADES	LEVEL	2021-22	2022-23	2023-24	2024-25	2025-26	Age Range
6th Grade	Middle School	45	45	45	45	45	11-12
7th Grade	Middle School	45	45	45	45	45	12-13
8th Grade	Middle School	45	45	45	45	45	13-15
9th Grade	High School	115	120	125	125	125	14-18
10th Grade	High School	90	95	100	100	100	14-18
11th Grade	High School	75	75	75	80	80	15-19
12th Grade	High School	65	65	65	65	65	16-19
Ungraded							



TOTAL		480	490	500	505	505	
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Pace and Scope of Growth

We do not have any currently active plans to expand to more schools than GTR. However, we have carefully weighed options for growing by this additional school on three main factors.

State Familiarity

Opportunities to grow our Green Tech brand by even one school must be in New York State for the immediate future. We have become accustomed to the deadlines, schedules, requirements, and norms of the New York State charter school landscape. This will translate to operational ease and efficiency as we navigate the operation of a second school - and the knowledge that a first school in Green Tech Albany has been there before. Although there is only a shared agreement with our overall CEO splitting time with two schools - it will be helpful to be able to call, zoom or email employees at GTR and give them tips from time to time. This does not have to be a burden, in fact it will be very helpful for GTH administrative employees to occasionally assist, as it will reinforce the strength in their own Albany roles.

Authorizer Familiarity

We sought the expansion to a second Green Tech branded school only if the same authorizer could be the oversight entity. Green Tech Albany has grown familiar with SUNY CSI as an authorizer - with its own deadlines, financial reporting requirements, accountability plans and most importantly, Institute staff. It would not have been in the best interest of GTR to seek a new authorizer in New York State.

High Impact

We sought the expansion to a second Green Tech branded school only when potential student impact was high. This topic has been covered in other responses.

4. Specifically identify the key risks associated with this growth plan and describe the steps the organization is taking to mitigate these risks. Respondents should demonstrate an understanding of the challenges of replication in general and as they relate specifically to their organization's growth plans. The response should detail specific risks and explain how



the organization will minimize the impact of each of these risks, and ideally provide contingency plans for them.

As Green Tech Rochester is not a true replication with the same board, and also a different school model, this response does not apply.

5. Discuss lessons learned during past replication efforts, for example: identify particular challenges encountered and how the organization addressed them, as well as how the organization would minimize such challenges for the proposed schools.

Not applicable: no past replication efforts.

SECTION II b – School Demographics

This response is not applicable.

SECTION II c – Pathways

This response is not applicable.

SECTION III: PRIOR ACADEMIC PERFORMANCE

NOT APPLICABLE - per SUNY CSI communication.

SECTION 4: Market Analysis

NOT APPLICABLE - per SUNY CSI communication.

SECTION 5a: ORGANIZATIONAL CAPACITY

1. Identify the organization's leadership team and describe each member's specific roles and responsibilities. Provide evidence and describe experiences that demonstrate that this team



has the collective capacity to implement the growth plan and operate academically and operationally successful schools.

There is no CMO or network level team. GTH and GTR will only have a common Chief Executive Officer (CEO) with Dr. Paul Miller. For the foreseeable future, the CEO is the only shared leader. There will be no other shared services or shared employees - largely due to distinct operational differences of running separate grades entirely, as well as geographic differences of 250 miles.

Chief Executive Officer - Green Tech Albany - Green Tech Rochester

Dr. Paul Miller joined GTH (Albany) in 2012 as the principal of its 9-12 high school and now oversees all of GTH grades 6-12.

- Dr. Miller will separately report to the boards of GTH and GTR.
- Oversees all accountability, operations and academics of both GTH and GTR.
- 10-year tenure at Green Tech - 2 full term renewal recommendations
- Successfully moved Green Tech's entire campus in 2016
- Instrumental in starting Green Tech middle school (Albany)

2. If the organization has a board of directors or trustees (the "board") that is distinct from the school board(s) or committee(s), describe the responsibilities of each governance entity and the relationship between them. Identify, and explain the reasons for any members that they would have in common.

This response does not apply. Green Tech is not a CMO or separate management partner, thus has no board. GTH and GTR will have only their own school boards.

3. If the organization is a single charter school education corporation that does not contract with a CMO, explain the role of the education corporation board in managing any centralized functions versus managing the schools.

Not applicable. Other than two different Green Tech school boards both overseeing the performance and duties of one CEO, there are no other formal connections between the two boards.



4. Discuss the capacity of the board to govern and ensure that the school's mission is met.

Not applicable. Other than two different Green Tech school boards both overseeing the performance and duties of one CEO, there are no other formal connections between the two boards.

SECTION 5b: Staffing

NOT APPLICABLE - per SUNY CSI communication.

SECTION 5c: Board Capacity

NOT APPLICABLE - per SUNY CSI communication.

SECTION 5d: Disclosures

NOT APPLICABLE - per SUNY CSI communication.

SECTION 5e: Board Meeting Schedule

NOT APPLICABLE - per SUNY CSI communication.

SECTION 5f: Bylaws

NOT APPLICABLE - per SUNY CSI communication.

SECTION 5g: Certificate of Incorporation

NOT APPLICABLE - per SUNY CSI communication.



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SECTION VI a: Organizational Charts

1. Provide a detailed description of the organization's structure. If there are multiple levels of central offices, explain the role of each office vis-à-vis the schools and how the offices interact.

The Green Tech Rochester new charter school application has its own shared services agreement. As noted elsewhere, Green Tech High Charter School and Green Tech Rochester Charter School will not be legally affiliated through one shared board, nor will they be tied by a CMO. Rather, these are two schools that are 250 miles apart, sharing one chief executive with 50% time commitment to each school, yet strongly affiliated by the Green Tech brand of single-gender education for males in Rochester and Albany, New York. Despite the fact that there will be conversations, best practices and even documents/policies shared between schools, they are tied by brand only.

2. Provide a comprehensive description of the role of any national, state-wide, regional and/or local offices or personnel in the operation of the organization and in the provision of services/goods to the proposed New York charter school(s). Identify which services and costs are included in any management contract as well as services and costs billed in addition to the management contract fee. In the case of separately billed services/goods shared across schools, please explain how costs will be distributed among schools. If the organization does not partner with a CMO, then describe which centralized services the organization would offer, how costs would be allocated to the various schools, and how the schools will pay for those services.

The two separate Green Tech charter schools will have no central management. This response is not applicable.

3. Describe the systems and structures that the organization has in place to support the effective operation of its schools including academic support, student data, technology, recruitment and human relations, financial, back office, real estate, and any planned subcontracting or use of key licensed intellectual property.

The two separate Green Tech charter schools will have no central management. This response is not applicable.

4. Describe the performance metrics used by the organization and its board to monitor the effectiveness of centralized support services. Describe how the organization will know whether or not it is successfully delivering these services.



The two separate Green Tech charter schools will have no central management. This response is not applicable. Each board will oversee the separate schools, using the SUNY CSI charter school accountability framework guided by the SUNY renewal benchmarks.

5. Provide a summary of the organization-level and school-level decision making authority and responsibility with respect to key educational and operational functions including, but not limited to, the following:

There is no central organization. Both schools will operate as autonomous at the school level.

6. Describe the key non-negotiable aspects of the proposed school model(s) including details about the critical elements that are constant across the organization's schools and those that may vary.

There is no central organization. Both schools will operate as autonomous at the school level.

7. Describe the organization's approach to performance management across the network and with individual schools including the systems used to measure and evaluate both academic and non-academic performance of each school and of the network as a whole. Explain how the organization addresses underperformance and describe the corrective action plan procedures.

There is no central organization. Both schools will operate as autonomous at the school level.

8. Describe the conditions that would cause the organization to close, or, if applicable, urge the education corporation to close, a consistently low performing school. Be specific about threshold metrics the organization would use to inform its decision.

There is no central management organization to close. Both schools will operate as autonomous at the school level. Each school will be held to its own SUNY Charter School Accountability plan. Success in that plan has meant renewal of five or fewer years. Failure has historically meant restructure, charter surrender, or revocation.

SECTION VI b: Management Contract

NOT APPLICABLE - per SUNY CSI communication.



SECTION VII: HUMAN CAPITAL

NA

SECTION VIII a: FINANCIAL PLAN AND FINANCIAL CAPACITY

Per SUNY CSI instructions in February 2022 - Incorporated by Reference for BPA S08A

Five Year Budget Projection Template for the Green Tech Albany charter with the enrollment, staffing, five year budget. This was submitted in the August 2020 renewal submission for Green Tech Albany. This response has been submitted as 23B.

SECTION VIII b: Philanthropic Support

NOT APPLICABLE - per SUNY CSI communication.

SECTION VIII c: Consolidated Financial Reports

NOT APPLICABLE - per SUNY CSI communication.

SECTION VIII d: Audited Financial Statements

NOT APPLICABLE - per SUNY CSI communication.

SECTION VIII e: Form 990s

NOT APPLICABLE - per SUNY CSI communication.

SECTION IX a: NYS Authorization

NOT APPLICABLE - per SUNY CSI communication.



SECTION IX b: Not-for-Profit Status

NOT APPLICABLE - per SUNY CSI communication.

SECTION IX c: Annual Reports

NOT APPLICABLE - per SUNY CSI communication.

SECTION IX d: Client List

NOT APPLICABLE - per SUNY CSI communication.

SECTION IX e: Litigation

NOT APPLICABLE - per SUNY CSI communication.