2023 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2023 SUNY RFP Guidance Handbook available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information			
Proposed Charter School Name:	Green Tech Rochester Elementary School for Boys		
Education Corporation Name:	Green Tech Rochester		
Incorporating by Reference (Yes or No):	No	Ed. Corp Status:	New Ed Corp
Opening Date (Month & Year):	8/2023	School District of Location (or NYC CSD):	Rochester

Proposed Grades and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	K, 1	137
Year 2	K-2	218
Year 3	K-3	299
Year 4	K-4	380
Year 5	K-5	461

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	
CMO Contact Info (Name, Phone):	
Partner Organization:	
Partner Contact Info (Name, Phone):	

Lead Applicant(s) Contact Information								
Lead Applicant Name:	Dr. Paul Miller							
Applicant is a (check all that apply):	☑ Parent	☐ Teacher	☑ School Administrator	☑ District Resident	☑ SUNY Ed Corp/Charter School			
Organization Name (if applicable):	Charter Champions of Rochester							
Applicant Mailing Address:	[redacted]							
Phone Number (direct line):	[redacted]	Secondary Phone Number:	[redacted]	Email Address:	[redacted]			

Secondary Applicant Name (if applicable):	Elissa Klein				
Applicant is a (check all that apply):	☑ Parent	☐ Teacher	☐ School Administrator	☑ District Resident	☐ SUNY Ed Corp/Charter School
Organization Name (if applicable):					
Applicant Mailing Address:	[redacted]				
Phone Number (direct line):	[redacted]	Secondary Phone Number:		Email Address:	[redacted]

Media/ Public Contact Information (required)					
Name:	Dr. Paul Miller	Phone #:	585-202-7757	Email:	pmiller@charterchampions.org

Program Design

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

Green Tech Rochester (GTR) Elementary Charter School for Boys changes the lives of young men in the Rochester community. GTR provides game-changing opportunities for its students - every scholar receives the opportunity to develop in a safe environment with high academic standards and a high level of support. Each scholar will exceed standards to write their own standards for their future. Green Tech Rochester Elementary for Boys guarantees its students leave with academic, social and emotional skills to succeed 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 provides a consistently safe environment through predictable structure, fair discipline, social emotional support, and rigorous academics. Academics are rooted in STEM, student engagement, and teaching to the male brain. GTR will use current systems from years of academic success and high graduation rates at Green Tech Albany and extrapolate them to appropriate elementary practices. GTR's foundational pillars are: building relationships, teaching and learning, data driven instruction, and accountability. The key to successful outcomes will be consistent execution of these core principals in service of the school's mission and vision.

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.)**

GTR's academic program is grounded in research and models that prevent 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. GTR'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 curricula will be combined to create a robust and unique ELA curriculum. To allow the use of orthographic mapping, University of Chicago STEP Assessment and Fountas & Pinnell will be used to differentiate reading levels for reading fluency. Amplify CKLA will provide core English Language Arts instruction, and Ready ELA will be used for the development of grammatical skills.

For Math instruction, the Great Minds Eureka Mathematics (formerly Engage NY) will provide core curriculum, supplemented by Ready Mathematics. Eureka receives high ratings on EdReports and other studies in preparing 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.

1. Laura Smith, Chair & Treasurer: 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. She also served as an Executive Director for the New York City Department of Education and as Deputy Director of High School Renewal for the San Diego Unified School District. Laura was in the inaugural cohort of the Broad Foundation's Residency in Urban Education. She started her career teaching environmental education for nonprofit organizations in the Florida Keys and San Juan Islands. She has served as an adjunct faculty member at Columbia University's Graduate School of Business and is currently a member of the Presidents Council of Cornell Women.

2. Joshua Wilcox, Vice-Chair: Is The Strategic Initiatives Manager at Foodlink. Joshua Grew up on west side 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. Joshua is seeking to lend his talents and capabilities to the Green Tech Rochester initiative as a member of the Board in whatever capacity Green Tech will need him to serve.

3: Dr. Rita Carol Gaither, Secretary: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 frame is her mastery in rekindling favorable school attendance in truant students. Additionally, she's an Educator, Author, Business Leader, Minister, Community Activist, and Humanitarian. Her faith-based forum dedicated to eliminating stress and anxiety also led her to forming the nonprofit organization Pearl Resources Inc. (formerly known as Pearl Ministries Inc.) From her numerous humanitarian and philanthropic efforts, Dr. Gaither boasts several awards. She was recently awarded with the distinguished BreakThru Magazine Community Humanitarian Award and WDKX Woman for Woman Award. She received Educator of the year from The City of Rochester Black Heritage Association.

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. Dr. Richards is a member of various professional organizations including: Alpha Kappa Alpha Sorority Inc., Black Women's Leadership Forum, and the Greater Rochester MLK Commission. She has been a facilitator/speaker for workshops and trainings on the local and national level. She also volunteers her time with various other

Lead Applicant Digital Signature		
Valid Digital Signature:	Dr. Paul Miller	Digitally signed by Dr. Paul Miller Date: 2023.04.05 13:28:55 -04'00'

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.

R-00b - Statistical Overview

SUNY Charter Schools Institute
The State University of New York

Green Tech Rochester is a non-replicator/first-time applicant, so this request is not applicable.

R-00c - Replication Checklist

This request is not applicable.

R-01ac - Community Need and Proposed School Impact.

a. Community Description and Need

Green Tech Rochester Elementary School for Boys (GTR) intends to locate in the City of Rochester. Two of our founding team members both came home to Rochester this year because we love this city. At the same time, Rochester is notorious for leading NYS in homicides. Poverty, drugs, and murder saturate what could be one of the best places to live, raise families, and for children to grow up. However, our education system is failing students, specifically Black and Brown males.

Rochester's story must change.

Green Tech Rochester's mission is to change the narrative for Rochester's Black and Brown boys. Green Tech Rochester will give its scholars every opportunity to build nurturing relationships, learn rich and challenging content, and gain the skills they need to lead lives of their choosing in our great city.

The resources needed already exist in the Rochester community: relatively high state per-pupil funding, passionate and skilled educators, supportive families, and engaged funders. However, there is not yet a school to address the unique needs of elementary-aged Black males. The Green Tech Rochester team members will leverage their experience and community connections to fill that need.

Community demographics. Rochester is the third largest city in New York State, after New York City and Buffalo. Rochester's median income is around $33,000, just over half the median US income of $61,000, and its residents are made up of almost 60% Black and Hispanic people. 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 – considered the third most violent city in America based on 2019 compiled crime data. This poverty and violence take a toll on the education system as well.

This system serves students who need expanded educational opportunities. RCSD enrolls 22,238 students, 91% of whom are students of color, and 90% of whom are economically disadvantaged[1]. 22% of students have disabilities, and 15% are English Language Learners/Multilingual Learners[2]

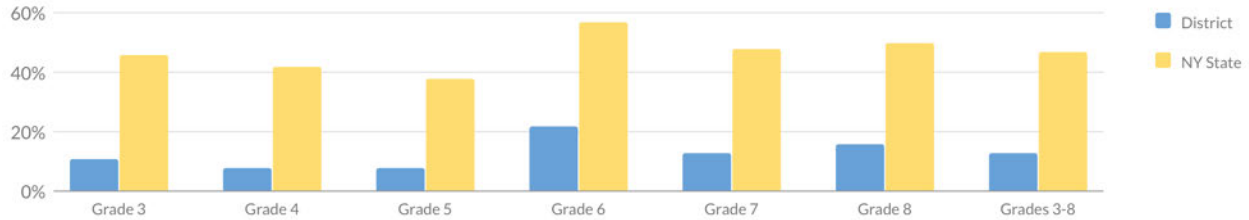
[1] https://www.rcsdk12.org/coms/lib/NY01001156/Centricity/Domain/48/Board_of_Education_Presentation_010611.pdf
[2] https://www.rcsdk12.org/Page/22

RCSD Student Enrollment, 2021-22[3].

Population	Size
Gender	
Male	52%
Female	48%
Race/Ethnicity	
Black/African American	52%
Hispanic/Latino	34%
Asian/Native Hawaiian/Pacific Islander	3%
White	9%
Multiracial	2%
Native American/American Indian	<1%
Other Groups	
English Learners	16%
Students with Disabilities	22%
Economically Disadvantaged	90%
Migrant	0%
Homeless	2%
Foster Care	<1%

Performance of local schools in meeting the community's needs. The Rochester City School district has struggled to meet the high needs of its community. In terms of student learning, only 13% of students were proficient compared to 47% statewide in ELA grades 3-8. In math, 7% were proficient compared to 41% statewide.

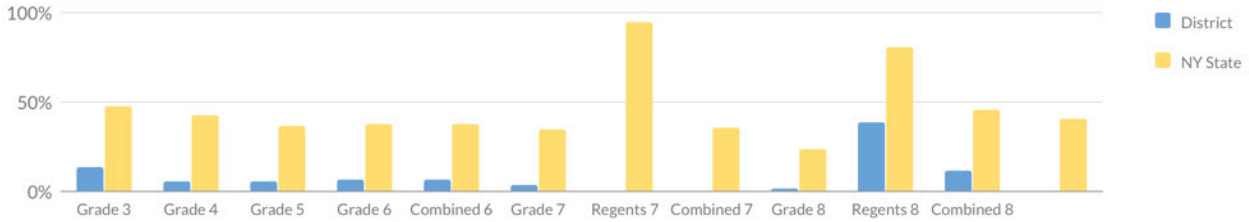
Grades 3-8 English Language Arts Proficiency Rates, 2021-2022[4].



[3] New York State Education Department. Rochester City School District Enrollment (2021 - 22). Retrieved from https://data.nysed.gov/enrollment.php?year=2022&instid=800000050065

[4] New York State Department of Education. ROCHESTER CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2021 - 22]. Retrieved from https://data.nysed.gov/essa.php?instid=800000050065&year=2022&createreport=1&38ELA=1&38MATH=1&48SCI=1&staffqual=4&gradrate=1&feddata=1

Grades 3-8 Mathematics Proficiency Rates, 2021-2022[5].



Proficiency rates are even lower for Green Tech's student populations of males, Black and Hispanic/Latino students as well as for other underserved student subgroups.

2022 Rochester CSD Proficiency on State Assessments, by Student Subgroup.

Student Groups	ELA (3-8)	Math (3-8)	Science (4 & 8)
All Students	13%	7%	26%
Gender			
Female	16%	6%	25%
Male	10%	7%	28%
Race/Ethnicity			
American Indian or Alaska Native	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	24%	10%	38%
Black or African American	11%	5%	25%
Hispanic or Latino	10%	5%	22%
Multiracial	7%	9%	47%
White	31%	23%	46%
Homeless Status			
Homeless	8%	4%	32%
Not Homeless	13%	7%	26%
Foster Care Status			
In Foster Care	3%	0%	8%
Not in Foster Care	10%	7%	27%
Migrant Status			
Migrant	*	*	*
Not Migrant	12%	6%	2%
English Language Learner Status			
English Language Learner	5%	3%	18%
Non-English Language Learner	15%	7%	29%

[5] New York State Department of Education. ROCHESTER CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2021 - 22]. Retrieved from https://data.nysed.gov/essa.php?instid=800000050065&year=2022&createreport=1&38ELA=1&38MATH=1&48SCI=1&staffqual=4&gradrate=1&feddata=1

Economic Status			
Economically Disadvantaged	11%	5%	25%
Not Economically Disadvantaged	32%	20%	42%
Disability Status			
Students with Disabilities	1%	2%	13%
General Education Students	16%	8%	30%

**Student group too small to report*

Even in 2018-2019, before the pandemic wreaked havoc on student learning, only 13% of RCSD students were proficient in ELA grades 3-8[6], and 13% were proficient in 3-8 Math[7]. 2018 proficiency rates were11% in ELA and 13% in math[8].

Educational impact of the COVID-19 pandemic on the target community. Although grade 3-8 proficiency data may seem that Rochester has overcome the pandemic's impact by returning to 2019 ELA proficiency levels and even exceeding 2019 graduation rates (71% in 2022[9] compared to 63% in 2019[10]), Rochester's students are not the same as they were three years ago. Nationally, "the impact of the pandemic on adolescent health and well-being (was) severe,[11]" and Rochester cannot have escaped that trend.

RCSD was the top New York State large district experiencing enrollment loss from 2017-18 to 2021-22, with a 15% decline in enrollment. Families leave their school when it no longer meets their needs, and we believe that families crave a different school environment for their children after experiencing the pandemic's disruption. This theory is supported by the fact that, while enrollment in traditional district schools has declined statewide, charter and homeschool enrollment have increased[12]. Rochester families raising Black and Brown boys deserve an option that meets their unique needs. Green Tech Rochester can provide that opportunity.

The Green Tech Rochester Alternative. GTR intends to serve 137 students in K and 1 in its first year. We anticipate the student body to be 100% male-identifying, 90% Black and Hispanic, 90% economically disadvantaged, 11% English Language Learners, and 16% students with disabilities.

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[6] New York State Education Department (2019). ROCHESTER CITY SCHOOL DISTRICT GRADES 3-8 ELA ASSESSMENT DATA. Retrieved from https://data.nysed.gov/assessment38.php?subject=ELA&year=2019&instid=800000050065

[7] New York State Education Department (2019). ROCHESTER CITY SCHOOL DISTRICT GRADES 3-8 MATHEMATICS ASSESSMENT DATA. Retrieved from https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2019&instid=800000050065

[8] https://data.nysed.gov/profile.php?instid=800000050065

[9] New York State Education Department (2022).

[10] New York State Education Department (2019). ROCHESTER CITY SCHOOL DISTRICT - NEW YORK STATE REPORT CARD [2018 - 19]. Retrieved from https://data.nysed.gov/essa.php?instid=800000050065&year=2019&createreport=1&EMchronic=1&gradrate=1

[11] Centers for Disease Control and Prevention (2023). Youth Risk Behavior Survey: Data Summary & Trends Report. Retrieved from https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS_Data-Summary-Trends_Report2023_508.pdf

[12] The Education Trust-New York (2023). Shifting Student Populations: How New York schools can address the shifting needs and priorities of students and families.

Rochester boasts several high schools who successfully educate young men of color, University Prep Charter School for Young Men and Vertus High School. Green Tech Rochester is the only program, however, tailor-made for elementary-aged Black and Brown boys.

Based on the successful model in the Green Tech charter schools in Albany, NY, GTR's program changes the lives and trajectories of its students, who then go on to enrich their community as a whole. Green Tech Rochester 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. 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.

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 hopes to 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 has four foundational pillars rooted in research, theory and practice:

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

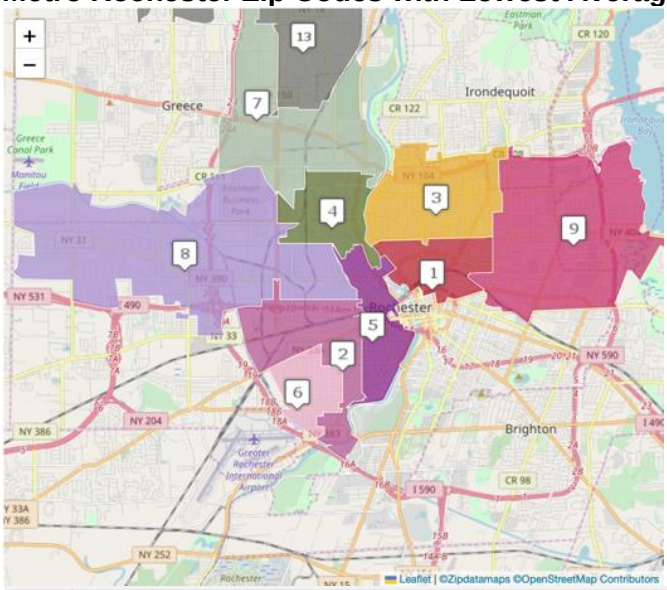
Enacting each one of these pillars with specific core foundations will assure a just and equitable education for young men of color. School officials, teachers and parents will embrace a "championship mentality," diligently working so that every student can meet the school's high expectations.

b. Programmatic Impact

Green Tech Rochester will be unique, community-rich and STEM infused K-5 charter school designed to serve male-identifying students residing in the City of Rochester. We will specifically seek to serve students from the highest-needs area, locally referred to as the "Fatal Crescent," the "Crescent of Poverty," or just "the Crescent."

The Crescent borders Rochester's downtown to the southwest and northwest in neighborhoods that were historically redlined[13]. The historic disinvestment plays out today. The area hosts the city's highest population of Black, Latino, and immigrant residents, and it is known for its high number of violent crimes, poor quality of health, low educational attainment, and high number of families living in extreme poverty[14].

Metro Rochester Zip Codes with Lowest Average Adjusted Gross Income[15].



Rank	Map Key	Zipcode	Zip Name	County	Adjusted Gross Income	Median Household Income
1		14605	Rochester	Monroe	$26140	$21475
2		14611	Rochester	Monroe	$26960	$25868
3		14621	Rochester	Monroe	$27220	$26506
4		14613	Rochester	Monroe	$29260	$35259
5		14608	Rochester	Monroe	$30970	$21531
6		14619	Rochester	Monroe	$35930	$37801

[13] Murphy, J. (2016, October 26). 1930s Rochester Redlining maps show discrimination. Democrat and Chronicle. Retrieved March 27, 2023, from https://www.democratandchronicle.com/story/news/2016/10/20/rochester-ny-redlining-map/92456536/

[14] https://rocwiki.org/Crescent_of_Poverty

[15] Zipdatamaps.com (2023). *Poorest Zipcodes in Metro Rochester*. Retrieved from https://www.zipdatamaps.com/economics/income/agi/metro/poorest-zipcodes-in-metro-rochester

Education in the Crescent. Within zip codes 14605, 14611, 14621, 14613, and 14608, there are 11 neighborhood elementary schools, three citywide district schools serving elementary, eleven charter schools and no private schools. Nine of the fourteen district schools are not in good standing: five are in the Targeted Support and Assistance category (TSI), and two are in the Comprehensive Support and Improvement (CSI) category, also called "Receivership." One charter is in receivership.

School Options in Geographic Target Area[16].

Name	Grades	Enrollment	Status	ELA Proficiency	Math Proficiency
Neighborhood District Schools					
02 - Clara Barton	P-6	272	TSI	12%	9%
04 - George Mather Forbes	P-6	314		4%	0%
05 - John Williams	P-8	673	TSI	13%	4%
08 - Roberto Clemente	P-8	504	TSI	6%	4%
09 - Dr. Martin Luther King, Jr.	P-6	633		6%	3%
17 - Enrico Fermi	P-8	602	TSI	7%	2%
19 - Dr. Charles T. Lunsford	P-8	321	CSI	16%	14%
25 - Nathaniel Hawthorne	P-6	304		20%	16%
22 - Abraham Lincoln	P-6	520	TSI	11%	10%
29 - Adlai E. Stevenson	P-6	246		7%	3%
45 - Mary McLeod Bethune	P-8	578	TSI	7%	4%
Citywide Districts					
53 - Montessori Academy	P-6	214		28%	19%
58 - World of Inquiry	K-12	895	TSI	9%	7%
Joseph C. Wilson Foundation Academy	K-8	473	CSI	17%	10%
Charters					
Uncommons Rochester Prep 3	K-8	455		32%	32%
Eugenio Maria De Hostos Charter	K-12	935		20%	12%
Exploration Elementary Charter for Science & Technology	K-5	339		30%	17%
Uncommons True North Rochester Prep West Campus	K-8	849		44%	35%
Urban Choice Charter	K-8	392	CSI	12%	5%
Academy of Health Sciences Charter	5-8	206		23%	11%
Rochester Academy Charter School	K-12	714		14%	5%
Uncommons True North Rochester Prep	K-8	1,308		40%	41%
Private Schools					
None					
Total		**11,747**			

[16] 2021-2022 New York State Report Card Data

The academic struggles of the district neighborhood schools and of Urban Choice Charter are not new, therefore they are not solely caused by pandemic disruption.

Enrollment Impacts. There are 22 district and charter schools serving K-5 students in Green Tech's target geography, with a total population of 11,747 students. Green Tech Rochester intends to serve a maximum of 540 students grades K through 5. This represents 4.6% of school enrollment in Green Tech's target zip codes.

In terms of impacting program viability, the district of Rochester has undergone several school closings due to underperformance and due to budgetary constraints. The budget pressures that led to school closures were not caused by charter enrollment, however, but by mismanagement by district leadership.

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 families[17]. In response, then Superintendent Terry Dade announced his resignation, and the state placed the district under state monitoring[18].

The board approved cutting 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 where Green Tech hopes to locate.

The school closures, although necessary given the district's overspending, represent more disinvestment in the Crescent. Green Tech Rochester would help to reverse the long-term patterns of disinvestment in those neighborhoods.

Novel Programming. Although high-performing charter schools exist across the Crescent, no school exists solely for elementary boys. Green Tech's unique, STEM-infused model for young men is both proven at Green Tech Albany and novel for Rochester. Rochester's young men need and deserve additional support to reach their full potential.

[17] https://www.rochesterfirst.com/news/education/how-rcsd-got-here-timeline-of-events-in-districts-budget-crisis/.
[18] http://www.nysed.gov/news/2020/state-education-department-appoints-dr-shelley-jallow-monitor-rochester-city-school

c. Fiscal Impact

Enrollment Expectations. Green Tech Rochester hopes to offer 540 seats grades K-5 once the school reaches scale. We have planned and budget to enroll 461 students in our fifth year.

Per Pupil Allocation Assumptions. The most recent per pupil rates for RCSD are $14,216, and we have assumed SPED funding at $5,800 per student with disability who spends 20% or more of the school day receiving services.

Total Funding Received from Local Funds, Relative to District Budget. GTR expects to receive $1,979,276 in local funds in year 1 (0.2% of all district funds), growing to $6,767,480 in year 5 (0.7% of all district funds). The impact on district spending never reaches even 1%.

Impact on District. The district spent $17,932 of local funds per pupil in 2020-2021[19], which have increased in the most recent per pupil rates but are not yet reported on the New York State Report Card. The district will pass through $14,448 per pupil in 2024-2025 to Green Tech Rochester. This means that the district retains a profit of $3,484 on each student who attends Green Tech Rochester.

[19] https://data.nysed.gov/expenditures.php?year=2021&instid=800000050065

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 (2024-25)	137	14,216	1,947,592	31,784	1,979,376	983,599,049	0.201%
Year 2 (2025-26)	218	14,216	3,099,088	63,220	3,162,308	983,599,049	0.322%
Year 3 (2026-27)	299	14,216	4,250,584	104,052	4,354,636	983,599,049	0.443%
Year 4 (2027-28)	380	14,216	5,402,080	154,280	5,556,360	983,599,049	0.565%
Year 5 (2028-29)	461	14,216	6,553,576	213,904	6,767,480	983,599,049	0.688%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	Rochester City School District adopted 2022-23 Budget Book, page 3 (excludes ARP/CRRSA funds, as those will not recurr) https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Proposed%20Budget%202022-23%206.9.22%20v4.pdf
OTHER NOTES:	

R-02ab - Addressing Need

Mission

Green Tech Rochester (GTR) Elementary Charter School for Boys changes the lives of young men in the Rochester community. GTR provides game-changing opportunities for its students - every scholar receives the opportunity to develop in a safe environment with high academic standards and a high level of support. Each scholar will exceed standards to write their own standards for their future. Green Tech Rochester Elementary for Boys guarantees its students leave with academic skills and values to succeed in middle school, high school, college, and beyond.

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.

Values. Green Tech Rochester's values are Integrity, Intellect, Initiative, and Ingenuity.

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 Rochester 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 for each class.
5. Follow every aspect of the student code of conduct (including the 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 Design Elements

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.

Green Tech Rochester’s model rests on four pillars:

1. Relationship Building
2. Delivery of Teaching and Learning
3. Data Informs Instruction
4. Accountability

Pillar 1: Relationship Building. 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 behavior[20]. 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. This suggests that student achievement is correlated with how engaged teachers are with students in developing a purposeful rapport[21].

Green Tech Rochester frames its relationship-building philosophy around**:**

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.

GTR ensures that adults can effectively build relationships with students through purposeful systems and intentional professional development.

Relationship-building systems. GTR designed its relationship-building systems based on Green Tech Albany's successes. These systems include:

- Small School Model – Having a small school ensures that every child is known, and no child slips through the cracks. Research suggests that small schools are safer, have stronger community, and improve student achievement, especially for at-risk populations like the one GTR will serve[22].
- Student Advisory – Advisory class creates time and space for relationship-building between teachers and students and among students. Adults use the time to build a shared vision of ideals that unites the class and gives students something to aspire to. They model and include students in discussions of emotional topics, helping students build social-emotional skills. The advisory curriculum also includes goal setting and collaborative problem solving.
- Parental Communication Systems – In many schools, parents dread receiving phone calls from the school because it means their child has been misbehaving. At GTR, teachers proactively build relationships with parents through regular phone calls and a calendar of parent events and meetings throughout the year. Advisory phone calls focus on what a student is doing right as well as areas of challenge. Teachers approach parents as partners in helping students overcome those challenges.

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[20] 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

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

[22] REL West. "Research on Small Schools – February 2021." Retrieved from https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/114

- Community Service – all GTR students participate alongside staff in mandatory community service, such as a "random weekend of kindness," neighborhood cleanups, and family volunteering events. Serving alo ngside each other builds connection between students, staff, and families as well as the surrounding community.
- Fraternities - Black fraternities are communities built around character virtues, social action, scholarship, and building lifelong supportive relationship. GTR gives students a taste of this ethos and camaraderie starting their first day of school. Every homeroom is referred to as their fraternity and is named for an HBCU. Fraternities compete in challenges throughout the week such as modeling the school's virtues or friendly recreational competitions.

Professional development. Professional development covers educating the urban child, cultural competence, recognizing white privilege, and ensuring students have access to culturally relevant readings, discussions, and instructional materials. This development helps educators build the following skills so that they can move from theory to classroom practice:

- Warmth – demonstrate care and acceptance of students for who they are.
- Empathy – understand how your students think and feel.
- Time – take the time to be mentally and physically present for students.

Evaluating Effectiveness of Relationship Building. School leaders assess the effective implementation of teachers' relationship building through classroom observations, reviewing logs of teacher-family communication, and teacher, student, and family surveys. After completion of each survey, the principal leads the staff in analysis of the data, collaborative problem solving, goal-setting, and creating an action plan.

Pillar 2: Delivery of Teaching and Learning. We commit to immersing students in grade-level curriculum across all content areas as we know that access to rigorous content is the right of all children. Our curriculum choices 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 intentional 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.

In the face of COVID-19 pandemic learning loss, access to grade-level content is more important than ever. Research suggests that instead of prioritizing content students missed learning from prior grades, it is more effective to embed instruction of foundational lower-level skills into grade-level content[23].

Curriculum does not teach itself, however. GTR ensures that teachers deliver excellent instruction using intentionally designed classroom structures and systems.

Student Engagement. Black males disengage early from school, so we use intentional engagement techniques. Engagement practices from Doug Lemov's *Teach Like a Champion*, like friendly cold calling of students, frequent chants and cheers, and structuring lessons so that

[23] TNTP (2021). Accelerate, Don't Remediate: New Evidence from Elementary Math Classrooms. Retrieved from https://tntp.org/assets/documents/TNTP_Accelerate_Dont_Remediate_FINAL.pdf

they feel fast-paced create a culture of fun and excitement in learning. Students learn intentional discourse techniques of Accountable Talk and the Socratic method so that they can collaborate effectively, engage with each other respectfully and push each other's' thinking.

***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. Texts are intentionally selected so that students can access both "mirrors" – books in which students see themselves and their culture reflected - and "windows" - books that give them insight into different people and cultures.

Evaluating Effectiveness of Instruction. Green Tech's instructional leaders observe and coach teachers weekly using the Observe4Success classroom walkthrough tool. They formally evaluate teachers three times a year based on the Charlotte Danielson framework.

Pillar 3: Data Informs Instruction. Collecting the right data, analyzing at the right time, and quickly implementing action plans is the key to ensuring strong performance. GTR will model current practices utilized by Green Tech Charter Schools in data collecting, analysis, and action planning. GTR will focus on the following key areas as suggested by Bernhardt[24]:

- Student learning – performance on formative and summative assessments, written work, and an analysis of student wrong answers and misconceptions. These data help schools see their current student results and help schools to pinpoint those students who are succeeding academically and those who are not (Bernhardt)."

- Demographics – all data is disaggregated by demographics in order to ensure equitable instruction and outcomes.

- Perceptions - It will be very important for GTR to collect ongoing data on opinions, views and satisfaction of key stakeholders: students, staff, and families.

- School processes - 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.

Summative data in all four areas are used in an annual School Improvement Process to set goals and develop action plans. Data is measured throughout the year to progress monitor the action plans and to adjust course.

Pillar 4: Accountability. Accountability is the key to holding all the pillars strong. In order for accountability to be held at GTR, there must be clear goal-setting, action plans, and consistent oversight of all ritual, routines, and procedures, all instructional and student management, and leadership. Although the principal ultimately holds all staff and students accountable through

[24] Victoria L. Bernhardt, *Data Analysis for Continuous School Improvement*, Routledge, 2018.

policies, handbooks, and formal evaluation, true accountability is achieved when all staff and students buy in to the school's goals and hold each other accountable for meeting them.

Pillar 5: STEM (Science, Technology, Engineering, and Mathematics). STEM must be infused in all programming, but done through real-world experiences, such as using Paxton and Patterson Curriculum. Paxton and Patterson developed a hands-on, real-world curriculum where students engage in project-based learning involving technology and collaborative group work.

Evaluating Effectiveness of STEM Program. The ultimate evaluation of an effective STEM program is student achievement on end of year math and science assessments. Instructional leaders collect leading indicators through their classroom observations, review of student work, and analysis of formative assessment results.

R-03ad - Proposal History

Applicant Information

Lead Applicant. Paul Miller is a parent and community resident of Rochester, NY. He is a former teacher and administrator.

Dr. Paul Miller is a Rochester native with 22 years in the urban public education system, specializing in school redesign and creating effective change for schools through collaborative missions, visions, and teamwork. He currently serves as the founding CEO of Charter Champions of Rochester, a nonprofit that supports Rochester's charter ecosystem. He also founded and leads Urbane Education Alternations, a consulting firm that helps schools improve graduation rates.

Previously, Dr. Miller was [redacted] He showed stellar results in his ten years at [redacted], more than doubling the graduation rates recognized by the State of New York for Black males. Graduation rates averaged 95%, 100% of students gained acceptance to college, and students earned upwards of $15 million per year in scholarship money.

He also located, negotiated, and renovated an 84,000 sq ft building and turned it into the current school. When Dr. Miller arrived at Green Tech High (GTH), the school could not even qualify for a $500-limit credit card. Since then, GTR has purchased the building for 3.5 million dollars, showing Dr. Miller's acumen and discipline in school finance. Dr. Miller also led successful academic and career-readiness initiatives at GTR. He built and oversaw a fully donated, full-service barbershop, construction tech lab, and music studio.

Before GTR, Dr. Miller spent ten years as [redacted]. 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 [redacted]

Additionally, Dr. Miller has made appearances on national television, local news stations, and colleges as a guest panelist with expertise in education and changing mindsets for Black and Brown youth. Dr. Miller wrote two books which are published by Chalfant-Eckert publishing, *Cyberbullying: Breaking the Cycle of Conflict* and *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. Paul 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 Certification from SUNY Brockport.

Secondary Applicant. Elissa Klein is a parent and community resident of Rochester, NY. She is a former administrator.

Elissa Klein is a Rochester native who returned home this fall. She [redacted].

Through 2022, Elissa served as [redacted], a nonprofit charter management organization in Chicago and Cincinnati. As Chief of Staff, Elissa led all non-instructional work, built the home office, and stewarded the leadership team and organizational strategy.

Elissa began her work [redacted] These schools ranked in the bottom 17% of Illinois in 2012, and in three years, ReGeneration's team increased student achievement to the top 39% of the state. By 2019, all three ranked in the U.S. News' top 10 for Illinois charter elementary schools.

Elissa wrote applications and gained acceptance to Charter School Growth Fund and Charter Network Accelerator. She secured $5.5M in grants for ReGeneration's expansion to Cincinnati and successfully authored the charter application for ReGeneration's first Cincinnati turnaround school.

Elissa developed her passion for urban education volunteering to help to [redacted]. She has taught with Citizen Schools in Boston, MA, and developed math assessments for Achievement Network. She is an alumna of Education Pioneers and the Broad Residency in Urban Education and currently serves on the nonprofit board of Charter Champions of Rochester.

Elissa holds a B.A. from Williams College, an Ed.M. from Harvard Graduate School of Education, and an M.A. in Educational Leadership from the Broad Center.

In her personal life, Elissa and her family are members of Temple B'rith Kodesh, the Greater Rochester JCC, and the Memorial Art Gallery as well as regular canvassers and letter writers to get out the vote.

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, with Dr. Miller leading the success for the last 10 years. Green Tech Charter Schools in Albany developed systems that

work for young men of color and is dedicated to sharing these practices to support multiple communities in NYS. Dr. Miller 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.

In order to ensure Green Tech Rochester meets local needs and context and can be adapted for elementary-aged students, Dr. Miller relied on his hometown network to connect to successful elementary schools in Rochester such as Uncommon Schools Rochester Prep, Rochester's BES Fellows [redacted], and to community organizations to learn from their experiences.

In 2022, Dr. Miller met Elissa Klein through the nonprofit Charter Champions of Rochester and persuaded her to join Charter Champions' board. Their shared work on improving Rochester's charter school ecosystem led them to revisit Dr. Miller's original Green Tech Rochester proposal.

Elissa brings effective charter startup experience from helping to start Uncommon Schools Rochester Prep Elementary School and in co-founding and leading expansion efforts for the CMO ReGeneration Schools in Chicago and Cincinnati. In revising the Green Tech Rochester application, the applicant team has received additional advice from Charter Champions of Rochester's Chief of Staff, Melinda Goldberg, and board members Joseph Klein (of KMT Foundation and formerly of Klein Steel), Carlos Garcia (nonprofit leader), Rev. Robert K. Hoggard (Rochester Institute of Technology), Ashara Baker (National Parents Union New York), and Michael Perlson, PhD (industrial/organizational psychologist).

Elissa based financial model assumptions on work for ReGeneration Schools completed by Matt Shaw (previously of MDS Advisors, currently CFO of Rocketship Public Schools), Matthew Walter (previously of Chicago Public Schools and ReGeneration Schools, currently COO of Archdiocese of Chicago Office of Catholic Schools), Afton Financial Partners, Heather Blumberg (Charter School Business Management), Rhonda Kochlefl (currently of RIK Consulting, formerly of Noble Network of Charter Schools) and input from Madeline Hannigan (formerly of Charter School Growth Fund, currently of Equitable Facilities Fund). The model received feedback from Chris Byrnes (CFO of UP Education Network) and Kelly Sweeney of Green Tech High.

Student recruitment plans were informed by Charter School Growth Fund's COO community of practice and enrollment convenings, consulting from Lyman Millard (Partner at Bloomwell Group, former Vice President, Communications for Breakthrough Schools), consulting from Michael Ambriz (former COO of Uncommon Schools) and data-driven practices used by Jennifer Bares at ReGeneration Schools Chicago and Andres Tolentino in launching ReGeneration Schools in Cincinnati.

The team is grateful for the time and expertise donated by leaders of other SUNY charters Zeta Charter Schools, FLACS, and Amber Charter Schools in helping to define GTR's governance structure and to prevent common governance and growth pitfalls.

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 moved to Shen Zhen, China, where she became an English as a Foreign Language teacher. She returned to the United States to receive her M.A. 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, and 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.

Elissa Klein. Elissa Klein is developing GTR's back office and growth strategy. Currently an independent consultant to charter schools and charter management organizations (CMOs), Elissa previously co-founded the ReGeneration Schools CMO and served as Chief of Staff. She helped lead the turnaround of three low-performing charter schools on the South Side of Chicago, gained acceptance to Charter Network Accelerator and Charter School Growth Fund, authored and received $5.5M in expansion grants, and built ReGeneration's home office and leadership team. Elissa has developed interim assessments with the Achievement Network, taught with Citizen Schools, and is an alumna of Education Pioneers and the Broad Residency

in Urban Education. Elissa holds a B.A. from Williams College, an Ed.M. from Harvard Graduate School of Education, and an M.A. in Educational Leadership from the Broad Center.

Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

Dr. Miller applied to SUNY February 22, 2022 for Green Tech Rochester Elementary Charter School and was denied. The team is not submitting any concurrent applications nor has withdrawn any applications from other entities.

The revised charter proposal differs from the original in the following ways:

Proposal Element	Changes from Original to Current Proposal
Governance Structure	GTR's original proposal was a replication of Green Tech in Albany, with some shared staff and services. GTR is a stand-alone charter that draws on Green Tech Albany's design elements and expertise. At this time, the schools will have no formal governance relationship or shared services. This change was made so that GTR's founding team can focus in its early years on building a strong school without simultaneously building out a CMO. GTR hopes to expand out into a small network over the next 10 years, with the CMO team growing organically out of the founding school once the school is established. Research interviews with several small New York charter networks, as well as Elissa's own experience co-founding a CMO, lead us to believe that this will be a better strategy.
Founding Team	Addition of Elissa Klein as applicant. Elissa will be designing back-office services and planning governance and finance so that GTR can grow sustainable to serve generations of Rochester's young men.
Community Need and Proposed School Impact	Addresses the pandemic's impact on Rochester's students, particularly Black males that GTR is designed to serve. All schools must respond to the pandemic's impact on students' socio-emotional health and academic outcomes if we are to truly serve our communities.
Addressing Need	Key design elements are streamlined to include only the major, most important elements of the school model. Those elements are now more fully described to clearly communicate the school's model.
Community Outreach	Inclusion of a long-term community engagement plan and more robust methods of gaining input, such as focus groups and ongoing surveys. These additions were based on Elissa's experience opening an elementary school in Cincinnati, another mid-sized city where relationships and community input are of utmost importance.
Evidence of Demand	Inclusion of more robust census data to better demonstrate market demand.

Proposal Element	Changes from Original to Current Proposal
Enrollment	The school plans to launch with grades K and 1 in recognition of SUNY's priorities. K is planned for three fully enrolled homerooms, and 1st is planned for two smaller homerooms. This reflects Elissa's prior experience starting schools with both K and 1. Maximum class size was increased to 30, with two teachers. This change was made because school size and ultra-low student-teacher ratio led to budget constraints. The resulting salaries were far below local market rates and below what a highly dedicated and successful team deserves. Elissa's experience with a similar instructional model at ReGeneration Schools shows that a larger class size with two teachers is instructionally effective.
Admissions Policy	Revised to reflect lottery process
Curriculum and Instruction	Clarifies the curriculum selection process and resulting curricular choices (Amplify CKLA, Eureka Math, and Achievement First). The revised proposal clarifies that teachers do not create any core curricular materials. Although many highly successful urban charters relied on teacher-created curriculum in their early days, such as Uncommon Schools and Achievement First, that is no longer considered to be best practice. The advent of Common Core and subsequent NYS Next Generation Learning Standards clearly demonstrated that a true content-rich curriculum that results in deeper student learning cannot be written by individual teachers in silos. Refines and clarifies assessment program, reflecting input from Elissa's experience at ANet and ReGeneration Schools. Fleshes out upper elementary and specials curriculum descriptions and course descriptions. Clarifies key instructional practices that lacked adequate description in the original proposal.
Calendar and Schedules	Updated for 2024-2025 school year
Instructional Leadership	Clarifies instructional leadership roles and responsibilities. Goes more in-depth in PD plans. Includes criteria and systems for teacher and leader evaluation.
Culture and Discipline	Culture and discipline, while drawing from Green Tech Albany's research and success, also draws from other school models successful with elementary-aged Black and Brown male students

Proposal Element	Changes from Original to Current Proposal
School Management and Leadership	Revised org charts reflect revised school planning. Clarifies leadership roles and responsibilities. Includes more thorough principal recruitment and selection plan, as this is key to any school's success. Includes more robust description of management and leadership evaluation processes.
Personnel	Revised to ensure clear and consistent staffing model throughout the application narratives and budget. Clarifies leadership roles and responsibilities.
Partner Organizations	Add Charter Champions of Rochester as a partner in talent recruitment.
Governance	Clarified trustee experience in charter governance, finance, and real estate. Includes more robust plans for board recruitment, selection, training, evaluation, and committee structure. A strong board is necessary to ensure the school meets its obligations in student outcomes and fiscal responsibility.
District Relations	In response to reviewer feedback, the team has planned more creative and intentional strategies and tactics to engage the Rochester City School District. Although the district has not been amenable to charter-district collaboration in recent years, that does not absolve us of working together in service of all children in the city.
Insurance	Included informal RFP process to secure insurance at lowest cost while budgeting more conservatively by benchmarking on other local charter budgets.
Food Services	In response to reviewer feedback, applicant team reviewed responses from approved charters to identify the level of detail and to replicate successful policies, procedures and systems. Added: • Personnel responsible for overseeing food service program • Potential to use district's food services • Potential for Community Eligibility Provision • Personnel responsible for ensuring 100% of School Meals Application Form completion • Meal provision if facility must close
Health Services	In response to reviewer feedback, applicant team reviewed responses from approved charters to identify the level of detail and to replicate successful policies, procedures and systems. This includes a summary of the nurse role and responsibilities and more detailed policies for medication administration and student medical records and immunization compliance.
Transportation	In response to reviewer feedback, applicant team reviewed responses from approved charters to identify the level of detail and to replicate successful policies, procedures and systems.
Fiscal Soundness	All assumptions are clearly stated and cited to show that they are both realistic and conservative.

Proposal Element	Changes from Original to Current Proposal
Budget Template and Narrative	Budget is fully aligned with revised enrollment and staffing models and market-rate facilities costs, drawing on Elissa's experience with founding school budgets across multiple states. Budget reflects the need for dissolution reserve, as well as contingency. Budget reflects conservative assumption of $500,000 in CSP funds across three years. Commitment secured from KMT Foundation for planning grant before pre-opening year and for a short term, no-interest loan in the event of CSP funding delays. These changes were made so that the school can be fiscally sound and meet legal requirements.
Facility	Includes detailed cost assumptions and rationale behind assumptions as well as contingency plans in the event facilities costs exceed budget

R-03e - Letters of Justification

SUNY Charter Schools Institute
The State University of New York

H. Carl McCall SUNY Building
353 Broadway
Albany, New York 12246

newyorkcharters.org

April 28, 2022

VIA ELECTRONIC MAIL
Dr. Paul Miller
[redacted]

Re: **Proposal to Establish Green Tech Rochester Elementary Charter School**

Dear Dr. Miller:

Thank you for submitting a proposal to establish the Green Tech Rochester Elementary School. The SUNY Charter Schools Institute (the "Institute") recognizes that this is a challenging endeavor and acknowledges the work that you and your team put into developing the proposal.

After an in-depth review by Institute staff and external consultants, the Institute determined that the proposal was significantly underdeveloped, preventing us from moving it forward in our review process. Further detail regarding the rationale for the Institute's decision follows. Overall, Institute staff and external experts were unclear why the proposal did not directly address its origins or the level of support and/or partnership of the existing Green Tech Charter School in Albany ("Green Tech – Albany"). Further, a number of components of the application were either not addressed or vague.

The Institute's intent in providing this information is to communicate some, but not all, of its concerns generated during the review process. Ongoing experience approving, monitoring, and ultimately evaluating schools for charter renewal continues to inform our understanding of what it takes to open and run a successful charter school. This experience provides an increasingly critical lens through which we evaluate new proposals. While the school design and content of your proposal is ultimately up to you, it still must meet SUNY standards and demonstrate a strong likelihood of achieving a high level of student performance such that the school is likely to earn renewal at the expiration of the charter term.

The following list of concerns noted by the Institute staff and external reviewers is not exhaustive but captures examples of some of the most pertinent shortcomings identified during the review process. Should you choose to submit a new application at a later time, you should not assume that modifying only the discrete elements referenced in this letter would remedy the proposal as a whole.

Community Outreach and Support, and Demand for the School

Overall, the application incorporates clear data demonstrating the need for more high-quality educational options in Rochester, however, it does not present sufficient evidence of efforts to conduct outreach and demonstrate support and demand.

- The application does not demonstrate specific student, parent and/or community demand for an additional single-gender school in the city.
- Survey responses incorporated as evidence of demand depict less than 50% of proposed year one enrollment.
- The application does not present a strong and sustained demonstration of outreach and engagement of local partners and/or stakeholders. Several letters of support were boilerplate templates, which does not indicate authentic engagement and support for the proposed school model.
- The student recruitment plan is quite general, and the application does not address any plans for a lottery, which suggests a potential lack of demand for seats.

School Model and Academic Program

Multiple responses within the application were incomplete or vague. As such, the proposal did not demonstrate a clear and cohesive school model and academic program that is likely to improve performance for the students it intends to serve.

- The application indicates that teachers will be responsible for developing a scope and sequence for all core subjects but does not describe a clear plan to assess and develop teacher capacity to manage this significant undertaking. Additionally, it does not explain how school leaders would ensure the resulting curricular documents align with the school's overall pedagogical approach.
- Descriptions of the upper grade curricula were significantly underdeveloped, in some cases including only simple lists of strategies and skills as opposed to full course descriptions with alignment to state standards. Additionally, descriptions of upper grade curricula such as for writing and word study were not incorporated at all.
- The application provides a very limited description of the entire Specials curriculum.
- The application states that the leadership team will ensure vertical and horizontal alignment, however the application does not sufficiently describe methods and criteria that the leadership team will employ to assess the quality of lesson plans and evaluate alignment across curricular units.
- The professional development plan was quite vague, specifically related to curriculum development, assessments, and alignment to state standards.
- The application did not directly include methods to address missed learning as a result of the pandemic for young learners, while a longer school day can extend learning opportunities. Additionally, the application does not address social and emotional developmental implications and how the proposed school would address these students' needs.
- The assessment plan presents conflicting details related to how data will be used to evaluate and refine the academic program to improve student performance.
    - The Performance Series assessments are referenced as a quarterly assessment for all students, in the struggling students section and as a beginning of year diagnostic assessment in the program evaluation section.
    - A School Improvement Plan ("SIP") is mentioned but not explained.
    - The application asserts that social-emotional learning will be assessed quarterly without a description of the assessment instrument or process.

- The application references a number of key programs and pedagogical practices but does not support or describe these with sufficient detail to assess relevancy or quality. For instance:
    - The application references incorporation of a culturally relevant curriculum but does not define or describe any meaningful components or pedagogical practices to explain this.
    - The application mentions STEAM Centers in K-2 science instruction, however these centers are never defined or described.
    - Personal Academic Review ("PAR") is mentioned once at the start as part of the school program, with no definition and no further mention within the application.
    - The League of Extraordinary Gentlemen is mentioned as part of the school program, with no definition and no further mention within the application.
    - Community service is named as a program design element, but not defined and only mentioned again as a consequence in the discipline policy.
    - The application states that the school will develop students' Social & Emotional Learning ("SEL") competencies, but it appears that this will only occur during a morning whole-group read aloud and "intrapersonal skills" is mentioned as being built during Dance. No further description of how these competencies will be taught are included in descriptions of instruction, curriculum or described in the assessment (except to state that it will be assessed.)
- The application does not adequately address or describe a specific criteria or system for teacher, staff, or leadership evaluation.

Organizational Capacity

Overall, details in the personnel plan conflicted with other areas of the application and school operations, as described, were significantly limited and vague. As indicated previously, given the name and connection to Green Tech – Albany it is not clear whether this team has support or partnership of the existing school and governing board and consideration of what workload effects this would have on the existing school in Albany, which is relevant due to the level of intensity and capacity needed to start a new charter school.

- The application does not explain a clear purpose and rationale for the proposed administrative structure. For instance, the distinction of roles for the executive director and principal is not fully articulated.
- The application presents conflicting roles for personnel, year over year. For instance:
    - The application states that the school will have upper and lower school directors when describing the development of the social studies curriculum, however they are never mentioned again as personnel.
    - The Program Evaluation section refers to department chairs and department heads, however, these roles are not mentioned elsewhere in the application.
    - A student support coordinator is mentioned, but the role is not described in the personnel plan or budget.
- The application did not include a clear plan for health services, food, insurance, and transportation.
- The application description of district relations does not provide unique or innovative strategies or opportunities for partnership, instead focusing on describing the district's current academic performance.

Fiscal Soundness

Overall, the proposed budget is not aligned and does not sufficiently address the resources critical to effective school startup and effective operation (e.g., custodial services) and provides no clear assumptions explaining the omission of these resources.

- The application mistakenly asserts that the existence of the current 9-12 high school provides the ability to know with "great accuracy" the number of staff members required, which suggests limited knowledge of the distinction between an elementary and high school model.
- The budget does not align with the staffing plan presented throughout the application.
    - Neither the academic coach nor the upper and lower school directors described in the application are reflected in the budget.
    - The budget does not reference allocation for sanitation and custodial services in the first two years of operation.
- The budget does not reflect the required dissolution reserve as detailed in the RFP directions.
- The budget does not reflect the allowable Charter School Program ("CSP") funding as detailed in the RFP directions.
- The application does not demonstrate efforts to research prospective facilities and market rates; the budget allocates inadequate funds to support a lease, renovations, and repairs and maintenance.

Governance

Overall, additional capacity and expertise is needed with the proposed founding board; specifically, representation is needed in the areas of a charter school governance, finance, law, or facilities/real estate.

- The application does not adequately address plans for board development, recruitment, evaluation, and committee structure.

We are inspired by the proposed model and demographic that Green Tech proposes to serve and encourage your team to continue conducting research and developing capacity by connecting to community and sector stakeholders. However, the concerns indicated above, as well as others not included here, indicate that the Green Tech Rochester Elementary Charter School Application does not meet SUNY's requirements and expectations for further review. If you have any questions regarding the review process, please do not hesitate to contact Kathryn Connell-Espinosa at (518) 445-4250 or Kathryn.connell@suny.edu.

Sincerely,

Susie Miller Carello
Executive Director
SUNY Charter Schools Institute

R-03f - Founding Team Resumes

This response includes the following resumes:

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

Dr. Andrea Foxx-Lowe

[redacted]

I am a dedicated, resourceful professional with a 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

PROFESSIONAL EXPERIENCE & RESULTS

[redacted]

❖ [redacted]

[redacted]

[redacted]

[

-

[redacted]

[redacted]

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
Cumberland University, Lebanon, Tennessee
May 2004

BACHELOR of ARTS in ELEMENTARY EDUCATION
University of Memphis, Memphis, Tennessee

DR. PAUL MILLER

[redacted]

Executive Profile

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

Experience

[redacted]

[redacted]

Certifications

NEW YORK STATE CERTIFICATIONS
School Administrator/Supervisor Permanent Certification May 2005
Physical Education, K-12 Permanent Certification May 2005

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

Publications

Author, Published by Chalfant-Eckert March 2016
"We Need to Do Better: Changing the Mindset of Children Through Community, Family, and Education"

Author, Published by Chalfant-Eckert February 2016
"Cyberbullying: Breaking the Cycle of Conflict"

AWARDS

- Omega Psi Phi, Nu Tau Chapter Omega Man of the Year (2018)
- NAACP Albany University Chapter Living Legend Award (2017)
- Awards Israel AME Church Men of Honor "Man of the Year" (2015)
- Nominated By Congressional Representative (CHCI) as Top 20 Educators in the Country (2015)
- St. John Fisher College Distinguished Leadership Award (2015)
- Kappa Alpha Psi Distinguished Leadership Award (2015)
- Men of Valor Award (2012)
- 40 under 40 Top African American Leaders in Rochester (2011)
- Who's Who Among Top College and University Students (2005)

Speaking Engagements and Appearances

- Coalition of Public Independent Charter Schools (2020)
- Global Minded (2020)
- Dr. Mike Jones Show Podcast (2020)
- Vulnerable Voices Podcast (2020)
- Black Women Be Whole Virtual Platform 2020
- Commencement Keynote North Country Community College (2019)
- Keynote Rochester City School District RAP Conference (2019)
- CBS News Talk Radio (2019)
- Atlanta Live TV Show (2019)
- Young and Winning STEM Conference (2019)
- Youth Adult Literacy Program (2018)
- Stem Youth Empowerment Conference (2018)
- Good Deeds Radio Show (2018)
- Boys and Men of Color Educational Summit (2018)
- Tammy Collins Markee National Radio Show (2018)
- Albert C. Wagner Prison (2018)
- National Black Men's Education Conference Presenter (2018)
- Host of the National Non-Violence Week Forum (2018)
- TED X Talk (2017)
- National Youth Summit in Atlanta (2017)
- Expert on School Choice for Roland Martin's Nationally Syndicated Show TV One Network (2017)

- Presenter at TD Jake's The Potter's House Excellence in Leadership Conference (2017)
- TD Jake's The Potter's House Mega Fest Mega Futures Contest Judge (2017)
- St. Joseph's College Dr. Martin Luther King Celebration Keynote Speaker (2017)
- Bethune Cookman's Education and Justice Conference Panelist and Speaker (2017)
- Southern Christian Leadership Conference National Convention Panelist on Education and Justice (2017)
- Clark Atlanta Speaking Engagement (2017)
- Keynote for Community Council of Metropolitan Atlanta Male Empowerment Event (2017)
- Speaker for National Youth Summit at Morehouse College (2017)
- Keynote Speaker for the City of Albany Black History Month Celebration (2017)

Dr. Kimberly S. Davis, EdD

[redacted]

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

Employment

[redacted]

[redacted]

Educator (*Honors Living Environment, Regents Living Environment, 8th Grade Science, Honors Biology, General Biology, Physical Science, 7th grade Science***)**

Green Tech High Charter, Albany, NY **02/2018 – present**

Shelby County Schools District, Memphis, TN **07/2017 – 02/2018**

Ombudsman Alternative Learning, Forrest City, AR **08/2010 – 06/2013**

Memphis City Schools, Memphis, TN **08/2006 – 06/2010**

Differentiation

- Tailoring instruction to meet the individual needs of the learners
- Small group instruction
    - Stations
    - Learning groups

Collaboration & Co-Teaching

- Meet with special education teachers to determine content to be taught and strategies to be implemented according to student's specialized academic and behavioral needs
- Attend IEP meetings and provide input/insight on observed student behaviors and areas of need
- Engage students using predetermined co-teaching strategies
- Excellent communication skills
- Attend professional development on effective co-teaching strategies

Data Driven Instruction

- Use student test data to support and drive instruction
    - To measure student's deficits and gains
- Maintain unit and lesson plan binders based on curriculum

Inquiry Based Instruction

- Guide exploration of a topic as a whole class
- Small group inquiry about debatable, open ended and contended issues
- Encourage real-world connections
- Define goals and outcomes

Instruction

- Educate and provide quality instruction to students
- Hold after school tutoring/enrichment sessions for target students and struggling learners
- Implements a variety of student-centered learning activities to capture all abilities and learning styles such as stations, research groups, manipulative activities, hands-on activities, and more.

- Dissect current curriculum maps and alter content to develop effective lessons
- Attend professional developments on effective instruction and efficacy
- Establish and convey importance of content being taught for student buy-in

Committees and Affiliations

- Department Lead
- The Great Kindness Challenge: School Culture
- Positive Behavior Intervention Strategies (PBIS)
- Student Council
- Yearbook
- Science Committee
- Fundraising
- Parent Teacher Association
- Freshman Academy
- STEM
- Bridge
- AVID
- Robotics Club Co-Lead

[redacted]

[redacted]

[redacted]

Computer Skills

- Strong computer skills in Microsoft Word, Microsoft Office, SPSS, PowerPoint, Microsoft Excel, Internet, Custom Tech, and various research-based search engines.

Educational Platforms

- PowerSchool
- Clever
- Edulastic
- Panorama
- LiveSchool
- Google Classroom
- Nearpod
- Blackboard
- Halo

Certificates

- Cardio-Pulmonary Resuscitation (CPR)
- Crisis Prevention Training (CPI)

Achievements

- New Teacher of the Year Nominee
- AVID Trained Teacher
- Honors Society
- Alpha Chi National College Honor Society
- Grant Writer
- Member of Delta Sigma Theta Sorority, Inc.
- Member of Eastern Star
- Member of Rust College Alumni Association

Volunteer Experiences

- March of Dimes
- Trinity Mission Health and Rehab of Holly Springs
- 8Th Street Mission for Jesus Christ
- Holly Springs Rehabilitation and Healthcare Center
- MODEL; Men Organized to Develop, Empower, and Lead, Inc.
- St. Jude's
- St. Jude's Marathon
- Saint Mary's Women and Children Shelter
- Capital City Rescue Mission

Elissa Klein

[redacted]

EXPERIENCE

[redacted]

[redacted]

- [redacted]
- [redacted]
- [redacted]
- [redacted]

[redacted]

- [redacted]
- [redacted]
  - [redacted]
  - [redacted]
  - [redacted]
- [redacted]

[redacted]

- [redacted]

[redacted]

EDUCATION

The Broad Center for the Management of School Systems
M.A. in Education Leadership *2016-2018*

Harvard Graduate School of Education (Cambridge, MA)
Ed.M. in Education Policy and Management *2011-2012*

Williams College (Williamstown, MA)
B.A. in Studio Art *2002-2006*

R-03g – Probationary Status of Affiliated Charter School(s)

Green Tech Rochester will be an independent education corporation and is not associated with a charter management organization. This requirement is not applicable.

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

a. Description and Analysis of Community Outreach Efforts

Strategies to Solicit Community Input. The journey has begun to solicit the support of the Rochester Community. Lead applicant Dr. Paul Miller, a Rochester native, began outreach in December 2021, leveraging his extensive community ties, surveying potential parents, engaging through social media, speaking on radio and podcast broadcasts, and meeting with community groups.

He held an initial series of meetings to introduce Green Tech Rochester and to solicit feedback from the following groups:

Date	Community Group	Group Description	Potential Areas of Support	Outcome
1/3/22	Green Tech Rochester Facebook	Social media page	Solicit written input/feedback, recruit students, communicate and engage with families	Ongoing information and communication platform. Received more than 75 signatures virtually expressing a need and want for GTR. Currently 457 followers (up from 300 last year), and top posts have 394 views, 23 likes, and 14 shares (all organic, no paid marketing)
12/28/22	Radio Station 96.3	Radio show guest	Wide reach to solicit community support	Numerous listeners called in to ask questions and give suggestions
1/8/22	Omega Psi Phi Theta Omicron Chapter	Local Black fraternity chapter with community service and philanthropy for Black male education in Rochester	Community support, student referrals, student mentorship, grants, experience in Black educational excellence	All members present signed they're in support of GTR.
1/09/22	Memorial AME Men's Group	Predominantly Black church and bedrock of community	Community support, student referrals, student mentorship, family support	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
1/13/22	Boys and Girls Club	Out-of-school programming	Student referrals, partner programming	Partnered with the Boys and Girls Club to host an event for the community to inform and ask for their input and support. Many parents signed and couldn't wait until GTR was formed
1/16/22	Aenon Church	Predominantly Black church and bedrock of community	Public influence, student referrals, student mentorship, family support	Many members expressed how needed GTR is and would like to know how they can support it in the future. There was great anticipation.
1/23/22	Mt. Olivet Church	Predominantly Black church and bedrock of community	Public influence, student referrals, student mentorship, family support	Every member present signed the signature page stating that they were in support of GTR.
1/30/22	New Bethel Church	Predominantly Black church and bedrock of community	Public influence, student referrals, student mentorship, family support	Very warm welcome and the church did not show concern. They congregation expressed how dissatisfied they were with Rochester's education system
1/19/22	Unkle Keith's Corner	National Podcast steamed on @HistoricallyBlackSince and platform on Instagram with 90,000 followers.	Wide reach to build community support, expertise on Black excellence	Many followers commented in support of GTR
2/6/22	Constance Love Show	National Podcast Streaming on Black Knowledge & Circle of Truth	Wide reach to build community support, expertise on Black excellence	Huge audience who was very supportive of GTR

2/13/22	National Pan Hellenic Council Meeting, Rochester Chapter	Group representing all fraternities and sororities	Public influence, student referrals, student mentorship, grants, experience in Black educational excellence	All Black Greek Organizations in Rochester gave the stamp of approval for GTR. They expressed the desire for meaningful partnership opportunities with the school.

At each event, Dr. Miller shared information live with participants. 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.

Anecdotally, attendees showed strong verbal support 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.

Moving forward, GTR's team will expand community outreach using strategies that were successful in building community support when ReGeneration Schools opened its first elementary school in Cincinnati, OH.

It is critical for the Founding Principal/Head of School to own, develop, and execute this plan during the school's planning year. The principal will be the face of the school and needs to connect directly with the community. Dr. Miller, the rest of the founding team, and the board will provide input and assistance executing the plan.

Initiative	Owner	Helper(s)	Start	Due
Build on Dr. Miller's initial list of community groups. They will create a community resource map to determine other community leaders and groups who can provide input, support, and/or challenges to problem-solve.	Founding Principal	Dr. Miller, board	7/1/23	7/15/23
Create a 12-month calendar of community meetings to introduce the school model and mission, to solicit input, and to cultivate potential partners, parents, donors, board candidates, and staff candidates.	Founding Principal		7/15/23	8/1/23
Create a project plan for prospective student, staff, partner, board, and donor leads captured throughout the year.	Founding Principal	Dr. Miller, board	8/1/23	9/1/23
Develop web and social media strategy to grow awareness, traffic, and conversions for potential families and staff.	Founding Principal	Elissa, marketing firm	9/1/23	9/15/23
Create canvassing project plan to solicit input from community residents.	Founding Principal	Dir. Instruction	9/15/23	11/1/23
Hold series of focus groups with potential families, partners, and staff to surface and	Founding Principal	Dir. Instruction,	1/15/24	2/1/24

explore their needs, values and desires more deeply.		marketing firm		

***Community Feedback*.** Community members have provided feedback through meeting comment periods, individual conversations, radio call-ins and surveys. Overall, community members surfaced the struggles of Black boys in Rochester and voiced a desire for increased educational opportunity for that population. These conversations also surfaced the importance of listening to families and the desire of several organizations and businesses for meaningful partnership opportunities in schools.

Incorporating Feedback. GTR incorporated community feedback on community partnerships by planning to infuse Black Greek culture into its relationship and character-building programs. The school will seek ways to meaningfully involve fraternity members and interested business leaders in student mentorship and other partnership opportunities.

In terms of listening to families, GTR agrees will all feedback that it is crucial to solicit family input, truly listen, and to respond with action. GTR will ensure that families are surveyed formally as well as informally. In order to ensure families truly feel heard, GTR will strive to close the loop on all parent feedback and communicate promptly on how the school is adapting in response to the feedback.

We believe that additional feedback and input will surface during the school's planning year, and we are excited about the opportunity to improve the school design in response to that feedback.

b. Description and Analysis of Community Support

The response from initial community meetings was overwhelmingly positive, with evidence of those responses attached in *R-04e - Evidence of Support*. Our experience leads us to believe the depth of that support ranges from superficial (following a Facebook page or participant willingness to sign a petition) to deep (participant willingness to serve on the school's board, enroll their child, or apply to work at the school). Of the approximately 460 Facebook followers and 300 signees (some of whom overlap), we estimate that 60% of support is shallow, 35% will participate further with follow-up from the school, and 5% are ready to engage immediately.

GTR has not yet encountered opposition to the school during any outreach activities, but we acknowledge the potential for future opposition once the school begins recruiting students and staff in earnest. We recognize the historic tension between the district and charter schools, and we will continue working to collaborate with the district. It is our hope that GTR and district schools can jointly work towards the liberation of Black and Brown boys through expanded educational opportunities. This work is further described in *R-15 - District Relations*.

c. Description and Analysis of Student Demand

Rochester has 13,202 children under the age of five[25], which roughly projects to 2,640 entering kindergarteners each year. Currently, RCSD enrolls 61% of those students (1,612) in district schools, as many families depart for suburbs or private schools when their children reach school-age. Those residents who leave in search of better educational options represent a

[25] https://www.census.gov/quickfacts/rochestercitynewyork

missed opportunity to retain families in the city, and Green Tech hopes to attract some of those families in addition to those families seeking schools inside the city.

The City of Rochester has 3,100 students on charter waitlists, which is 2/3 of all applicants who cannot access a school that meets their child's needs. If we estimate 45% are grades K-5, and half of those are male-identifying, that leaves 698 potential applicants to Green Tech Rochester. In our experience, lotteries yield approximately 75% in kindergarten and 50% in upper grades. A 50% yield from this waitlist would be 350 students, or 65% of GTR's capacity. We understand that not all families are seeking Green Tech's unique model, but these calculations are helpful in developing a picture of untapped demand.

In addition to analyzing charter enrollment trends, Green Tech solicited parent interest through meetings. The team assessed demand through a survey disseminated through the GTR Facebook page that garnered 81 responses in only one day. 61 respondents reported having a male, preschool-aged child that they would want to enroll in Green Tech Rochester fall 2023. The GTR team will use the same survey starting in October 2023 to prepare for a fall 2024 launch and begin generating enrollment leads. In our experience, it is most effective to reach parents when they are ready. We have found that "early shopper" parents begin researching kindergarten options in October, and the majority of parents begin the search in March, with a surge of "late shoppers" in August just before school begins.

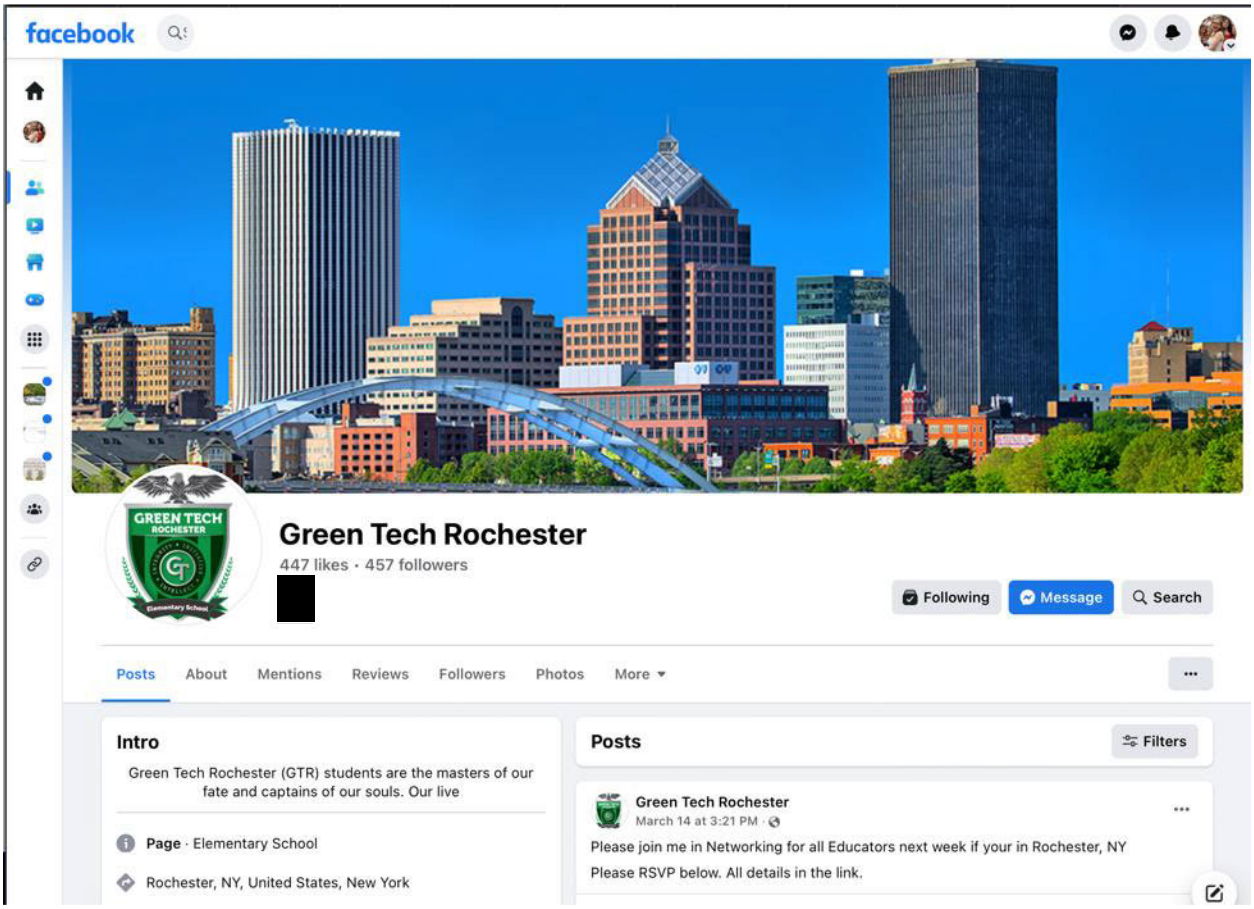
GTR's team will build on its initial community outreach by implementing a robust student recruitment plan starting in fall 2023. This plan leverages experience from ReGeneration Schools' expansion to Cincinnati as well as best-practice sharing from Charter School Growth Fund's COO community of practice and enrollment-focused convenings. Please see Response *R-05ac – Enrollment, section b. Target Population Enrollment* for the full plan.

Finally, Dr. Miller has met with Rochester's 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 sufficient pre-k students in Rochester to fill Green Tech's Kindergarten class. GTR will seek a Head Start or other high-quality preschool program to locate in GTR's facility and serve approximately 40 male students. Families of the pre-K cohort will gain familiarity with Green Tech, and Green Tech's team will cultivate those family relationships and encourage matriculation to Green Tech's kindergarten class.

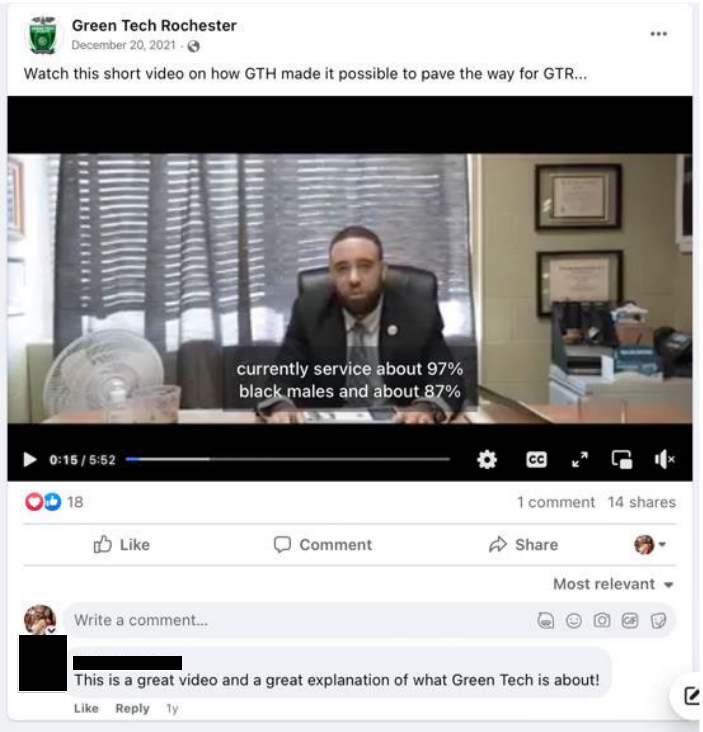
R-04d – Evidence of Outreach

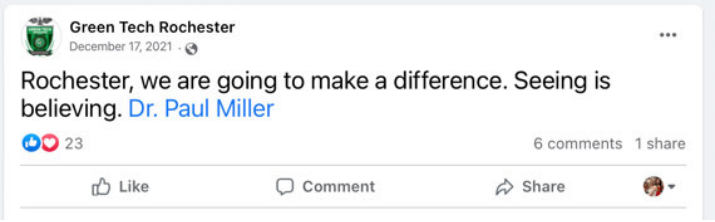
Document	Description	Page
Facebook page	GTR's Facebook page, which gained almost 300 followers by February 2022 and has since reached 457.	4-7
Top-Performing Facebook posts	Posts with strong organic reach, engagement, shares and comments (no paid advertising)	4-8
Sample Meeting Invites	Sample calendar events and meeting invites from Men's Ministry and National Pan Hellenic Council Rochester Chapter	4-9
Podcast fliers	Fliers for two podcasts featuring Dr. Miller as a guest speaker on Green Tech	4-11

Green Tech Rochester Facebook Page



Top-Performing Facebook Posts







Sample Community Meeting Calendar Events

Men's Ministry.

From: Paul Miller <pmiller@greentechhigh.org>
Date: January 11, 2022 at 3:30:46 PM EST
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: [redacted]
Sent: Monday, January 10, 2022 4:17 PM
To: Dr. Paul Miller <pmiller@greentechhigh.org>
Subject: FW: Men's Ministry Meeting

Men's Ministry Meeting
When Mon Jan 10, 2022 6pm – 7:30pm Eastern Time - New York
Where https://us02web.zoom.us/j/7562288803?pwd=ZVF4aU5FbGtXbzdPUklmcmFNck1JQT09 (map)
Who • [redacted] organizer

[redacted] is inviting you to a scheduled Zoom meeting.

Join Zoom Meeting
https://us02web.zoom.us/j/7562288803?pwd=ZVF4aU5FbGtXbzdPUklmcmFNck1JQT09

Meeting ID: 756 228 8803
Passcode: 308648
One tap mobile
+16465588656,,7562288803#,,,,*308648# US (New York)
+13126266799,,7562288803#,,,,*308648# US (Chicago)

Dial by your location
+1 646 558 8656 US (New York)
+1 312 626 6799 US (Chicago)
+1 301 715 8592 US (Washington DC)
+1 669 900 9128 US (San Jose)
+1 253 215 8782 US (Tacoma)
+1 346 248 7799 US (Houston)
Meeting ID: 756 228 8803
Passcode: 308648
Find your local number: https://us02web.zoom.us/u/kdq0V5ASR6

National Pan Hellenic Council – Rochester Chapter

Paul Miller

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

Count me in!

From: [redacted]
Sent: Wednesday, February 9, 2022 11:08 AM
To: Paul Miller <pmiller@greentechhigh.org>
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.

[redacted]

Podcast Fliers





R-04e - Evidence of Support

Document	Description	Page
Letter of support, ABC	[redacted], CEO of Action for a Better Community	4-13
Letter of support	Letter of support from business owner [redacted] expressing interest in partnership with the school	4-14
Letter of support	Individualized letter of support from [redacted], Professional Benefits Advisor at Associated Benefits	4-15
Letter of support	Individualized letter of support from [redacted], parent	4-16
13 letters of support, community members	13 signed template letters from community members	4-17
Signatures from meetings	At each community meeting, signatures of support were collected totaling approximately 300	4-24
Petition signatures	An online petition garnered 90 signatures of support, including contact information for further engagement. (There is some overlap with letters of support and meeting signatures.)	4-36

Additional evidence of support can be found in the parent demand survey in R-04g – Evidence of Demand.

ACTION for a BETTER COMMUNITY

[redacted]

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,

[redacted]

[redacted]

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 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 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,

[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 tripiling 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,

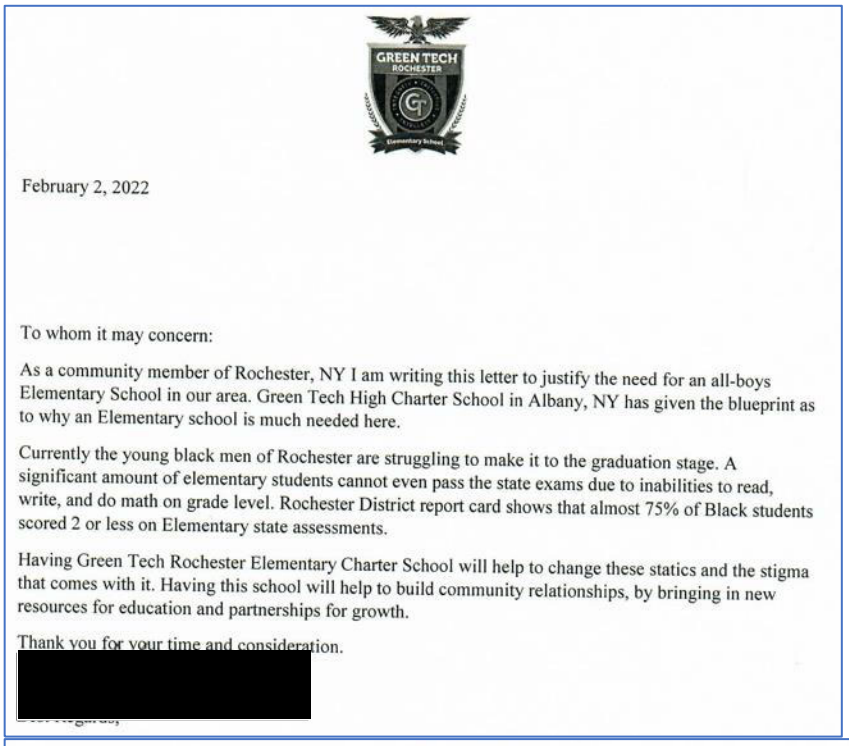
[redacted]

To whom this may concern,

My name is [redacted]. 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,

[redacted]



February 2, 2022

To whom it may concern:

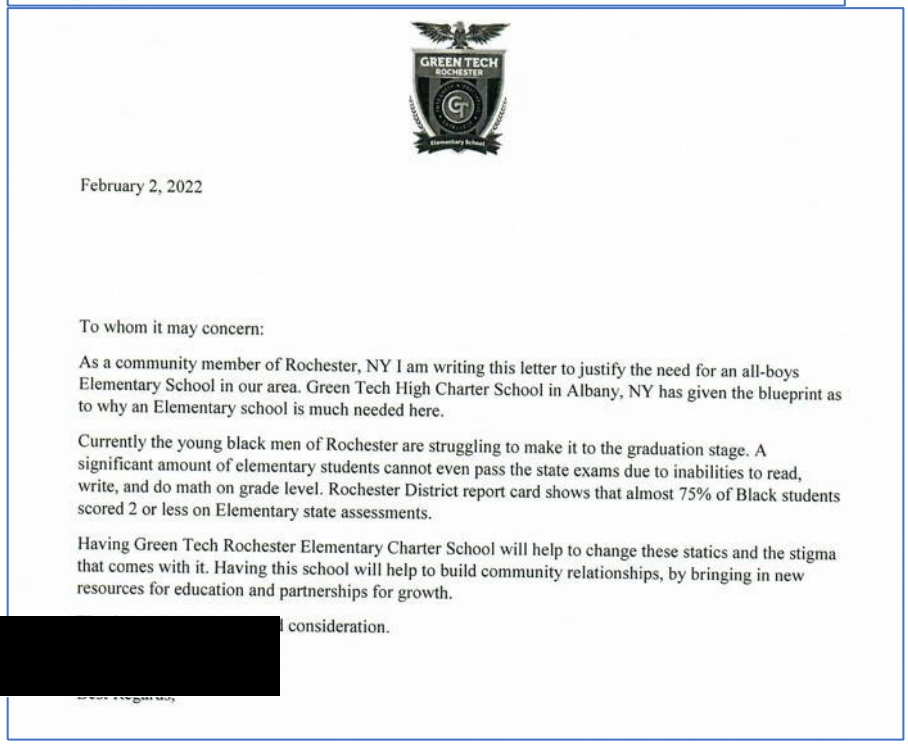
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Having Green Tech Rochester Elementary Charter School will help to change these statics and the stigma that comes with it. Having this school will help to build community relationships, by bringing in new resources for education and partnerships for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

Thank you for your time and consideration.

[redacted]



February 2, 2022

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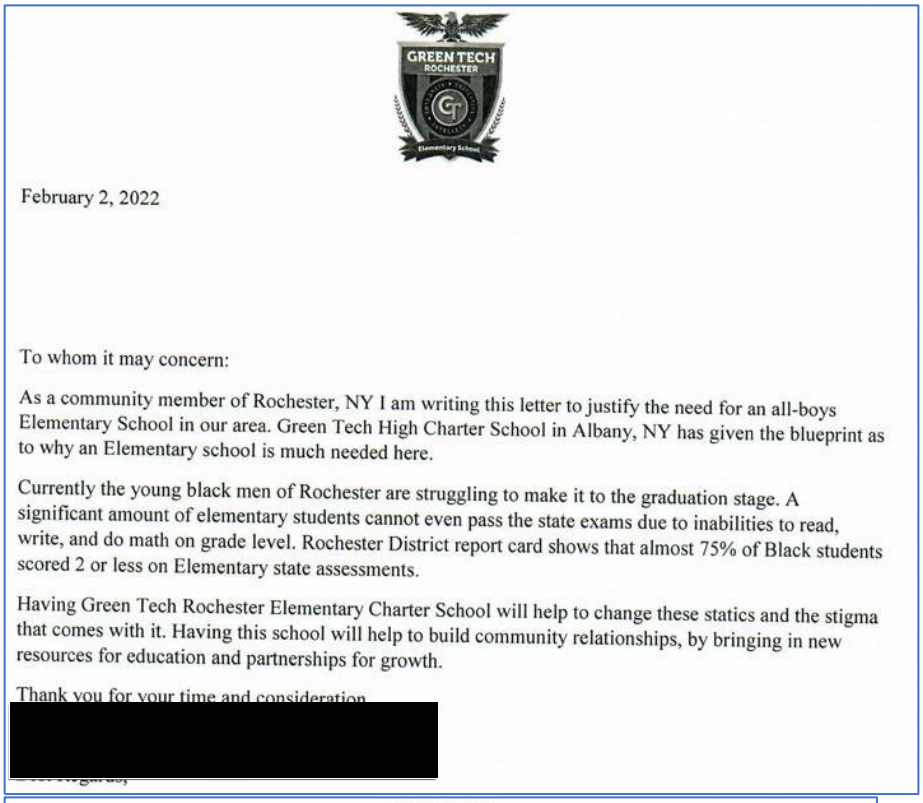
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[redacted] consideration.

[redacted]



February 2, 2022

To whom it may concern:

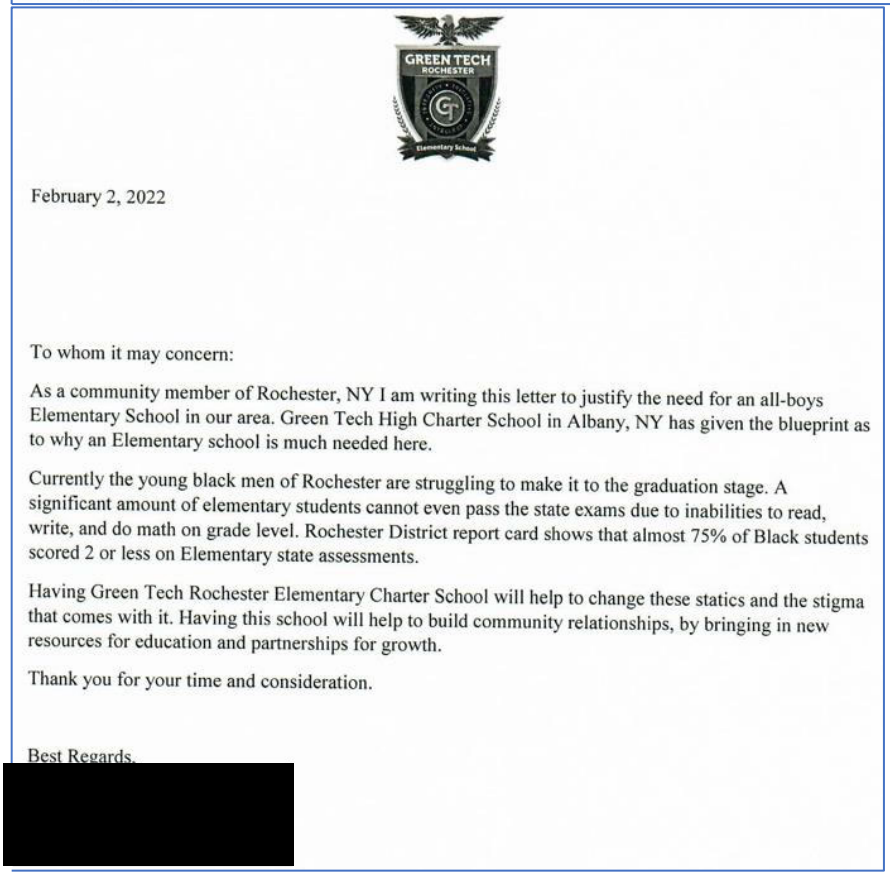
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Thank you for your time and consideration.

Best Regards,

[redacted]

[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 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 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.

[redacted]

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[redacted]

February 15, 2022

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Best Regards,

[redacted]

Theta Omicron Chapter Meeting 1/8/22

Green Tech Rochester

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New Bethel

Green Tech Rochester

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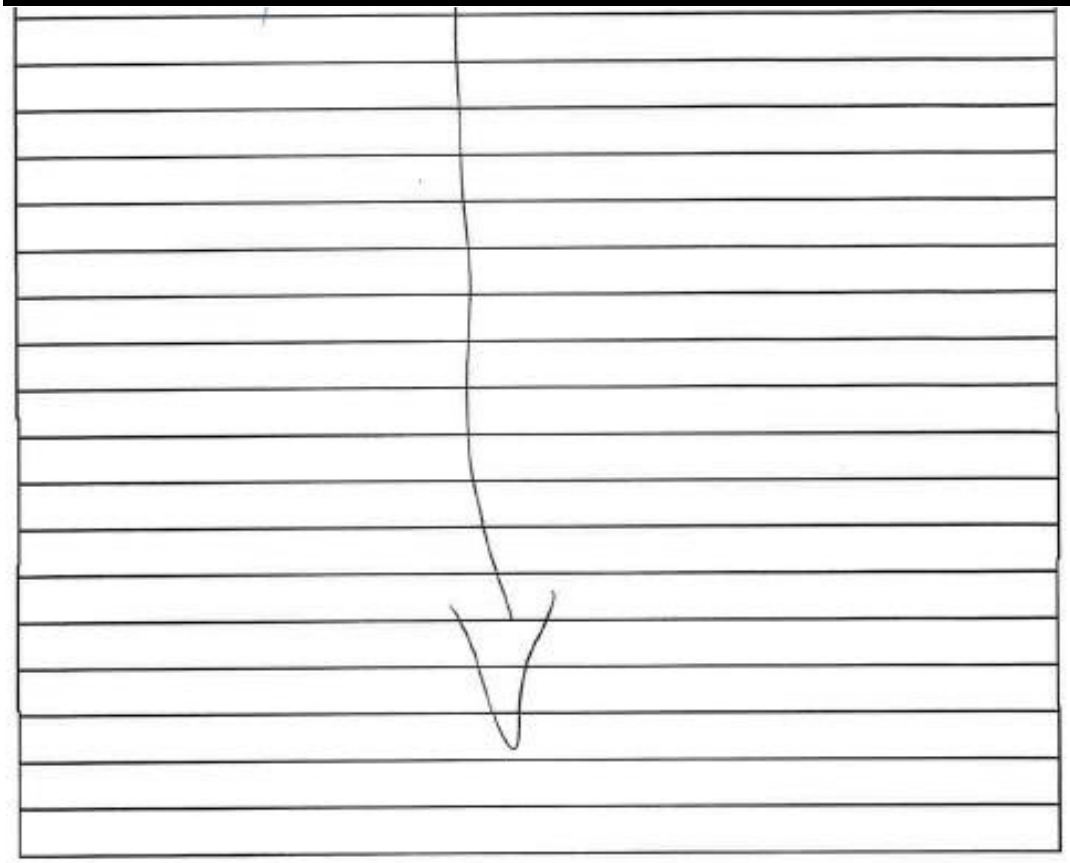
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Green Tech Rochester

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Green Tech Rochester
New Bethel

Name	Date	Address
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Aenon 1/16/22

Green Tech Rochester

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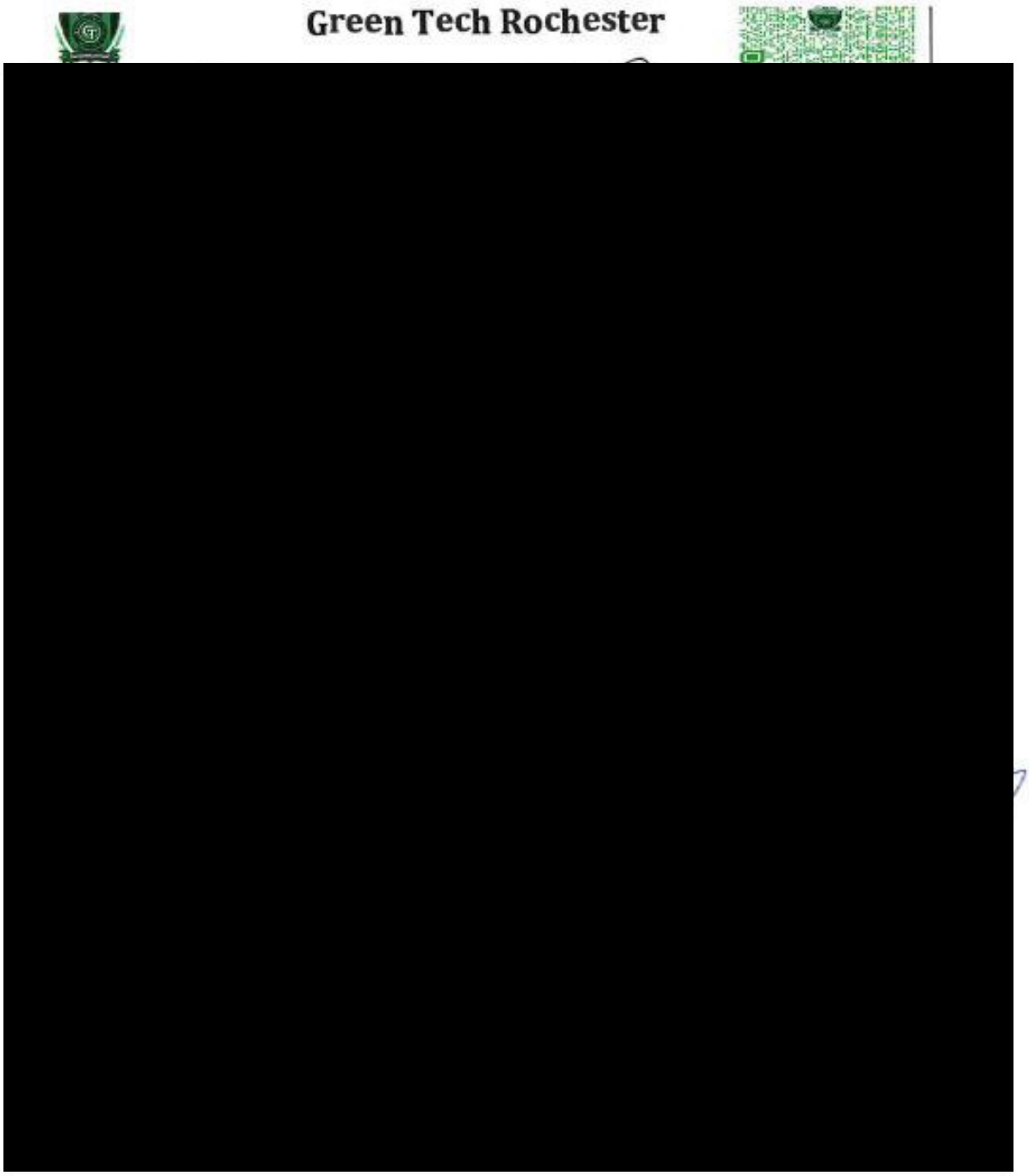
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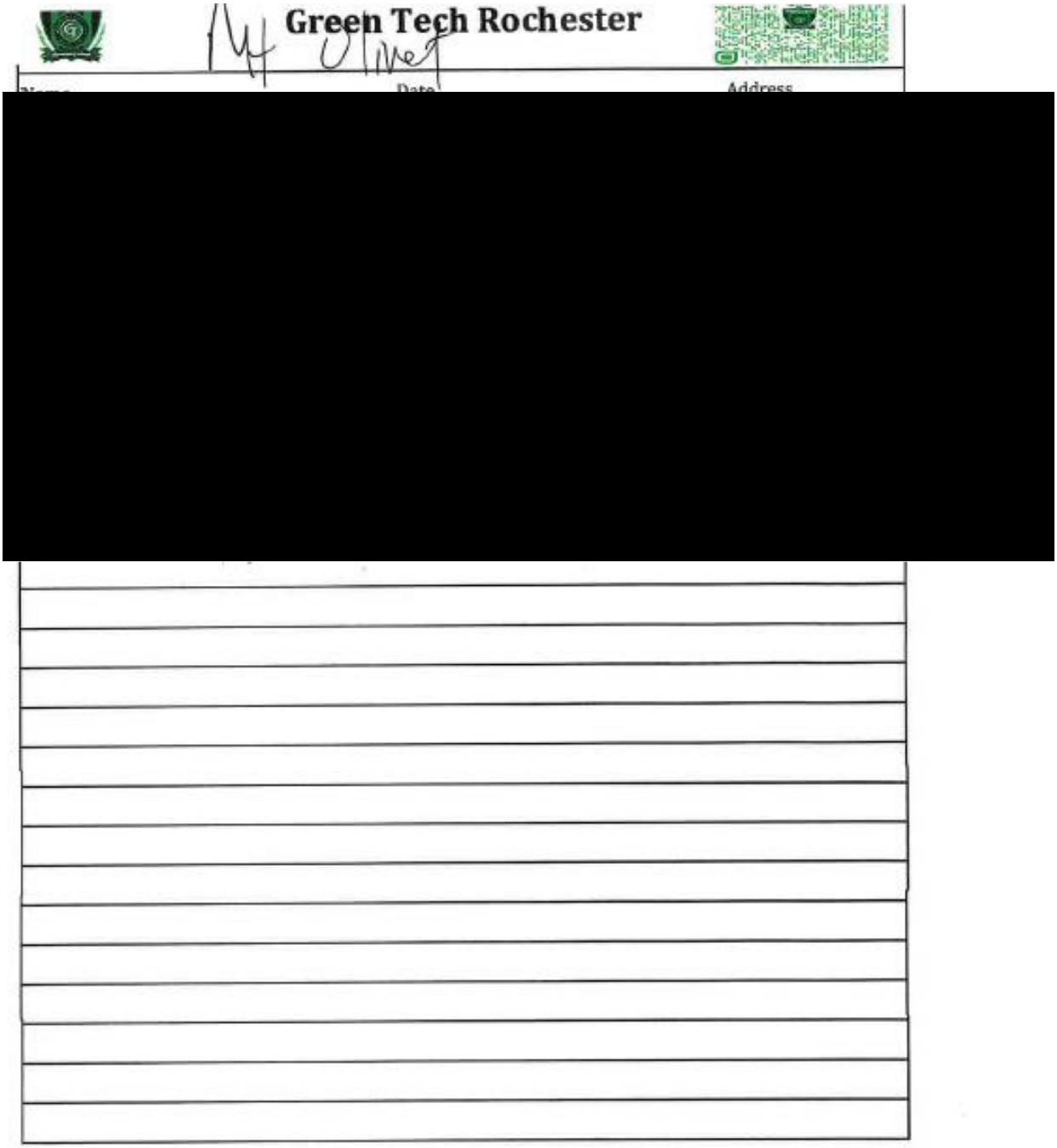
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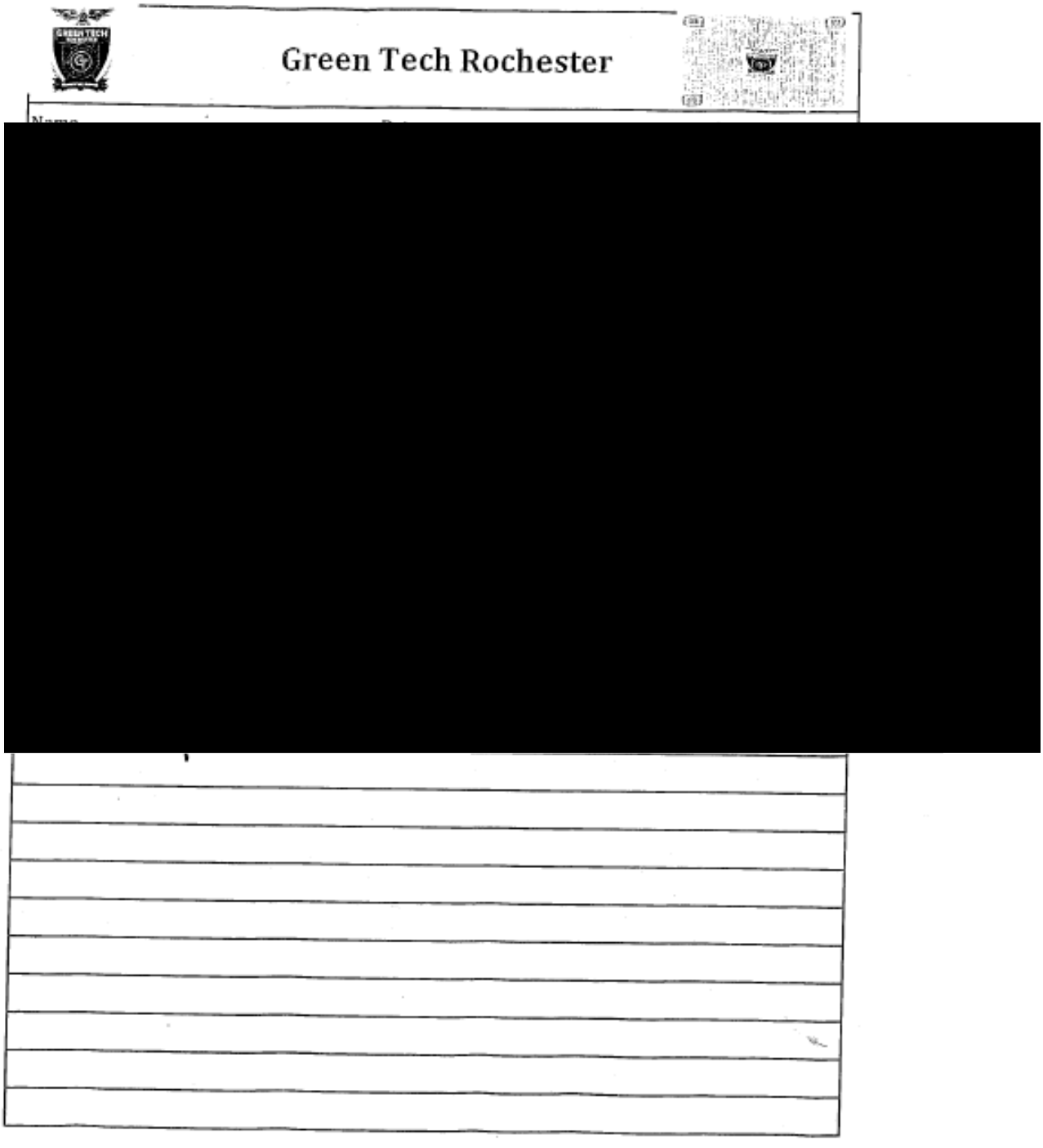
Mt. Olivet 1/23/22

Green Tech Rochester

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Green Tech Rochester


Green Tech Rochester
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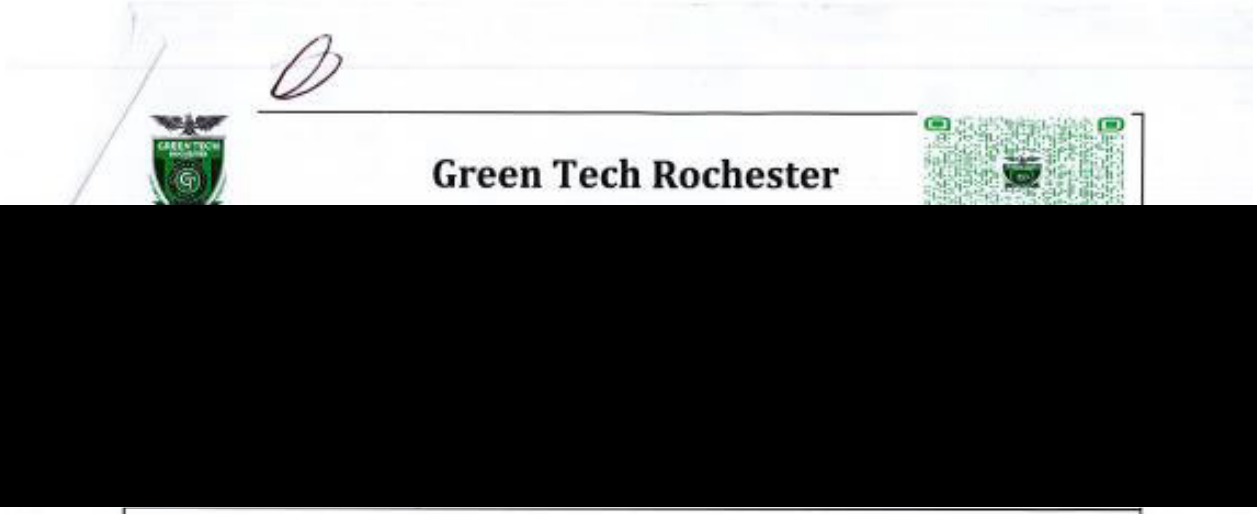

Green Tech Rochester

Boys and Girls Club 1/13/22

Green Tech Rochester

Name Date Address

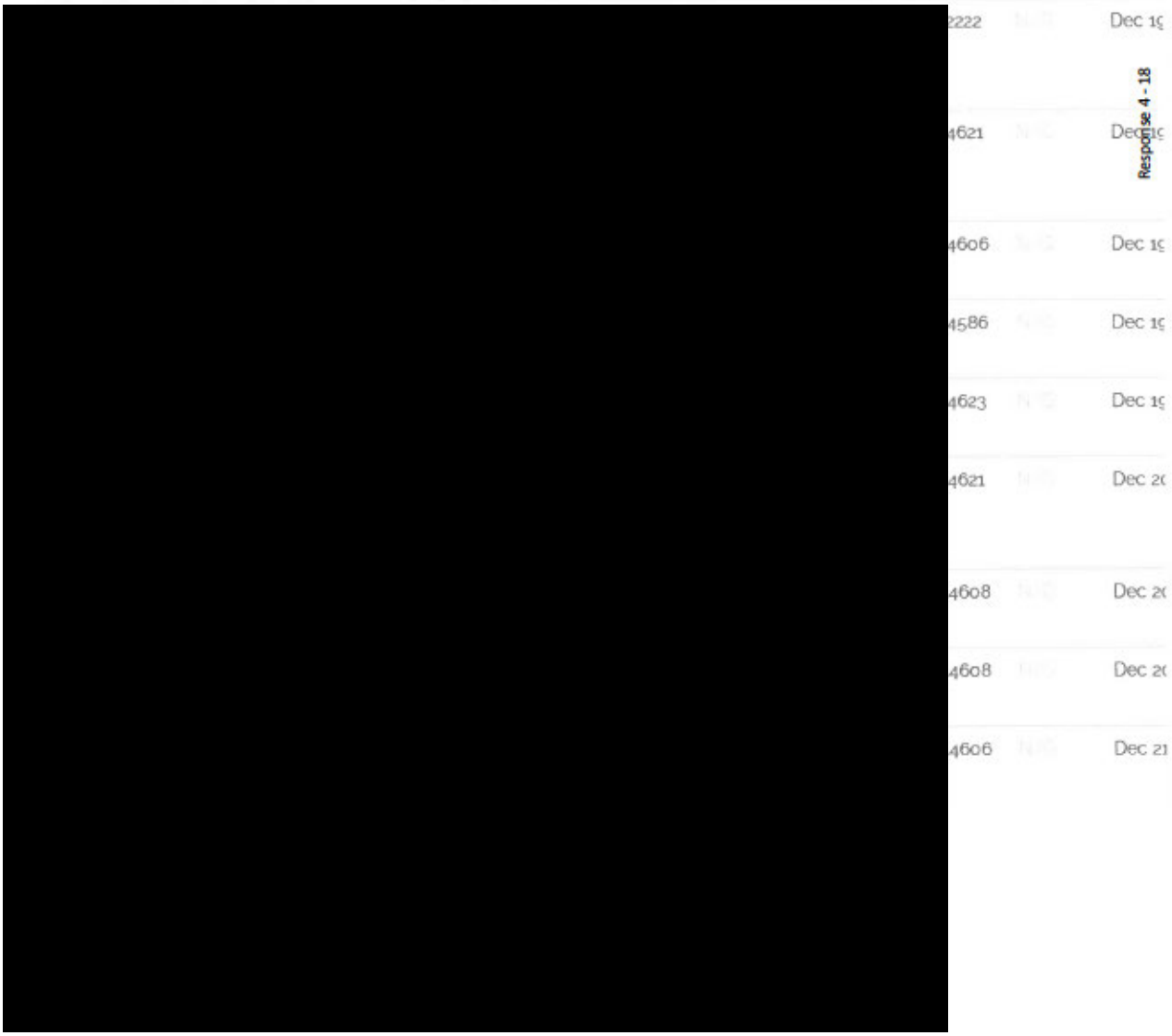
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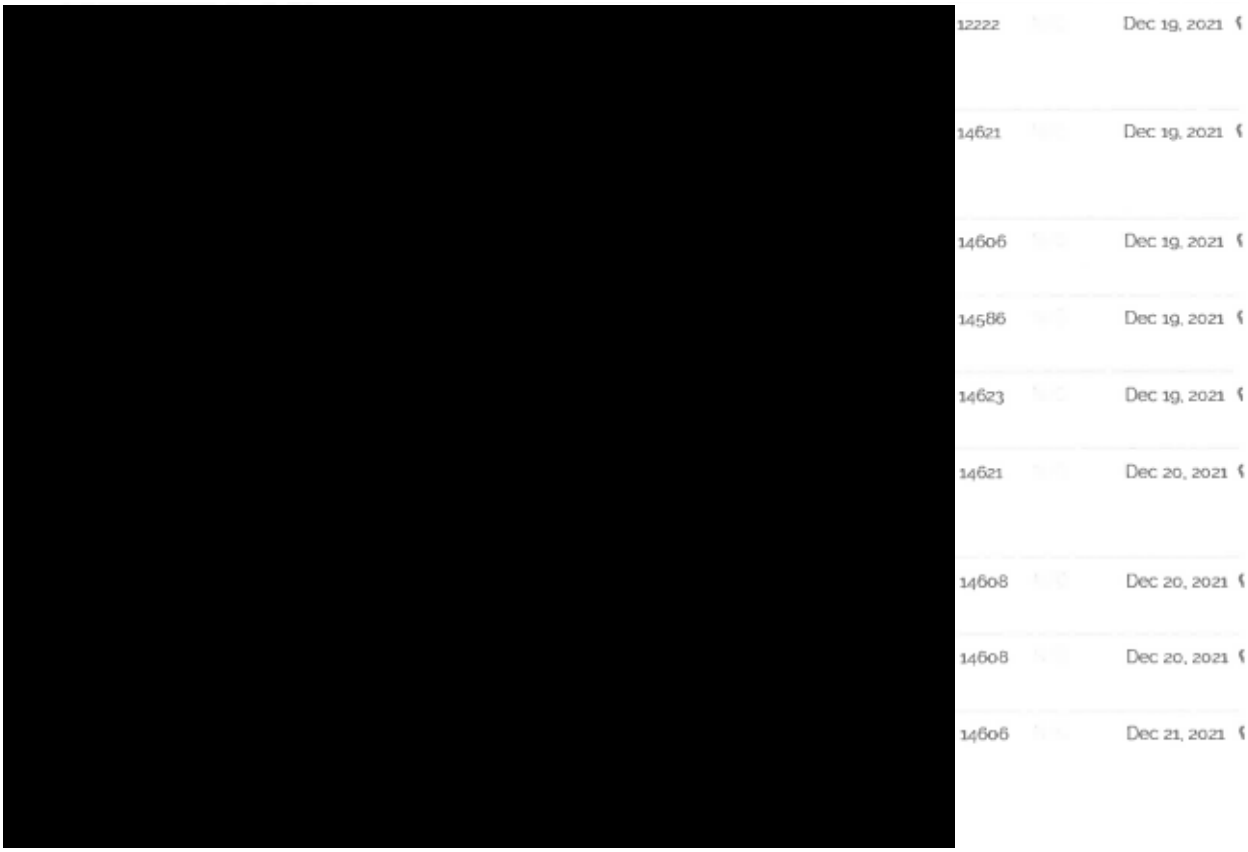


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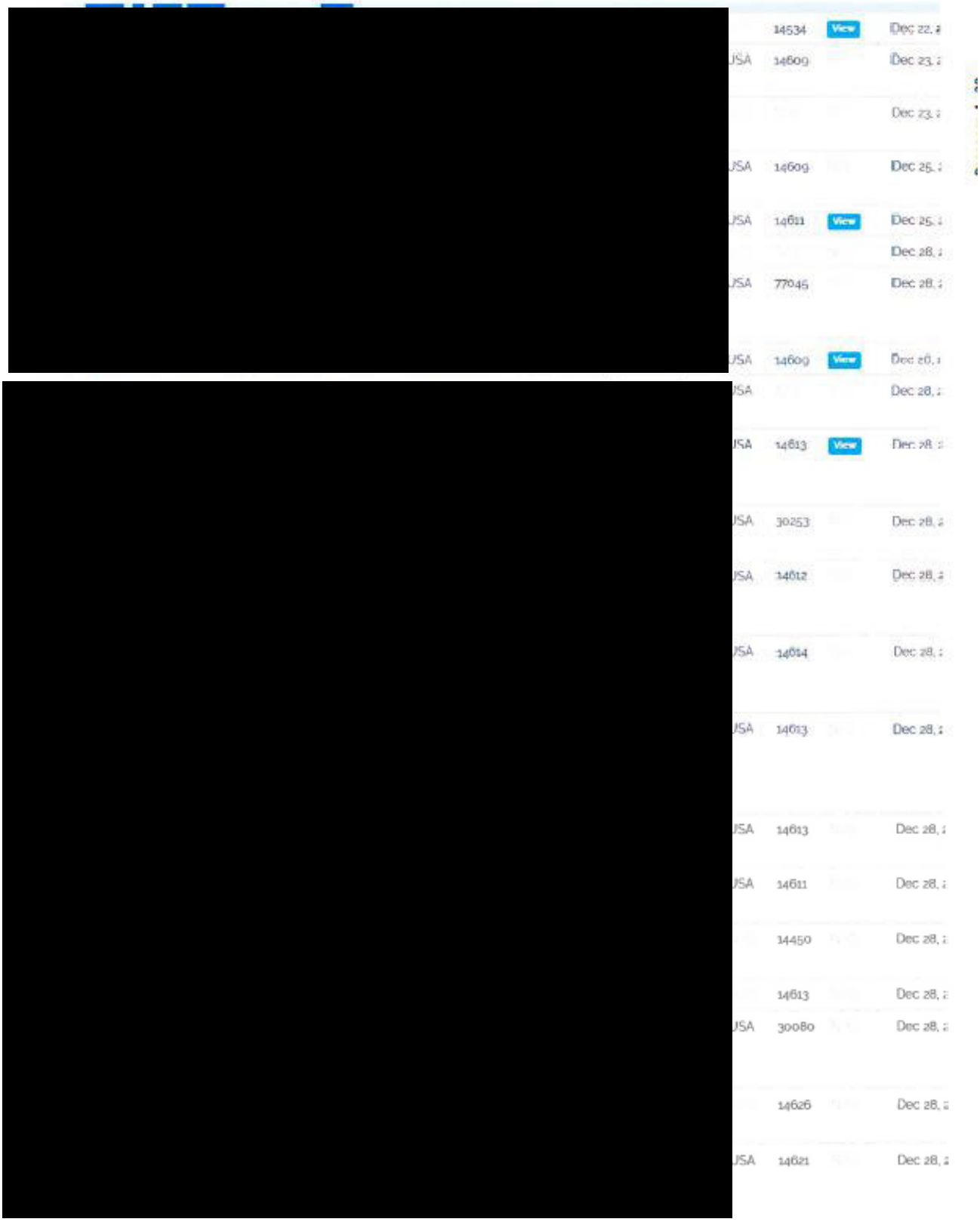
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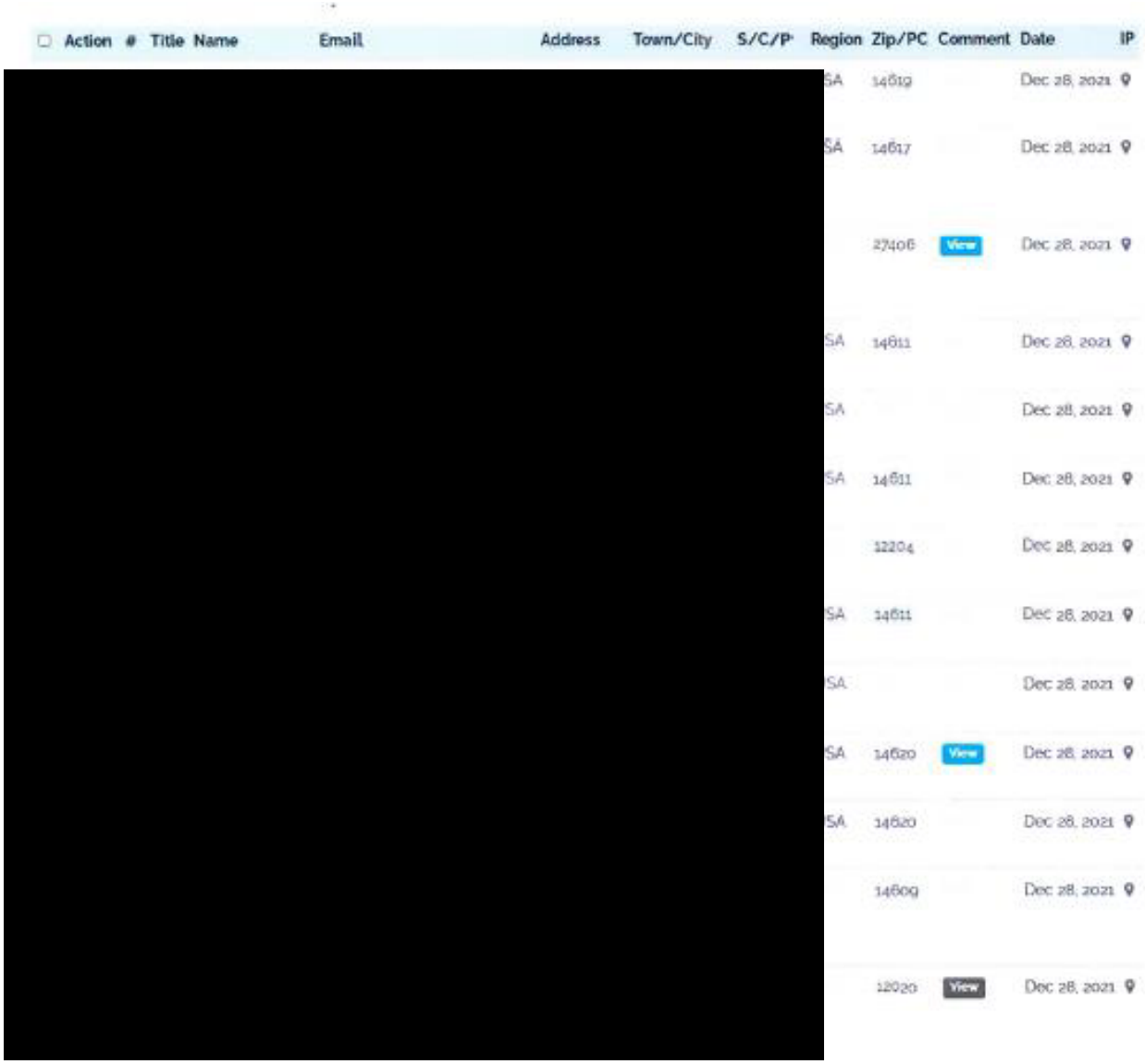
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Response 4 - 18
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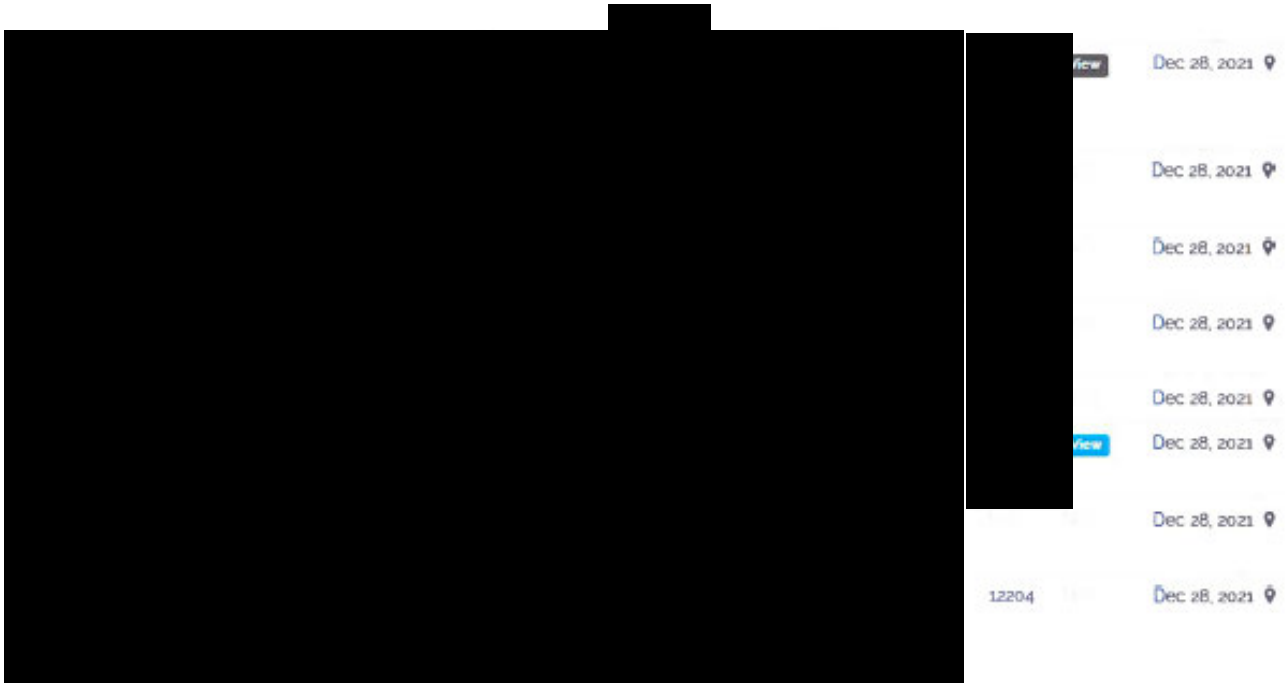


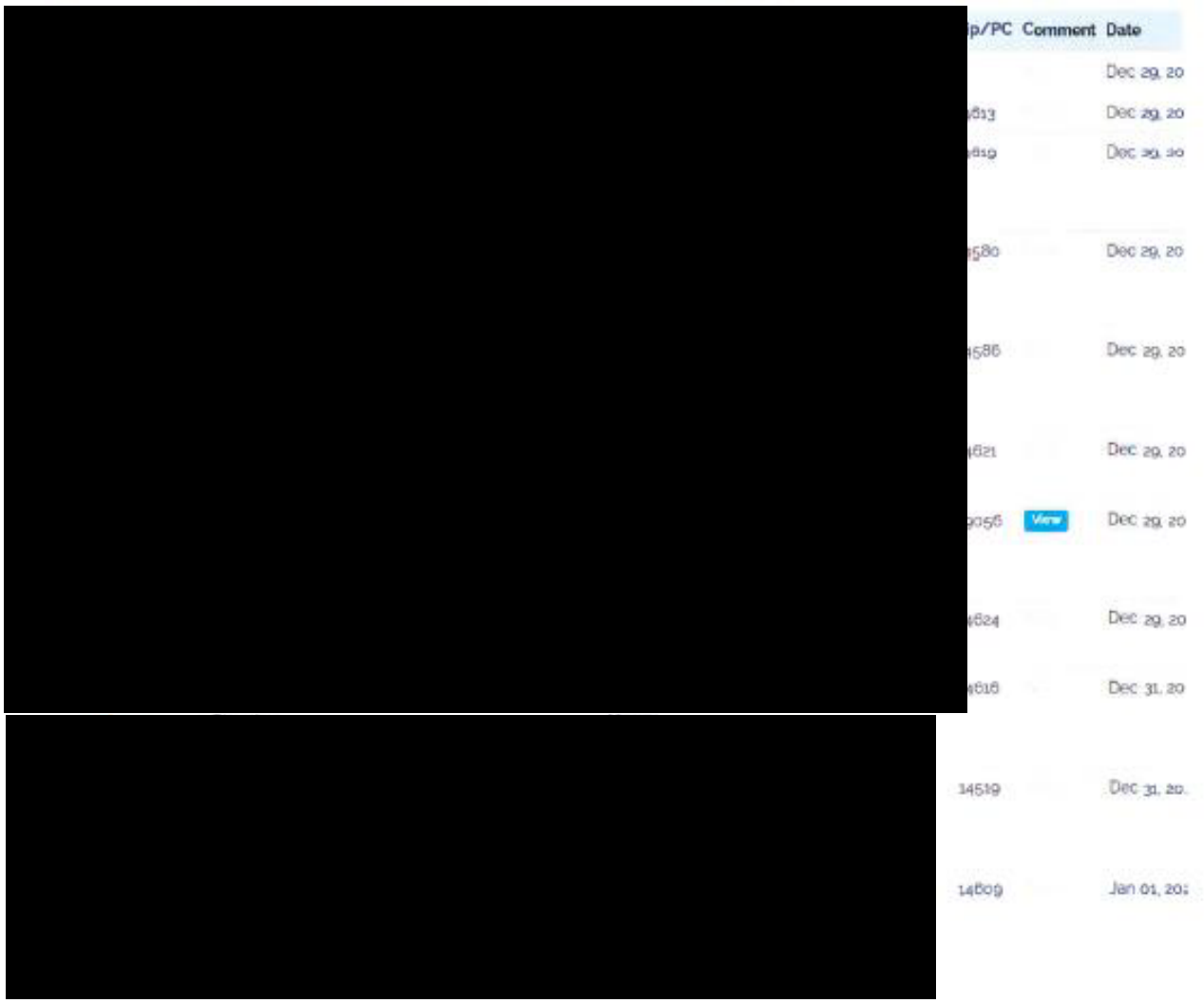
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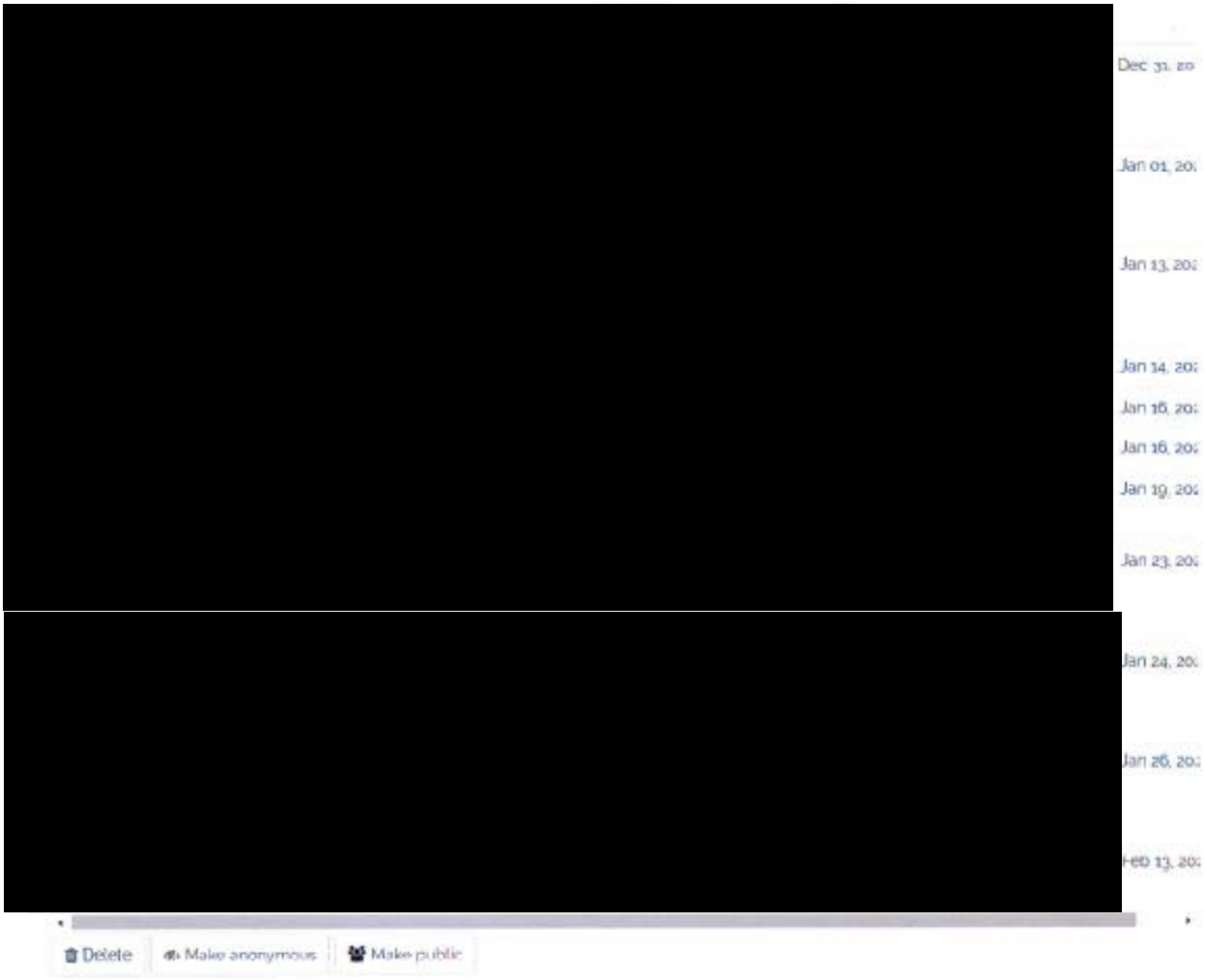

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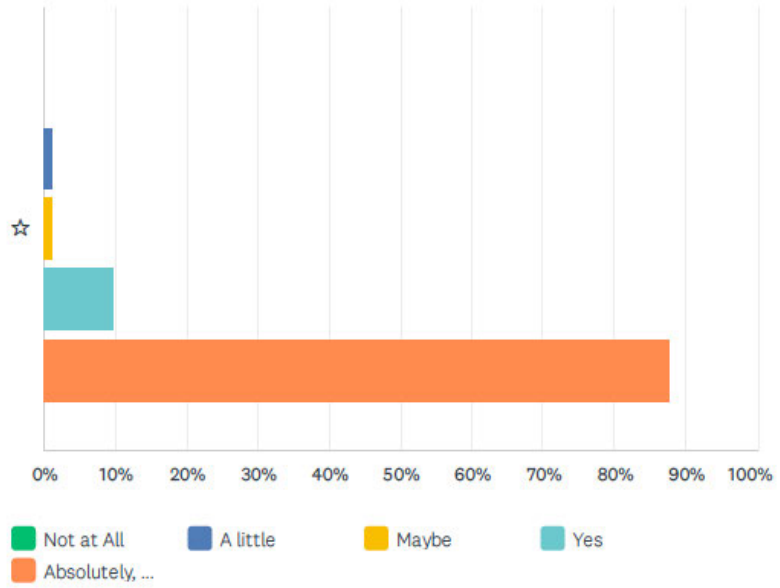

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Jan 24, 20
Jan 26, 20
Feb 13, 20
Delete
Make anonymous
Make public

R-04f - Evidence of Demand

Document	Description	Page
Demand Survey	Survey disseminated via Green Tech Rochester's Facebook page that garnered 80 responses in only one day, demonstrating excitement at the prospect for an all-boys, STEM-infused program. 61 respondents reported having a male, preschool-aged child that they would want to enroll in GTH for K or 1.	4-74

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

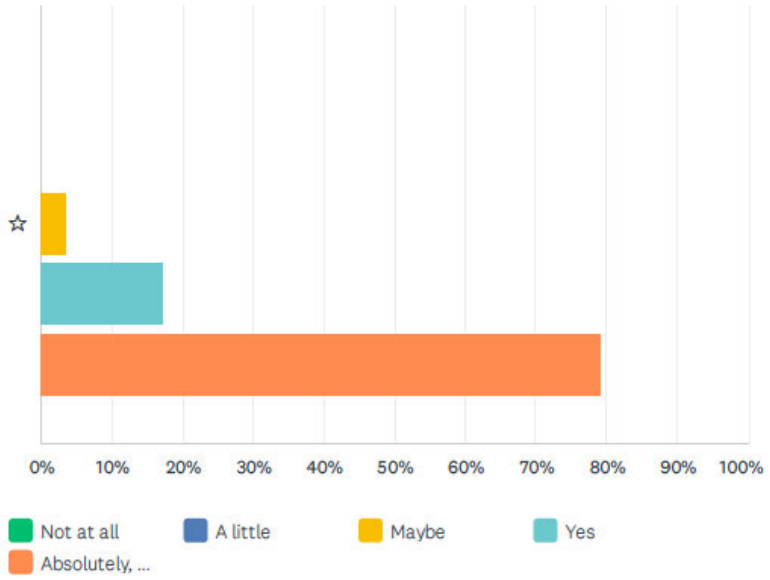
Answered: 81 Skipped: 0



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

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?

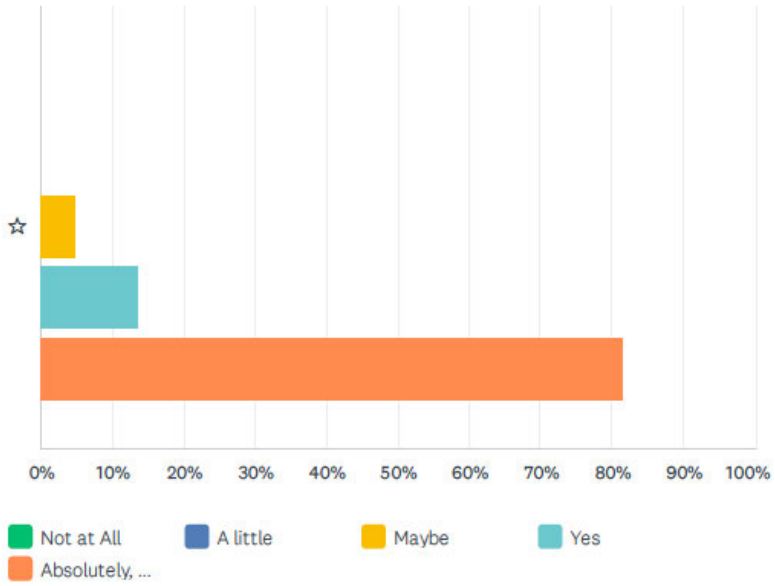
Answered: 81 Skipped: 0



	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?

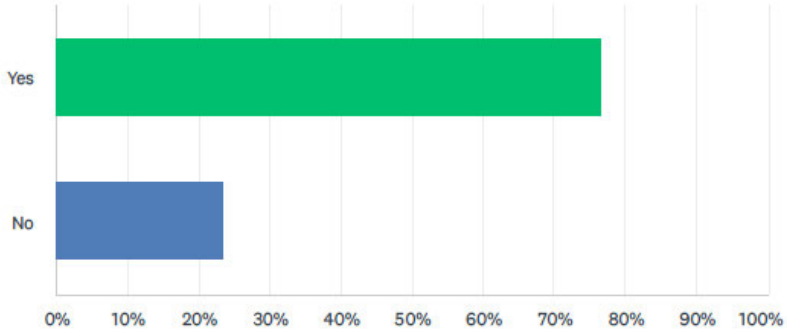
Answered: 81 Skipped: 0



	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?

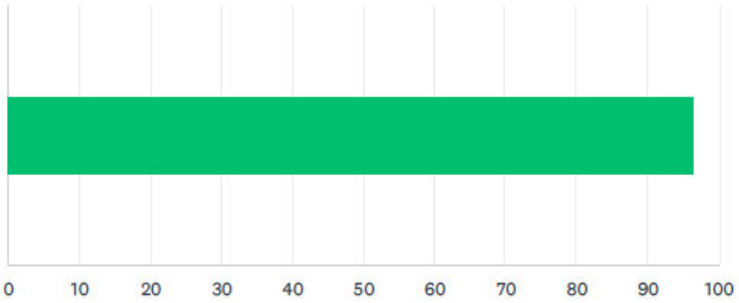
Answered: 81 Skipped: 0



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			

R-05ac - Enrollment

a. Enrollment Plan

Green Tech Rochester plans to enroll grades K and 1 in its first year and grow through grade 5 at capacity. The school plans to offer three homerooms per grade, with a cap of 30 students per homeroom, for a total of 540 students. (GTR will, however, budget conservatively for 27 students per homeroom when the school reaches scale.)

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**AGE RANGE**
Kindergarten	Elementary School	87	81	81	81	81	4-6
1st Grade	Elementary School	50	87	81	81	81	5-7
2nd Grade	Elementary School		50	87	81	81	6-8
3rd Grade	Elementary School			50	87	81	7-9
4th Grade	Elementary School				50	87	8-10
5th Grade	*Elementary School*					50	9-11
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		137	218	299	380	461	

Grade Configuration. The RCSD uses a variety of grade configurations. The majority of schools in GTR's target area are K-6 for elementary and 7-12 for secondary, although that is not consistent across all schools. Rochester's charter sector tends to organize into grade spans of K-4, 5-8, and 9-12.

We are intentionally differing from the typical RCSD grade band. Our K-5 model will allow students to apply for 6th grade at University Preparatory Charter School for Young Men (UPrep), Rochester's only charter middle/high school for young men in Rochester.

Eligible Ages. The enrollment plan at GTR is consistent with other schools that start with the earliest possible grade served - in this case our Kindergarten males. These males may range from 4-6 years old depending on their birthdate (4-year-olds must turn 5 by December 1) 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. This age range aligns with the RCSD, where incoming kindergarteners must turn 5 by December 1.

Pattern of Growth. 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 schools such as GTR tend to serve. We will backfill at every grade, as students of all ages need access to great schools.

Based on prior experience, we expect a typical attrition rate of approximately 15% each year that we will fill from the waitlist and from our student recruitment plan.

We will also aim to retain 96% of non-relocating students. GTR leaders and staff will make every effort to retain students for non-relocation attrition reasons:

- Ensuring strong family relationships through regular teacher phone calls home and family engagement programming.
- Giving regular family surveys to ensure satisfaction with the school program and staff as well as catch any issues early in order to respond to them.
- Training and holding staff accountable for the quality of family relationships. For example, a teacher or school leader with unusually high attrition or low family survey scores will receive intervention from their supervisor.
- Requiring every non-relocation withdrawal request to meet with the school leader to review the quality of transfer school options and attempt to resolve the issue causing the transfer request.

Growth in Future Charter Periods. In the event that GTR families demand alignment to the RCSD or to the typical charter elementary/middle/high school model, GTR may seek to add a 6th grade class or even grades 6-8 if the school is renewed. GTR would prefer to end in 5th grade, however, to align to UPrep's grade configuration.

In the long-term, if GTR is successfully renewed and maintains high quality over time, the team hopes to replicate into a network of STEM-infused schools serving young men of color, as this is an area of great need.

Future Growth: On-Site Partner Pre-K. To expand high quality early learning opportunities and to develop a pipeline of interested kindergarten families, GTR would also like to host a partner pre-K program on campus. As early education requires highly specialized knowledge and experience, this program would be an independent entity from GTR. Dr. Miller has met with Rochester's Head Start program to explore the potential for partnership, although there is no formal partnership agreement at this time. GTR would develop a partnership agreement with Head Start or another high-quality provider and would work closely with center leadership to ensure alignment of mission, philosophy, and school readiness indicators.

b. Target Population Enrollment

GTR's proposed enrollment cap is 540 students, although we will budget conservatively for 486 students. Based on an enrollment of 540, GTR's enrollment and retention targets are:

Student Population	Enrollment %	Enrollment Target
Economically Disadvantaged	91.2%	494.7
English Language Learners	11.4%	62.1
Students with Disabilities	16.0%	86.7

Student Population	Retention %	Retention Target
Economically Disadvantaged	95.6%	473.1
English Language Learners	95.4%	59.2
Students with Disabilities	95.8%	83.1

Recruitment of Target Populations. GTR's founding team brings ten years' experience in various student recruitment strategies. Elissa's operations leadership at ReGeneration Schools also gave her access to the Charter School Growth Fund COO community of practice and to enrollment-focused convenings and toolkits. The following student recruitment plan reflects nationwide enrollment best-practices as well as deep local knowledge and experience recruiting early elementary students in a new, mid-sized market[26].

The recruitment practices focus specifically on underserved populations, including economically disadvantaged students, multilingual students (English Language Learners), and students with disabilities.

[26] This student recruitment plan aligns to the student recruitment workstream in *Response R-22 – Action Plan* but goes more in-depth into specific initiatives and tasks.

													P = Plan	E = Execute	D = Debrief
Bucket	**DRIVER Action Step**	**Owner**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**JUL**	**AUG**	**SEP**
Engage current families.	**1. Create and execute a multi-channeled communications calendar to stay connected and strengthen relationships with new/current families (email, text, social media - day in the life posts, door hangers, postcards phone calls)**	CEC	x	x	x	x	x	x	x	x	x	x	x	x
	1a. Build a strong following on our social media channels with frequent posts	CEC	E			P	E	E	E	E	P	E	E	P
	1b. Create and distribute monthly newsletter	CEC	P	E	E	P	E	P	E	P	E	P	E	E
	1c. Ask current families to invite prospective families to school events	CEC			P	E	E	E	E	E	E			
	1d. Text reminders immediately before events	CEC	E			P	E	E	E	E	E	E	E	E
	1e. Provide our families with plenty of swag and spirit wear	CEC					P	P	E	D	P	E	D	
	2. Create and execute a referral plan	CEC				P	E	E	E	P	E	E	E	D
	3. Create project plan to recruit and train a team of current parent ambassadors to support student recruitment efforts (cold calling, canvassing, attend community events)	CEC	E	D	P	P	E	E	E	E	E	E	E	E
Engage all staff in grassroots recruitment	**1. Create a 12 month calendar of recruitment events and activities & vision for staff involvement - canvassing, family social events, and community events.**	Principal	P	E	E	E	E	E	E	E	E	P	E	D
	1a. For each event, create a six-week marketing plan to preK partners, on social media, email blasts, sending invites home with current students, and robocols to current families.	CEC	P	E	D		E	E	D	E	D	E	E	
	1b. Create a show flow template and train staff involved (family outreach, follow-up, etc.)	CEC	P	E						P	E			
	2. Create engagement outreach project plan for prospective leads and early researchers	CEC	E	E	E	D								P
	3. Create apartment engagement project plan for housing projects, churches, refugee organizations, and other social service community organizations.	CEC		P	x	E	E	E	E	E	E			
Own the preschools in our area	**1. Create and execute a calendar of regular visits to drop off applications and treats and to pick them**	CEC	E	E	E	E	E	E	E	E	E	E	E	P
	2. Host outdoor info tables for all preschools at specific times of the year	CEC	E	P	P	P	P	E	E	E	E	E	E	D
	3. Create engagement and yield tracker for each preschool/daycare	CEC	E	E	E	E	E	E	E	E	E	E	E	P
	4. Prioritize preschool list into 3 tiers based on proximity, size, transportation, relationship, quality, and Early Intervention services for students with disabilities.	CEC	E	E	D									P
	5. Calendar virtual parent meetings/special events based on priority level	CEC	P	E	E	E	E	E	E	E	E	E	E	D
	6. Create and maintain a tracking system - visits/outr	CEC	E	P	E	E	E	E	E	E	E	E	E	D
Develop a pipeline of families through marketing	**1. Create and execute a marketing budget and**	Principal			P	E	D							P
	1a. 2-3 social media posts per week & boost top posts	CEC	E	D	P	P	E	E	E	E	E	E	E	E
	1b. Create 1 parent spotlight blog per month	CEC				P	E	E	E	E	E	E	E	D
	1c. Create a calendar for weekly paid FB, IG, YouTube/Google AdWords, and Google Search ads	CEC				P	E	E	D	P	P	E	E	D
	1d. Record & air radio ads.	CEC				P	E	E	D		P	E	E	D
	1e. Create & launch phone banking campaign	CEC								P	E	E	E	D
	1e. Run large-scale print ads: bus signs, lawn signs, street lamp banners, and billboards.	CEC			P	E	P	E	E	P	E	E	E	D
	1f. Run small-scale print ads: direct mail and door hangers	CEC					P	E	D	P	E	P	E	D
	1g. Run re-marketing display ads	CEC					P	E	D	E	D	E	E	D
	1h. Ensure all marketing materials are translated to Spanish and other languages as needed, and budget for Spanish-language radio and publications ads.						P	E	E	E	E	E	E	D

Increase the yield by delighting new families	**1. Create and execute a communications (delight) calendar with personalized messaging showcasing - we know you, we value you, we are excited to be partners in your child's education (phone calls, emails, mailings, invites to school/social events)**	CEC						P	E	E	E	E	E	D
	1a. Create a a compelling lottery acceptance letter and envelope	CEC					P	E	D					
	1b. Call all accepted accepted families to make offer using pre-planned and tested script.	CEC						P	E	D				
	1c. Design and send a welcome email once offer is made, including more detailed school info, invitation to open houses, request t-shirt size for welcome package	CEC						P	E	E	E	E	E	D
	1d. Send welcome package #1 - school readiness workbook	CEC						P	E	D				
	1e. Send welcome package #2 - uniform shirt	CEC									P	E	D	
Reduce summer attrition	**1. Create and execute a proactive plan to stay connected with families between enrollment and the**	Principal	x	x	x	x	x	x	x	x	x	x	x	x
	1a. Create and send monthly newsletters/emails to enrolled families.	CEC				P	E	E	E	E	E	E	E	D
	1b. Send important deadlines/reminders to enrolled families.	CEC					P	P	E	E	E	E	E	D
	1c. Track communications data/metrics. Review and respond to data weekly, with deep dives monthly.	CEC				P			E	E	E	E	E	D
	2. Host virtual and in-person open houses and social events for new families	CEC				P	E	E	E	E	E	E	E	D
	3. Create and execute a reactive plan for responding to "no shows"	DO									P		E	D

Some individual strategies from the plan worth highlighting are:

E*conomically Disadvantaged (ED) Students*.

- Canvassing, distributing marketing materials, and holding community events in housing developments in Rochester as well as neighborhoods near our projected campus
- Prioritizing preschools and daycares with a high percentage of ED students

Recruitment of English Language Learners (ELLs).

- Translating all marketing materials into Spanish, the most common language after English (it is spoken by 15%[27] of Rochester's population), and other languages such as Haitian Creole, Chinese, and Arabic as we encounter additional language pockets.
- Budgeting specifically for Spanish social media ads and ads in Spanish-speaking radio and publications
- Prioritizing preschools with ELL populations
- Employing Spanish-speaking staff members to support recruitment efforts
- Attending and holding community events with organizations serving immigrants and Spanish speakers, such as the Ibero-American Action League and refugee service organizations

Recruitment of Students with Disabilities (SWD).

- Ensuring that marketing materials highlight our special education services
- Prioritizing preschool CPSE settings in preschool outreach

At-Risk Admissions Set-Asides. GTR will offer a weighted lottery for English Language Learners using the NYSED Weighted Lottery Generator.

[27] World Population Review (2023). Rochester, New York Population 2023. Retrieved from https://worldpopulationreview.com/us-cities/rochester-ny-population

Retaining At-Risk Populations and Monitoring Progress. Families leave schools when the school does not meet their child's needs or if the family feels disrespected or unheard by the school. GTR will work tirelessly to meet all student needs and treat all families with the respect, compassion, and active listening that they deserve. Retaining all families begins with inviting family orientation, frequent teacher-parent communication that focuses on student successes (not just student misbehavior, as is so often the case), responding promptly to family concerns, and ensuring staff are trained and held accountable for culturally relevant practices.

All students will receive all needed school supplies at no cost, which will help economically disadvantages families feel comfortable and supported. Fee waivers for field trips will be given as requested, with no questions asked or documentation required. Free uniforms will be available to homeless students and other struggling families.

All family communication will be translated into Spanish and other language as needed so that families feel included and know that their home language is valued at Green Tech Rochester.

R-05d - Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of the location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Admission

Green Tech Rochester is open to all male-identifying children, on a space-available basis within each grade. Students are selected via a fair, random lottery, which ensures all students have an equal opportunity to enroll.

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.

No tuition is required.

Admission Preferences

Preference is given to siblings of admitted students and residents of the City of Rochester.

Green Tech Rochester will offer a weighted lottery for English Language Learners using the NYSED Weighted Lottery Generator.

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

a. Curriculum Selection Process

The team conducted extensive research to select its curricula. The research process involved a literature review and in-depth study of schools nationwide successfully educating GTR's target population in addition to Green Tech Albany and ReGeneration Schools, such as Uncommon Schools, Achievement First, Success Academy, various KIPP regions, Brooke Charter Schools, Milwaukee College Prep, RISE Prep Mayoral Academy, Excel Academies, Match, Noble Network, Idea Public Schools, UP Academy, and Boston Collegiate.

The team then reviewed curricular components against EdReports to ensure alignment to New York State learning standards and to research-based practice. For curriculum not reviewed by EdReports, the team referred first to What Works Clearinghouse (WWC), as that is the gold standard for rigorous, reliable and valid education research. Programs with no EdReports or WWC review were searched in Google Scholar and compared to known research.

The resulting curricula are:

Subject	Curricula
English Language Arts	● Amplify Core Knowledge ELA (CKLA) for core instructional program in phonics and phonemic awareness, fluency, comprehension, vocabulary, writing, and building background knowledge ● Rigby leveled readers and teacher-created plans in response to student STEP data for guided reading ● Wilson Fundations and Wilson Reading Systems for multi-sensory phonics, phonemic awareness, and fluency intervention
Mathematics	● Calendar math (K-2) ● Eureka Math for core math lessons ● Achievement First Navigator for story problem
Science	Amplify
Social Studies	Amplify, augmented by Black History (Milton and Freeman)
PE and Music	curriculum adapted from Achievement First
STEAM	curriculum created by Green Tech team based on Paxton/Patterson Labs curriculum
Social-Emotional	advisory curriculum created by Green Tech High and adapted by Green Tech Rochester for younger students

The following section details the research behind curricular decisions, alignment to New York State standards, alignment to GTR's model, and description of curricular resources for each content area follows.

Literacy Curriculum. It is the right of all children to learn to decode, comprehend, analyze and produce meaningful text. Therefore, GTR's team follows the "science of reading" closely in order to ensure effective instruction. Decades of research supports that effective literacy instruction requires:

- Explicit and systematic instruction in phonics and phonemic awareness
- Developing reading fluency through teacher-modeled read-aloud and fluency instruction
- Reading comprehension strategy instruction
- Explicit teaching of text structures
- Vocabulary instruction
- Writing
- Building domain-based content knowledge
- Access to complex texts[28]

GTR selected the following English Language Arts curricula in alignment with the tenets of effective literacy instruction and the practices of schools studies.

Grades K-2.

Component	Curriculum	Standards Alignment and Research Base
Phonics, phonemic awareness, word recognition, fluency	Amplify CKLA Skills	EdReports Meets Expectations K-2 for: • Standards and Research-Based Practices and Implementation • Support, Materials and Assessment Useability is unrated[29], but the team's experience is that the materials have high useability in classrooms.
Comprehension (including metacognitive comprehension strategies, text structure, and complex texts)		
Writing mechanics: handwriting, spelling and grammar/usage		
Background knowledge	Amplify CKLA Knowledge	EdReports Meets Expecations K-5 for: • Standards and Research-Based Practices and Implementation • Support, Materials and Assessment • Useability[30]
Comprehension (including metacognitive comprehension strategies, text structure, and complex texts)		
Vocabulary and language development		
Writing: composition		
Phonics, phonemic awareness, word recognition, accuracy, fluency (Tier 2 and 3 intervention, SPED)	Wilson Fundations	• EdReports Partially Meets Expectations[31] • No WWC rating[32]

[28] Shanahan, T. (2020). What constitutes a science of reading instruction? Reading Research Quarterly, 55(S1). https://doi.org/10.1002/rrq.349. This article contains an extensive literature review from 1836 through 2020 that makes the article an authoritative source from a national leading expert on literacy instruction.
[29] EdReports (2020). Summary of Alignment & Usability: Amplify CKLA Skills | ELA. Retrieved from https://www.edreports.org/reports/overview/amplify-ckla-skills-2020
[30] EdReports (2017). Summary of Alignment & Usability: Core Knowledge Language Arts (CKLA) | ELA. Retrieved from https://www.edreports.org/reports/overview/core-knowledge-language-arts-ckla-2015
[31] EdReports (2019). Summary of Alignment & Usability: Wilson Fundations | ELA. Retrieved from https://www.edreports.org/reports/overview/wilson-fundations
[32] What Works Clearinghouse (2010). Fundations. Retrieved from https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/196

		• Several doctoral dissertations found positive effects[33],[34],[35]

Grades 3-5.

Component	Curriculum	Standards Alignment and Research Base
Phonics, phonemic awareness, word recognition, accuracy, fluency (Tier 2 and 3 intervention, SPED)	Wilson Reading System	WWC improvement index averages: • Alphabetics: +13 percentile points (statistically significant) • Fluency: +6 percentile points • Comprehension: +7 percentile points[36]
Background knowledge Comprehension (including metacognitive comprehension strategies, text structure, and complex texts) Vocabulary and language development Writing: cursive, grammar/usage, composition	Amplify CKLA Knowledge	EdReports Meets Expecations K-5 for: • Standards and Research-Based Practices and Implementation • Support, Materials and Assessment • Useability[37]

Grades K-5.

Component	Curriculum	Standards Alignment and Research Base
Guided Reading (differentiated, data-driven instruction with built-in tier 2 comprehension intervention)	Teacher-created according to GR Framework, STEP data, and Rigby Readers and novels	While Guided Reading programs based on Lucy Calkins or Fountas and Pinnell do not align to the "science of reading," GTR's program does not displace access to grade-level text complexity. Rather, it augments it with data-driven instruction and small group intervention for every student. GTR uses the guided reading framework from *Great Habits, Great Readers* that replicates Uncommon Schools' highly effective guided reading program.

Alignment to Green Tech Model. The heart of Green Tech's mission is for its scholars to become "captains of their own ship" and masters of their destiny. The ability to read deeply,

[33] Chalfant, C (2019). Making a Case for Using Effective Reading Programs: A Program Evaluation of Wilson Fundations (Publication No. 13814787). [Doctoral dissertation, The College of William and Mary]. ProQuest Dissertations Publishing.
[34] DeBrito, T (2020). The Influence of a Phonics-Based Program, Wilson Fundations®, on Primary Children's Reading Skills (Publication No. 27837393). [Doctoral dissertation, Seton Hall University]. ProQuest Dissertations Publishing.
[35] Terrell, T (2017). Wilson Fundations Program Evaluation for an Urban Kindergarten Setting (Publication No. 10620178). [Doctoral dissertation, Loyola University]. ProQuest Dissertations Publishing.
[36] What Works Clearinghouse (2007). Wilson Reading System. Retrieved from https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/WWC_Wilson_Reading_070207.pdf
[37] EdReports (2017). Summary of Alignment & Usability: Core Knowledge Language Arts (CKLA) | ELA. Retrieved from https://www.edreports.org/reports/overview/core-knowledge-language-arts-ckla-2015

analyze, discuss, and write persuasively is key to that mission. As students improve their skills through hard work and perseverance, they also gain self-efficacy and begin to truly believe in their own potential and agency.

Responding to Pandemic-Related Unfinished Learning. Students will receive daily instruction in grade-level work. Based on diagnostic assessment data, crucial foundational skills will be embedded into lessons in order to accelerate student learning. Additional lagging skills will be addressed through individualized Guided Reading and RTI/MTSS interventions.

Curricular Resources. Amplify provides all pacing guides, unit plans, unit assessments, lesson plans, classroom materials and student materials, and those materials receive high usability ratings from EdReports. Materials are available hard copy and online so that the school can pivot to hybrid or remote learning if needed.

Mathematics Curriculum. In math, students sharpen procedural and problem-solving skills through NYSNGLS-aligned 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 understanding[38].

The instructional components are:

Component	Curriculum	Standards Alignment and Research Base
Calendar Math (K-2) Story Problem	Achievement First Mathematics	EdReports meets expectations K-8 for: • focus & coherence, • rigor & mathematical practices • usability[39]
Procedural (oral drills, fluency sprints, and spiral reviews) Core Lesson	Eureka Math	EdReports meets expectations K-8 for: • focus & coherence, • rigor & mathematical practices • usability[40]

***Story Problem*.** Based on research by Carpenter and Fennema[41], 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.

[38] National Research Council (2001). Adding It Up: Helping Children Learn Mathematics. Washington, DC: The National Academies Press.
[39] EdReports (2021). Summary of Alignment & Usability: Achievement First Mathematics | Math. Retrieved from https://www.edreports.org/reports/overview/achievement-first-mathematics-2021
[40] EdReports (2015). Summary of Alignment & Usability: Eureka Math | Math. Retrieved from https://www.edreports.org/reports/overview/eureka-math-2015/grades-k-2
[41] Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (2015). Children's mathematics: Cognitively guided instruction. Heinemann.

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.

Procedural. 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. Calendar Math will use Achievement First Mathematics, and the remaining procedural tasks will come from Eureka Math.

Core Lesson. Eureka Math was originally developed by EngageNY as the first curriculum built from the ground up to fulfill the promise of more coherent, rigorous, and deep Common Core State Standards. It also aligns well to the current New York State learning standards. Eureka Math lessons have three parts, "Launch," "Learn," and "Land." The "Launch" activates prior knowledge and invests students. The "Learn" is the core instruction in the day's objective. During "Land," students consolidate the day's learning in a summative task[42].

Alignment to Green Tech Model. Math achievement often serves as a "gatekeeper" between students and higher education or the career of their dreams. An effective and engaging math curriculum allows GTR scholars to access further STEM study and careers.

Responding to Pandemic-Related Unfinished Learning. Students will receive daily instruction in grade-level work. Based on diagnostic assessment data, crucial foundational skills will be embedded as mini-lessons in the core curriculum lessons in order to accelerate student learning. Additional lagging skills will be addressed through RTI/MTSS interventions.

Curricular Resources. Eureka Math includes all unit plans, pacing guides, daily lesson plans, and diagnostic, formative and summative assessments. Eureka-aligned manipulatives kits are available from Didax. The school will purchase calendar math classroom materials, which are widely available from school vendors. The curricular materials receive high usability ratings on EdReports. Materials are available hard copy and online so that the school can pivot to hybrid or remote learning if needed. Achievement First Mathematics includes all theoretical overviews, unit plans, daily lesson plans, and daily assessments. The materials also receive high usability ratings on EdReports.

Science Curriculum. 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.

[42] Great Minds. Setting Students Up For Success: How Lesson Design Supports Students In Building Knowledge. Retrieved https://greatminds.org/setting-students-up-for-success-how-lesson-design-supports-students-in-building-knowledge

Amplify lessons follow a "Do, Talk, Read, Write, Visualize" structure:

- an investigation,
- class discussion,
- reading an informational science text,
- writing in response to the investigation, discourse, and text, and
- visualizing through technology models and simulations.

Amplify Science meets expectations of the EdReports review for alignment and partially meets expectations for usability for grades K-8[43].

Students will also participate in 20 minute "STEAM Centers" based on the Paxton/Patterson Lab curriculum. Paxton/Patterson offers flexible modules for technology-enhanced and collaborative project-based learning aligned to real world challenges and various STEM careers.

Alignment to Green Tech Model. Green Tech prioritizes high quality STEM instruction. The Amplify program is an engaging, inquiry-based curriculum that simultaneously builds domain-based literacy. This will prepare our young men for further STEM study in high school, college, and beyond, as well as open meaningful careers in STEM that often shut out men of color.

Responding to Pandemic-Related Unfinished Learning. Students will receive daily instruction in grade-level work. Based on diagnostic assessment data, crucial foundational skills will be embedded as mini-lessons in the core curriculum lessons in order to accelerate student learning.

Curricular Resources. Amplify provides all pacing guides, unit plans, unit assessments, lesson plans, classroom materials and student materials. Materials are available hard copy and online so that the school can pivot to hybrid or remote learning if needed.

As the materials only partially meet expectations for usability on EdReports, instructional leaders will invest additional PD time in rolling out the curriculum, understanding unit plans, and internalizing lesson plans. If needed, instructional leaders will create supplemental guidance materials to assist teachers in implementing the curriculum effectively. Instructional leaders will also monitor implementation through classroom observation and student performance on assessments. If implementation or student results are weak, leadership will revise or replace the curriculum.

Social Studies Curriculum. Green Tech has selected Amplify as the core, NYSNGLS-aligned social studies curriculum. This will be augmented with the Black History curriculum from Milton and Freeman. The combined programs will 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.

[43] EdReports (2020). Summary of Alignment & Usability: Amplify Science | Science. Retrieved from https://www.edreports.org/reports/overview/amplify-science-2018

Curricular Resources. Amplify provides all pacing guides, unit plans, unit assessments, lesson plans, classroom materials and student materials. Materials are available hard copy and online so that the school can pivot to hybrid or remote learning if needed.

Enrichment Curriculum. 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.

We also recognize the difficulty in creating coherent, engaging, and authentic arts curricula. We will balance our teaching artists' desire for creative freedom with guiderails provided by Achievement First's enrichment curricula. Teachers may use the curricular resources as-is or can augment units and lessons with their own material. Teachers revising the curriculum will submit plans to the instructional leader for review and feedback to ensure it is high quality.

We also value healthy and active students through Physical Education class. GTR scholars will learn locomotor and non-manipulative skills through physical activities. All activities are aligned to NYS P.E. Standards. As with arts classes, the PE program will leverage Achievement First's curriculum while giving the PE teacher freedom to innovate on curriculum with feedback and support from the instructional leader.

Curricular Resources. Achievement First's enrichment curricula includes a "Fundamentals of Instruction" model of what to look for in excellent instruction, unit plans, and daily lesson plans.

Social-Emotional Curriculum. 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 Peace" as needed.

K-2 students use the 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.

Curriculum Review, Evaluation, and Revision. Our teachers meet on every Friday for PD and planning throughout the school year. These meetings are focused on reviewing results on formative assessments and identifying areas where students need extra support. As teachers collaborate, they identify common areas of student struggle, and they adjust the curriculum (and instruction) as needed. In addition, the faculty meets several times during the school year on student release days to review interim assessment results, which highlights needed curricular and pacing adjustments. Finally, each summer and throughout the school year, our instructional leaders improve on prior year's lessons based on student assessment performance. We are in a cycle of continuous improvement for the most granular curricular and instructional details.

b. Assessment System

Data-informed instruction is a key pillar of GTR's model. We invest several full days and several hours per week in developing leaders' and teachers' capacity to use data to better understand our progress, what precisely students do and do not understand, and how to adapt our teaching in response to student misconceptions. We use a variety of formative assessment methods to see a full picture of student learning, to ensure students are learning to a college-ready bar of rigor, and to drive instructional decisions.

Daily Assessments. The curriculum includes "Exit Tickets" for each lesson that teachers use to inform instruction the next day. Even before the exit ticket, teachers use a variety of checks for understanding to adapt instruction in the moment. The greatest lever is aggressive monitoring of student work. Whenever students put pencil to paper, the teacher circulates to every student within a few minutes, with a pen in hand to deliver quick written feedback. The teacher collects data while students work and respond to that data with re-teaching in the moment. 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.

Weekly Assessment. Between interim assessments, GTR will give weekly progress monitoring quizzes using Amplify, Eureka Math, Curriculum Associates Ready, and other high quality assessment bank items to assess student progress on foundational standards in math and ELA. The quizzes cover: phonemic awareness, phonics, and reading fluency (K-2); vocabulary and fluency (grades 3-5), calendar math (K-2); and math spiral review (3-5). Teachers use these to adapt whole-group instruction and to adapt the RTI instruction plans created after each interim assessment round. Data will be entered into our online data tracker. Our Leadership Team will analyze daily data and provide feedback to teachers on appropriate responses. 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 Literacy Benchmarks. Upon confirmed enrollment, students will be given the University of Chicago's Strategic Teaching and Evaluation of Progress (STEP), which produces granular and actionable data on each student's developmental literacy skills. The Leadership Team will analyze STEP data to determine classroom placement, literacy rotation groups, intervention needs, and instructional decisions. STEP will be administered every six to eight weeks. Student errors on the STEP test are coded and tracked then used by teachers to create a detailed six-week guided reading plan for differentiated, small-group student interventions. 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 to eight weeks. The school will provide parents a copy of the child's performance as well as review student literacy strengths and gaps with parents during report card conferences.

Pre-Unit Math Diagnostics. In response to pandemic learning loss, GTR will administer a math diagnostic before each unit. The diagnostic gauges student mastery of foundational skills needed to access the unit's content. Teachers analyze the data to design and provide just-in-

time supports so that all students can learn grade-level content instead of spending large portions of time on remedial content[44].

Interim Assessment. We administer and analyze school-wide interim assessments in ELA and math every six to eight weeks. Assessments are curriculum-aligned, with items drawn from NYSNGLS-aligned item banks vetted for reliability and validity, such as Curriculum Associates and Amplify. Interim Assessments will be graded collaboratively to ensure we have a baseline for evidence of mastery. Teachers then use tools adapted from *Driven by Data* by Paul Bambrick-Santoyo (2010) to analyze student wrong answers to plan full class reteaching and small group tutoring. 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. In addition, the school will provide parents a copy of the child's performance as well as review student mastery with parents during report card conferences.

Nationally-Normed Assessments. While internal assessment data drives instruction, nationally normed assessments are needed to ensure the validity of internal tests and determine whether the school is truly performing at the necessary level. GTR's team plans to use the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) but is also evaluating iReady and STAR. The assessment be given three times per year in reading and math. Each of these assessments provides national-level comparison data to measure student growth and attainment as well as research and recommendations in response to COVID learning loss. Following each assessment round, 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. 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, and student support leaders, 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,

[44] TNTP (2021). Accelerate, Don't Remediate: New Evidence from Elementary Math Classrooms. Retrieved from https://tntp.org/assets/documents/TNTP_Accelerate_Dont_Remediate_FINAL.pdf

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

Green Tech classrooms infuse relationships, rigor, and hard work every day. Our approach is grounded in the belief that without great teaching, little else matters. For that reason, instructional methods are centered around giving teachers the support and skills they need to focus on strong, targeted instruction for all scholars. School leaders have high expectations for teacher and student performance. Teachers are cognizant of the expectations, which include culturally responsive instruction, effective use of assessment data, adaptation of instruction to student needs, regular communication with families, and the application of constructive feedback in daily practices. To ensure that all teachers are adequately prepared to carry out the school's instructional methods, instructional leaders have established a clear and effective teacher evaluation system. These mid-year evaluations, which consist of a self-assessment and a written component followed by a formal meeting, target areas of strength and areas for continued improvement.

Instructional methods employed in GTR classrooms include:

- ***Intentional and culturally relevant relationship building***. Feeling known, cared for, and respected is a prerequisite for the sense of personal value and well-being necessary for effective learning. Given our relatively small elementary school size and our model of having a lead and associate teacher in every classroom, students are well known by the teachers who work tirelessly to ensure that all students meet the high standards they have set. As students overcome the challenges set by the school's high standards, and as they gain strong literacy and math skills, they realize that with enough hard work they can meet any challenge and surpass any obstacle. This, in turn, enables them to tackle ever increasing magnitudes of challenge. They learn to see their education as the means of attaining a future full of choices and possibilities. Our size and approach also allows students with special needs or limited English language proficiency to progress academically in the regular education classroom.
- ***High expectations, high support***. Students learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students – regardless of the pace at or style in which they learn – until they reach mastery. At Green Tech Rochester, this learning support is realized through multiple means:
    - Clear, engaging, high-quality lessons in the classroom fostered by the two-teacher model with a low student to teacher ratio (especially in the lower grades, where it is no higher than 15:1);
    - The increased learning time that is provided relative to district schools;
    - A whole-school RTI block and after-school tutoring for students who require additional individual and small-group attention.
    - Pull-out and push-in instruction by full-time interventionists/special education teachers, one Integrated Co-Taught (ICT) class per grade once the school reaches scale, and related services such as counseling, speech, and occupational and physical therapy for students who require it; and
- ***Student-Centered 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-confidence[45] and instill a lifelong love of learning in students.

- ***Inquiry-Based Learning***. 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 questions[46]. 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 participation on the part of students. The teacher guides and teaches; however, students also help choose study topics.

d. Course or Subject Overview

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 questions[47]. 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 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 levels[48] (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

[45] International Journal of Social Sciences & Educational Studies ISSN 2520-0968 (Online), ISSN 2409-1294 (Print), September 2018, Vol.5, No.1 (researchgate.net)
[46] What is Inquiry Based Learning? (teach-nology.com)
[47] What is Inquiry Based Learning? (teach-nology.com)
[48] 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.

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.

Core Literacy Components			
Content Session/Block	Academic Skills	Curriculum	Assessments
Phonics	• Phonemic awareness • Phonological awareness • Fluency	• Wilson Fundations • Dolch Sight Words •	• STEP • NWEA MAP
Spelling/Vocabulary	• Spelling • Phonics/Word Study	• Wilson Fundations • Dolch Sight Words • Amplify Core Knowledge Language Arts	• STEP • NWEA MAP
ELA	• Reading comprehension • Concepts of print • Fluency • Vocabulary	• Amplify Core Knowledge Language Arts • Dolch Sight Words	• STEP • NWEA MAP
Writing	• Writing conventions • Handwriting • Spelling	• Amplify Core Knowledge Language Arts	• STEP • NWEA MAP
Grammar Conventions	• Understanding parts of speech • Understanding sentence structure	• Amplify Core Knowledge Language Arts	• STEP • NWEA MAP

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	• Number Sense • Place Value • Fact Fluency • Computation • Problem Solving • Counting	• Eureka Math • Carpenter, Fennema, Franke, Levi's Cognitively Guided Instruction	• NWEA MAP
Groups	• 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. The 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.

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. 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.

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.

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.

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%

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.

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 program[49].

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.

***Communicating Promotion Policy, Progress and Decisions*.** Families will be explicitly introduced to mastery-based grading during Family Orientation and will have a follow-up tutorial during initial Home Visits. 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.

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.

[49] https://www.summerleap.net/

f. Programmatic Audits

The overall effectiveness of GTR's program in meeting student achievement in academic, will be evaluated by the comprehensive assessment system. The assessment system encompasses performance on academic achievement, school culture and climate, staff culture, operations, and financial sustainability.

Each summer, the board and leadership team will set SMART goal targets and develop a written school improvement plan (SIP). The detailed SIP will be disseminated among the board and leadership, and an overview of goals, priorities and strategies will be shared with school staff.

Led by the principal and board chair, performance on the SIP is reviewed each fall, winter and spring by the school's leadership team and board. The data will be used for collaborative analysis, goal-setting, and action planning for the following period. Each round of analysis will result in any needed adjustments to the SIP and will be used to drive organizational priorities and initiatives for the next quarter.

The principal will share overview of the school's progress on each measure will be shared each winter and spring with staff in order to ensure alignment to school strategy, celebrate wins, and catalyze efforts to close any gaps in the data.

Measure	Metric	Proposed Target	Review Timeline
Academic Achievement			
State tests	% students who meet or exceed expectations after 2 full years at GTR	State average	Summer/fall
Nationally normed test	% of students at/above national norm achievement after 2 full years at GTR	50%	Fall, winter, spring
	% students at/above national norm growth	50%	
Benchmark assessments	% students mastering material	Set based on fall baseline data	Fall, winter, spring
STEP assessment	% students meeting EOY target	Set based on fall baseline data	Fall, winter, spring
Subgroup performance	All data disaggregated by student subgroup	<5% between subgroups	Fall, winter, spring
School Culture & Climate			
Student attendance	ADA	95%	Fall, winter, spring
	Chronic absenteeism	<30%	Fall, winter, spring
Parent survey	% parents agree/strongly agree on high-priority questions (to be determined each summer)	75%	Winter

Student retention	% student retention fall-fall (excluding movers)	96%	Fall
Subgroup performance	All student data disaggregated by student subgroup	<5% between subgroups	Fall, winter, spring
Staff Culture			
Staff survey	% staff agree/strongly agree on high-priority questions (to be determined each summer)	75%	Winter
Staff retention	% staff retained fall to fall	75%	Fall
Operations			
Enrollment	% target enrollment met	96%	Fall, winter, spring
Financial Sustainability			
Sustainability	% schools that break even at enrollment capacity	100%	Spring
Responsibility	Audit	Clean audit	Winter
Budget	Budget variance	<5%	End of each Q
Cash reserves	# months of operating cash reserves	3	End of each Q

School leaders and staff continually use data to drive decisions between rounds of balanced scorecard analysis using the following structures:

- Weekly through teacher common planning time, Professional Learning Community (PLC) meetings, and faculty meetings (faculty, Director of Instruction, Principal).
- Weekly and monthly at the Instructional Leadership Team, ILT (Director of Instruction, Principal/CEO, department heads).
- At the end of each semester (Jan and June) (Director of Instruction, department chairs, principal)
- Formative assessments (diagnostics, benchmarks, and STEP) 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 Instruction, Department Chairs)
- The Director of Instruction is responsible for collecting, monitoring, aggregating, and disaggregating data which is then shared as appropriate, required, and as needed with all stakeholders.

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 - Accountability Plan

Green Tech Rochester Elementary School for Boys

Accountability Plan
for the Accountability Period 2024-25 TO 2028- 29

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: The school will meet or exceed identified absolute, comparative, and growth objectives in English Language Arts for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities.

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[50] ("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.

[50] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

- Each year, the percent of all tested English Language Learners and students with disabilities will exceed district and state ELA average score for ELL and SWD students for that year.

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 4^{th} – 8^{th} grades will be above the target of 50.

GOAL II: MATHEMATICS

Goal: The school will meet or exceed identified absolute, comparative, and growth objectives in mathematics for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities.

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.

- Each year, the percent of all tested English Language Learners and students with disabilities will exceed district and state ELA average score for ELL and SWD students for that year.

Growth Measure

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

GOAL III: SCIENCE

Goal: The school will meet or exceed identified absolute, comparative, and growth objectives in science for 1) all students, 2) low-income students, 3) English Language Learner students, and 4) Students with Disabilities.

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.
- Each year, the percent of all tested English Language Learners and students with disabilities will exceed district and state ELA average score for ELL and SWD students for that year.

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.

R-07ac - Calendar and Schedules

School Calendar

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 (5p-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 (5p-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

Sept4= 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

Sample 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.

Monday through Thursday, arrival begins at 7:30am. Instruction begins at 8:00am, and students begin dismissing at 3:10pm.

On Fridays, students are dismissed at 1:45pm to allow teacher planning, development, and sustainability every week. Friday afternoon teacher schedules rotate between professional development, common planning time, time to make family advisory calls, and early release before long weekends or vacation to increase teacher sustainability.

Subject	Minimum Weekly Minutes
ELA	875
Math	350
Science/Social Studies	140
Total Instructional Minutes	**1365**

Sample Student Schedule	Start	End
Arrival & Breakfast	7:30am	8:00am
Morning Meeting & SEL	8:00am	8:20am
Phonics	8:20am	8:50am
Spelling/Vocab	8:50am	9:10am
Grammar/Conventions	9:10am	9:30am
Reading	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
RTI Groups	2:40pm	8:00am
Dismissal	3:10pm	3:45pm

Sample Teacher Schedule

The teacher schedule begins at 7:30am. 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 GTR 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 4:15 p.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
Prep/Planning 3:45pm - 4:15pm

Should the school need to move to hybrid or remote instruction, the length of the school day will remain the same. Most instruction can be delivered synchronously through curricular digital resources.

R-08ad - 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 the necessary skills for their success throughout their educational careers. 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 consistent data analysis, flexibility in response to the data, and commitment to evolving serve as an assurance that our students will be appropriately 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").

Struggling Students

Response to Intervention. Response to intervention ("RTI") is a research-based, multi-tiered approach that 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).

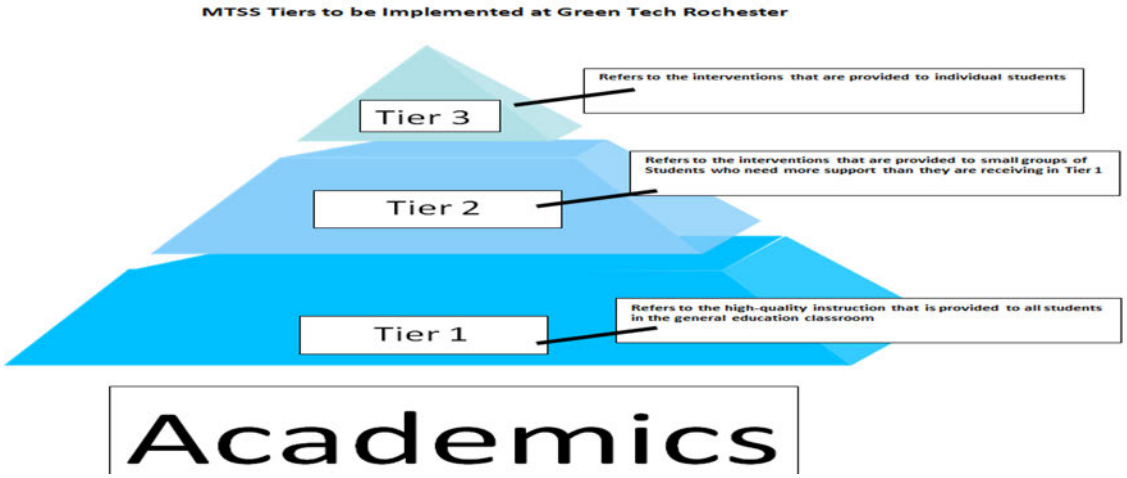
Tier I. Our academic programming design ensures that all students receive Tier 1 supports, including a two-teacher classroom model, push-in services, targeted small group instruction, extended literacy and math instruction, differentiated lessons, rigorous academics paired with high-quality instruction, 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. Baseline diagnostic 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 curriculum-aligned interim ELA and Math assessments approximately every six to eight weeks as well as STEP assessments in literacy. 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 (Principal, Director

of Student Support, Special Education Coordinator, 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 in Tier 1 will be supported with Tier 2 supports, including small group pull-out and push-in instruction, provided by our Special Education Intervention Specialist or ELL 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, they 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 have the intention of allowing teachers, counselors, deans, and SOC/Student Support Coordinator to discuss concerns regarding the student, the 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 GTR. The team is established based on the teachers that teach a particular student, Social Worker, SOC/Student Support Coordinator, and deans. Meetings start the first week of October and are held for 15 minutes after dismissal. Meetings are scheduled based on grade levels:

- ***Kindergarten-*** Monday
- ***1st Grade-*** Tuesday
- ***2nd Grade-*** Tuesday
- ***3rd Grade-*** Wednesday
- ***4th Grade-*** Wednesday
- ***5th Grade-*** Thursday

Only one student will be scheduled for each meeting (this may change based on the number of referred students after 1st quarter). Teachers are required to attend these meetings a minimum of twice a month, and participation is reflected in teacher end-of-year evaluations.

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 the meeting.

SOC Follow-Up. 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 their interventions in an intervention tracker and send the SOC/Student Support Coordinator periodic updates (using the same email strand as the SOC form).

SOC Referral Process. SOC referrals will be sent to soc@greentechhighrochester.org. The Student Support coordinator creates a schedule of in-person or virtual meetings for each student referred.

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.

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.

Rejeki[51] 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 (Lee[52]; Qing & Jin[53]; Richards & Rodgers[54]).

[51] Effects of using inquiry-based learning on EFL students' critical thinking skills | SpringerLink
[52] Effects of using inquiry-based learning on EFL students' critical thinking skills | SpringerLink
[53] Effects of using inquiry-based learning on EFL students' critical thinking skills | SpringerLink
[54] Effects of using inquiry-based learning on EFL students' critical thinking skills | SpringerLink

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)
Emerging	Keys 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.

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

Roles and Responsibilities.

Role	Year Hired
Director of Instruction	Y1
Academic Coach	Y5

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 Y5and 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.

Instructional Leader Selection. 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.

Selection Process. GTR uses a standardized recruitment and selection process in order to ensure a diverse candidate pool, reliable and valid assessment of candidate skills, and eliminating systemic bias.

1. Advertise the position and work network of the founding principal and board to develop a diverse candidate pool
2. Resume review for experience
3. Phone screen with behavioral questions to assess mindset

4. Candidate submits disaggregated student data from teaching experience
5. Sample lesson where candidate receives and is expected to implement feedback
6. Interview with multiple reviewers and performance tasks to assess skills and to present an accurate picture of GTR's model, culture, and the role
7. Reference check

Selection Criteria.

Experience	**Selection Task**
At least 3 years urban teaching.	Resume review
Demonstrated academic results.	Candidate data submission Reference check
Mindset	**Selection Task**
Passion for Green Tech Rochester's mission and model and a commitment to serving Black and Brown male students.	Resume review Phone screen Reference check
High standards for personal performance and that of school staff and students.	Phone screen Reference check
Growth mindset – believes that everyone can improve performance through hard work, feedback, and perseverance.	Phone screen Reference check
Strong sense of personal responsibility for the success of students, teachers, and the school as a whole.	Phone screen Reference check
Comfortable with "startup" mode - flexible and able to hustle in response to changing conditions and priorities.	Phone screen Reference check
Skills	**Selection Task**
Strong content knowledge in at least one core subject area such as ELA, math, or science.	Resume review Phone screen Sample lesson
Data driven instruction.	Resume review Data submission Phone screen Performance task
Leading adult learners.	Resume review Phone screen Performance task
Classroom observation and coaching.	Resume review Phone screen Performance task
People management.	Resume review Phone screen Performance task
Reflective Practice – actively reflects on, solicits feedback on, and adapts leadership in order to continually improve performance.	Phone screen Performance task Reference check

Monitoring the Effectiveness of Academic Programs and At-risk Students' Performance. 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 Instructions 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.

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 by 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:	Year 1: Director of Instruction

	Assessment and Feedback Looking at Student Work Content-Specific Strategies	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

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	• Mission & Vision • School Culture • GTHC: Our Story • Cultural Programs • Cultural Competence	Year 1: Executive Director Year 2: Principal
August	• Unpacking the Curriculum & Standards • Accountable Talk • Response to Intervention (RtI) • Intro to Lesson Plan Format • Advisory • Classroom Management • Student Code of Conduct	Year 1: Director of Instruction Year 2: Director of Instruction
September	• Teacher Expectations & Observations • Qualities of an Effective Teacher • Classroom Observations	Year 1: Director of Instruction Year 2: Director of Instruction

October	• Differentiating Instruction • Learning Stations	Year 1: Director of Instruction Year 2: Director of Instruction
November	• Use questioning prompts & discussion techniques • Adjust instruction for all learners	Year 1: Director of Instruction Year 2: Director of Instruction
December	• Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Director of Instruction
January	• Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Director of Instruction
February	• Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Data Coordinator
March	• Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Data Coordinator
April	• Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Data Coordinator
May	• Professional Learning Series Topics Based on School-Level Data	Year 1: Director of Instruction Year 2: Data Coordinator
June	• 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. They are rated on the Danielson classroom observation framework as well as held accountable for the following metrics:

Measure	**Criteria**	**Points Worth**
Regents	75% got a 65 or better	50
Regents	65% got an 80 or better	100
Peer Observations	Complete 4 Total	25
Class Test (Benchmark)	Average of 10% Growth	25
Lesson Planning	Missed no more than 4 Weeks	100
Attendance	Missed no more than 6	25
Binders	Turned in Completed Binder on time, Each required time	50
SOC Attendance	Attend at least 2 SOC meetings a month	50
School and Student Commitment	Prove Attended at least 3 Voluntary Functions	25
Extra-Curricular	Prove Participation in extra-curricular club/activities	25
After School Support	Prove Documented Support lent for students after school at least 2x a week	25
Formal Observations	All Meet standards or above	50
Formal Observations	All Exceeds standards/outstanding	100

Green Tech Albany used the above criteria to award teacher bonuses at year-end. Green Tech Rochester's startup budget does not allow for bonuses, as the team prioritized higher base pay over bonuses. Once the school reaches sustainability at scale, the team would like to offer bonuses of $1,000 that are earned through the point scale above.

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 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 undergirding 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 school culture, and a Dean of Students will be primarily responsible for student discipline.

Like other high-performing 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 by borrowing school culture practices and programs from Green Tech Albany. The leadership team will receive training and the principal will receive executive coaching from Green Tech Albany's Executive Director. Additionally, other successful high-performing schools will be pursued beginning with those visited, including Uncommon Schools Rochester Prep Elementary School, Brooke Charter Schools in the Boston area, Zeta Charter Schools in New York City, and other top-performing schools. 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 a similar fashion by the KIPP Fellows, BES, and by other charter schools.

The faculty and staff at Green Tech 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 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.[55]"
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 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

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

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 and later in high school, ßcollege 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.
- All parents understand and support the Green Tech 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 so that students receive consistent reinforcement around how their behavior showcases their character and impacts their community. 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 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 high school and 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 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 community. Respecting all members of the Green Tech 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.

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 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, with the exception of religious head coverings. 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 borrow the appropriate attire or contact a parent or guardian to bring in appropriate attire. If supplies are available, families may purchase attire from the school as well. Any student who is not able to obtain appropriate attire due to family hardship will be given the item.
- 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.
- 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.

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 cracks.

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 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 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.

Color System
Green Tech in Albany uses a merit reward system for its middle and high schoolers. The team has learned from successful elementary schools and adapted its system to be developmentally appropriate for younger students.

Our elementary scholars use a simple, developmentally appropriate “stop light” system. In every classroom hangs the following behavior tracking chart:



- Each student begins every day on green.
- Misbehavior earns a “check,” which is recorded on the teacher’s clipboard.
- Three checks earn a color change from green, to yellow, to red.
- A scholar who ends the day on red earns an automatic phone call home and a loss of privileges.
- All scholars have the opportunity to “earn back” checks by following expectations and for behavior demonstrating the strength of their character virtues.
- A full week on green earns a trip to the “Treasure Chest.”

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, 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, 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 a check or immediate color change for the student, depending on the severity of the behavior.

Any student who receives ends every day in a week on red 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 may be subject to retention, withdrawal, or expulsion.

More on Checks and Color Changes
A color change, in most cases, will be preceded by a "check," which is a warning. Some infractions will warrant color changes without issuance of a warning (i.e., horseplay).

Most minor misbehavior is handled by the classroom teacher or support staff. Once the student is made aware of the inappropriate behavior and the check is administered, both student and staff are expected to refocus on making the most effective use of time

R-10c - Special Education Policy

Green Tech Rochester 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 10: 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-Making[56]. 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 behavior[57]. 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 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.

[56] https://casel.org/core-competencies/
[57] https://www.pbis.org/

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 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 Rochester should emphasize the fact that the school is both a community and a place of scholarship. Students should dress in a way that expresses their membership in the community and that meets the standards of a respectful and focused learning environment. Their attire should be neat, tidy and should conform to **Green Tech Rochester's uniform policy at all times.**

Green Tech Rochester's 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 Rochester 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 1-5 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 15th and the end of the school year. Cut-off shorts are not allowed. All students are required to wear a belt each day.

Shirts	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. 3rd Grade- Gray + Black Tie 4th Grade- Black + Black Tie 5th Grade- White + Green Tie Students are permitted to wear short or long sleeve polo shirts with GTR label on Friday's ONLY. School spirit tee-shirts are permitted only with permission from the Dean of Student.	K-Green 1-Purple 2-Gold 3-Gray 4-Black 5-White	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.
Sweaters or Sweatshirts	Long sleeved cardigan sweaters or are permitted during the winter months. They must be worn over a collared dress code oxford or polo shirt.	Black, Green, or Gray	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.
Shoes	Personal preference. (Sneakers or Dress Shoes)	Any	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.**
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.

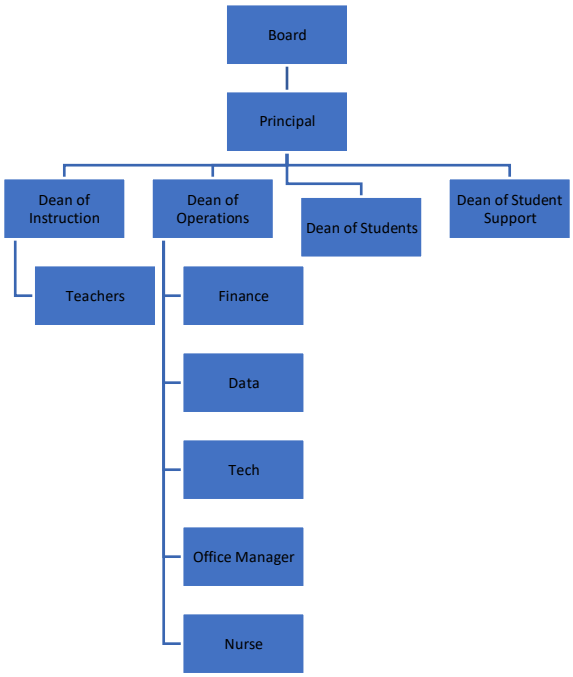
GTR UNIFORM CLOSET

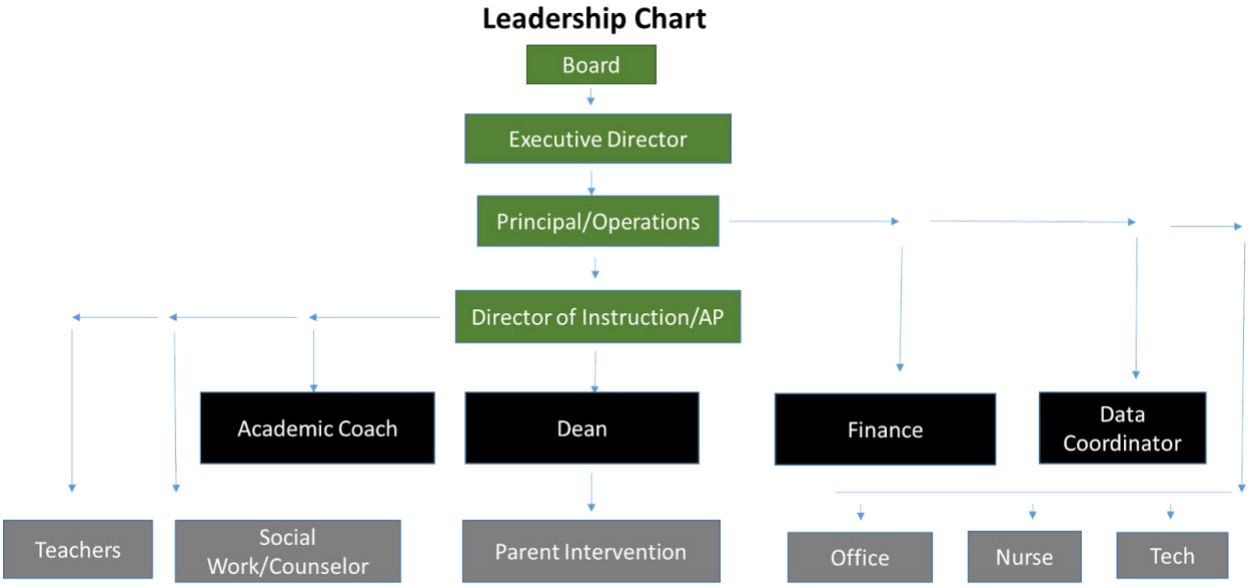
GTR will strictly enforce this uniform policy. Students who are out of uniform will be able to borrow one from the school's uniform closet. The uniform closet may only be utilized in case of emergencies. All borrowed uniforms must be returned at the end of the school day. If no items are available, a parent can come and bring the student the appropriate uniform item. Students will not be allowed to go to class without appropriate clothing.

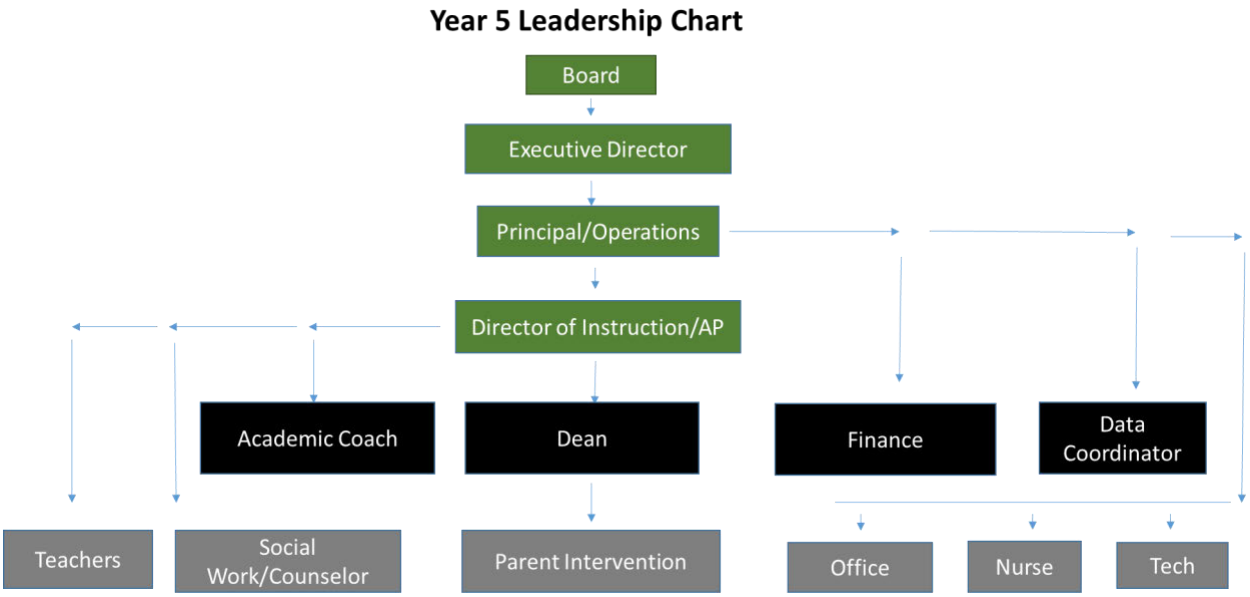
Free Uniforms for Families
Every student receives one free uniform shirt upon acceptance to GTR or promotion to the next grade. Families undergoing hardship, such as homelessness or loss of a job, can receive five free uniforms from the school. Parents can request uniforms from the Social Worker or the front office.

R-11ab - School Management and Leadership

Organizational Chart 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 Principal put systems in place that model after Green Tech Albany.

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 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.

Year 5- The leadership structure will add an academic coach by year 5.

Evaluating Leadership. 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.

Principal Recruitment. 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.

We believe that the strongest candidate will have deep roots in the Rochester community, thus the networks of the board and ED will produce the most promising candidate pipeline. If needed, the ED may enlist the support of a school leader search firm with an excellent track record of recruiting strong and diverse candidates, such as Edgility Consulting, Stronger Consulting, MK Consulting, Promise54, Chambers' North Start Consulting, or Green Line Talent Group.

Selection Criteria. Candidates must bring the following experience, mindsets and skills:

- Passion for Green Tech Rochester's mission and model and a commitment to serving Black and Brown male students.
- High standards for personal performance and that of school staff and students.
- Growth mindset – believes that everyone can improve performance through hard work, feedback, and perseverance.
- Strong sense of personal responsibility for the success of students, teachers, and the school as a whole.
- Comfortable with "startup" mode - flexible and able to hustle in response to changing conditions and priorities.
- Strong content knowledge in at least one core subject area such as ELA, math, or science.
- Knowledge of effective instructional practice.
- Strong leadership skills – the ability to inspire others toward a lofty vision.
- Strong people management skills -
- Ability to build relationships and communicate effectively with a wide variety of stakeholders such as board members, community groups, families, teachers, and students.
- Reflective Practice – actively reflects on, solicits feedback on, and adapts leadership in order to continually improve performance.
- Minimum 3 years of teaching experience with demonstrated success in raising achievement for Black and Brown males.
- Minimum additional 2 years of instructional leadership or school administration, such as Dean of Curriculum and Instruction, or Assistant Principal.
- Connection to Rochester community strongly preferred.
- Bachelor's Degree required.

Selection Process. GTR uses a standardized recruitment and selection process in order to ensure a diverse candidate pool, reliable and valid assessment of candidate skills, and eliminate systemic bias.

1. Advertise the position and work network of the founding principal and board to develop a diverse candidate pool

2. Resume review against rubric to evaluate experience
3. Phone screen with behavioral questions to assess mindset
4. Candidate submits disaggregated student data from teaching experience
5. Sample lesson where candidate receives and is expected to implement feedback
6. Interview with multiple reviewers and performance tasks to assess skills and to present an accurate picture of GTR's model, culture, and the role
7. Reference check with standardized questions

The board will hire one of the previously mentioned search firms to create the hiring materials based on GTR's model and candidate requirements.

Partner Organizations. GTR will partner with Charter Champions of Rochester (Charter Champions), a nonprofit that supports Rochester's charter school ecosystem by developing a charter and teacher and leader pipeline. Charter Champions provides all services free of charge. They will post the principal role to the most popular paid job sites, provide an applicant tracking system, and provide a resume book to GTR.

GTR will use a search firm that specializes in charter school leadership and DEI in order to develop and refine hiring materials to ensure that hiring tasks are reliable, valid, and reduce systematic hiring biases.

R-12ac – Personnel

a. Staffing Chart and Rationale

Green Tech Rochester has built the following staffing model. Detailed assumptions on salary and rationale for the structure are included on each budget line.

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad Years	2024-25	2025-26	2026-27	2027-28	2028-29
Grades	K-1	K-2	K-3	K-4	K-5
Enrollment	137	218	299	380	461

ADMINISTRATIVE PERSONNEL FTE	**FTE**					**Description of Assumptions**
Executive Management	1.0	1.0	1.0	1.0	1.0	Principal/Head of School, 1 per school
Instructional Management	1.0	1.0	1.0	1.0	2.0	Director of Instruction/Assistant Principal, 1 per school. Y5: add Instructional Coach.
Deans, Directors & Coordinators	3.0	3.0	3.0	4.0	7.0	Y1: Dean of Students , SPED Coordinator/Teacher, Family Engagement Coordinator. Y4: Add data coordinator. Y5: Add Director of Student Support, Student Recruitment and Placement Manager to assist 5th graders with school choice, and 2nd Dean of Students. All positions 1 per school except Dean of Students, which is 2/school.
CFO / Director of Finance	1.0	1.0	1.0	1.0	1.0	Director of Finance, 1 per school
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0	Director of Operations, 1 per school
Administrative Staff	1.0	1.0	1.0	1.0	2.0	Office Manager, 1 per school. Y5: Add Special

						Projects Coordinator, 1 per school.
TOTAL ADMINISTRATIVE STAFF	8.0	8.0	8.0	9.0	14.0	

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	5.0	8.0	11.0	14.0	17.0	Lead teachers, 1 per homeroom
Teachers - SPED	0.0	1.0	2.0	4.0	7.0	Y2: Add ICT teacher. Y3: Add 2nd ICT teacher. Y4: Add 3rd ICT Teacher and 1 pullout/resource/intervetion teacher. Y5: Add 3 ICT teachers so every grade has a co-taught section.
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	use hourly/per diem
Teaching Assistants	5.0	7.0	9.0	11.0	11.0	Associate Teacher, 1 per homeroom that is not ICT to ensure no more than 15:1 student-teacher ratio. Position is required for literacy, math, and science/social studies instructional models.
Specialty Teachers	1.0	2.0	2.0	3.0	3.0	Y1: PE Teacher. Y2: Add elective teacher (art, music, or dance depending on talent pool). Y4: Add 2nd elective teacher (arts, Spanish, or STEAM depending on talent pool).
Aides	0.0	0.0	1.0	1.0	1.0	By Y3, enrollment is large enough that a paraprofessional or aide will likely be required for an IEP. If need is higher, additional SPED funding will cover the additional position(s).
Therapists & Counselors	0.5	1.0	1.0	1.0	1.0	Y1: 0.5 Social Worker. Y2: Increase to FT.
Other	0.0	0.0	0.0	0.0	0.0	

TOTAL INSTRUCTIONAL	11.5	19.0	26.0	34.0	40.0	

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0.8	1.0	1.0	1.0	1.0	We expect RCSD to provide 0.5 nurse but are budgeting for the position to cover the full school day to be conservative. Y1: 80%. Y2: FT.
Librarian	0.0	0.0	0.0	0.0	0.0	Every classroom has own library; school does not have centralized library.
Custodian	0.0	0.0	0.0	0.0	0.0	Janitorial will be contracted.
Security	0.0	0.0	0.0	0.0	0.0	
Other	1.0	1.0	2.0	2.0	3.0	Y1: Kitchen Manager. Y3: Add kitchen helper. Y5: Add 2nd kitchen helper. Salaries benchmarked against RCSD and GTH.
TOTAL NON-INSTRUCTIONAL	1.8	2.0	3.0	3.0	4.0	

TOTAL PERSONNEL SERVICE FTE	21.3	29.0	37.0	46.0	58.0	

b. Qualifications and Responsibilities

Principal
Pre-Opening Year Responsibilities

The first year will involve a learning residency and school-founding projects:

- With support from the founding team, submit a high-quality grant application to Charter School Growth Fund's Seed Fund and/or New Schools Venture Fund to gain access to additional startup grants, technical expertise, and a national community of practice.
- With support from the founding team, apply to Z-Combinator, BES, or another comparable school incubation and launch program.
- Conduct learning visits to at least 3-5 high-performing elementary schools serving Black and Brown boys, including Green Tech Albany.
- Engage community members and groups through meetings, neighborhood canvassing, and events.
- Hire, onboard, and supervise founding school staff.
- Recruit founding student class.
- Reporting monthly to the school's board on school launch progress.

Ongoing School Leadership

As you build the school into a sustainable organization, ongoing leadership responsibilities will be:

- Setting school strategic goals, annual planning, and holding staff accountable for achieving those goals in the following areas:
    - Academic performance
    - Financial sustainability
    - School operations
    - Talent
    - Marketing and communications
    - School culture
- Managing and developing the school leadership team

Required Competencies

- Passion for Green Tech Rochester's mission and model and a commitment to serving Black and Brown male students.
- High standards for personal performance and that of school staff and students.
- Growth mindset – believes that everyone can improve performance through hard work, feedback, and perseverance.
- Strong sense of personal responsibility for the success of students, teachers, and the school as a whole.
- Comfortable with "startup" mode - flexible and able to hustle in response to changing conditions and priorities.

Required Skills

- Outstanding knowledge and prior achievement in either instruction or school operations.

- Strong leadership skills – the ability to inspire others toward a lofty vision.
- Strong people management skills
- Ability to build relationships and communicate effectively with a wide variety of stakeholders such as board members, community groups, families, teachers, and students.
- Reflective Practice – actively reflects on, solicits feedback on, and adapts leadership in order to continually improve performance.

Required Experience

- Minimum 3 years of teaching experience with demonstrated success in raising achievement for Black and Brown males.
- Minimum additional 2 years of instructional leadership or school administration, such as Dean of Curriculum and Instruction, Director of Operations, or Assistant Principal.
- Connection to Rochester community strongly preferred.
- Bachelor's Degree required.

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

A. Informal Observations

B. Developing, executing and assessing new teachers

C. 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)

A. Teacher Support - emotional:

B. Encouragement

C. Problem solving:

i. with class issues

ii. lesson concerns

iii. stress

iv. time to vent

v. 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

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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 disctricts
- 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% of 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 an 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 4% 403b match.

R-12d - Personnel Policies

1. INTRODUCTION

1.1. WELCOME

Welcome to the Green Tech Rochester 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 Rochester, 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 Rochester.

Sincerely,

Principal

1.2. MISSION

The mission of the Green Tech Rochester (GTR) 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 GTR, 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 GTR 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 GTR is at will. This means that neither you nor GTR has entered into a contract regarding the duration of your employment. You are free to terminate your employment with GTR at any time with or without reason. Likewise, GTR 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 GTR 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

GTR 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 GTR. 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.

GTR 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 GTR 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 GTR 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 GTR 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 GTR. Contact the Director of Operations with any questions or request for accommodation.

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**

2. EMPLOYMENT PROCEDURES AND CLASSIFICATIONS

2.1. HIRING

Upon employment by GTR, 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

GTR 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

GTR 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, GTR expects the employee to document steps being taken towards certification.

2.5. BACKGROUND CHECKS

GTR 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. GTR 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.

GTR 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 GTR'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.

GTR 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

GTR 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

GTR 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.

GTR 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. GTR 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

GTR 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 GTR.

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.

2.15. ACKNOWLEDGMENT OF EMPLOYMENT PROCUEDRES 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**

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 GTR. 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, GTR 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 GTR. 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 GTR. Additionally, GTR 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 GTR.

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 GTR 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 GTR 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, GTR 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 GTR 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.

GTR 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**

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 GTR. 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

GTR 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, sick and personal leave, for eligible employees, is as follows:

- 11-month employees receive 11 sick days and 2 personal. 1.2 hours per month accrued.
- 12-month employees receive 12 sick days and 2 personal. 1.2 hours per month accrued.

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.

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.

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.

Sick leave may be used for the following purposes:

- For your own or a family member's mental or physical illness, injury, or health condition regardless of whether such illness, injury, or health condition has been diagnosed or requires medical care at the time that you request leave;
- For the diagnosis, care, or treatment of your own or a family member's mental or physical illness, injury, or health condition or need for medical diagnosis or preventive care; or
- For your absence from work when you, or your family member, has been the victim of domestic violence, a family offense, sexual offense, stalking, or human trafficking and you need to:
    - Obtain services from a domestic violence shelter, rape crisis center, or other services program;
    - Participate in safety planning, temporarily or permanently relocate, or take other actions to increase your safety or the safety of your family members;
    - Meet with an attorney or other social services provider to obtain information and advice on, and prepare for or participate in any criminal or civil proceeding;
    - File a complaint or domestic incident report with law enforcement;
    - Meet with a district attorney's office;
    - Enroll children in a new school; or
    - Take any other actions necessary to ensure your or a family member's health or safety or to protect those who associate or work with you.

If you are responsible for the domestic violence, family offense, sexual offense, stalking, or human trafficking, you are not eligible for leave under this policy.

Family member means:
- Your child, spouse, domestic partner, parent, sibling, grandchild, or grandparent; or
- The child or parent of your spouse or domestic partner.

Parent means:
- Your biological, foster, step- or adoptive parent; or
- A person who acted as your legal guardian or a person who stood in loco parentis when you were a minor child.

Child means:
- Your biological, adopted, or foster child;
- A legal ward; or
- A child for which you stand in loco parentis.

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.

If the need for leave is foreseeable, you must provide reasonable notice of your need for leave. If unforeseeable, provide notice as soon as practical. If known, notice should include the expected length of the absence.

Details surrounding your request for leave will be kept confidential, except as required by federal or state law or as necessary to protect your safety in the workplace. You will not be required to disclose the nature of any medical condition or of any domestic violence/sexual offense matter necessitating the need for leave.

You may request (verbally or in writing) a summary of the amounts of sick leave you have accrued and used in the current calendar year and/or any previous calendar year. This information will be provided within three business days.

You will not be paid for any unused sick leave when your employment ends.

GTR will not retaliate against employees who request or take leave in accordance with this policy.

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 GTR 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, GTR 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 GTR 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.

GTR 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, GTR 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:

GTR 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 GTR 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:

Response 12-43

If your FMLA leave entitlement expires and you remain medically unable to return to work because of your physical or mental disability, GTR 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. GTR 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:

GTR 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.

GTR 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: PFL provides both time off and wage replacement benefits.

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 (SAWW).

In 2021, PFL will pay 67% of an employee’s wages, up to $971.61 (SAWW), for up to 12 weeks.

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, GTR 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

GTR 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

GTR 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

GTR 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, GTR 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

GTR 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. GTR 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

GTR 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 GTR, you will be considered to have voluntarily resigned your employment with GTR as of the day on which you began your leave of absence.

4.25. COVID-19 VACCINATION LEAVE

GTR will provide all employees sufficient paid leave to obtain a COVID-19 vaccination. ***Sufficient paid leave*** means up to four hours per vaccine injection. If the need for leave is foreseeable, provide as much advance notice as possible and make reasonable efforts to schedule the leave so that it does not unduly disrupt GTR operations. If unforeseeable, provide notice as soon as practical.

You will be compensated at your regular rate of pay for the time missed from work. The leave will not be charged against any other leave benefit to which you are entitled, including sick leave.

GTR will not retaliate against employees who request or take leave in accordance with this policy.

This policy expires on December 31, 2022.

4.26. COVID-19 LEAVE BENEFITS

If you are subject to an individual order of mandatory or precautionary quarantine or isolation issued by New York State, the New York State Department of Health, local board of health, or any other government entity authorized to issue such order due to COVID-19 (Individual Quarantine Order), you may be eligible for paid and/or unpaid leave in addition to paid family leave benefits (PFLB) and disability benefits (DB).

For the duration of the Individual Quarantine Order, GTR is required to provide you with five days of **paid sick leave**. After those days are used, you may be eligible for compensation for the remainder of the Individual Quarantine Order by applying for PFLB and DB.

You are not eligible for leave if you are deemed asymptomatic or have not yet been diagnosed with a medical condition and are physically able to work remotely or through other means while under an Individual Quarantine Order.

If you have returned to the United States after non-business-related travel to a country from which the Centers for Disease Control and Prevention (CDC) has issued a level two or three travel health notice, you are not eligible for these benefits if you were provided notice of the travel advisory, were warned that you would not be eligible for such benefits if you elected to travel to such countries, and chose to travel anyway. In addition, you are not eligible for these benefits if, after being warned not to do so, you voluntarily traveled to a state with a positive test rate higher than 10 per 100,000 residents, or higher than a 10 percent test positivity rate, over a seven-day rolling average, and which the commissioner of the Department of Health has designated as meeting these conditions, and the travel was not taken as part of your employment or at the direction of GTR. All employees in this category are entitled to use any accrued leave provided by GTR. If you do not have any accrued leave, you may use unpaid leave for the duration of the quarantine or isolation.

Upon return from leave, you will be restored to the same position you held prior to the leave with the same pay and other terms and conditions of your employment.

If the GTR temporarily closes or goes out of business due to COVID-19, you may not be eligible for the above benefits and should immediately apply for unemployment insurance. The unemployment insurance benefits one-week waiting period has been waived. Information on how to file a claim can be obtained at https://labor.ny.gov/unemploymentassistance.shtm.

The GTR will not discriminate or retaliate against employees who take leave in accordance with this policy.

4.27. 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**

5. SEPARATION OF EMPLOYMENT

5.1. BREAKS IN SERVICE

If an employee voluntarily terminates their position with GTR 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 GTR 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 GTR 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 GTR.

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**

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, GTR 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, GTR 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

Response 12-54

GTR 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 GTR'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, GTR 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 GTR. 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 GTR. 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

GTR 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

GTR 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

GTR prohibits outside employment (including self-employment) that conflicts with employment at GTR, 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. GTR 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 GTR'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 GTR.

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 GTR 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 GTR 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 GTR 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

GTR 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.

GTR 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.

GTR 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

GTR 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 GTR. "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 GTR 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 GTR'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 GTR 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 GTR.

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 GTR. Instead, you may forward this information to the Principal or his or her designee.

GTR 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

GTR 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.

GTR 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

GTR 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 GTR 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 GTR 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.

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**

7. DIVERSITY, DISCRIMINATION AND HARASSMENT

7.1. SCOPE OF COVERAGE

This policy covers all individuals in the workplace. GTR strictly prohibits unlawful harassment or discrimination, whether by employees, supervisors, administration and other non-employees who conduct business with GTR.

7.2. DIVERSITY

GTR 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.

GTR'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 GTR 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

GTR 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.

GTR 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.

GTR 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

GTR 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 GTR's commitment to a discrimination-free work environment. Sexual harassment is against the law[58] 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 GTR. Employees can also file a complaint with a government agency or in court under federal, state or local antidiscrimination laws.

Policy:

1. GTR's policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business, regardless of immigration status, with GTR. 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. GTR will not tolerate such retaliation against anyone who, in good faith, reports or provides information about suspected sexual harassment. Any employee of GTR who retaliates against anyone

[58] 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.

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-employees[59] working in the workplace who believe they have been subject to such 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 GTR 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. GTR 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. GTR 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. GTR 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;

[59] A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing 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.

- 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, 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. GTR 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. GTR 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 GTR but is also prohibited by state, federal, and, where applicable, local law.

Aside from the internal process at GTR, 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 GTR 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

GTR 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. WHISTLEBOWER PROTECTIONS

GTR strives to provide an environment that nourishes moral and ethical sensitivities. In keeping with this objective, GTR 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 GTR 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**

8. EXPLANATION OF BENEFITS

8.1. RESERVATION OF RIGHTS

GTR has established a variety of employee benefit programs designed to assist employees.

GTR 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 GTR, 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 GTR 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

GTR 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 GTR, 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

GTR 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. QUALIFIYING 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

GTR 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. GTR 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

GTR 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.

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**

9. REIMBURSEMENTS AND CREDIT CARD USAGE

9.1. GENERAL REIMBURSEMENT

Employees are eligible for reimbursement from GTR 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 GTR without receiving approval to do so.

9.2. TRANSPORTATION & LODGING REIMBURSEMENT

GTR 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.

GTR will not reimburse for phone calls made associated with lodging. Employees are expected to use cell phones to make calls while traveling.

GTR 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

GTR 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 GTR 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 GTR 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**

10. SAFETY

10.1. GENERAL SAFETY

The health and safety of employees and others on organization property are of critical concern to GTR. 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, GTR 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.

GTR 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, GTR 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

GTR 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 GTR 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.

GTR 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.

GTR 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.

GTR 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.

GTR 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

GTR 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, GTR 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, GTR will notify the contracting or granting agency of the employee's criminal drug statute conviction.

After learning of an employee's conviction, GTR 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.

GTR 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.

GTR 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

Response 12-95

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**

HANDBOOK ACKNOWLEDGEMENT:

I hereby acknowledge receipt of the Employee Handbook for School Year 2018- 2019.

The employee handbook describes important information about Green Tech Rochester. 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 Rochester 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 Rochester 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:* _____

What to Submit:

- Submit the response to Request 12(a-c) as a Microsoft Word® file named:
  R-12ac - Personnel.
- Attach Personnel Policies as a Microsoft Word® file named: **R-12d - Personnel Policies.**

R-13a - Partner Organizations

Green Tech Rochester has partnership commitments with St. John Fisher College and Charter Champions of Rochester.

St. John Fisher College, Ralph C. Wilson, Jr. School of Education

St. John Fisher College (SJFC) is a leading education preparation program in Rochester. 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 school has made a serious commitment to experiential learning college-wide.

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.

Green Tech Rochester is eager to benefit from St. John Fisher’s scholarship and practice.

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 at Green Tech Rochester. 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 have discussed working together to develop a pipeline of Black male teachers and teachers of color. This partnership will be in conjunction with GTR’s second partner, Charter Champions of Rochester.

Charter Champions of Rochester

Charter Champions of Rochester (CCR) is a recently formed nonprofit whose aim is to create a supportive ecosystem for charter schools effectively educating Rochester's most underserved populations. Currently, CCR is working to deepen Rochester's teacher pipeline, particularly increasing educators of color who reflect the communities that they serve.

Dr. Miller is the founding CEO of Charter Champions, and he and the CCR board are committed to leveraging CCR's resources to help Green Tech Rochester succeed.

Charter Champions will provide an applicant tracking system, resume database, job postings, and educator recruitment events at no cost to GTR. As CCR grows its work, opportunities for partnership will expand.

R-13b - Partner Commitment

RALPH C. WILSON, JR.
SCHOOL OF EDUCATION
ST. JOHN FISHER COLLEGE

[redacted]

February 11, 2022

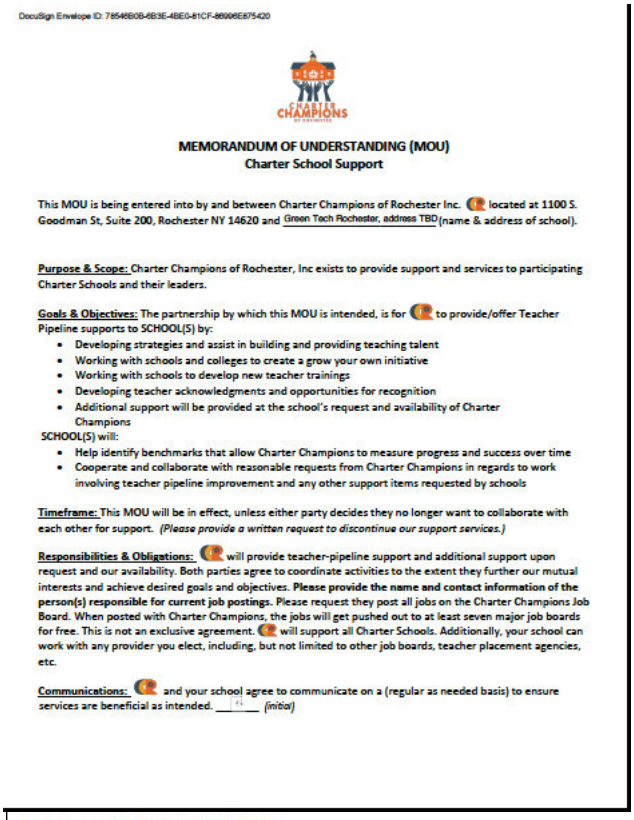
Dear Dr. Miller,

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,

[redacted]

Social Justice
Diversity • Achievement • Compassion • Knowledge • Service



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MEMORANDUM OF UNDERSTANDING (MOU)
Charter School Support

This MOU is being entered into by and between Charter Champions of Rochester Inc. located at 1100 S. Goodman St, Suite 200, Rochester NY 14620 and Green Tech Rochester, address TBD (name & address of school).

Purpose & Scope: Charter Champions of Rochester, Inc exists to provide support and services to participating Charter Schools and their leaders.

Goals & Objectives: The partnership by which this MOU is intended, is for to provide/offer Teacher Pipeline supports to SCHOOL(S) by:

- Developing strategies and assist in building and providing teaching talent
- Working with schools and colleges to create a grow your own initiative
- Working with schools to develop new teacher trainings
- Developing teacher acknowledgments and opportunities for recognition
- Additional support will be provided at the school's request and availability of Charter Champions

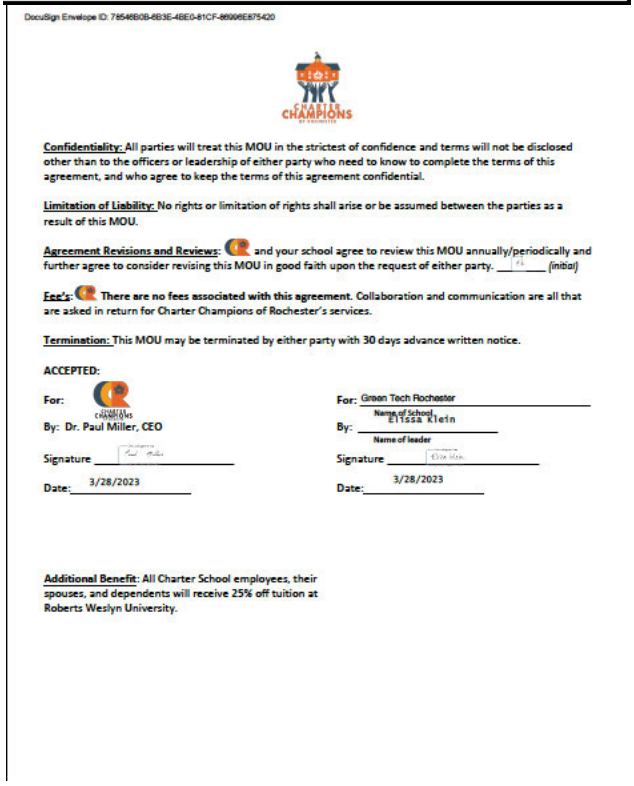
SCHOOL(S) will:

- Help identify benchmarks that allow Charter Champions to measure progress and success over time
- Cooperate and collaborate with reasonable requests from Charter Champions in regards to work involving teacher pipeline improvement and any other support items requested by schools

Timeframe: This MOU will be in effect, unless either party decides they no longer want to collaborate with each other for support. *(Please provide a written request to discontinue our support services.)*

Responsibilities & Obligations: will provide teacher-pipeline support and additional support upon request and our availability. Both parties agree to coordinate activities to the extent they further our mutual interests and achieve desired goals and objectives. **Please provide the name and contact information of the person(s) responsible for current job postings.** Please request they post all jobs on the Charter Champions Job Board. When posted with Charter Champions, the jobs will get pushed out to at least seven major job boards for free. This is not an exclusive agreement. will support all Charter Schools. Additionally, your school can work with any provider you elect, including, but not limited to other job boards, teacher placement agencies, etc.

Communications: and your school agree to communicate on a (regular as needed basis) to ensure services are beneficial as intended. _____ *(initial)*



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Confidentiality: All parties will treat this MOU in the strictest of confidence and terms will not be disclosed other than to the officers or leadership of either party who need to know to complete the terms of this agreement, and who agree to keep the terms of this agreement confidential.

Limitation of Liability: No rights or limitation of rights shall arise or be assumed between the parties as a result of this MOU.

Agreement Revisions and Reviews: and your school agree to review this MOU annually/periodically and further agree to consider revising this MOU in good faith upon the request of either party. _____ *(initial)*

Fee's: **There are no fees associated with this agreement.** Collaboration and communication are all that are asked in return for Charter Champions of Rochester's services.

Termination: This MOU may be terminated by either party with 30 days advance written notice.

ACCEPTED:

For:	For: Green Tech Rochester
By: Dr. Paul Miller, CEO	By: Elissa Klein (Name of leader)
Signature	Signature
Date: 3/28/2023	Date: 3/28/2023

Additional Benefit: All Charter School employees, their spouses, and dependents will receive 25% off tuition at Roberts Weslyn University.

R-14ad – Governance

a. Board Members

The board consists of a mix of knowledgeable educators and influential Rochester residents who are eager to support the school and its mission and who bring a variety of skills and experience.

Dr. Miller recruited each member through a series of calls and meetings, and each showed great enthusiasm. Each was selected for their:

- Deep roots in Rochester and community connections
- Expertise in their area
- Personal commitment to the education of young men of color

Future board recruitment will focus on legal skills and fundraising potential; however, we believe that a founding board must, above all, be deeply connected in the community and committed to the school's mission and model.

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Laura Smith	Chair, Treasurer	Finance, facilities	Academic performance, charter governance, finance, facilities, growth strategy	Yes	
2. Joshua Wilcox	Vice-Chair	Governance	Community partnership, health and nutrition, strategy	Yes	
3. Dr. Christine Richards	Secretary	Academic excellence	K12 Education, community partnership, DEI, strategic planning	Yes	
4. Dr. Rita Carol Gaither	Member	Academic excellence	K12 education, social emotional development, community partnership	Yes	
5. Dr. Joellen Maples	Member	Development	Higher education, community partnership, development	Yes	
6. TBD	Member	Development	Expertise - Fundraising experience and connections	Yes	
7. TBD	Member	Governance	Expertise – law (ideally contract, real estate, risk management, or employment law)	Yes	

b. Education Corporation Board Roles and Responsibilities

The board is ultimately accountable for the school's results by hiring the school leader and providing a fiduciary role, accountability role, and strategic insight. The board's responsibilities are:

- Hires, evaluates, and, if necessary, fires the Principal
- Develops a strategic plan for the school encompassing academic performance and organizational health and monitors school's progress on strategic planning goals.
- Sets policies and ensures that the school adheres to its mission.
- Establishes fiscal policy and controls; approves the school's budget; ensures that resources are managed effectively; and approves the school's audit.
- Ensures that the school has adequate resources.
- Approves and assists with fundraising efforts.
- Promotes the school in the community and the media.
- Hears complaints.
- Maintains legal and ethical integrity and maintains accountability by ensuring that the school follows all appropriate local, state and federal laws, that all personnel and board members adhere to the school's code of ethics, that the board adheres to the by-laws, and that personnel policies are followed.
- Nominates, orients, and evaluates its board members.
- Assesses its own effectiveness.

Board members are expected to:

- Be committed to and aligned with the mission of Green Tech Rochester.
- Volunteer time and expertise.
- Prepare for, attend, and participate in board and committee meetings.
- Be a rigorous and strategic thought partner and problem-solver.
- Sit on at least one board committee.
- Be collegial.
- Assist in identifying and cultivating funding sources for the organization.
- Represent the organization effectively.

c. Education Corporation Board Design

Trustee recruitment and selection process and criteria. The Green Tech Rochester board members must believe deeply in the GTR mission and model and commit to donating time and expertise. In recruiting board members, the board seeks diverse individuals with community connections and the following sets of expertise:

Finance

- Accounting
- Financial modeling
- Financial policies and controls
- Investing

Governance

- Prior Governance Experience
- Strength in cultivating new trustees

Academic Excellence

- Strong analytical skills
- Experience managing for results

Development

- Individual donor cultivation experience
- PR and Marketing

Facilities

- Construction/ project management
- Real estate finance

Legal

- Real estate law
- Employment law
- Contract law

The principal and board members will cultivate interest in potential board candidates. Candidates will be vetted by sitting board members to determine commitment to the mission and whether they have skills and connections needed to enhance the board composition.

We will have the following board committees:

- **Finance**: Works with the principal and ReGeneration Schools to ensure the organization has the financial ability to achieve its mission; create the upcoming fiscal year budget; present budget recommendations to the Board; monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions; recommend to the Board appropriate policies for the management of the school's assets.

- **Governance**: Assumes primary responsibility for matters pertaining to board recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of the organization as well as established policies and practices approved by the board.
- **Academic Excellence**: Works with the principal and ReGeneration Schools to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer, and devise clear and consistent measures to monitor these goals.
- **Development**: Raises philanthropy to support the organization's mission.
- **Facilities**: Supports the identification, assessment, selection, renovation, and contracting of facilities.

By actively engaging board members in strategic problem solving and in work that corresponds to the categories immediately above, we will retain board members.

New Trustee Orientation Process. New trustees will oriented by Dr. Miller and board chair, visit the school, meet Head of School/Principal, trained in open meeting requirements and ethics policy.

Board Training and Development. Dr. Miller will provide board training. If we determine that the board needs training and development, we likely would engage Board on Track or School Board Partners (recently absorbed by Bellwether Education Partners). Both organizations have excellent tools for self-evaluation, and the board will select between the two.

Stakeholder Participation

All board meetings will be publicized in accordance with Open Meeting Law requirements and will be open to the public, including parents, the community, and school staff. Each meeting agenda will reserve time for open comment period.

The board will actively solicit stakeholder feedback through family and staff surveys. Those surveys inform annual goal-setting, school improvement planning, and evaluation of the school and school leader's effectiveness.

R-14e - Bylaws

GREEN TECH ROCHESTER CHARTER SCHOOL
BY-LAWS

ARTICLE I: NAME

The name of the Corporation is the Green Tech Rochester 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;

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, brotl1er-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 otl1er 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
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 Rochester Charter School, ADDRESS TBD; 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 £µ-st-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e- mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI: ACTION BY THE BOARD

A. **Quorum.** Unless 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. **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 COR£QRATE AGENTS

The Charter School may, to tl1e 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 tl1e 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.

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. Sucl1 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,
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.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the charter school, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

Secretary: _____ Dated: _____

R-14f - Code of Ethics

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-14g - 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-14h - Board Member Resumes

Submit updated resumes for all board members that include each board member's professional experience and educational background. Please do not submit full-form curriculum vitae that include extensive information about publications, conference presentations, etc.

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.

[redacted]

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
- Counseling and SEL
- Supervision & training
- Multidisciplinary teamwork
- Coaching & mentoring
- Leadership development
- Organizational change
- Strategic Plan monitoring
- Community partnership
- Program implementation
- Diversity, equity and inclusion
- Budget and fiduciary oversight

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

[redacted]

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

SCHOOL/DISTRICT LEADERSHIP & DEVELOPMENT

[redacted]

COMMUNITY SERVICE & LEADERSHIP

[redacted]

REFERENCES

Response 14-18

Available upon request

[redacted]

EDUCATION

Date	Institution	Degree
2008	University of Tennessee, Knoxville Major: English Education Dissertation: *Investigating Critical Talk between Preservice English Teachers and Middle School Students in Online Literature Discussions*	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.

PROFESSIONAL EXPERIENCE

Dates	Position/Department	Institution
[redacted]		

ADMINSTRIATIVE ACHIEVEMENTS

Response 14-20

[redacted]

[redacted]

- 2018. NYSEC College Educator of Excellence Award for Teaching.
- 2016. Recipient of the Dr. Mark Szarejko Faculty Information Literacy Award, SJFC.
- 2014-2017. Selected for the *Walden Book Committee.* ALAN.
- 2011. Recipient of the ALA National Innovation Award for “3-Hour School LibraryField Experience for Pre-Service K-12 Teachers.” with Kathi Sigler, Melissa Jadlos, Wendy Paterson, Sharon Christman, and Allison Bosworth.
- November, 2006. 2006 Recipient of the *English Leadership Quarterly* Best Article of the Year Award for “Understanding and Unlocking the Potential of Virtual Talk in Cyberspace.” with co-authors, Susan Groenke and Daniel Dunlap. $300. Awarded by theNational Council of English Conference on English Leadership (CEL).

- July, 2006. SIGTEL Online Learning Award Recipient with Susan Groenke. 2nd place: Web Pen Pals Project. Awarded by the SIG of International Society for Technology in Education.
- March, 2006. (Nominated). 2006 Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies. $500.
- August, 2005. Recipient of the Charles and Sherry Morgan Research Fellowship Award. $1000

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 taughtcourses in the honors department and the English Department.

Rita Carol Gaither, PhD

[redacted]

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

- [redacted]
- [redacted]

EDUCATION

Union Institute and Christian Leadership University

- **PhD** –Major: Counseling/Leadership
- **M.Sc.** –Vocational Technical Education, State University of New York at Oswego, 1991
- **B.Sc.** –Business Administration, Rochester Institute of Technology, 1976
- **A.A.S**. –Fashion Buying and Merchandising, Fashion Institute of Technology, 1974

Cornell University 1995

- NYS Permanent Teacher Certificate Diversified Co-op Education.

Empire State College 1992

- NYS Permanent Teaching Certificate Home and Careers.

Suny Oswego 1991

- NYS Permanent Teacher Certificate Distributive Business Education

CERTIFICATIONS

- **Certified** instructor for Rochester Habilitation Debt collection and customer service
- **Certified** Natural Health Professional/Practitioner
- **Certified** Edison Trainer Character Education, Bullying, Learning Environment, Customer Service
- NYS Minority Certified Vendor (MWBE#161284449)

AWARDS AND PROFESSIONAL AFFILIATIONS

- BreakThru Magazine Community Humanitarian Award
- WDKX Woman for Woman Award
- AAUW Lifetime Service to Refugee Community
- Summer of Opportunity Youth Employment Pioneer
- City of Rochester Black Pioneer Education Award
- 1995 Woman of Greatness Award, sponsored by the Life Community Center, Rochester, NY
- 1990 Recipient of New York State Regents Challenger Fellowship
- Featured in the book An Introduction, History of African Americans in Rome, NY (author, J. Thorpe)
- Mayor Lovely Warren Campaign committee
- Mayor Lovely Warren fundraising committee
- Member of **NAACP**
- National Association of Christian Counselors
- Featured in RCSD Teachers Care Video Series
- Young and Living Oil Distributors

- Member of **Students in Africa:** an organizationwhich educates students about African history/culture. Participation in such has affordedover 75 students to travel to West Africa.
- Appointed by Adele Bovard to Anti-PovertyEducation Working Group
- 2015 WDKX Woman for Woman Award
- Active Member of Mayor Lovely Warren's FundRaising Campaign Team
- 2015 Featured in BreakThru Magazine Spring Ed.
- Co-chair of historical Bamako Mali Sister CityInitiative in Rochester, NY
- Black Girls Rock Rochester, NY Planning Committee

VOLUNTEER/ COMMUNITY SERVICE

New Life Ministries, Inc *(Rochester, New York)*

Team Leader

- Supervised over 100 volunteer staff in youth andteen ministry.
- Developed curriculum and implemented training.
- The program provided spiritual, emotional, academic and physical wellbeing to 400 pluschildren and teens.
- Involved in children's ministry for 28 years.

Cameron Ministries Kid's Café (Rochester, New York)

- Rochester City School District's volunteer liaison for students involved in the soup kitchen initiatives.

Workshop Facilitator/Trainer

Develop and implement unique workshops, classes, andtraining in a variety of subjects in the following areas:

- Corporations;
- Religious organizations;
- Educational facilities;
- City and government establishments.

Key Leadership and Membership Roles

- 2012 - Present Board Member and founding member of Direction to Destiny (a young menself-enrichment mentoringprogram.
- 2002- Founder of Pearl Ministries Inc. 501c3 Self-help and organization administration International Act of Kindness in the community
- 2015 - Proprietor of GCR Services - Consultant,Educator and Program Facilitation Services
- AAUW Women Helping Girls
- Clergy on Patrol

Joshua Wilcox

[redacted]

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**

Professional Experience

[redacted]

Volunteer Work

Feeding America Task Force, Task Force Member **Aug 2020 – Feb 2021**

- Refined and developed new nutrition guidelines for the charitable food sector.
- Created a multi-purpose network toolkit that aims to support food banks in their comprehensive nutrition efforts.

Jordan Health Foundation, Board Member **May 2017 – October 2019**

- Voted for or against Fiscal Budgets
- Ensured Anthony Jordan's activities and transactions are, first and foremost, advancing its mission.

LAURA E. SMITH

[redacted]

[redacted]

[redacted]

- [redacted]

R-14i - Board Member RFI Forms

Each proposed board trustee must complete, sign, and attach the Request for Information Prospective Charter School Trustees ("RFI") form available on the Institute's website.

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.

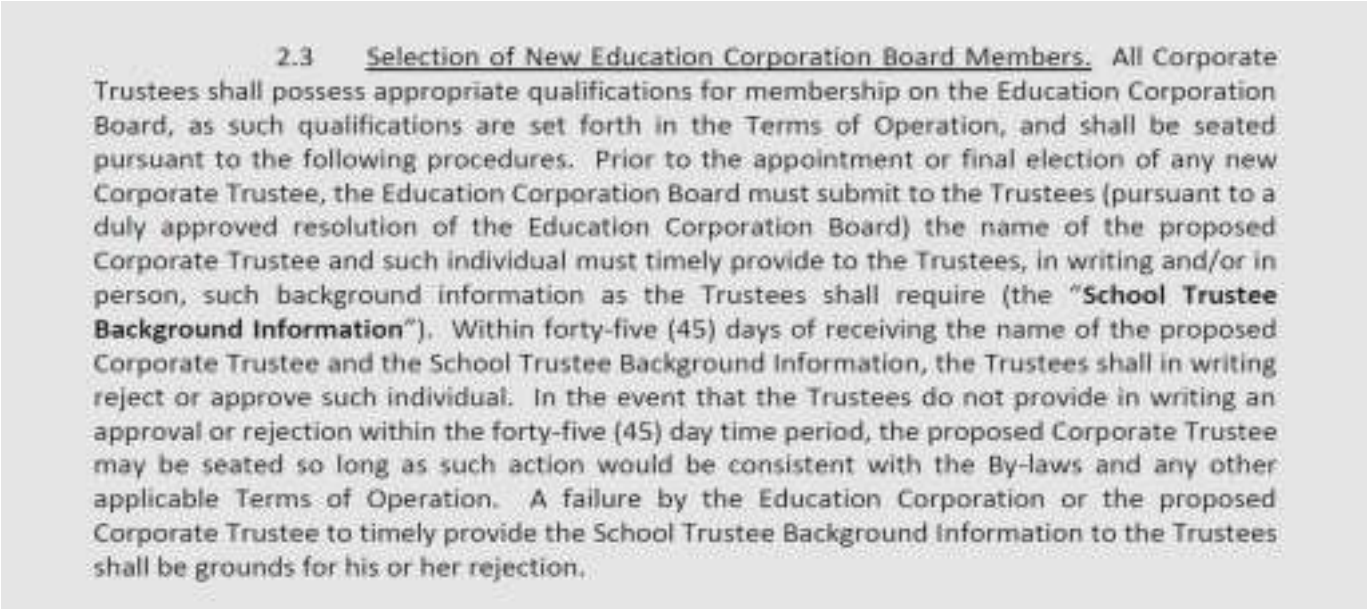
Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone 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

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:

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.

_____Joshua Wilcox_____ _____2-11-22_____
Signature Date

SUNY 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

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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

[redacted]

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

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

Signature

2/10/22

Date

SUNY 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

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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").

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1. REQUEST FOR INFORMATION

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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:

- 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.

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    - 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 suggeste the board hold a fact findng meeting with the involved trustee. We would discuss the process of and pirpose 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

SUNY 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

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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: 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

SUNY 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

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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.

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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 Charter School

2. Full name: Laura Smith

[redacted]

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

GTR will look to establish good working relationships with the Rochester City School District (RCSD). The application team understands there is a sensitivity which needs to be cared for between charters and traditional public schools in Rochester. Once the site of a Gates Foundation District-Charter Compact, Rochester's school board voted to return the gates funding in 2013[60] and has resisted charter school growth in a climate of enrollment losses. GTR does not wish to be an adversary, but rather an ally, who focuses on commonalities, issues alike, and how to build opportunity for all children 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 continuous improvement and achieving results for children[61].

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 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. 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 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

[60] Safal Partners: Pandit, M., Walne, M., Kumar, M. (2015). District-Charter Collaboration: A User's Guide.
[61] 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.

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-16ac – Facilities

a. Facility Needs

Currently, GTR has not located a facility. GTR has been in communication with the recent buyer of a former Catholic School on Portland Avenue and will be spending the remainder of 2023 extensively looking to find the right facility in the City of Rochester.

Location. We will specifically seek to serve students from the highest-needs geographic area, locally referred to as the "Fatal Crescent," the "Crescent of Poverty," or just "the Crescent."

The Crescent borders Rochester's downtown to the southwest and northwest in neighborhoods that were historically redlined[62]. The historic disinvestment plays out today. The area hosts the city's highest population of Black, Latino, and immigrant residents, and it is known for its high number of violent crimes, poor quality of health, low educational attainment, and high number of families living in extreme poverty[63].

If a suitable facility is not available in the Crescent, GTR will still recruit from the area and ensure students receive district-provided transportation to the school.

Space Requirements. We budgeted conservatively in our founding years with $500,000 in CSP funding and no private philanthropy above what has already been committed. In order to preserve funds for competitive teacher salaries, we hope to find a low-cost rental space to incubate the school for the first year or two. That space will need at least 70 square feet per student and the following parameters depending on whether a one-year lease is available or we need to sign for two years. Ideally, we would be able to secure a two-year lease that scales up from year one to two to accommodate the school's growing enrollment.

Space Requirements for a One-Year Lease.

- Capacity for 132 students and at least 9,240 square feet
- 5-7 classrooms
    - Required: 5 homerooms
    - Optional: music room and SPED/intervention room
- 7+ offices –
    - Required: main office, Principal, Director of Instruction, Director of Operations, Director of Student Support & Social Worker, Nurse, Dean of Students
    - Optional: SPED/intervention (if no full classroom available), separate Social Work office, teacher workroom, conference room, Director of Finance
- Common Spaces
    - Required: full kitchen preferred, warming kitchen required (would require contracted food services for lease duration); multi-use space for meals, morning meeting, and PE
    - Optional: separate cafeteria and gym
- Bathrooms

[62] Murphy, J. (2016, October 26). 1930s Rochester Redlining maps show discrimination. Democrat and Chronicle. Retrieved March 27, 2023, from https://www.democratandchronicle.com/story/news/2016/10/20/rochester-ny-redlining-map/92456536/

[63] https://rocwiki.org/Crescent_of_Poverty

    - Required: 7 student stalls and 4 sinks, 2 adult bathrooms
- 30+ parking spots
    - Required: non-permitted street parking
    - Optional: dedicated, free lot
- Street space for busses to drop off and pick up students
- Other needs: fulfills all ADA requirements and all state and local health, safety, zoning and occupancy requirements

Space Requirements for a Two-Year Lease.

- Capacity for 213 students and at least 14,910 square feet
- 8-10 classrooms
    - Required: 8 homerooms
    - Optional: music room and SPED/intervention room
- Bathrooms
    - Required: 11 student stalls
- 40+ parking spots
- Same office, common space and other requirements as one-year lease

We are hopeful we can find a cost-effective incubation space. We have seen great schools incubate in old retail spaces and church basements, although we hope to find a setting with more windows than a basement. An ideal facility would be a part of another growing startup school or a vacant retail space.

While GTR resides in a smaller incubation space, the facilities team will work with our realtor to locate a long-term space meeting the following requirements.

Long-Term Facility Space Requirements. The facility will need a capacity of 540 students (in the event that every homeroom has 30 students, although our target average class size is 27). At 70 square feet per student, this translates to a minimum of 37,800 square feet. Other parameters are:

Space	Qty	Details
General Education Classrooms	21	3 sections/grade, with option to grow through 6th grade and feed into local 7th grade-start charters
Gymnasium, Cafeteria, Auditorium	1-3	Separate cafeteria and gym preferred. Can be a common area.
Small Classrooms	2+	Shared space for Intervention, SPED, ELL
Elective Rooms	0-4	Language, STEM, Art, Music (can locate in classrooms if necessary)
Offices	8+	Required: Main office, Principal, Dir. Instruction, Dir. Ops, Dir. Student Support, Nurse, Social Worker, Dean of Students

		Optional: Dir. Finance, SPED Coordinator, nursing/pumping space, private calling space
Kitchen	1	Food preparation preferred. A warming kitchen would require using food service vendor but is not a dealbreaker.
Social Work Room	1	Private
Conference Room	1	
Teacher work room	1-2	Ideally, every teacher has a desk here.
Adult Bathrooms	3+	
Student Bathrooms	4+	Minimum 26 stalls, split between multiple bathrooms
Parking	70	Bus loading/unloading area required. Private, free lot preferred.
Outdoor space	1	Playground

b. Facility Selection

GTR's Founding Team includes a five-person facilities team, which will include a real estate agent, two board members, the principal, and Dr. Miller. GTR has connected with a top commercial real estate agent for Keller Williams Rochester. In the event that additional facilities expertise is needed, GTR will explore services from charter school facilities and financing experts such as Level Field Partners. GTR will solicit facilities financing proposals from local lenders such as ESL (a lender for several local charter facilities) and nonprofit lenders specializing in charter facilities, such as Self-Help Federal Credit Union, Equitable Facilities Fund, and Charter Schools Development Corporation.

The Facilities Team will be responsible for securing a safe, affordable, and reasonable school facility located within our targeted community of the east side 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.

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 2024 to allow time for necessary renovations and will secure Certificate of Occupancy prior to opening our doors in August 2024. Our startup action plan in *Response 22 - Action Plan* provides an overview of the facilities search, financing and construction project plan.

In anticipating facility costs, we have made the following assumptions for a one-to-two-year incubation space and a long-term facility.

Incubation Space.

One-Year Lease	Y1 Enrollment	SQ Feet Per Pupil	SQ Feet	$ Per SQ Foot[64]	Annual Expense
Rent	132	70	9,240	17	156,618
Leasehold Improvements	132	70	9,240	43	31,357
Total				**59**	**187,975**
Two-Year Lease	**Y2 Enrollment**	**SQ Feet Per Pupil**	**SQ Feet**	**$ Per SQ Foot**	**Annual Expense**
Rent	213	70	14,910	17	252,725
Leasehold Improvements	213	70	14,910	43	50,599
Total				**59**	**303,323**

Long-Term Facility. In order for a long-term facility to be affordable, we will need to seek a more industrial-priced location than downtown office priced. We believe this is reasonable, as we seek to locate in the neighborhoods and not downtown. The Rochester market tends to favor purchase, but we are also open to long-term lease.

	Max Enrollment	SQ Ft Per Pupil	SQ Feet	$ Per SQ Foot	Annual Expense
Rent	540	70	37,800	11	400,649
Leasehold Improvements	540	70	37,800	46	139,940
Acquisition & Construction	540	70	37,800	179	539,769
Maximum Cost					**540,589**

The debt assumptions for a purchase scenario are annual interest rate of 7% and term of 360.

In the event that actual price per square foot or debt assumptions are less favorable, we have the following contingencies to lower costs (in order of most to least desirable):

- Gain additional private philanthropy
- Split construction into two phases
- Increase target class size from 27 to 30 (still maintaining student-teacher ratio of 15:1)
- Reduce maximum student capacity, as 540 allows for class size of 30 if there is outsize demand. A capacity of 486 would allow for maximum class size of 27, which is what we budgeted.
- Scale back optional building features:
    - Use one multipurpose space for cafeteria, auditorium, and gym
    - Eliminate enrichment classrooms and hold enrichment in classrooms

[64] Rent per square foot is based on higher end of current commercial properties for rent meeting minimum space needs: 192 and 194 Mill St are $14/sq ft, 30 N Union St is $16.95/sq ft, 255 East Ave is $15.75/sq ft. These were verified against the 2022 Q4 Greater Rochester Enterprise ranges of $14-$18 for Class B office space (retrieved from https://rochesterbiz.com/commercial-real-estate/).

  - Reduce private office space
  - Reduce teacher workroom space
  - Increase reliance on street parking
  - Reduce playground size
- Reduce salary scales, particularly in school startup years. We have intentionally set competitive salaries, so this contingency would be a last resort.

c. Facility-Related Conflicts of Interest

Green Tech Rochester does not anticipate any conflicts of interest related to facility lease or purchase. No current trustees have ownership interest in potential facilities, and GTR has no relationship with a CMO. Should a potential for conflict of interest arise, GTR would follow its conflict-of-interest policy and also obtain an independent assessment of the facility.

R-16d - Facility Documents

GTR has no additional facility information to provide at this time.

R-17 - Food Services

Describe the plans for food services the charter school will provide including plans for the provision of food services in the event that the physical school building must close.

Green Tech Rochester intends to operate as its own school food authority, commencing in our first operating year. The school's Kitchen Manager, reporting to the Director of Operations, will oversee the program, borrowing best practices for food storage, preparation, and distribution learned over a decade at 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. The meals will comply with New York Stand and National School Lunch Program guidelines.

GTR will also explore having meals provided by the Rochester City School District to determine if there are significant financial savings without sacrificing food freshness and flexibility.

Green Tech Rochester will participate in the Federal Free- and Reduced-Priced breakfast, lunch, and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose.

GTR will apply for the Community Eligibility Provision (CEP) of the USDA[65] based on its first year data, so we anticipate all students will be eligible for free meals by the school's second year. We have conservatively budgeted for the school to be reimbursed at 90%, mirroring Rochester City School District demographics. GTR's Director of Operations, Director of Student Support, and Office Manager will work with families to ensure 100% completion of the School Meals Application Form regardless of CEP.

In the event the physical building must close, the kitchen will produce boxed breakfast, snack and lunch for family pickup each morning. The student support team will deliver meals to families in temporary living situations (homeless families) and those lacking transportation.

[65] *https://www.fns.usda.gov/cn/community-eligibility-provision*

R-18 - Health Services

Describe the plans for health services the charter school will provide including provision for a school nurse, medical space and equipment, immunization records checks, and medication to students within applicable law.

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's office to be unstaffed for any portion of the day. We will therefore supplement non-staffed city school district nursing time with our own. To be conservative, we have included a full-time nurse in the school budget who meets all state Registered Nurse licensure requirements.

Reporting to the Dean of Operations, the school nurse will be responsible for:

- Providing services to students per IEP and 504 plans and contributing data and recommendations to those plans
- Providing care to students with minor illness and injury
- Ensuring compliance with student medical file requirements: physical examinations and immunization records
- Storing, dispensing, and maintaining records of student medication within applicable law
- Providing annual required staff trainings on child abuse, blood-borne pathogens, medications alerts, allergies, signs of substance abuse and/or domestic violence, etc…
- Coordinating hearing and vision screenings
- Corresponding with families about student health concerns
- Maintaining nursing inventory and equipment, including the AED

Medical Space and Equipment
GTR seeks a facility with space for a nursing office that will be renovated to meet all relevant codes, and we have budgeted for nursing equipment and supplies. This space will ensure privacy and confidential care, secure medication storage, and secure records storage.

Immunizations
We will ensure that all students comply with the New York State requirements for immunization[66]:

- Diphtheria, Tetanus, and Pertussis (DTaP/DTP/Tdap/Td)
- Polio (IPV, OPV)
- Measles, Mumps and Rubella (MMR)
- Hepatitis B
- Varicella (Chickenpox)
- COVID-19 (though not required, GTR will strongly encourage all students be fully vaccinated)

Parents/guardians must provide the school with documentation confirming that their child(ren) has received all the doses of the required vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent dose(s) at the appropriate time intervals.

[66] https://www.health.ny.gov/publications/2370.pdf

Immunization may be waived in accordance with Public Health Law. Exemptions to immunizations may be granted if a licensed physician certifies that such immunization may be detrimental to the student's health or if the student's parent/guardian holds genuine and sincere religious beliefs that are contrary to such immunizations.

Medication

The nurse will ensure that the school follows NYSED Guidelines for Medication Management in Schools[67]. Any student needing medication during the school day must have a valid, written healthcare provider order containing:

1. Date
2. Student name and date of birth
3. Medication name
4. Medication dosage
5. Medication administration route
6. Time and frequency the medication is to be administered
7. The conditions under which the medication is to be administered
8. If applicable, attestation that the student has demonstrated they can self-administer the medication effectively, and the medication may be needed rapidly, requiring the student to carry it with them at all times.
9. The healthcare provider's name, title, and signature
10. Healthcare provider's telephone number and address

Prescribed medications must have a pharmacy label that displays:

- Student name
- Name and phone number of pharmacy
- Licensed healthcare provider's name
- Date and number of refills
- Name of medication/dosage
- Frequency of administration
- Route of administration and other directions

Students will be sent to the health services office daily at the prearranged time to receive their medication, all of which will be stored in locked cabinets, drawers, or refrigerator in the health services office, except for students with documented permission to carry and self-administer their medication.

For certain medications, particularly *controlled substances*, standards of best practice include counting the medication upon receipt and at regular intervals (e.g., daily or once/week) throughout the school year. Ideally this count should be witnessed by the principal or principal's designee. Any discrepancies in counts should be reported to the parent/guardian and school administration.

[67] https://www.p12.nysed.gov/sss/documents/medication-management.pdf

R-19 – Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also, describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation, or any transportation that does not align with district options.

Green Tech Rochester expects that the vast majority of students will reside in the City of Rochester and who will be eligible for district-provided transportation, considering all restrictions such as possible age and mileage limits. The RCSD provides daily transportation for all students K-5 under NYS Education Law Section § 3635, including transportation required as an IEP related service.

For field trip transportation, GTR has a field trip budget, a portion of which can be used for supplemental transportation through RCSD or a private vendor. Any supplemental vendor will meet all transportation safety requirements.

RCSD does not provide transportation for charter school days when the district is not in session. Wherever possible, GTR will align its school days with the district calendar. When the GTR calendar exceeds district school days, GTR will contract with a private transportation vendor for GTR school days when RCSD is not in session. We estimate needing private transportation ten days per year and have budgeted for this. We will solicit multiple bids to select a vendor that is cost effective and meets all transportation and safety requirements.

R-20 – Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, personal injury, and any school-owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

Green Tech Rochester Charter School will carry statutory and standard insurance protection for general liability protection of the building, property and assets for the following amounts:

- General Liability - $3,000,000
- Property - $1,250,000
- Umbrella - $5,000,000
- Business Income - $750,000
- Crime - $950,000
- Auto - $1,035,000
- Cyber - $1,000,000
- Directors and Officers - $1,000,000
- Workers Compensation – $1,500,000
- Student Accident - $50,000
- Catastrophic Student Accident - $1,000,000

Due to the size of the contract, GTR will issue an RFP and solicit bids from a minimum of three insurance brokers, including Green Tech Albany's broker Marshall and Sterling.

In the meantime, GTR is modeling insurance costs at $182 per pupil. This appears to be a reasonable assumption based on a review of local charter insurance premiums.

R21ad - Fiscal Soundness

a. Budget Narrative

Startup Budget Plan. The startup budget assumptions are informed by several sources:

- Experience with the startup of Uncommon Schools Rochester Prep Elementary,
- Planning and implementation of ReGeneration Schools financial models for startup elementary schools in Cincinnati, OH, another mid-size city, which involved benchmarking financial models with Charter School Growth Fund, and
- Financial models from recently approved Rochester charters[68] in order to ensure assumptions are valid in local context and current conditions of labor shortages and high inflation.

The startup budget assumes $500,000 in CSP funding per SUNY guidance. $300,000 is budgeted in the pre-opening year, and $200,000 is budgeted in year 1. To be conservative other philanthropy is included in the budget, although GTR will pursue grants and donations from national and local funders.

If GTR secures private philanthropy, the school will re-allocate CSP funding over the full term of the grant as SUNY has recommended. In the absence of additional funding, GTR requires higher CSP amounts in the first two years in order to ensure a strong start for the school – a fellowship and planning year for the Principal and Director of Instruction, and adequate funds for purchasing startup materials in year 1.

In order to ensure sufficient cashflow during the startup year, GTR has secured a commitment from the local KMT foundation to provide a short-term, no-interest loan if a stop-gap is needed until CSP funding comes in.

Revenue Assumptions. In terms of financial sustainability in our first five years, we made the following assumptions around enrollment, recurring public funds, and other funding to inform revenue predictions.

Enrollment Assumptions. Green Tech Rochester will aim to enroll 90 kindergarten and 60 first grade students in its first year and will conservatively budget for 88 K and 44 1st students.

Economically Disadvantaged Students. The Rochester City School District (RCSD) is 90% Free and Reduced Lunch. We plan to locate in a lower income neighborhood and recruit from lower-income neighborhoods, as it is our mission to increase opportunity for underserved students. Therefore, we anticipate having 90% economically disadvantaged students to mirror the district.

Students with Disabilities. GTR's enrollment target for students with disabilities (SWD) is 16%, although only students spending 20% or more of the time receiving IEP services receive additional state funding. We will conservatively project for 8% of students qualifying for state special education funding when the school is at scale. As GTR begins in kindergarten, some students will enter with IEPs from early intervention, but more students will need to go through the Child Find process in order to be identified. Because of this, we anticipate our first-year

[68] BRICK Buffalo, Rochester Academy of Science, Genesee Community Charter School – Flour City Campus, and Innova Girls Academy Charter School

enrollment having 4% SWD who spend more than 20% of their time receiving services. We anticipate this number increasing to 5% in our second year, 6% in year three, 7% in year four, and 8% in year five and beyond as the school reaches scale.

Recurring Public Fund Assumptions. The model assumes all students will reside in the City of Rochester, where basic tuition is $14,216 in the 2022-23 school year. We don't anticipate stimulus funding continuing beyond the fiscal year ending in 2024. For state special education funding, we assume $5,800 per SWD who spends more than 20% receiving IEP services.

For federal funding, we used the NYSED 2020-21 School Year Financial Transparency Report for RCSD[69]. Per pupil, Title I Part A was $702.20, Title II Part A was $3.42, IDEA was $198.56, and all other federal (excluding stimulus funding) was $259.70.

We hold recurring public per pupil revenue flat for all years as the impact of the pandemic and rising interest rates create uncertainty for public revenues.

Other Revenue Assumptions. The budget includes CSP funding of $500,000 per the RFP guidelines. We will apply to the Charter School Growth Fund Seed general operating grant of between $250,000 and $600,000 and to the NewSchools Venture Fund Innovative Public Schools funding opportunity in fall 2023 as well as continue to build relations with local foundations and corporations. To remain conservative, we have not included philanthropic revenue that has not yet been committed.

Expense Assumptions. Our assumptions around expenses are informed by:

- School staffing model
- Competitive salaries
- Benefits offerings
- Non-personnel spending related to school startup
- Recurring non-personnel spending
- Occupancy costs

Staffing Model Assumptions.

In each classroom, student-teacher ratio will not exceed 15:1. There will be one ICT classroom per grade once the school gets to scale, and the remaining homerooms will have an Associate Teacher in addition to the Lead Teacher.

Staffing remains lean during the school startup period and expands once the school achieves scale and stops paying for startup costs. The full staffing model can be found in response R-12ac – Personnel.

Salary Assumptions. Given the current tight labor market and the (much-needed) momentum to increase teacher salaries, GTR is prioritizing competitive salaries in its budget. We began its salary benchmarking against the largest local education employer, the Rochester City School District (RCSD), then compared with high-spending suburban districts Brighton (BCSD) and Pittsford (PCSD).

[69] New York State Department of Education. Rochester City SD 2020-21 School Year Financial Transparency Report. Retrieved from https://data.nysed.gov/expenditures.php?year=2021&instid=800000050065

Based on the team's prior experience, we assume GTR's teachers will have an average of four years of experience. This allows for a range from novice to experienced teachers to ensure students have access to effective teaching and that the school continually builds its teacher pipeline.

Area teacher base salaries and annual cost of living increases for 2024-2025 are:

District	4th Year Teacher Salary	Annual Schedule Increase
Rochester	$53,519	3.8%
Brighton	Estimated $55,967[70].	Not published, but 3.3%-4% for administrators[71]
Pittsford	Projected $53,465[72]	3.3-3.4%

In addition to excellent teachers, a great school requires great leaders. We used charter CEO salary benchmarks from Board on Track as well as published salaries from RCSD and Pittsford to set salaries for Principal/Head of School, Director of Instruction (Assistant Principal in districts), Director of Operations (Assistant Principal in districts), Director of Student Support (other administrator), and Director of Finance (Senior Accountant).

Position	Board on Track	RCSD	Pittsford[73]
Principal/CEO	$100,000-$149,000[74]	$105,000-$135,000[75]	$94,000 - $124,000
Dir. Instruction		$75,000-$95,000[76]	$70,000 - $90,000
Dir. Operations		$75,000-$95,000[77]	$70,000 - $90,000

[70] Brighton salary schedules are not posted with published contracts, but BCSD's Facts & Figures (2022-23) website states that the median teacher has 11 years experience and earns $66,230. Assuming 2% step increases, a fourth year teacher would earn $57,657. This does not take education lane into account. The salary increment from BA to MA is $3,380. Assuming 50% have master's, the bachelors salary would be $55,967. This information comes form https://www.bcsd.org/Page/16

[71] https://www.bcsd.org/site/handlers/filedownload.ashx?moduleinstanceid=33051&dataid=69328&FileName=Administrator%20Contract%202022-2026.pdf

[72] Current PCSD teacher contract includes salary through 2022-23 school year. Current 4th year teacher salary is $50,055. Inflated by 3.35% each year for two years, this gives $53,465. Given the high inflation environment, the salary scale may increase further.

[73] Pittsford Central School District. Agreement Between Board of Education and Pittsford District Administrators' Association. Retrieved from https://www.pittsfordschools.org/cms/lib/NY02205365/Centricity/Domain/76/PDAA%20Contract%202020-2024.pdf

[74] Falk, S. Benchmarking Charter School CEO Compensation: A Primer For Charter School Boards. Retrieved from https://boardontrack.com/blog/benchmarking-charter-school-ceo-salary

[75] Association of Supervisors & Administrators of Rochester. The Contractual Agreement Between the City School District of Rochester, New York and The Association of Supervisors & Administrators of Rochester July 1, 2019-June 30, 2024. Retrieved from https://www.rcsdk12.org/site/handlers/filedownload.ashx?moduleinstanceid=634&dataid=57149&FileName=ASAR%202021-%202024%20FINAL.pdf

[76] ibid

[77] ibid

Dir. Student Support		$70,000-$85,000[78]	
Dir. Finance		$73,000-$85,000[79]	

For other staff positions, we benchmarked Green Tech High salaries against RCSD, BCSD, and PCSD as well as online salary comparison sites for specialized non-instructional roles such as nurse and Director of Finance. In addition, we ensured that all positions pay a living wage. No hourly rate falls below $16[80], and no full-time salary will pay under $33,280, even for academic-year roles.

We plan to inflate salaries 3.8% annually wherever possible. If revenue does not inflate accordingly, however, we can reduce cost of living increases to 2 or 3% annually.

Occupancy Costs. Because Green Tech Rochester chose to prioritize low student-teacher ratios and competitive salaries, we will seek to minimize facilities costs wherever possible. We hope to rent a lower-cost incubation space for the first 1-2 years of the school then relocate to a larger facility.

If year one facilities costs exceed the budget, GTR will begin a capital fundraising campaign and seek to increase enrollment. If those two tactics do not cover additional facilities costs, GTR will lower salary scales for the first year and raise it in subsequent years.

Our facilities cost assumptions come from prior experience with charter startups and a review of Rochester commercial space comps. We have compared our assumptions with those of recently approved Rochester charters, as those budgets most closely reflect the current real estate climate.

The year one budget for an incubation space assumes:

- 132 students at 70 square feet per pupil for 9,240 square feet total
- $17 per square foot rent and $43 per square foot leasehold improvements for a total of $59 per square foot
- Total cost of $187,195

The year two budget for an incubation space assumes:

- 213 students for a total square footage of 14,910
- Total cost of $303,323

The long-term facility budget assumes:

- Maximum enrollment of 540 at 70 square feet per pupil, totaling 37,800 square feet
- $179 per square foot acquisition and construction cost,

[78] ibid
[79] The Contractual Agreement Between the City School District of Rochester, New York and BENTE/AFSCME Local 2419 (AFL-CIO) July 1, 2021 – June 30, 2024. Retrieved from https://www.rcsdk12.org/site/handlers/filedownload.ashx?moduleinstanceid=634&dataid=88062&FileName=BENTE%202021-24%20Contract%20FINAL.pdf
[80] Glasmeier, A., et al (2023). Living Wage Calculation for Monroe County, New York. Retrieved from https://livingwage.mit.edu/counties/36055

- Total cost of $539,769

Full cost assumptions and underlying calculations can be found in response R-16ac – Facilities.

Non-Personnel Spending Related to Startup. Startup costs were modeled on the basis of each new student, each new staff member, or fixed cost. Some specific and higher cost elements of the school model, such as Amplify CKLA curriculum, were priced out and included to ensure the resources were available to implement the model as planned. The budget template contains detailed assumptions for each non-personnel line item.

Recurring Non-Personnel Spending. Recurring non-personnel spending was determined on a per-pupil, per-staff, per-square foot, and fixed cost basis.

Draft Financial Policies. Green Tech Rochester will revise financial policies that have proven successful at GTH and at ReGeneration Schools. The founding principal will be responsible for soliciting expert feedback on the draft policies and finalizing them. The board is responsible for approving those policies. As the school grows and hires a Director of Finance, that person will take ownership of keeping the policies updated and ensuring that staff are trained and held accountable for following policy. The school's operations leader (the principal in the school's first year) is an essential part of the following processes as well.

Cash Disbursements

Invoices by Mail or Email

The following procedure will be followed for all invoices received by mail or email at the school campuses:

1. The Director of Finance opens all mail addressed to Accounts Payables.
2. The Director of Finance scans all invoices received by mail and downloads all invoices received by email. The Director of Finance emails all invoices to the Director of Operations to verify at least weekly.
3. The DO opens all mail addressed to Director of Operations.
4. The DO scans all invoices received by mail and downloads all invoices received by email.
5. The DO verifies that goods and services were received.
6. The DO will enter all invoices into the accounting system, attaching the invoice image to each entry.
7. The Director of Finance approves each invoice entered by the DO, and sends any questions to the DOs for answers.
8. The Director of Finance reviews all open invoices weekly and enters invoices for payment in the bill pay software.
9. All invoices selected by the Director of Finance for payment route to the Principal for review and approval, who is notified via email when a payment request is made. Invoices over $25,000 require a second approval from the Treasurer.
    - Once approved by the Principal, the Director of Finance is able to print checks and/or download batch ACH files.
    - All checks are printed with the Director of Finance signature. Checks over $25,000 require a second signature from the Principal or Treasurer.
10. For ACH payments, an ACH NACHA file is uploaded to the bank's website by the Director of Finance. The payment is then reviewed and released by the Principal on the bank's website.

Green Tech maintains one (1) set of checks in a locked cabinet in the Director of Finance's office.

The Treasurer, Principal, and Director of Finance are bank signers. Each can individually sign checks of amounts up to $25,000, while dual signatures are required for checks in excess of $25,000.

Paid invoices are stored electronically in the accounting system. The Director of Finance or designee mails printed checks for payment to the vendor.

The Director of Finance reviews and reconciles bank statements monthly to ensure that all cash transactions tie to those entered in the GL. A monthly bank reconciliation report is created which

contains the cash position at each school, cleared and in-transit deposits, and cleared and outstanding checks/payments.

Reimbursements

All employee reimbursements are submitted through the Expensify system. Employees store details of their expenses in Expensify, including items purchased, date and amount of the purchase, and receipts for each transaction. Once ready for reimbursement, the employee submits their expense report to the DO (school employees) or Director of Finance (DO or other director level) for approval. Principal expenses must be approved by the board. All school reimbursements approved by the DO also route to the Director of Finance for final approval.

Once approved, the Director of Finance authorizes the reimbursement through Expensify. Employees maintain their preferred direct deposit information directly with Expensify, and authorized reimbursements are withdrawn from the school bank account and deposited directly into the employee's chosen bank account.

Approved employee reimbursements are transferred to the GL via a direct link between Expensify and the accounting software. The Director of Finance reviews all Employee reimbursements as part of the monthly bank reconciliation process.

Credit Card Transactions

The Principal and Director of Operations have corporate credit cards. All credit card transactions are synced with Expensify, where supporting receipts and descriptions are stored. The credit card transactions are approved by the Director of Finance in Expensify and then automatically sync to the GL via a direct software connection.

Vendors Authorized for ACH Payments

Green Tech prefers to pay via ACH and will use ACH for all AP vendors that authorize ACH payments.

Payroll

For payroll, which is processed via the school's PEO, payroll journals are reviewed by the Director of Finance prior to processing. The processed payroll is generated and input into the general ledger by the Director of Finance. These transactions are reviewed per pay period basis through the bank reconciliation reports.

Petty Cash

Green Tech does not allow petty cash as a risk management decision.

Cash Receipts

Student and Parent Receipts (Cash or Checks)

Payments for school activities, uniforms, after-school, are primarily through the front office and are received by the Office Manager. Fee payments are recorded in a receipt log by the Office Manager and a paper receipt is given to the student or parent with the date, amount, item, and form of payment (cash or bank check). All cash and checks received are kept in a locked safe.

On a weekly basis, the Director of Operations reviews and updates the log for the deposit created from received receipts. All cash received are deposited on a regular basis and the receipt(s) and log are sent to the bookkeeper for input into the general ledger.

Each week, the Director of Finance downloads the bank activity and reconciles against the cash receipt log. The payments are reconciled as part of the monthly bank reconciliation.

Checks by Mail

The following process will be followed for all checks received by mail:

1. All mail addressed to the Director of Finance or Accounting Department is opened by the Director of Finance. All mail received at each campus addressed to the DO is opened by the DO.
2. Checks are restrictively endorsed and deposited via check scanner within one week by the Director of Finance or DO.
3. The Director of Finance who records in the GL with date, payment ID, and reason for payment.
4. Each week, the Director of Finance downloads the bank activity and reconciles against the GL. The payments are reconciled as part of the monthly bank reconciliation.

Credit Card Payments

The Director of Finance logs into the merchant site and records detail to the accounting software for revenue and cash deposit.

ACH/Wire

The majority of revenue comes via electronic transfer. ACH and wires must be accompanied by a payment advice and are entered by the Director of Finance into the accounting system. The wires are reconciled by the Director of Finance as part of the monthly bank reconciliation process.

Review

The Director of Finance reviews and reconciles bank statements monthly to ensure that all cash transactions tie to those entered in the GL, including payroll withdrawals. A monthly bank reconciliation report is created which contains the cash position at each school, cleared and in-transit deposits, and cleared and outstanding checks/payments.

Financial Reporting

Weekly

- Cash Position

Monthly

- Claim reimbursement
- Balance Sheet
- Income Statement – Budget v Actual
- Trial Balance
- General Ledger

Quarterly

- Quarterly board reports: Income Statement and Balance Sheet

Payroll

Green Tech relies on a PEO vendor for payroll. The PEO ensures that all payroll monies paid are accurate and, with proper authorization, disbursed to the parties intended. All payroll disbursements are properly recorded, comply with all laws and applicable tax regulations, and have been properly reconciled.

Annual Audits

Green Tech hires a third party to conduct an annual audit. The auditor is a certified public accountant who audits the financial records in accordance with generally established accounting principles.

Additional financial systems will be developed as directed by the board.

b. Financial Planning

Green Tech Rochester's financial planning process is intended to ensure:

- Spending reflects the school's sacred priorities for the upcoming year
- The budget accurately reflects input, assumptions and needs from instructional, operations, and organizational leadership within financial constraints
- The board and leadership team are informed throughout

Budgeting occurs on the following cycle, involving the following roles:

Task	Who?	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Overall Planning											
Finalize strategic priorities for next fiscal year	Principal										
Finalize budgeting process, timeline, and templates	Dir. Finance										
Identify financial health targets to hit for next three fiscal years	Dir. Finance										
Base budget - revenue											
Provide revenue-driving assumptions	DO										
Completed revenue projections	Dir. Finance										
Base Budget - staffing											
Provide staffing needs and projected roster	Principal										
Determine staffing expense-driving assumptions	Dir. Finance										
Completed staffing cost projections	Dir. Finance										
Base Budget - non-personnel											
Collect input on non-personnel expenses from Principal, DO, Dir Instruction	Dir. Finance										
Project costs for each department by location (down to each line item/vendor)	Dir. Finance										
Budget Feedback, Review and Approval											
First round of feedback and revisions	Dir. Inst, DO										

Task	Who?	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Second round of revisions	Principal										
Board input	Board										
Board approval	Board										
Submit budget to authorizer	Dir. Finance										
Federal Grants Budgets											
Complete federal grants planning materials and ensure allowable spending	Dir. Finance										
Budget Revision											
Complete budget revision based on actual staffing and enrollment	Dir. Finance										
Provide input on any budget changes required	Principal										
Approve revised budget	Board										

The budget is monitored monthly by the Director of Finance, who presents analysis and recommendations to the Principal and Board Finance Committee. The full board monitors the budget and financial targets quarterly.

c. Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Green Tech Rochester will model audit practices from 13 years of experience at Green Tech High in Albany. This will include our preparation to ensure a clean audit.

In selecting an auditor, the board will issue an informal RFP and solicit bids from at least three certified public accounting firms licensed in New York State, including the firm used by Green Tech High. GTR's Treasurer, Principal, and Director of Finance will review proposals and interview firms to select the most cost-effective, reliable and knowledgeable option. The full board will approve the auditor selection and contract.

GTR's Director of Finance will lead the audit, working directly with the auditor and ensuring all requested records are provided on time.

The auditor will issue an opinion and present the audited financials and opinion to the Board, Principal, and Director of Finance.

d. Dissolution Procedures

GTR will reserve $75,000 in escrow for dissolution funds, separate from our general operating funds, to be used to cover closure-related costs in the event of school closure. This account will be funded with $25,000 per year for the first three years of the school's operations.

Designation of Employees to Assist in the Closure. Within 48 hours of final action to close the school, Board will delegate completion of the NYSED school closure plan[81] to the transition team consisting of the Principal, Director of Operations, and Director of Finance, along with any others recommended by NYSED. The board will monitor completion to ensure an orderly and ethical wind-down. The Principal will oversee communications and working with teachers and families. The Director of Operations will oversee operations tasks, and the Director of Finance will oversee financial procedures.

Public Meetings. Within 24 hours' notice of school closure, the Principal will create a staff and family communications plan that is approved by the board. The plan will include meeting and detailed written communication with school staff within 24 hours of the school closure decision, followed the next day by written communication and a series of public parent and community meetings. Within 72 hours, the Principal will distribute a press release of the closure.

During those meetings, the Principal will clearly communicate the rationale for school closure, the timeline, the school's commitment to staff through year-end, plans for helping staff complete the school year with job offers in hand, the school's commitments to students during the closure timeline, and plans for ensuring all students continue their educations at a suitable school.

[81] http://www.nysed.gov/common/nysed/files/programs/charter-schools/closingprocedureschecklist0220_0.pdf

Assisting in the Transfer of Students. The Principal will provide options for other high-quality schools and invite those schools to present to and meeting with families as well as school staff. School leaders will provide families assistance in applying to their preferred school options by March, in time for the April charter lottery.

Records Transfer. Within 72 hours of school closure action, the Director of Operations will secure student records and create a project plan for confirming each student's district of residence and transferring all student records, testing materials, etc. electronically to the proper districts by the last day of the school's final year. The Director of Operations will supervise the Office Manager in mailing a hard copy of such records to each students' parent/guardian by June 1 of that year.

Transfer of Financial Records Assets. Within 72 hours of school action, the Director of Finance will secure all financial records and create a project plan for ensuring complete records and electronic records transfer to NYSED and secure disposal of any remaining records. Regarding the school's fixed assets, Green Tech Rochester prefers to transfer the school's net fixed assets to another charter school.

Post-Closure Tasks. The board chair will be available to assist with a smooth transition up to 120 days after the last day of instruction.

In the event the dissolution law is amended and the school's dissolution procedures conflict with the amendment, the school will revise its plan in accordance to regulation.

R-21e - Budget Template

YEAR 1 BUDGET AND ASSUMPTION	GREEN TECH ROCHESTER ELEMENTARY SCHOOL FOR BOYS PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025					
Total Revenue	**2,266,616**	**33,960**	**126,773**	**-**	**20,000**	**2,447,349**
Total Expenses	**729,627**	**2,438**	**243,319**	**1,800**	**1,526,550**	**2,503,734**
Net Income	**1,536,989**	**31,522**	**(116,546)**	**(1,800)**	**(1,506,550)**	**(56,385)**
Budgeted Student Enrollment	**137**	**-**				**137**

			PROGRAM SERVICES			SUPPORT SERVICES		
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue		Basic Tuition (2022-23)						
PRIMARY School District:	ROCHESTER CITY SD	14,216	1,947,592					1,947,592
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.)	14,216	1,947,592					1,947,592
Special Education Revenue				31,784				31,784
NYC DoE Rental Assistance			-	-	-	-	-	-
Grants								
Stimulus			-	-	-	-	-	-
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-
Other			-	-	-	-	-	-
Other			-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			1,947,592	31,784	-	-	-	1,979,376
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			-	2,176	-			2,176
Title I			86,581					86,581
Title Funding - Other			32,443					32,443

YEAR 1 BUDGET AND ASSUMPTION	GREEN TECH ROCHESTER ELEMENTARY SCHOOL FOR BOYS PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025					
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Total Expenses	**729,627**	**2,438**	**243,319**	**1,800**	**1,526,550**	**2,503,734**
Net Income	**1,536,989**	**31,522**	**(116,546)**	**(1,800)**	**(1,506,550)**	**(56,385)**
Budgeted Student Enrollment	**137**	**-**				**137**
	PROGRAM SERVICES			**SUPPORT SERVICES**		
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
School Food Service (Free Lunch)		-	126,773			126,773
Grants						
Charter School Program (CSP) Planning & Implementation	200,000		-	-	-	200,000
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	319,024	2,176	126,773	-	-	447,973
LOCAL and OTHER REVENUE						
Contributions and Donations	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	20,000	20,000
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	-	-	-	-	-	-
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	20,000	20,000
TOTAL REVENUE	**2,266,616**	**33,960**	**126,773**	**-**	**20,000**	**2,447,349**

YEAR 1 BUDGET AND ASSUMPTION	GREEN TECH ROCHESTER ELEMENTARY SCHOOL FOR BOYS PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025					
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Total Expenses	**729,627**	**2,438**	**243,319**	**1,800**	**1,526,550**	**2,503,734**
Net Income	**1,536,989**	**31,522**	**(116,546)**	**(1,800)**	**(1,506,550)**	**(56,385)**
Budgeted Student Enrollment	**137**	**-**				**137**

		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	-	-	-	-	110,000	110,000
Instructional Management	1.00	-	-	-	-	85,000	85,000
Deans, Directors & Coordinators	3.00	-	-	-	-	165,000	165,000
CFO / Director of Finance	1.00	-	-	-	-	70,000	70,000
Operation / Business Manager	1.00	-	-	-	-	75,000	75,000
Administrative Staff	1.00	-	-	-	-	45,000	45,000
TOTAL ADMINISTRATIVE STAFF	8.00	-	-	-	-	550,000	550,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	5.00	267,500	-	-	-	-	267,500
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	3,168	-	-	-	-	3,168
Teaching Assistants	5.00	190,000	-	-	-	-	190,000
Specialty Teachers	1.00	53,500	-	-	-	-	53,500
Aides	-	-	-	-	-	-	-
Therapists & Counselors	0.50	-	-	$26,750.00	-	-	26,750
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	11.50	514,168	-	26,750	-	-	540,918
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.80	-	-	44,000	-	-	44,000
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	1.00	-	-	41,600	-	-	41,600
TOTAL NON-INSTRUCTIONAL	1.80	-	-	85,600	-	-	85,600
SUBTOTAL PERSONNEL SERVICE COSTS	21.30	514,168.00	-	112,350	-	550,000	1,176,518
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		-	-	-	-	202,949	202,949
Fringe / Employee Benefits		-	-	-	-	153,147	153,147
Retirement / Pension		-	-	-	-	30,589	30,589
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	386,686	386,686
TOTAL PERSONNEL SERVICE COSTS	21.30	514,168	-	112,350	-	936,686	1,563,204
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	15,000	15,000
Legal		-	-	-	-	1,644	1,644
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		-	-	-	-	5,751	5,751
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	9,316	9,316
Other Purchased / Professional / Consulting		-	-	-	-	20,475	20,475
TOTAL CONTRACTED SERVICES		-	-	-	-	52,186	52,186

YEAR 1 BUDGET AND ASSUMPTION	GREEN TECH ROCHESTER ELEMENTARY SCHOOL FOR BOYS PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025					
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Net Income	**1,536,989**	**31,522**	**(116,546)**	**(1,800)**	**(1,506,550)**	**(56,385)**
Budgeted Student Enrollment	**137**	**-**				**137**
	PROGRAM SERVICES			**SUPPORT SERVICES**		
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	2,000	2,000
Classroom / Teaching Supplies & Materials	8,357	-	-	-	-	8,357
Special Ed Supplies & Materials	-	2,438	-	-	-	2,438
Textbooks / Workbooks	18,250	-	-	-	-	18,250
Supplies & Materials other	60,110	-	-	-	-	60,110
Equipment / Furniture	41,648	-	-	-	-	41,648
Telephone	-	-	-	-	75,000	75,000
Technology	54,984	-	-	-	-	54,984
Student Testing & Assessment	7,110	-	-	-	-	7,110
Field Trips	-	-	3,288	-	-	3,288
Transportation (student)	-	-	9,590	-	-	9,590
Student Services - other	-	-	4,932	-	-	4,932
Office Expense	-	-	-	-	24,112	24,112
Staff Development	5,000	-	-	-	-	5,000
Staff Recruitment	20,000	-	-	-	-	20,000
Student Recruitment / Marketing	-	-	30,000	-	-	30,000
School Meals / Lunch	-	-	83,159	-	-	83,159
Travel (Staff)	-	-	-	1,000	-	1,000
Fundraising	-	-	-	-	-	-
Other	-	-	-	800	-	800
TOTAL SCHOOL OPERATIONS	215,459	2,438	130,969	1,800	101,112	451,778
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	24,934	24,934
Janitorial	-	-	-	-	40,000	40,000
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	187,975	187,975
Repairs & Maintenance	-	-	-	-	30,362	30,362
Equipment / Furniture	-	-	-	-	41,648	41,648
Security	-	-	-	-	5,000	5,000
Utilities	-	-	-	-	31,647	31,647
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	361,566	361,566
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	75,000	75,000
TOTAL EXPENSES	**729,627**	**2,438**	**243,319**	**1,800**	**1,526,550**	**2,503,734**
NET INCOME	**1,536,989**	**31,522**	**(116,546)**	**(1,800)**	**(1,506,550)**	**(56,385)**

YEAR 1 BUDGET AND ASSUMPTION	GREEN TECH ROCHESTER ELEMENTARY SCHOOL FOR BOYS PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2024 - JUNE 30, 2025					
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Budgeted Student Enrollment	**137**	**-**				**137**
	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	137					137
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	**137**					**137**
REVENUE PER PUPIL	**16,545**					**17,864**
EXPENSES PER PUPIL	**5,326**					**18,275**

YEAR 1 BUDGET AND ASSUMPTION			DESCRIPTION OF ASSUMPTIONS
			***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue			
Total Expenses			
Net Income			
Budgeted Student Enrollment			
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue		Basic Tuition (2022-23)	
PRIMARY School District:	ROCHESTER CITY SD	14,216	
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.)	14,216	
Special Education Revenue			Assume rate of $5,800 per SWD who spends 20%+ time in specialized instruction. 4% students in this category in year 1 rising to 8% as school conducts child find. Target enrollment is 16% SPED, and assume half have services 20%+ of the school day.
NYC DoE Rental Assistance			
Grants			
Stimulus			ESSER/ARP/other stimulus slated to end before Y1
DYCD (Department of Youth and Community Development)			
Other			
Other			
TOTAL REVENUE FROM STATE SOURCES			
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs			$198.56 per pupil per RCSD 2020-21 Financial Transparency Report. Held flat to be conservative. Based on total SWD estimated enrollment.
Title I			$702.20 per pupil per RCSD 2020-21 Financial Transparency Report. Held flat to be conservative. Based on FRL estimated enrollment.
Title Funding - Other			$259.70 per pupil per RCSD 2020-21 Financial Transparency Report. Held flat to be conservative. Based on FRL estimated enrollment.

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS ***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
School Food Service (Free Lunch)	2022-23 average $6.22 per day for FRL breakfast & lunch. Assume 174 instructional days and 95% attendance among lunch recipients.
Grants	
Charter School Program (CSP) Planning & Implementation	
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	

YEAR 1 BUDGET AND ASSUMPTION		DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue		
Total Expenses		
Net Income		
Budgeted Student Enrollment		
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions	
Executive Management	1.00	
Instructional Management	1.00	
Deans, Directors & Coordinators	3.00	
CFO / Director of Finance	1.00	
Operation / Business Manager	1.00	
Administrative Staff	1.00	
TOTAL ADMINISTRATIVE STAFF	8.00	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	5.00	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	5.00	
Specialty Teachers	1.00	
Aides	-	
Therapists & Counselors	0.50	
Other	-	
TOTAL INSTRUCTIONAL	11.50	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	0.80	
Librarian	-	
Custodian	-	
Security	-	
Other	1.00	
TOTAL NON-INSTRUCTIONAL	1.80	
SUBTOTAL PERSONNEL SERVICE COSTS	21.30	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		
Fringe / Employee Benefits		
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	21.30	
CONTRACTED SERVICES		
Accounting / Audit		
Legal		
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		
TOTAL CONTRACTED SERVICES		

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
SCHOOL OPERATIONS	
Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

YEAR 1 BUDGET AND ASSUMPTION	DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	
Total Expenses	
Net Income	
Budgeted Student Enrollment	
ENROLLMENT - *School Districts Are Linked To Above Entries*	
PRIMARY School District: ROCHESTER CITY SD	
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	
REVENUE PER PUPIL	
EXPENSES PER PUPIL	

R-21f - Letters of Commitment

KMT

March 24, 2023

Dr. Paul Miller
Green Tech Rochester
1100 S. Goodman St. Suite 200
Rochester NY, 14620

Dear Dr. Miller,

I am pleased to be able to support Green Tech Rochester through the KMT Foundation. This letter serves as a commitment for the following:

- A $50,000 grant beginning March 24, 2023, for planning and for school leader hiring.
- A loan at 0% interest, for up to $300,000, beginning July 1, 2023, if the Green Tech Rochester Charter and CSP funding are approved. This loan will serve as a stop-gap in the event there are CSP funding disbursement delays.

A formal grant award letter will follow, as will formal loan terms and the loan agreement if needed.

Keep up the great work on behalf of Rochester's children.

[redacted]

[redacted]

R-21g - Non-SUNY Financials

Request is not applicable.

R-22 - Action Plan

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful startup. In a well-organized chart, the action plan should include:

- *All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to hiring personnel; setting up organizational, legal, and financial structures; securing funding; and, selecting or developing critical aspects of the school's academic program including the curriculum;*
- *The start date and projected completion date of each task; and,*
- *The person(s) responsible for each task.*

The Institute encourages applicants to take into account potential factors (e.g., procurement delays, availability of materials, etc.) related to the COVID-19 pandemic in the development of the action plan.

The following timeline captures our pre-opening plan.

Category	Task	Start	Due	Owner
Board	Calendar frequent meetings with potential board members	8/1/21	1/1/22	Dr. Miller
Board	Finalize trustees in time for charter application submission	1/1/22	2/1/22	Dr. Miller
Board	Establish by-laws for school approve at first meeting	9/1/23	10/1/23	Principal
Board	Calendar monthly board meetings	9/1/23	10/1/23	Principal
Board	Secure board liability insurance	9/1/23	10/1/23	Principal
Board	Create a visitors packet and protocol for tours	8/1/24	8/15/24	Dir. Ops
Community Engagement	Create community resource map.	7/1/23	7/15/23	Principal
Community Engagement	Create a 12-month calendar of meetings with identified community resources.	7/15/23	8/1/23	Principal
Community Engagement	Create a project plan for prospective leads captured throughout the year.	8/1/23	9/1/23	Principal
Community Engagement	Develop web and social media strategy with marketing firm.	9/1/23	9/15/23	Principal
Community Engagement	Create and execute canvassing project plan.	9/15/23	11/1/23	Principal
Community Engagement	Plan and hold series of focus groups.	1/15/24	2/1/24	Principal
C&I: Assessments	Develop plans/calendar for externally- and internally-developed assessments	5/1/24	5/15/24	Dir. Ops (w/Principal and Dir. Inst)
C&I: Assessments	Test incoming students to assess baseline skills levels	6/1/24	8/15/24	Dir. Inst

Category	Task	Start	Due	Owner
C&I: Assessments	Revise/finalize interim, end-of-unit- and end-of-year assessments	5/1/24	6/15/24	Dir. Inst
C&I: Assessments	Order Fall exams	7/1/24	7/15/24	Dir. Ops
C&I: Assessments	Refine the template for progress reports and issue progress reports to parents once each month	7/1/24	7/15/24	Dir. Ops
C&I: Assessments	Organize classroom assessment crates	8/1/24	8/15/24	Dir. Ops
C&I: August PD	Draft August PD schedule and inform teachers of dates	7/1/24	7/15/24	Dir. Inst
C&I: August PD	Determine swag distribution plan and order swag	4/15/24	5/1/24	Dir. Ops
C&I: August PD	Create daily survey on orientation	7/1/24	8/1/24	Dir. Inst
C&I: August PD	Finalize August PD schedule, including bonding event, neighborhood walking tour, daily systems walkthrough, CPR training	7/1/24	7/15/24	Dir. Ops
C&I: August PD	Order food for August PD after asking about allergies and dietary restrictions	7/1/24	7/15/24	Dir. Ops
C&I: August PD	Order materials and create PD binders for all staff	6/15/24	7/1/24	Dir. Ops
C&I: August PD	Check-in with leaders about instructional supply needs	6/1/24	7/15/24	Dir. Ops
C&I: Classroom systems	Create school calendar	1/1/24	2/1/24	Dir. Ops
C&I: Classroom systems	Create class schedule	6/1/24	6/15/24	Dir. Ops
C&I: Classroom systems	Refine classroom transition plan	6/15/24	7/1/24	Dir. Ops (w/Dir. Inst)
C&I: Classroom systems	Refine fieldtrip planning process	6/15/24	7/1/24	Dir. Ops (w/Dir. Inst)
C&I: Classroom systems	Refine homework collection systems	6/15/24	7/1/24	Dir. Ops (w/Dir. Inst)
C&I: Classroom systems	Refine process for tracking hw demerits/hw detention	6/15/24	7/1/24	Dir. Ops

Category	Task	Start	Due	Owner
C&I: Classroom systems	Refine system for early parent pickup	6/15/24	7/1/24	Dir. Ops
C&I: Classroom systems	Refine template for memos sent home and folder for tracking	6/15/24	7/1/24	Dir. Ops
C&I: Classroom systems	Create class lists	8/1/24	8/15/24	Dir. Ops
C&I: Classroom systems	Organize and inventory guided reading bins	7/1/24	8/1/24	Dir. Ops
C&I: Classroom systems	Organize classroom library books and put in classrooms	7/1/24	8/1/24	Dir. Ops
C&I: Classroom systems	Organize STEP crates by class	7/1/24	8/1/24	Dir. Ops
C&I: Classroom systems	Organize/label reading mastery teacher books	7/1/24	8/1/24	Dir. Ops
C&I: Classroom systems	Ensure classrooms keys are in each classroom	8/1/24	8/15/24	Dir. Ops
C&I: Curriculum	Determine recess materials	5/1/24	6/1/24	Dir. Inst
C&I: Curriculum	Determine classroom library books	5/1/24	6/1/24	Dir. Inst
C&I: Curriculum	Determine guided reading curriculum purchasing needs	5/1/24	6/1/24	Dir. Inst
C&I: Curriculum	Determine math curriculum and manipulatives purchasing needs	5/1/24	6/1/24	Dir. Inst
C&I: Curriculum	Determine performing arts curriculum purchasing needs	5/1/24	6/1/24	Dir. Inst
C&I: Curriculum	Determine read aloud, reading comprehension, and core curriculum purchasing needs	5/1/24	6/1/24	Dir. Inst
C&I: Curriculum	Determine reading mastery purchasing needs	5/1/24	6/1/24	Dir. Inst
C&I: Curriculum	Publish and distribute grade-level standards	5/1/24	6/1/24	Dir. Inst
C&I: Day 1	Codify a daily systems plan that walks through each piece of the day and tells staff where to be and what times and what to do	6/1/24	7/1/24	Dir. Ops (w/Dir. Inst)

Category	Task	Start	Due	Owner
C&I: Day 1	Determine volunteer opportunities	7/15/24	8/1/24	Dir. Ops
C&I: Day 1	Hire photographer for 1st day of school photos	7/15/24	8/1/24	Dir. Ops
C&I: Day 1	Check on Day 1 food	8/15/24	8/15/24	Dir. Ops
C&I: Day 1	Create clipboards for teachers with rosters and schedule	8/1/24	8/15/24	Dir. Ops
C&I: Enrichment	Develop plans for after-school hours (tutorial, athletics. arts, etc.)	12/1/23	1/15/24	Dir. Inst
C&I: Enrichment	Ensure there is adequate Enrichment staffing	6/15/24	7/1/24	Dir. Ops
C&I: Enrichment	Ensure Enrichment teachers have detailed plans	7/1/24	8/1/24	Dir. Inst
C&I: Enrichment	Implement an Enrichment program that includes arts and athletics	8/1/24	8/15/24	Dir. Inst
C&I: SPED	Identify internal/external resources for special education services	2/1/24	6/15/24	Dir. Inst
C&I: SPED	Identify students with IEPs and acquire records	5/1/24	6/15/24	Dir. Inst
C&I: SPED	Touch base with families receiving SPED services, complete spreadsheet, and get IEPs	8/1/24	8/15/24	SpED Coord
Charter application	Identify neighborhoods with greatest need/demand		3/1/22	Dr. Miller
Charter application	Download charter application as soon as it is available	2/10/23	2/10/23	Elissa
Charter application	Contact SUNY to obtain access to Epicenter for application process		3/7/23	Elissa
Charter application	Submit Intent to Apply	3/8/23	3/14/23	Elissa
Charter application	Name trustees and a chairperson		3/1/22	Dr. Miller
Charter application	Submit charter application	2/10/23	3/28/23	Elissa
Charter application	Create a 501(c)3 organization	4/1/23	6/1/23	Elissa
Charter application	Research food and transportation service options	10/1/23	11/1/23	Principal
Community	Calendar frequent meetings with business and community leaders, education leaders, churches, community groups, and social service agencies to form partnerships that enhance the mission	4/1/23	4/15/23	Dr. Miller

Category	Task	Start	Due	Owner
Development	Develop and initiate comprehensive fundraising plan for local and national sources	4/1/23	6/1/23	Elissa
Development	Secure local philanthropy to support the start-up process	6/1/23	8/1/23	Elissa -> Principal
Development	Secure philanthropic commitments for facilities needs	8/1/23	12/1/23	Principal
Development	Secure philanthropic commitments for start-up operating needs	10/1/23	2/1/24	Principal
Finance	Refine school cash collection process	1/1/24	2/1/24	Principal
Finance	Open bank, city, state, and any other accounts.	5/1/23	6/1/23	Treasurer
Finance	Set up payroll process	1/1/23	2/1/24	Principal (via PEO)
Finance	Refine process for paying bills	1/1/23	2/15/24	Principal
Finance	Schedule budget meeting with principal	3/15/23	4/1/24	Fractional CFO
Finance	Finalize the budget	1/1/24	4/15/24	Fractional CFO
Finance	Update budget with new hires	6/1/24	6/30/24	Fractional CFO
Finance	Schedule meeting with school to review PO process and complete 1st finance package	7/15/24	8/1/24	Fractional CFO
Finance: Purchasing	Create furniture order tracking system	3/1/24	3/15/24	Dir. Ops
Finance: Purchasing	Order furniture and equipment	3/15/24	4/1/24	Dir. Ops
Finance: Purchasing	Develop inventory systems for purchasing and receiving	4/15/24	5/1/24	Dir. Ops
Finance: Purchasing	Issue RFPs and select vendors for insurance (property, security), maintenance, transportation, legal, nursing, and food	3/1/24	5/15/24	Dir. Ops
Finance: Purchasing	Order welcome SWAG: backpack, laptop and charger, PD binder, t-shirt, water bottle	5/15/24	6/1/24	Dir. Ops
Finance: Purchasing	Set up postal and shipping systems	5/15/24	6/1/24	Dir. Ops
Finance: Purchasing	Set up vendor accounts : Staples, Amazon, curriculum publishers, etc.	5/15/24	5/15/24	Dir. Ops
Finance: Purchasing	Order ACs, if necessary	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order additional curriculum materials	5/15/24	6/15/24	Dir. Ops

Category	Task	Start	Due	Owner
Finance: Purchasing	Order additional uniform items, changes of clothes	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order choice time materials	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order classroom library books	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order cold laminator and laminant	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order college pennants and classroom swag	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order fabric and ribbon for bulletin boards	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order fire extinguishers	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order first aid kits	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order guided reading books	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order handwriting curriculum	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order kid snacks	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order lots of floor tape (1", 2", and 1/2")	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order math manipulatives and curriculum	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order other assorted college pennants	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order performing arts curriculum	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order read aloud, reading comprehension and core curriculum	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order reading mastery materials	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order replacement shoes	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order SPED curriculum	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order STEP kits	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order walkie talkies	5/15/24	6/15/24	Dir. Ops
Finance: Purchasing	Order water cooler	5/15/24	6/15/24	Dir. Ops

Category	Task	Start	Due	Owner
Finance: Purchasing	Negotiate and sign contract for copy machines	5/1/24	7/1/24	Dir. Ops
Finance: Purchasing	Order backpack tags (for all students)	6/15/24	7/1/24	Dir. Ops
Finance: Purchasing	Order family reminder postcard for student registration	6/15/24	7/1/24	Dir. Ops
Finance: Purchasing	Order headphones for student computers	6/15/24	7/1/24	Dir. Ops
Finance: Purchasing	Order lanyards for staff for student registration	6/15/24	7/1/24	Dir. Ops
Finance: Purchasing	Order one button mouse for student computers	6/15/24	7/1/24	Dir. Ops
Finance: Purchasing	Plan deliveries and inform school staff, security, etc.	6/15/24	7/1/24	Dir. Ops
Finance: Purchasing	Purchase health related supplies (ice packs, thermometers, etc)	7/1/24	7/15/24	Dir. Ops
Finance: Purchasing	Order ink for all printers	7/15/24	8/1/24	Dir. Ops
HR	Post principal position	3/15/24	4/1/23	Dr. Miller
HR	Run principal selection process and hire principal	4/15/23	6/1/23	Dr. Miller
HR	Start FT fellowship for principal	7/1/23	7/1/23	Dr. Miller
HR	Define compensation packages (salary, 401K, medical, dental/eye, life & disability, workers' comp)	11/1/23	1/15/24	Principal
HR	Post all positions	10/1/23	10/15/23	Principal
HR	Recruit teachers, administration, staff, and volunteers and conduct background checks	10/15/23	6/15/23	Principal
HR	Refine HR onboarding guide	1/15/24	2/15/24	Principal
HR	Set up certification and highly qualified tracker and track for each new hire	1/15/24	2/15/24	Dir. Ops
HR	Set up HR files for staff and create a file for each new hire	1/15/24	2/15/24	Dir. Ops
HR	Set up weekly reminder for checking new hire information	1/15/24	2/15/24	Dir. Ops
HR	Determine office manager start date and spring training schedule	1/15/24	2/15/24	Dir. Ops
HR	Calendar staff summer communication blasts	5/1/24	5/15/24	Dir. Ops
HR	Refine teacher/administrator evaluation system	4/15/24	5/15/24	Principal

Category	Task	Start	Due	Owner
HR	Develop tracking system for new hires completion of paperwork	5/15/24	6/1/24	Dir. Ops
HR	Hire counselor/social worker	1/1/24	6/1/24	Principal
HR	Publish staff handbook	5/1/24	6/15/24	Dir. Ops
HR	Determine staff culture tracker with principal	6/15/24	7/1/24	Dir. Ops
HR	Determine teacher certification needs and next steps	6/15/24	7/1/24	Dir. Ops
HR	Update bios for website	6/15/24	7/1/24	Dir. Ops
HR	Print fingerprinting clearances	7/15/24	8/1/24	Dir. Ops
Ops: Facilities	Engage local facilities expertise and begin conducting a comprehensive review of facilities options, including a district partnership	4/1/23	5/1/23	Dr. Miller
Ops: Facilities	Obtain expert review of plausible prospective sites	9/15/23	10/1/23	Principal
Ops: Facilities	Line up financing for facility	9/15/23	1/15/24	Principal
Ops: Facilities	Determine process for permits and obtain them as needed	1/15/24	2/15/24	Dir. Ops
Ops: Facilities	Select a site, negotiate lease or sale agreement, and sign (unless it's possible to do this earlier without an awarded charter)	1/15/24	3/1/24	Principal
Ops: Facilities	Open and award bids (architect, renovation, etc.)	2/15/24	3/15/24	Principal
Ops: Facilities	Create tracker renovations re: vendor work dates, work, etc	3/15/24	4/1/24	Dir. Ops
Ops: Facilities	Label rooms with renovation instructions	3/15/24	4/1/24	Dir. Ops
Ops: Facilities	Visit facility with Principal to determine inside school signage and classroom vision	3/15/24	4/1/24	Dir. Ops
Ops: Facilities	Obtain school zoning and perform code, fire, and safety review	3/1/24	6/1/24	Dir. Ops
Ops: Facilities	Obtain occupancy certificate	5/15/24	6/15/24	Dir. Ops
Ops: Facilities	Schedule 1st meeting with custodian once we gain access to the building	6/1/24	6/15/24	Dir. Ops
Ops: Facilities	Contact custodian to rekey; if no, then hire a locksmith	6/15/24	7/1/24	Dir. Ops
Ops: Facilities	Secure extra help for assembling furniture	6/15/24	7/1/24	Dir. Ops

Category	Task	Start	Due	Owner
Ops: Facilities	Contact local precinct, if crossing guards or school signage are needed	6/15/24	7/15/24	Dir. Ops
Ops: Facilities	Ensure all ACs work and have outlets	7/1/24	7/15/24	Dir. Ops
Ops: Facilities	Finalize classroom layout	7/1/24	7/15/24	Dir. Instr
Ops: Facilities	Outside school signage	7/1/24	7/15/24	Dir. Ops
Ops: Facilities	Create all bulletin boards	7/15/24	8/1/24	Dir. Ops
Ops: Facilities	Hang all banners and flags in hallways	7/15/24	8/1/24	Dir. Ops
Ops: Facilities	Label student desk and coat hooks with #s	7/15/24	8/1/24	Dir. Ops
Ops: Facilities	Prepare facility for first day readiness walkthrough	7/15/24	8/1/24	Dir. Ops
Ops: Facilities	Set up bells	7/15/24	8/1/24	Dir. Ops
Ops: Facilities	Set up supply closet	7/15/24	8/1/24	Dir. Ops
Ops: Facilities	Tape hallways and cafeteria	7/15/24	8/1/24	Dir. Ops
Ops: Food	Establish food service procedures	5/1/24	5/15/24	Dir. Ops
Ops: Food	Distribute FRPL forms	6/1/24	6/15/24	Dir. Ops
Ops: Food	Collect FRPL forms and finalize lunch finances	7/1/24	7/15/24	Dir. Ops
Ops: Food	Attend any required training	5/1/24	8/1/24	Dir. Ops
Ops: Food	Revise weekly lunch forms	7/15/24	8/1/24	Dir. Ops
Ops: Health	Hire nurse	1/1/24	5/15/24	Dir. Ops
Ops: Health	Revise/finalize medication administration policy and procedures	5/15/24	6/1/24	Dir. Ops
Ops: Health	Create filing system for medical records	6/1/24	6/15/24	Dir. Ops
Ops: Health	Secure immunization records from families	6/1/24	7/1/24	Dir. Ops
Ops: Health	Create allergy lists by class	7/15/24	8/1/24	Dir. Ops
Ops: Health	Create nurse procedures and systems	7/15/24	8/1/24	Dir. Ops
Ops: Health	Ensure PowerSchool is up to date with all student health information	7/15/24	8/1/24	Dir. Ops
Ops: Health	Follow up with families that have missing immunization records	7/15/24	8/1/24	Nurse
Ops: Health	Refine system for handling sick & injured students (sick log)	7/15/24	8/1/24	Nurse
Ops: Health	Refine system for student allergy and medication	7/15/24	8/1/24	Nurse

Category	Task	Start	Due	Owner
Ops: Marketing	Create school website	8/1/23	10/1/23	Principal
Ops: Marketing	Finalize logo and mascot	8/1/23	10/1/23	Principal
Ops: Marketing	Order stationary and envelopes	3/15/24	4/1/24	Dir. Ops
Ops: Marketing	Update website with staff bios	6/1/24	7/1/24	Dir. Ops
Ops: Safety	Establish fire drill procedures and schedule	6/15/24	7/15/24	Dir. Ops
Ops: Safety	Establish lockdown plan	6/15/24	7/15/24	Dir. Ops
Ops: Safety	Establish school safety plan	6/15/24	7/15/24	Dir. Ops
Ops: Safety	Conduct CPR Training	8/1/24	8/15/24	Dir. Ops
Ops: Safety	Test lockdown plan	7/1/24	8/1/24	Dir. Ops
Ops: Student Registration	Calendar nightly community events and meetings, and bring applications, brochures, and posters	10/1/23	11/1/23	Principal
Ops: Student Registration	Design and print student recruitment applications, brochures, and posters (with translated versions)	10/1/23	11/1/23	Principal
Ops: Student Registration	Finalize recruitment presentation	10/1/23	11/1/23	Principal
Ops: Student Registration	Post materials throughout the community (libraries, corkboards, barbershops, salons, other businesses, etc.)	10/1/23	11/1/23	Principal
Ops: Student Registration	Calendar, staff, and conduct weekly weekend community walks to distribute applications	10/1/23	1/15/24	Principal
Ops: Student Registration	Create and promote Facebook page	9/1/23	10/1/23	Principal
Ops: Student Registration	Market school and recruit families through schools, social service agencies, churches, community organizations, PSA's, community newspapers, door-to-door	10/1/23	1/15/24	Principal
Ops: Student Registration	Post materials to website and build an electronic version of the application	10/1/23	1/15/24	Principal
Ops: Student Registration	Print and post Student Recruitment Goal Tracker	10/1/23	1/15/24	Principal

Category	Task	Start	Due	Owner
Ops: Student Registration	Schedule, advertise, and hold informational meetings and distribute applications	10/1/23	1/15/24	Principal
Ops: Student Registration	Write and secure radio spots	12/1/23	1/15/24	Principal
Ops: Student Registration	Calendar daily appointments with community Pre-Ks, churches, sports leagues, and other orgs, and bring applications, brochures, and posters	1/15/24	2/1/24	Principal
Ops: Student Registration	Research whether there is a reliable mailing option, and if so, prepare the mailing	1/1/24	2/1/24	Dir. Ops
Ops: Student Registration	Hold public lottery at conclusion of enrollment process	2/15/24	3/1/24	Dir. Ops
Ops: Student Registration	Follow up lottery phone calls	3/1/24	3/15/24	Dir. Ops
Ops: Student Registration	Order supplies for registration: file folders, pens for registration,crates for student files, hanging file and manila folder, blue for medical, red for old records -IEPs	3/15/24	4/1/24	Dir. Ops
Ops: Student Registration	Complete detailed flow for registration day	4/15/24	5/1/24	Dir. Ops
Ops: Student Registration	Create registration packets	2/15/24	3/1/24	Dir. Ops
Ops: Student Registration	Reserve rooms for registration	4/1/24	5/1/24	Dir. Ops
Ops: Student Registration	Secure help for registration	4/1/24	5/1/24	Dir. Ops
Ops: Student Registration	Translate registration packets	2/15/24	3/1/24	Dir. Ops
Ops: Student Registration	Enroll students into city/state systems	5/1/24	6/15/24	Dir. Ops
Ops: Student Registration	Get registration records from former public school	5/1/24	6/15/24	Dir. Ops
Ops: Student Registration	Call families on waitlists	5/1/24	7/1/24	Dir. Ops
Ops: Student Registration	Call all registered families and confirm commitment	7/15/24	8/1/24	Dir. Ops
Ops: Student Registration	Begin student recruitment efforts - canvassing, advertising, information sessions	9/1/24	10/1/24	Dir. Student Supports

Category	Task	Start	Due	Owner
Ops: Technology	Decide whether to outsource tech management and, if so, issue an RFP	2/1/24	3/1/24	Dir. Ops
Ops: Technology	Select any technology outsource provider	3/15/24	4/1/24	Dir. Ops
Ops: Technology	Attend powerteacher "training"	4/1/24	5/1/24	Dir. Ops
Ops: Technology	Create PowerSchool profile	4/1/24	5/1/24	Dir. Ops
Ops: Technology	Create an effective technology plan for computer-supported curricula, hardware, network equipment, system maintenance, and software	4/1/24	5/15/24	Dir. Ops
Ops: Technology	Set up PowerSchool and enroll students	5/1/24	6/1/24	Dir. Ops
Ops: Technology	Set up powerteacher	5/1/24	6/1/24	Dir. Ops
Ops: Technology	Create systems for what to save on shared vs. personal drive	6/1/24	7/1/24	Dir. Ops
Ops: Technology	Creating grading structure in powerteacher	6/1/24	7/1/24	Dir. Ops
Ops: Technology	Enter all student data into PowerSchool	6/1/24	7/1/24	Dir. Ops
Ops: Technology	Label computers and chargers w/ staff last names	7/1/24	7/15/24	Dir. Ops
Ops: Technology	Set up shared drive	6/1/24	7/1/24	Dir. Ops
Ops: Technology	Create an autodialer account	7/1/24	7/15/24	Dir. Ops
Ops: Technology	Create auto-attendant voicemail	7/1/24	7/15/24	Dir. Ops
Ops: Technology	Create tech presentation for new staff	7/1/24	7/15/24	Dir. Ops
Ops: Technology	Determine how teachers will access student contact information	7/1/24	7/15/24	Dir. Ops
Ops: Technology	Install technology	6/15/24	7/15/24	Dir. Ops
Ops: Technology	Place instruction signs by copier, etc	7/1/24	7/15/24	Dir. Ops
Ops: Technology	Set up phones and printers in main office and teacher work room	7/1/24	7/15/24	Dir. Ops
Ops: Technology	Set up staff user names/passwords and email groups	7/1/24	7/15/24	Dir. Ops
Ops: Technology	Update user list on copiers	7/1/24	7/15/24	Dir. Ops

Category	Task	Start	Due	Owner
Ops: Technology	Create student rosters	7/15/24	8/15/24	Dir. Ops
Ops: Technology	Determine need and usage for Google Drive, if any	7/1/24	8/1/24	Dir. Ops
Ops: Technology	Determine phone line system and routing numbers	7/1/24	8/1/24	Dir. Ops
Ops: Technology	Ensure all computers have a working mouse	7/15/24	8/1/24	Dir. Ops
Ops: Technology	Ensure all computers have working headphones	7/15/24	8/1/24	Dir. Ops
Ops: Technology	Ensure school staff has appropriate access to network drives	7/15/24	8/1/24	Dir. Ops
Ops: Technology	Ensure teachers/staff set up their voicemail	8/1/24	8/1/24	Dir. Ops
Ops: Technology	Inventory and label tech equipment	7/1/24	8/1/24	Dir. Ops
Ops: Technology	Know locations of wireless access points and server and how to reset them	7/1/24	8/1/24	Dir. Ops
Ops: Technology	Load software on all student machines	7/1/24	8/1/24	Dir. Ops
Ops: Technology	Organize tech closet	6/1/24	8/1/24	Dir. Ops
Ops: Technology	Refine laptop cart checkout systems	7/1/24	8/1/24	Dir. Ops
Ops: Technology	Set bell schedule	7/15/24	8/1/24	Dir. Ops
Ops: Technology	Update PowerSchool Calendar	7/15/24	8/1/24	Dir. Ops
Ops: Transportation	Research transportation options and costs to supplement district-provided	9/1/23	10/1/23	Principal
Ops: Transportation	Create, distribute, and collect bus contract for students/families at registration	5/1/24	5/15/24	Dir. Ops
Ops: Transportation	Refine early arrival and late pickup systems	5/1/24	5/15/24	Dir. Ops
Ops: Transportation	Create arrival and dismissal plan and traffic management	7/1/24	7/15/24	Dir. Ops
Ops: Transportation	Determine process for busing when district is not in session	7/1/24	7/15/24	Dir. Ops
Ops: Transportation	Attend transportation training	5/1/24	8/1/24	Dir. Ops
Ops: Transportation	Create dismissal sheet	7/15/24	8/1/24	Dir. Ops

Category	Task	Start	Due	Owner
Ops: Transportation	Create informational flyer for bus drivers	7/15/24	8/1/24	Dir. Ops
Ops: Transportation	Determine bus monitoring process and schedule	7/15/24	8/1/24	Dir. Ops
Ops: Transportation	Ensure bus routes are correct	7/15/24	8/1/24	Dir. Ops
Ops: Transportation	Notify families of bus stops (letter and call)	7/15/24	8/1/24	Dir. Ops
Ops: Transportation	Obtain cellphone #s of bus drivers	8/1/24	8/15/24	Dir. Ops
Parents	Clearly communicate expectations to parents early and often and have parents sign a contract	10/1/23	1/15/24	Principal
Parents	Refine strategies for school to support families and vice-versa	10/1/23	1/15/24	Principal
Parents	Refine student/parent handbooks and student code of conduct	4/1/24	5/15/24	Principal
Parents	Calendar family summer communication blasts	5/15/24	6/1/24	Dir. Ops
Parents	Create family calendar	6/15/24	7/1/24	Dir. Ops
Parents	Refine family call log system (teachers calling parents)	8/1/24	8/15/24	Dir. Ops
Parents	Initiate Parent Involvement Committee	9/1/24	9/15/24	Dir. Student Supports
Student culture	Codify creed values for the school	4/1/24	5/1/24	Principal
Student culture	Finalize uniform	4/15/24	5/1/24	Dir. Ops
Student culture	Chart rituals, ceremonies, and traditions	5/1/24	5/15/24	Principal
Student culture	Refine character development advisory curriculum	6/1/24	7/15/24	Principal
Student culture	Create forgotten uniform and potty clothes system	7/15/24	8/1/24	Dir. Ops

What to Submit:

Submit the response to Request 22 as a Microsoft Word® or Excel® file named: **R-22 - Action Plan.**

R-23a - Supplemental Narrative

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

This request is not applicable.

R-23b - Supplemental Attachments

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

This request is not applicable.