



Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

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## 2024 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2024 SUNY Request for Proposals document available at <https://www.newyorkcharters.org/resource-center/applicants/> when completing this form. Contact [charter.newapp@suny.edu](mailto:charter.newapp@suny.edu) with any questions.

Proposed School Information			
(note: if proposing multiple schools, a separate Transmittal is required for each one)			
Proposed Charter School Name: (Must include words "Charter" and "School")	Green Tech Rochester Elementary Charter School for Boys (GTR)		
Education Corporation Name (if different than proposed charter school name):	Green Tech Rochester		
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	August 2025	School District of Location (or NYC CSD):	Rochester City School District

Proposed Grades to be Served and Enrollment			Proposed Affiliations (if applicable)	
Charter Year	Grades	Enrollment	Charter Management Organization ("CMO"):	
Year 1	K-1	150	CMO Contact Info (Name, Phone):	
Year 2	K-2	240	Partner Organization:	
Year 3	K-3	330	Partner Contact Info (Name, Phone):	
Year 4	K-4	420	<i>NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.</i>	
Year 5	K-5	510		

Lead Applicant(s) Contact Information					
Lead Applicant Name:	Dr. Paul Miller				
Applicant is a (check all that apply):	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input checked="" type="checkbox"/> School Administrator	<input checked="" type="checkbox"/> District Resident	<input type="checkbox"/> SUNY Ed Corp/Charter School
Organization Name (if applicable):	Charter Champions of Rochester				
Applicant Mailing Address:	1100 S Goodman St. Suite 200, Rochester, NY 14620				
Phone Number (direct line):	[REDACTED]	Secondary Phone Number:	[REDACTED]	Email Address:	pmiller@charterchampions.org

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



Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)				
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 Elementary Charter School for Boys (GTR) changes the lives of young men in the Rochester community. GTR’s mission is to change the narrative for Rochester’s Black and Brown boys. GTR 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.

Provide the proposed school’s key design elements. Provide a brief **(up to 50 words)** description of each key design element. GTR has four foundational pillars rooted in research, theory, and practice:

Building Relationships - We believe students can learn at high levels only when in a safe, supportive environment. Teachers, leaders, and staff are expected to know their students’ interests, likes/dislikes, and unique personalities. GTR executes explicit community building via morning meeting and integration of our core values throughout the school day.

The Delivery of Teaching and Learning - We focus on the delivery of high quality teaching and learning: including fundamental literacy skills and the science of reading, as well as research-based practices for math, science, social studies, art, and PE. This also includes understanding by design for lesson planning.

Usage of Data to Deliver Instruction - To ensure all scholars are on track and continually improving, we use data-informed instruction, and feedback on learning is regular and constant.

Accountability - The entire school community, including scholars, will take accountability for achievement and school culture. Classrooms are structured with clear and consistent norms, expectations, and routines.

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 takes a holistic approach to teaching boys of color. We want boys of color to be successful in school, to be prepared for college and/or career, to give boys the skills to be young men. We believe boys need someone to take care of them, young men take care of themselves, and men take care of others. Additionally, our belief is that all students can learn at high levels when given the right supports and when in a positive, supportive environment. As such, our educational philosophy and approach aligns to the four pillars described previously.

GTR's curricular approach assures that the curriculum is proven successful both in the best schools across the country and for the student population we intend to serve. The selected curriculum has been reviewed to ensure alignment to New York State learning standards and to research-based practice. We also ensured that the literacy curriculum is aligned to the science of reading, and that both math and literacy curricula will build strong foundational skills. Additionally, we selected curricula that were suited for all-male schools and for developing male brains, and curricula used by all-boys elementary schools (private and charter) such as Collegiate School, Fessenden School, Visible Men, Excellence School (Uncommon), Statesmen College Prep, the Albany Academies, the Browning School, Baltimore Collegiate, Boys Prep Charter School, and the Cathedral School for Boys, amongst others.

GTR's instructional approach is grounded in the belief that, without great teaching, little else matters. For that reason, research-based instructional methods are centered around giving teachers the support and skills they need to focus on strong, targeted instruction for all scholars. We chose these methods because they are research-based, and because they have been proven to work with boys of color. The general approach we use for instruction includes: (1) intentional and culturally responsive relationship building, (2) high expectations, high support, (3) data-driven instruction, (4) student-centered learning, and (5) inquiry-based learning.

## 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 five 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.

**Dr. Fred Johnson, Chair:** Dr. Johnson has held the roles of Senior Pastor at First Genesis Baptist Church and Chief Executive Officer at First Genesis Development Corporation for more than 16 years. In addition to his nonprofit and economic development leadership roles, he is also an Associate Professor for the Roberts Wesleyan College and Northeastern Seminary, supporting the development of emerging leaders. Dr. Johnson also has a background in corporate finance. He holds a BA from Delaware State University, MBA from Rochester Institute of Technology, and MDiv and D.Min from Roberts Wesleyan University.

**David Mirsky, Vice Chair and Treasurer:** A career accounting and financial services professional, Mr. Mirsky is the owner of a boutique financial services firm. Mr. Mirsky is the former senior leader at a number of financial management institutions, including one he founded - Mirsky Financial Management Corp. He is a licensed Certified Public Accountant, Certified Financial Planner, Certified Management Accountant, and Personal Financial Specialist. Mr. Mirsky holds a BS from the University at Albany and an MBA from the University of Rochester.

**Dr. Rita Gaither, Secretary:** Dr. Rita Gaither holds a PhD in Leadership and Counseling and is an accomplished and distinguished motivational speaker. 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.

**Dr. Christine Richards:** A Rochester native and a graduate of the Wilson Magnet High School in Rochester, NY., Christine 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.

**Dr. April Aycock:** A mental health professional and business owner, Dr. Aycock serves as the Office of Mental Health Director and Director of Community Services for Monroe County, an Adjunct Instructor at the University of Rochester, Substance Use Disorder Instructor at DePaul, and the Chief Executive Officer of Awareness Counseling Services. She has a broad background in clinical services, working for institutions such as the University of Rochester Medical Center, Rochester General Health System, and Villa of Hope. Dr. Aycock holds a Master's degree from SUNY Brockport and Ed.D. from St. John Fisher University.

**Mark Maves:** Mark E. Maves, Esq. (reg. # [REDACTED]) is Counsel to the New York Public Welfare Association. He is also a Trainer/Curriculum Developer for the Silberman School of Social Work, Hunter College of CUNY, and a contracted legal consultant for the Monroe County DSS. Previously, he worked for the Monroe County Law Department, representing the local social services district in a variety of areas, including APS, CPS/foster care, and public benefits, as well as providing guidance in matters such as confidentiality and contracts. Mark has a Bachelor of Science degree in Commerce from Niagara University and earned his Juris

Lead Applicant Signature

Signature:

DocuSigned by:

Paul Miller

AB14719C59D74F7...

*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 or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions***



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Green Tech Rochester is a non-replicator/first-time applicant, so 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 and its history of technology, medicine, and innovation. Although Rochester was once a booming city on the Erie Canal with large manufacturing companies - including Eastman-Kodak, Xerox, and Bausch and Lomb - in the last 20-30 years it has seen significant economic and population decline, and jobs in manufacturing have fallen 36-40%, along with median income. At the same time, Rochester struggles with economic mobility and crime. Poverty, drugs, and murder distract from what could be one of the best places to live and raise families. Most importantly, our education system is failing students, specifically Black and Brown males.

Rochester City Schools has been a low-performing district for some time. It is the lowest performing large school district in New York State, ranking 646 out of 646 schools. The district's scores are a third lower than districts such as Albany, Buffalo, Mount Vernon, New York City, Syracuse, Utica, and Yonkers. Many schools in the district are under accountability support from the state. In late 2018, the NYSED Commissioner appointed a Distinguished Educator to analyze and make recommendations to remedy the district's low academic performance. The plan created by the Distinguished Educator is in effect until 2025, and involves improvement to nearly every district function: governance and leadership, student achievement, professional learning opportunities, district operations, and parent and community engagement.

Rochester's story must change.

### **Founding Team Members**

Our founding team consists of community members, education leaders, and business leaders, all of whom reside in Rochester and have deep ties to the community. Many of them attended school or universities in the city. The team has expertise in finance, community engagement, education, health care, social work, and fundraising. Many of them are men of color themselves, and represent the lived experience of our students.

Dr. Paul Miller has taught in Rochester, sat on several local boards, and consults with several schools in Rochester. He also attended graduate school in Rochester. Elissa Klein was born and raised in Rochester, and has worked at charter schools in the area. She recently returned to the city and is now consulting with several organizations. Dr. Fred Johnson, the board chair, has deep roots in Rochester, as a pastor and a non-profit leader for the past 15 years, and worked in local industry prior to that. He also teaches at a local university and attended local universities.

Please see Section R-14h for Board member resumes.

### **Why Green Tech Rochester?**

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 Rochester Community

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.

Rochester is the third largest city in New York State, after New York City and Buffalo. Rochester's median income is around \$44,156, just over half the median US income of \$74,580, and its residents are made up of almost 56% Black and Hispanic people. Although the unemployment rate in Rochester is above the national average (at 4.3%), the unemployment rate for the Black population is 13.1% and for Latinos is 12.6%.<sup>1</sup> Additionally, a combined 30% of Black and Hispanic people in Rochester are living at or below the poverty line (27% for the city as a whole).<sup>2</sup> More importantly, almost half of the city's children live below the poverty line.<sup>3</sup> Rochester's poverty - and frequent violence - take a toll on the education system as well.

Educational attainment in Rochester lags for men of color. In 2017-21, just 9% of adults in the region lacked a high school diploma, lower than both the statewide (13%) and national (11%) rates<sup>4</sup>. However, that number is more than doubled for area's African Americans, at 22%<sup>5</sup>. And while 35% of all residents had their bachelor's degree or higher, similar to state and national averages<sup>4</sup>, only 13% of African Americans attained at this level<sup>5</sup>.

This school system serves students who need expanded educational opportunities. RCSD enrolls approximately 22,000 students, 90% of whom are students of color, and 91% of whom are economically disadvantaged.<sup>6</sup> In addition, 22% of students have disabilities, and 16% are English Language Learners.<sup>7</sup>

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<sup>1</sup> Act Rochester. (n.d.). *Economy - Unemployment Rate by Race/Ethnicity*.

<https://www.actrochester.org/economy/unemployment-rate-by-race-ethnicity#:~:text=In%202017%2D21%2C%20the%20region's,and%204.1%25%20for%20white%20workers.>

<sup>2</sup> United States Census Bureau. (n.d.). *Quick Facts - Rochester city, New York*.

<https://www.census.gov/quickfacts/fact/table/rochestercitynewyork/PST045222>

<sup>3</sup> Love, A. (n.d.). *Nearly Half of All Children in Rochester Live in Poverty, Second Highest in the Nation*. The Children's Agenda. [https://thechildrensagenda.org/2022/03/29/poll-outlines-concerns-for-monroe-county-parents-2/#:~:text=\(WROC\)%20E2%80%94%20Nearly%20half%20of,to%20large%20size%20cities.](https://thechildrensagenda.org/2022/03/29/poll-outlines-concerns-for-monroe-county-parents-2/#:~:text=(WROC)%20E2%80%94%20Nearly%20half%20of,to%20large%20size%20cities.)

<sup>4</sup> Act Rochester. (n.d.). *Education - Education Levels of Adults*. <https://www.actrochester.org/education/education-levels-of-adults#:~:text=In%20the%20City%20of%20Rochester,school%20diploma%2C%20at%2018%25.>

<sup>5</sup> Act Rochester (n.d.) *Education - Education Level by Race/Ethnicity*.

<https://www.actrochester.org/education/education-levels-of-adults-by-race-ethnicity>

<sup>6</sup> Rochester City School District. (n.d.). *About Our District*. <https://www.rcsdk12.org/domain/8>

<sup>7</sup> New York State Education Department (n.d.). *Rochester City School District Enrollment (2022-23)*. <https://data.nysed.gov/enrollment.php?year=2023&instid=800000050065>



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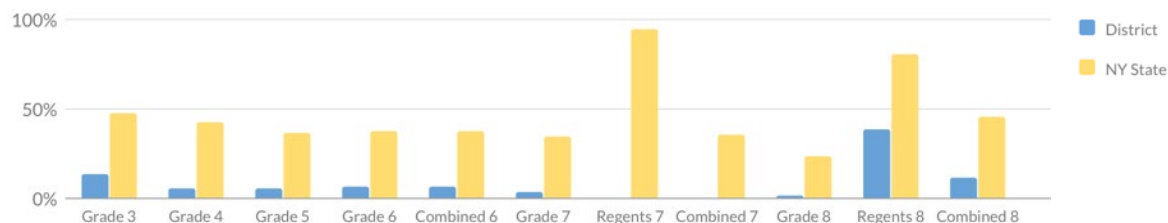
**RCSD Student Enrollment, 2022-23<sup>8</sup>**

Population	Size
<b>Gender</b>	
Male	51%
Female	49%
<b>Race/Ethnicity</b>	
Black/African American	51%
Hispanic/Latino	34%
Asian/Native Hawaiian/Pacific Islander	3%
White	9%
Multiracial	3%
Native American/American Indian	0%
<b>Other Groups</b>	
English Learners	16%
Students with Disabilities	22%
Economically Disadvantaged	91%
Migrant	0%
Homeless	5%
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 15% 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, 2022-2023<sup>9</sup>**



<sup>8</sup> New York State Education Department. (n.d.). *Rochester City School District Enrollment (2021 - 22)*. <https://data.nysed.gov/enrollment.php?year=2022&instid=800000050065>

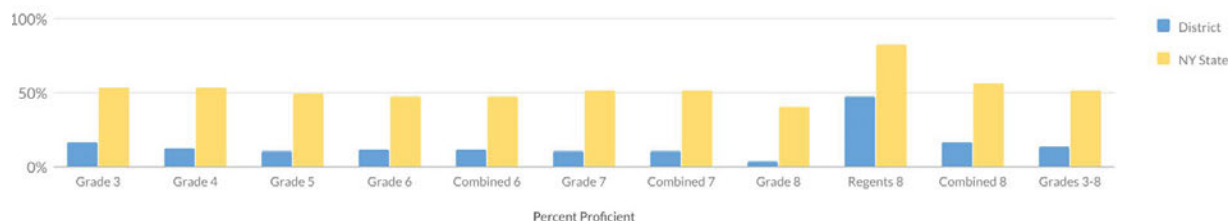
<sup>9</sup> New York State Department of Education. (n.d.). *Rochester City School District - New York State Report Card [2022 - 23]*. <https://data.nysed.gov/essa.php?instid=800000050065&year=2023&createreport=1&38ELA=1&38MATH=1&regents=1>





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**Grades 3-8 Mathematics Proficiency Rates, 2022-2023<sup>10</sup>**  
SUMMARY RESULTS



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. There is a significant opportunity gap in the district.

**2022-23 Rochester CSD Proficiency on State Assessments, by Student Subgroup.**

	ELA Proficiency (3-8)	Math Proficiency (3-8)	Science Proficiency (4 and 8)
All Students	16%	11.3%	6%
<b>Gender</b>			
Male	13%	12%	7%
Female	18.8%	11%	4%
<b>Race/Ethnicity</b>			
American Indian or Alaska Native	*	*	*
Asian or Native Hawaiian/Other Pacific Islander	29%	14%	38%
Black or African American	13.3%	8.8%	16%
Hispanic or Latino	13.8%	9.3%	3%
Multiracial	18.8%	13%	11%
White	36.5%	29.5%	17%
<b>Homeless Status</b>			
Homeless	10.8%	6%	5%
Not Homeless	16%	11.8%	6%
<b>Foster Care Status</b>			
In Foster Care	19.5%	13.5%	*
Not in Foster Care	13.5%	12%	*
<b>Migrant Status</b>			
Migrant	*	*	*
Not Migrant	16.3%	11.5%	6%

<sup>10</sup> New York State Department of Education. (n.d.). *Rochester City School District - New York State Report Card [2021 - 22]*.  
<https://data.nysed.gov/essa.php?instid=800000050065&year=2022&createreport=1&38ELA=1&38MATH=1&48SCI=1&staffqual=4&gradrate=1&feddata=1>



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<b>English Language Learner Status</b>			
English Language Learner	3.8%	4.7%	1%
Non-English Language Learner	18.2%	12.7%	7%
<b>Economic Status</b>			
Economically Disadvantaged	13.8%	9.7%	5%
Not Economically Disadvantaged	39.2%	29%	17%
<b>Disability Status</b>			
Students with Disabilities	3.7%	3.3%	3%
General Education Students	19.2%	13.5%	7%

*\*Student group too small to report*

Even in 2018-2019, before the pandemic disrupted student learning, only 13% of RCSD students were proficient in ELA grades 3-8,<sup>11</sup> and 13% were proficient in 3-8 Math.<sup>12</sup> 2018 proficiency rates were 11% in ELA and 13% in math.<sup>13</sup>

### **Educational impact of the COVID-19 pandemic on the target community.**

Although the grade 3-8 proficiency data may make it seem that Rochester has overcome the pandemic's impact by returning to 2019 ELA proficiency levels, and even exceeding 2019 graduation rates (71% in 2023,<sup>14</sup> compared to 63% in 2019),<sup>15</sup> Rochester's students are not the same as they were four years ago. Nationally, "the impact of the pandemic on adolescent health and well-being (was) severe,"<sup>16</sup> and Rochester did not escape that trend.<sup>17</sup>

RCSD was the top New York State large district experiencing enrollment loss from 2017-18 to 2022-23, with a 20% decline in enrollment.<sup>18</sup> Families leave their school when it no longer

<sup>11</sup> New York State Education Department. (n.d.). *Rochester City School District Grades 3-8 ELA Assessment Data*.

<https://data.nysed.gov/assessment38.php?subject=ELA&year=2019&instid=800000050065>

<sup>12</sup> New York State Education Department. (n.d.). *Rochester City School District Grades 3-8 Math Assessment Data*.

<https://data.nysed.gov/assessment38.php?subject=Mathematics&year=2019&instid=800000050065>

<sup>13</sup> New York State Education Department. (n.d.). *Rochester City School District Data*.

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

<sup>14</sup> New York State Education Department (n.d.). *Rochester City School District - New York State Report Card [2022-23]*. <https://data.nysed.gov/gradrate.php?year=2023&instid=800000050065>

<sup>15</sup> New York State Education Department (n.d.). *Rochester City School District - New York State Report Card [2018-19]*.

<https://data.nysed.gov/essa.php?instid=800000050065&year=2019&createreport=1&EMchronic=1&graduate=1>

<sup>16</sup> Centers for Disease Control and Prevention (2023). *Youth Risk Behavior Survey: Data Summary & Trends Report*. [https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS\\_Data-Summary-Trends\\_Report2023\\_508.pdf](https://www.cdc.gov/healthyyouth/data/yrbs/pdf/YRBS_Data-Summary-Trends_Report2023_508.pdf)

<sup>17</sup> Murphy, J. (2024, March 5). Youth mental health a 'hidden crisis' after COVID: Monroe County report. *Democrat & Chronicle*. <https://www.democratandchronicle.com/story/news/2024/03/05/youth-mental-health-a-hidden-crisis-after-covid-monroe-county-ny-report/72791335007/>

<sup>18</sup> Girardin, K. (2024, February 5). Missing Kids: NY Public School Enrollment Falls Again. *Empire Center*. <https://www.empirecenter.org/publications/missing-kids-ny-public-school-enrollment-falls-again/>



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meets their needs, and we believe that families crave a different school environment for their children after experiencing the pandemic's disruption. Additionally, although enrollment decline has decreased and is rebounding in some areas, Rochester's enrollment continues to decline.<sup>19</sup> While enrollment in traditional district schools has declined statewide, charter and homeschool enrollment have increased.<sup>20</sup> 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 150 students in K and 1 in its first year. We anticipate the student body to be approximately 100% male-identifying, 90% Black and Hispanic, 90% economically disadvantaged, 11% English Language Learners, and 16% students with disabilities.

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. We anticipate being a "feeder school" for these all-male charters in Rochester.

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.

GTR will have a small school community and robust academic and social-emotional supports necessary for young men to succeed. The proposed school aims to close the opportunity gap in Rochester for black and brown boys.

This single-gender model provides 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. Research shows that single sex schools are successful because boys develop at different rates and schools can reduce distractions.<sup>21</sup> GTR also 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:

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<sup>19</sup> The Education Trust - New York. (2024, January 8). A look at New York State public school enrollment trends in 2022-2023. <https://newyork.edtrust.org/a-look-at-new-york-state-public-school-enrollment-trends-in-2022-23/>

<sup>20</sup> The Education Trust-New York. (2023, February). Shifting Student Populations: How New York schools can address the shifting needs and priorities of students and families. <https://newyork.edtrust.org/wp-content/uploads/2023/02/ETNY-Enrollment-Report-2023.pdf>

<sup>21</sup> McShane, M. (2023, October 13). Single-Sex Education: Putting The Arguments On The Table. *Forbes*. <https://www.forbes.com/sites/mikemcshane/2023/10/13/single-sex-education-putting-the-arguments-on-the-table/?sh=658046ed2e00>



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

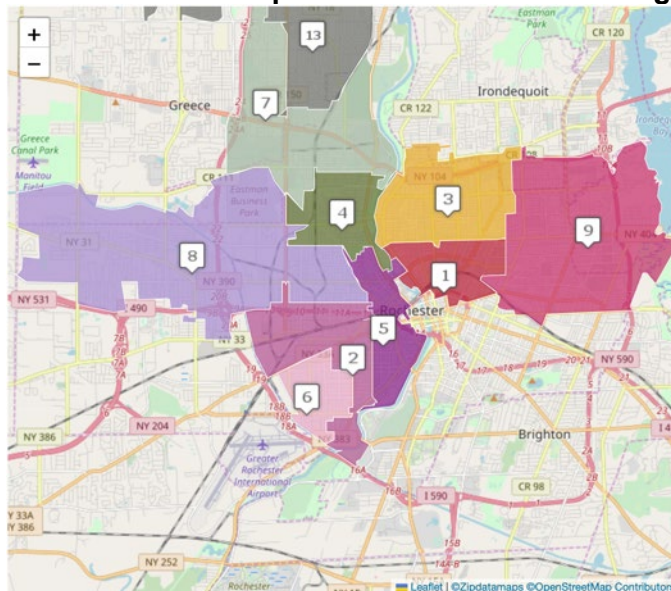
Enacting each one of these pillars with specific core foundations will assure a just and equitable education for young men of color. School officials, teachers, and parents will embrace a "championship mentality," diligently working so that every student can meet the school's high expectations.

## b. Programmatic Impact

Green Tech Rochester will be a 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<sup>22</sup>. 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<sup>23</sup>.

### Metro Rochester Zip Codes with Lowest Average Adjusted Gross Income<sup>24</sup>



<sup>22</sup> Murphy, J. (2016, October 26). 1930s Rochester Redlining maps show discrimination. *Democrat and Chronicle*. <https://www.democratandchronicle.com/story/news/2016/10/20/rochester-ny-redlining-map/92456536/>

<sup>23</sup> Roc Wiki - The People's Guide to Rochester. (n.d.). *Crescent of Poverty*. [https://rocwiki.org/Crescent\\_of\\_Poverty](https://rocwiki.org/Crescent_of_Poverty)

<sup>24</sup> ZipDataMaps. (2023). *Map of Poorest Zipcodes in Metro Rochester Based on Average Adjusted Gross Income*. <https://www.zipdatamaps.com/economics/income/agi/metro/poorest-zipcodes-in-metro-rochester>



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### List of Poorest ZIP Codes in Metro Rochester

Rank	Map Key	Zipcode	Zip Name	County	Adjusted Gross Income	Median Household Income
1		<a href="#">14605</a>	<a href="#">Rochester</a>	Monroe	\$26660	\$21475
2		<a href="#">14611</a>	<a href="#">Rochester</a>	Monroe	\$28880	\$25868
3		<a href="#">14621</a>	<a href="#">Rochester</a>	Monroe	\$28920	\$26506
4		<a href="#">14613</a>	<a href="#">Rochester</a>	Monroe	\$30730	\$35259
5		<a href="#">14608</a>	<a href="#">Rochester</a>	Monroe	\$32300	\$21531
6		<a href="#">14619</a>	<a href="#">Rochester</a>	Monroe	\$38880	\$37801

**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, 10 charter schools, and no private schools. Nine of the 14 district schools are not in good standing; all are in the Comprehensive Support and Improvement (CSI) category, also called “Receivership.” One charter is in receivership. One charter (Urban Choice) closed in 2023.

### School Options in Geographic Target Area<sup>25</sup>

Name	Grades	Enrollment	Status	ELA Proficiency	Math Proficiency
<b>Neighborhood District Schools</b>					
02: Clara Barton	PreK-6	239	CSI/ Closing	8%	9%
04: George Mather Forbes	PreK-6	240		12%	5%
05: John Williams	PreK-8	579	CSI	13%	10%
08: Roberto Clemente	PreK-8	388	CSI	10%	10%
09: Dr Martin Luther King, Jr	PreK-6	567	CSI	7%	4%
17: Enrico Fermi	PreK-8	572	CSI	11%	18%
19: Dr Charles T Lumsford	PreK-8	261		25%	27%
26: Nathaniel Hawthorne	PreK-6	228		17%	21%
22: Abraham Lincoln	PreK-6	340		49%	49%
29: Adlai E. Stevenson	PreK-6	209	CSI/	4%	3%

<sup>25</sup> 2022-2023 New York State Report Card Data <https://data.nysed.gov/profile.php?instid=800000050065>



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			Closing		
45: Mary McLeod Bethune	PreK-8	467	CSI	8%	11%
<b>Citywide Districts</b>					
53: Montessori Academy	PreK-6	183		25%	17%
58: World Of Inquiry	K-12	798	CSI	12%	9%
Joseph C Wilson Foundation Academy	K-8	400	CSI/ Closing	19%	15%
<b>Charter Schools</b>					
Uncommon Rochester Prep 3	K-8	619		32%	62%
Eugenio Maria De Hostos Charter	K-12	979	TSI	21%	18%
Exploration Elementary Charter for Science and Technology	K-5	401		17%	19%
Uncommon True North Rochester Prep West Campus	K-8	754		39%	56%
Academy of Health Sciences Charter	5-8	312	TSI	28%	17%
Rochester Academy Charter School	K-12	820	CSI	15%	11%
Uncommon True North Rochester Prep	K-8	1300		39%	66%
<b>Private Schools</b>					
None					
<b>Total</b>		<b>10,656</b>			





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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.

**STEM and men of color.** Nationwide, and in Rochester, Black and Latino men are underrepresented in the STEM fields. Nationwide, 9% of those who work in the STEM fields are Black, and 8% are Latino.<sup>26</sup>

**Single Sex Schools.** There are currently no all boys elementary schools in Rochester. GTR will create an opportunity for these students to be in an environment that is specifically tailored to their needs.

**Chronic Absenteeism.** During and after the pandemic, schools saw a rapid increase in chronic absenteeism.<sup>27</sup> However, the problem is heightened in Rochester, with the rate for chronic absenteeism for secondary students around 70% and elementary students around 60%. If students are not in school, it is nearly impossible for them to learn. We will reduce the risk of chronic absenteeism through addressing the social-emotional needs of students and building relationships.

**Enrollment Impacts.** There are 22 district and charter schools serving K-5 students in Green Tech's target geography, with a total population of 10,656 students. Green Tech Rochester intends to serve a maximum of 540 students in 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<sup>28</sup>. In response, then Superintendent Terry Dade announced his resignation, and the state placed the district under state monitoring<sup>29</sup>.

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<sup>26</sup> National Science Foundation and National Center for Science and Engineering Statistics. (n.d.). *Diversity and STEM: Women, Minorities, and Persons with Disabilities*. <https://nces.nsf.gov/pubs/nsf23315/report/the-stem-workforce>

<sup>27</sup> Mervosh, S. and Paris, F. (2024, March 29). Why School Absences Have 'Exploded' Almost Everywhere. *The New York Times*. <https://www.nytimes.com/interactive/2024/03/29/us/chronic-absences.html>

<sup>28</sup> WROC Staff. (2020, February 12). How RCSD got here: Timeline of events in district's budget crisis. *Rochester First*. <https://www.rochesterfirst.com/news/education/how-rcsd-got-here-timeline-of-events-in-districts-budget-crisis/>.

<sup>29</sup> New York State Education Department. (2020, May 21). *State Education Department Appoints Dr. Shelley Jallow as Monitor for the Rochester City School District*. <http://www.nysed.gov/news/2020/state-education-department-appoints-dr-shelley-jallow-monitor-rochester-city-school>



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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.

In October 2023, the Rochester City School Board voted to close 11 schools.<sup>30</sup> Three of these schools (Barton, Wilson Foundations, and Stevenson) are in the Crescent.

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.

**Waiting list.** Many of the charter schools in Rochester have long waitlists, showing demand by families for high quality schools. There are more students on the waiting list than are enrolled in charter schools.<sup>31</sup>

**Community Interest.** As detailed in the Community Outreach, Support, and Demand section of this application, GTR began engaging in community outreach in December 2021. In addition to interest and support from numerous community leaders and organizations – churches, nonprofits supporting children, local Black fraternities and sororities, etc. – GTR has established partnerships with the St. John Fisher College School of Education and Charter Champions of Rochester. The school looks forward to continued engagement efforts during the 2024-2025 school year, as a component of our pre-opening action plan.

**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.

GTR wants to change the narrative and the course for boys in Rochester, beginning at an early age. There are no STEM elementary schools that are all-boys in the city, and none that focus on the needs of boys of color.

Our model focuses on:

1. **Relationship building:** through a small school model, morning meeting, and explicit teaching of social-emotional learning, robust parental communication systems, community service and fraternities (similar to the Greek systems at universities).
2. **Delivery of Teaching and Learning:** a focus on high quality, culturally responsive, research-based curriculum and instruction, including inquiry-based curriculum that includes high engagement, critical thinking and problem solving, and STEM infusion.

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<sup>30</sup> Spectrum News Staff and Cruel, S. (2023, October 20). RCSD Board of Education votes to approve reconfiguration plan that will close 11 schools. *Spectrum News 1*. <https://spectrumlocalnews.com/nys/rochester/news/2023/10/20/rcsd-board-of-education-votes-to-close-11-schools>

<sup>31</sup> Murphy, J. (2017, November 20). Charter schools draw thousands, with Rochester Prep leading the way. *Democrat & Chronicle*. <https://www.democratandchronicle.com/story/news/2017/11/20/rochester-ny-charter-school-enrollment-rochester-prep/844526001/>





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3. **Data Informs Instruction:** GTR will use data from a variety of sources, including student learning, processes, perceptions, school culture, demographics, and stakeholders. The school will collect data, analyze it, and create action plans.
4. **Accountability:** the school will have clear goal-setting, action plans, and consistent oversight of all rituals, routines, and procedures. The entire school community will take accountability for achievement and school culture.

Please see more information in Section R-02ab on Addressing Need.

### c. Fiscal Impact

**Enrollment Expectations.** Green Tech Rochester intends to offer 540 seats in grades K-5 once the school reaches scale. We have budgeted to enroll 510 students in Year 5.

**Per Pupil Allocation Assumptions.** The most recent per pupil rate for RCSD is \$14,316 per pupil, and we have assumed SPED funding at \$5,800 per student with disabilities 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 \$2,182,200 in local funds in year 1 (0.2% of all district funds), increasing to \$7,537,800 in Year 5 (0.8% of all district funds). Funding for GTR is never expected to surpass 1% of the total district budget.



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5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Rochester City School District							
A	B	C	D ( B X C )	E	F ( D + E )	G	H ( F ÷ G )
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Rochester City School District School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	150	14,316	2,147,400	34,800	2,182,200	983,599,049	0.222%
Year 2 (2026-27)	240	14,316	3,435,840	69,600	3,505,440	983,599,049	0.356%
Year 3 (2027-28)	330	14,316	4,724,280	114,840	4,839,120	983,599,049	0.492%
Year 4 (2028-29)	420	14,316	6,012,720	170,520	6,183,240	983,599,049	0.629%
Year 5 (2029-30)	510	14,316	7,301,160	236,640	7,537,800	983,599,049	0.766%
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 recur) <a href="https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Proposed%20Budget%202022-">https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Proposed%20Budget%202022-</a>				
OTHER NOTES:							



## **R-02ab - Addressing Need**

### **Mission**

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

**Vision.** 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.

**Culture.** Green Tech Rochester is committed to creating and maintaining a positive, supportive culture that is conducive to an effective learning environment, with a focus on relationships. Our RESPECT values 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 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. An effective learning environment is also one where core values are non-negotiable. The Code of Conduct holds the following expectations for all students:

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 instructor's expectation.
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) 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. Our school has a specific focus on supporting males of color in a positive environment that is tailored to their academic and social-emotional needs.

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.** Research supports that strong relationships improve students' motivation to learn, create safe spaces and new pathways for learning, and open avenues for improved behavior<sup>1</sup>. Often, students from marginalized backgrounds, like those in Rochester, bring various levels of trauma. Trauma can cause students to feel threatened and act out. Strong relationships can lower defensive walls, therefore making it more probable that focused learning can take place. This suggests that student achievement correlates with how well teachers develop a purposeful rapport with students<sup>2</sup>. Positive reinforcement is also helpful with black and brown males<sup>3</sup>.

Green Tech Rochester frames its relationship-building philosophy around:

- 1) Develop clear, high, and consistent expectations while teaching students to value equity: *fair* isn't always *equal*.
- 2) Listen and exercise "radical care:" create inclusive classrooms, watch for stereotype threats, and show authentic interest.<sup>4</sup>
- 3) Provide high expectations, high support, high structure, and enthusiasm.
- 4) Value informed advocacy: if you're going to challenge the process, know your content.
- 5) Do the right thing: even if it's how you did it, or it was done to you, doesn't make it right.

GTR ensures effective relationship-building through the following purposeful systems and PD.

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

- **Small School Model** - this ensures that every child is known, and no child slips through the cracks. Small schools tend to be safer, have stronger community, and improve student achievement, especially for at-risk populations.<sup>5</sup>
- **Morning Meeting and Social Emotional Learning (SEL)** – Morning Meeting creates time for relationship-building. Adults build a shared vision that unites the class and gives students something to aspire to. They model and include students in discussions of emotional topics. The SEL curriculum also includes self-awareness, self-management, responsible decision making, goal setting, and collaborative problem solving.<sup>6</sup>
- **Fraternities** - Each student is assigned to a fraternal group, with friendly competition between each fraternity. Teamwork is encouraged, as each student's performance directly impacts the prestige of his fraternity. Fraternities accumulate points throughout the school year in sports, debates and academic challenges. The fraternity with the most points at each quarter obtains the school cup and other rewards.
- **Family Communication** – Teachers proactively build relationships with parents through regular phone calls and a calendar of events and meetings throughout the year. Teacher 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.<sup>7</sup>

<sup>1</sup> Kaufman, T. (n.d.). *Building positive relationships with students: What brain science says*. Retrieved February 3, 2022, from, <https://www.understood.org/articles/en/brain-science-says-4-reasons-to-build-positive-relationships-with-students>

<sup>2</sup> Clem, A., & Connell, J. P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, 74(7), 262-273.

<sup>3</sup> *Helping black male students succeed* (n.d.) Edutopia. <https://www.edutopia.org/article/helping-black-male-students-succeed/>

<sup>4</sup> ASCD (n.d.). *Radical care to let Black boys thrive*. *Educational Leadership*. <https://www.ascd.org/el/articles/radical-care-to-let-black-boys-thrive>

<sup>5</sup> REL West (2021, February). *Research on Small Schools*. <https://ies.ed.gov/ncee/edlabs/regions/west/Ask/Details/114>

<sup>6</sup> Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). *What Does the Research Say?* <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

<sup>7</sup> Stanford, L. (2023, July 25). *Does parent involvement really help students? here's what the research says*. Education Week. <https://www.edweek.org/leadership/does-parent-involvement-really-help-students-heres-what-the-research-says/2023/07>



- **Community Service** – All students participate alongside staff in mandatory community service, such as “random weekend of kindness,” neighborhood cleanups, and family volunteering. Serving alongside each other builds connection between students, staff, and families as well as the surrounding community.

**Professional development.** Relationship-building PD covers educating the urban child, cultural responsiveness, 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 – demonstrates 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.

Other PD topics cover curriculum, data-driven instruction, and social-emotional learning. Please see Section R-09ad for more on these plans.

**Evaluating Effectiveness of Relationship Building.** School leaders assess this pillar through classroom observations, logs of teacher-family communication, and teacher, student, and family surveys. After completion of each survey, the Executive Director 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 immerse students in grade-level curriculum across all content areas as access to rigorous content is the right of all children. Our curricula are research-based, meet New York State standards, and have proven to support student achievement in schools succeeding 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 a strong academic foundation. Curriculum does not teach itself, however. GTR ensures that teachers deliver excellent instruction using the following intentionally designed instructional practices.

**Needs of Boys.** Our teaching reflects the research of Abigail James in *Teaching to the Male Brain*, which shows that boys learn better with hands-on, active learning, where they are talking about content. Our schedule, curriculum and instructional strategies incorporate movement, competitiveness, choice, and multiple modalities, as well as supporting our relationship building, consistent, structured environment, and accountability<sup>8</sup>. Strong literacy skills are another key to success for males of color<sup>9</sup>, and our focus on oral language, storytelling, and discourse is asset-based, and culturally responsive.<sup>10</sup> Selected texts are meaningful, relevant and focus on the voices and stories of Black males.<sup>11</sup>

**Culturally Relevant Curriculum and Pedagogy.** Beyond the specific needs of boys, books, curriculum maps, and teaching are relevant to the school population<sup>12</sup>. Curricular choices are informed by effectiveness data for Black and Hispanic/Latinx students and from studying schools successfully serving those students. Texts are intentionally selected so that students can access both

<sup>8</sup> Chadwell, D. (2007). Engaging the Differences Between Boys and Girls. *Middle Matters*. 15(4). [https://www.naesp.org/sites/default/files/resources/2/Middle\\_Matters/2007/MM2007v15n4a2.pdf](https://www.naesp.org/sites/default/files/resources/2/Middle_Matters/2007/MM2007v15n4a2.pdf)

<sup>9</sup> Husband, T. & Kang, G. (2020). Identifying Promising Literacy Practices for Black Males in P-12 Classrooms: An Integrative Review. *Journal of Language & Literacy Education* 16(1). <https://files.eric.ed.gov/fulltext/EJ1253935.pdf>

<sup>10</sup> Hinton, M. (2017, July 11). *Oral Storytelling Helps Black Boys, Girls at Different Stages, Study Finds*. Education Week. <https://www.edweek.org/teaching-learning/oral-storytelling-helps-black-boys-girls-at-different-stages-study-finds/2017/07>

<sup>11</sup> Husband, T. & Kang, G. (2020). Identifying Promising Literacy Practices for Black Males in P-12 Classrooms: An Integrative Review. *Journal of Language & Literacy Education* 16(1). <https://files.eric.ed.gov/fulltext/EJ1253935.pdf>

<sup>12</sup> Early Childhood Learning & Knowledge Center. (n.d.) *Strategies for Culturally Responsive Strength-based Practices*. <https://eclkc.ohs.acf.hhs.gov/school-readiness/supporting-school-readiness-success-young-african-american-boys/strategies-culturally-responsive-strength-based-practices>



“mirrors” – books in which students see themselves and their culture reflected - and “windows” - books that give them insight into different people and cultures.

**Student Centered and High Engagement.** Black males disengage early from school, so we use intentional engagement techniques. Practices from Doug Lemov’s *Teach Like a Champion*, like friendly cold calling of students, frequent chants and cheers, and structuring lessons so that they feel fast-paced create a culture of fun and excitement in learning. Students learn intentional discourse techniques so that they can collaborate effectively, engage with each other respectfully and push each other’s thinking. Other strategies, such as *Kagan Cooperative Learning Structures*, include collaborative group work, oral-intelligence based instruction and kinesthetic based group instruction.<sup>13</sup>

**Inquiry-Based Learning.** We know that all of our students are scholars - capable of high-level thinking and learning. In all subjects, we focus on inquiry-based learning, including problem solving, and critical thinking. This has been proven to support males of color.<sup>14</sup>

**STEM (Science, Technology, Engineering, and Mathematics).** STEM must be infused in all programming, but done through real-world, hands-on, experiences. This provides additional access and opportunities for boys of color, who are too often shut out of STEM careers and are disproportionately impacted by harmful STEM policies and practice.<sup>15</sup> Please see Section R-06af for more on the STEM program.

**Addressing 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<sup>16</sup>.

**Evaluating Effectiveness of Instruction.** The ultimate evaluation of an effective instructional program is student achievement on end of year ELA, math and science assessments. Instructional leaders collect leading indicators through review of student work and analysis of formative assessment results. For observational indicators of effective 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<sup>17</sup>:

- **Student learning** – formative and summative assessments, written work, and analysis of student misconceptions. These data help schools see current student results and to pinpoint students who are succeeding academically and who are not (Bernhardt).
- **Demographics** – all data is disaggregated by demographics in order to ensure equitable instruction and outcomes.

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<sup>13</sup> Essien, I: (2017). Teaching Black Males in Early Childhood Education: Promising Practices from Exemplar Teachers. *Journal of African American Males in Education* 8(2).

<sup>14</sup> Association of American Teachers. (2017, March 31). *Teaching Boys: 5 Strategies That Work!*  
<https://www.aateachers.org/index.php/blog/1735-teaching-boys-5-strategies-that-work>

<sup>15</sup> McGee, E.O. (2024, January 25). *STEM Is Failing People of Color. What Educators Can Do.* Education Week.  
<https://www.edweek.org/teaching-learning/opinion-stem-is-failing-people-of-color-what-educators-can-do/2024/01>

<sup>16</sup> TNTP (2021). *Accelerate, Don't Remediate: New Evidence from Elementary Math Classrooms.*  
[https://tntp.org/assets/documents/TNTP\\_Accelerate\\_Dont\\_Remediate\\_FINAL.pdf](https://tntp.org/assets/documents/TNTP_Accelerate_Dont_Remediate_FINAL.pdf)

<sup>17</sup> Bernhardt, V.L. (2018). *Data Analysis for Continuous School Improvement*, Routledge.





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- *Perceptions* - GTR collects ongoing data on opinions, views and satisfaction of key stakeholders - students, staff, and families – through surveys and through regular conversation. This ensures a positive culture and culturally competent program.
- *School processes* - procedures and policies, organizational structures, and activities used by a school all impact educational services, such as curriculum, instruction, assessment, staffing, professional development, and referrals to special education. School operations are an ongoing, ever-changing process that needs consistent assessment in order to meet the needs of the students.

Being data-driven is essential for high quality teaching and learning, and accountability. The data collected must be used to support teachers and students. Formative data are used to: set goals for teachers and students, adjust and target instruction, develop personal learning plans, and to ensure equitable policies and practice. 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.

***Mastery-Based Grading.*** We also use mastery-based grading to ensure all students meet NYS NGLS standards. This also maintains high expectations and ensures that students don't "fall between the cracks."<sup>18</sup>

Please see Section R-06af for more on Data-Driven Instruction.

**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 rituals, routines, procedures, instructional and student management, and leadership. Although the Executive Director ultimately holds all staff and students accountable through policies, handbooks, and formal evaluation, true accountability is achieved when all staff and students buy into the school's goals and hold each other accountable for meeting them. This is seen in our instructional methods, data-driven instruction, and mastery-based grading. It is also seen in our school culture plans. Accountability boosts effort, ensures consistent and high expectations, and also promotes agency, all of which lead to greater student outcomes.<sup>19</sup>

### **Ensuring Effective Execution of Key Design Elements**

All school goals align to the key pillars. The Board sets goals annually and checks in on them quarterly. The Executive Director will also track goals with teachers quarterly at common planning time. Additionally, professional development schedules, calendars, and topics align to the pillars. Parents, teachers, and students will be surveyed according to the goals.

### **How the Key Design Elements Address Specific Needs of the Population**

All of the key pillars are research-based strategies that have been proven to be successful with males of color in urban areas. These strategies increase literacy rates, as well as achievement on state and nationally-normed tests. They also improve positive behavior and create supportive learning communities. Most of these strategies have been used at successful urban charter schools such as Uncommon Schools, Achievement First, and Brooke Charter Schools, as well as Green Tech Albany.

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<sup>18</sup> University of Nebraska-Lincoln: Center for Transformative Teaching. (n.d) *What is Mastery Grading?*  
<https://teaching.unl.edu/resources/grading-feedback/mastery-grading/>

<sup>19</sup> Tyner, A. & Petrilli, M.J. (2018). The Case for Holding Students Accountable. *Education Next* 18(3). <https://www.educationnext.org/case-for-holding-students-accountable-how-extrinsic-motivation-gets-kids-work-harder-learn-more/>



## 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 42 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 Alterations, a consulting firm that helps schools improve graduation rates, and Building Capacity, a nonprofit supporting leadership development in schools.

Previously, Dr. Miller was CEO of Green Tech Charter Schools in Albany. He showed stellar results in his eleven years at Green Tech, 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 for Green Tech High's Albany facility. When Dr. Miller arrived at Green Tech High, the school could not qualify for a \$500-limit credit card. Since then, Green Tech High Albany 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 Green Tech High Albany. He built and oversaw a fully donated, full-service barbershop, construction tech lab, and music studio.

Before Green Tech Albany, Dr. Miller spent ten years as Director of Operations for Team E Foundation, a not-for-profit organization in Rochester. Dr. Miller has been successful at operating and organizing all aspects of one of the nation's largest cash-paying streetball basketball tournaments, which raises funds to provide full-tuition scholarships for inner-city youth who deserve a second chance.

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

Additionally, Dr. Miller has made appearances on national television, local news stations, and colleges as a guest panelist with 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*





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*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. 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 Rochester native who recently returned home. A former charter leader, she consults for charter schools seeking strategic data analysis, creative problem solving, and organization-wide capacity-building.

Through 2022, Elissa served as co-founder and Chief of Staff of ReGeneration Schools, a nonprofit charter management organization (CMO) 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. ReGeneration was found to be the top-performing CMO in Illinois for reading and third-performing for math by Stanford's CREDO 2023 National Charter School Study<sup>1</sup>.

Elissa began her work in Chicago in 2012 as Director of Curriculum and Instruction, supporting the turnaround of three Chicago International Charter Schools (CICS): CICS Avalon, CICS Basil, and CICS Washington Park. 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 the 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 found Uncommon Schools' Rochester Prep. She has taught with Citizen Schools in Boston, MA, and developed math assessments for the 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.

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<sup>1</sup> *The Center for Research on Educational Outcomes, "As a Matter of Fact: The National Charter School Study III" (2023).*



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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. Following his success at Green Tech Charter School in Albany, specifically with developing systems that work for young men of color, Dr. Miller set out to create a charter school serving young men in his home of Rochester. While Green Tech Rochester (GTR) maintains no contractual relationship with Green Tech Albany, Dr. Miller has built the model of the Rochester program based on the success in Albany.

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 Brittany Rumph and Lindsey Swanson, 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 community 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, prior consulting from Lyman Millard (Partner at Bloomwell Group, former Vice President, Communications for Breakthrough Schools) and 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 2024 application revision included further expert advice:



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- Curricula selection and associated professional development plans received input from Adam Feiler, Managing Director of Curriculum and Instruction at DREAM Charter Schools. Elana Feinberg of Elana Feinberg Educational Consulting worked with Dr. Miller to further refine curriculum design.
- The STEAM center structure and curriculum is based on the model at Rochester's Innova Academy, led by BES Fellows Brittany Rumph and Lindsey Swanson.
- The founding Executive Director selection process and toolkit was developed by Michelle Kemp of MK Consulting, an experienced charter talent leader and DEI specialist.
- The operational and financial model received input and revision from Morgan Ripski of Champe Carter Consulting.

The team is grateful for the time and expertise donated by leaders of other SUNY charters including 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

Role	Name	Bio
Founder & Advisor	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%. Dr. Miller is the author of two books, <i>Cyberbullying: Breaking the Cycle of Conflict</i> and <i>We Need to Do Better: Changing the Mindset of Children through Family, Community, and Education</i> . 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.
Advisor	Elissa Klein	Elissa Klein is developing GTR's board development, back office plans, 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.



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

Dr. Miller applied to SUNY in February 2022 and spring 2023 for Green Tech Rochester Elementary Charter School and withdrew the application both times in order to strengthen components. The team is not submitting any concurrent applications. The team has never had a charter granted for a school that is no longer in existence.

The revised charter proposal differs from the 2023 submission in the following ways:

Proposal Element	Changes from 2023 Proposal to Current Proposal
Community Need	Updated to reflect the changes to the Rochester community and the school district, as well as to align with budget and outreach for new applications.
Addressing Need	Updated to better align across sections, and included more detail.
Governance Team	The governing board members have shifted since the 2023 proposal. GTR recruited and trained new board members aligned with the mission and vision of the school throughout the 2023-2024 school year in preparation for the submission of this application.
Enrollment	While the original growth plans remain intact – launching with grades K and 1 in recognition of SUNY’s priorities – the school has shifted enrollment projections to be slightly larger. This allows for the school to more effectively implement its 2-teacher per classroom model.
Curriculum and Instruction	Updated curricula to align with the school model and identified needs of the prospective student body.  Updated instructional strategies to align with curricula, philosophy, and student body.
Calendar and Schedules	Updated for 2025-2026 school year
Special Populations	Updated to align with federal and state compliance and to align with instructional model.
Instructional Leadership	Further clarified instructional leadership roles and responsibilities and updated PD plans and criteria and systems for teacher and leader evaluation.
Culture and Discipline	Culture and discipline updated to reflect best practices from Green Tech Albany’s research and success, and from charter schools serving the target population of elementary-aged Black and Brown male students.
School Management and Leadership	Revised org charts reflect revised school planning.
Personnel	Revised to ensure the staffing model aligns with the school model and budget.
Partner Organizations	Add Building Capacity as a partner in staff and board development.
Budget Template	Using updated enrollment and staffing, updated the entire budget and used the new 2024 SUNY template.



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Proposal Element	Changes from 2023 Proposal to Current Proposal
District Relations	Updated to include new proposals about how to better work with the district.
Supplemental Narrative	Now includes more information about the founding team roles and relationship with Green Tech Albany.
Fiscal Soundness	Reviewed and updated to align with the new budget and ensure effective, compliant processes.
Action Plan	Updated for a 2025-26 school opening.
All Policies (Admissions, Discipline, Special Education, Personnel, Complaint) and Board Bylaws	Reviewed and updated for compliance and alignment with SUNY guidelines.
Facilities Documents	Added engagement letter with Keller Williams.
Community Outreach, Support, and Demand	Added additional evidence of support for the school.



July 25, 2023

**VIA ELECTRONIC MAIL**

Dr. Paul Miller  
Ms. Elissa Klein  
Lead Applicants  
1100 South Goodman Street  
Suite 200  
Rochester, NY 14620

Re: Proposal to Establish Green Tech Rochester Elementary Charter School

Dear Dr. Miller & Ms. Klein:

Thank you for submitting a proposal to establish the Green Tech Rochester Elementary School. The SUNY Charter Schools Institute (the "Institute") appreciates the time and effort into undertaking such a formidable endeavor. We acknowledge that this process is challenging and recognize your ongoing commitment to serving the students of Rochester. After an in-depth review by Institute staff and external consultants, the Institute determined that the proposal was underdeveloped, preventing us from moving forward in our review process. Further details regarding the rationale for the Institute's decision follow.

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 are ultimately your decision, 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 a first 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 critical areas requiring additional development identified during the review process. Should you choose to submit a new application later, you should not assume that modifying only the discrete elements referenced in this letter would remedy the proposal in its entirety.

**School Model and Academic Program.** The core components of the proposed mission and key design elements are not consistently evident and integrated throughout the envisioned curriculum, assessment system, and instructional methods.

- While the application presents research about learning styles and the male brain, there is limited discussion about how the proposed programming, schedules, and other design elements specifically enact or leverage male learning styles in a way that reflects that research.
- The application's description of school culture and discipline systems is underdeveloped in explaining how practices from an existing charter high school in Albany would be adapted to be appropriate for and grow up from an elementary school program in Rochester.
- The instructional program describes a daily Cognitively Guided Instruction "(CGI)" period as independent work. While CGI is an esteemed, research-based approach to constructivist learning, the application does not fully explain how instructional methods suitable for a constructivist learning program such as CGI would be implemented within an independent work period.
- The proposal describes a process for the identification of ELLs; however, it does not describe what specific curricula and staff the school would leverage to support instruction for ELLs.

**Organizational Capacity.** Overall, the organizational plans were underdeveloped and at times presented inconsistent or conflicting information.

- The application does not explain a clear purpose and rationale for the proposed administrative structure. In particular, the distinction of roles and responsibilities for the executive director and principal is not fully articulated.
- The application lacks a valid rationale for the difference in proposed qualifications for the principal and the Director of Instruction ("DOI"). For example, the principal must demonstrate qualifications including several years of teaching experience and a bachelor's degree, whereas the DOI is expected to have a masters and extensive experience with teaching and learning. The rationale for this difference is not explained and does not align with the job responsibilities as outlined.
- The application, mission, and key design elements describe a focus on language and literacy, science, technology, engineering, and math ("STEM"), and supporting English language learners ("ELLs"). However, the proposal and organizational chart do not include any dedicated STEM teaching positions requiring specific expertise in related fields or skills. Additionally, the organizational chart and budget does not include any ELL teachers.
- The application presents two different organizational charts for year one, with conflicting information regarding the number and types of full-time equivalent ("FTE") positions.

**Fiscal Soundness.** Components of the fiscal plan and budget did not completely align or present the entirety of the financial plans.

- The budget and organizational chart include a Director of Operations, Director of Finance, and Operations Manager in Year 1, with additional growth in operations staff until Year 5. However, the narrative does not provide a rationale to explain why Year 5 is an appropriate growth point nor an assessment of how the anticipated operations and finance staffing structure would adequately meet the needs of the school's growth in the first four years of a first charter term.
- The budget template does not reflect the required \$75k in dissolution funds to be held in escrow.

**Governance.** The proposed board did not demonstrate the skills and experience necessary to exercise strong financial, operational, and academic oversight.

- At the time of the Capacity Interview, there were three active Board members. Charter school boards of trustees may not operate with fewer than five active board members, and effective charter school founding boards often choose to recruit more than five proposed board members to ensure the board possesses the range of skills and experience to effectively oversee the program.
- Based on the evidence submitted, the proposed board members possess little experience in overseeing the startup of a new charter school or serving on a school board.

We encourage you and your team to use this Letter of Justification to continue to develop your proposal. If you have any questions regarding the review process, please do not hesitate to contact me at (518) 445-4250 or tanya.lewisjones@suny.edu.

Sincerely,



Tanya Lewis-Jones  
Director of New Charters

TLJ:ca





H. Carl McCall SUNY Building  
353 Broadway  
Albany, New York 12246  
[newyorkcharters.org](http://newyorkcharters.org)

April 28, 2022

**VIA ELECTRONIC MAIL**

Dr. Paul Miller  
CEO/Principal  
Green Tech High Charter School - Albany  
99 Slingerland Street  
Albany, NY 12202  
[pmiller@greentechhigh.org](mailto:pmiller@greentechhigh.org)

**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](mailto: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:

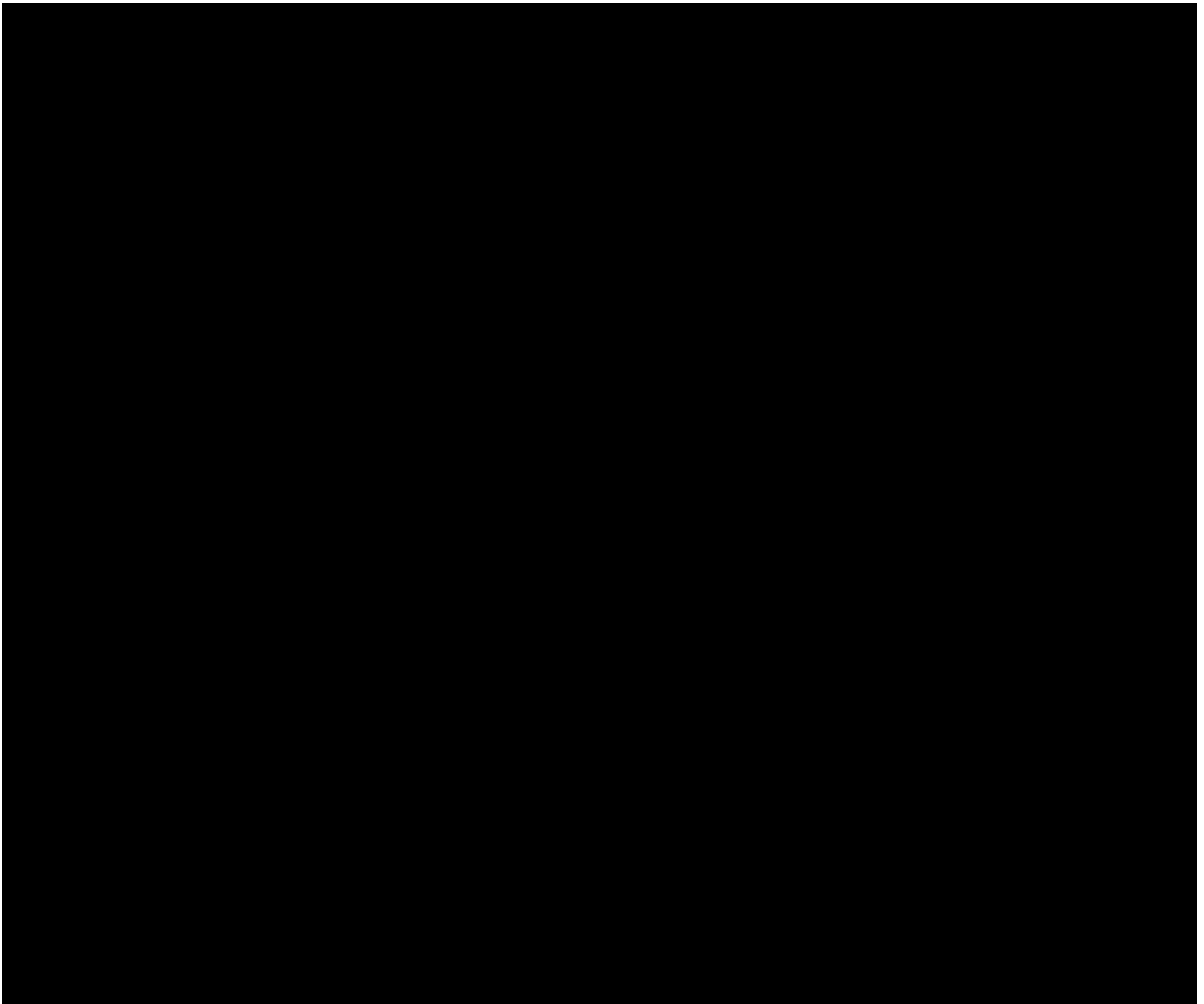
- Dr. Paul Miller
- Elissa Klein

The response also includes the job description for the Founding Executive Director, who will be integral to the founding team.

#### **DR. PAUL MILLER**



#### **Experience**



[REDACTED]

[REDACTED]

## **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)





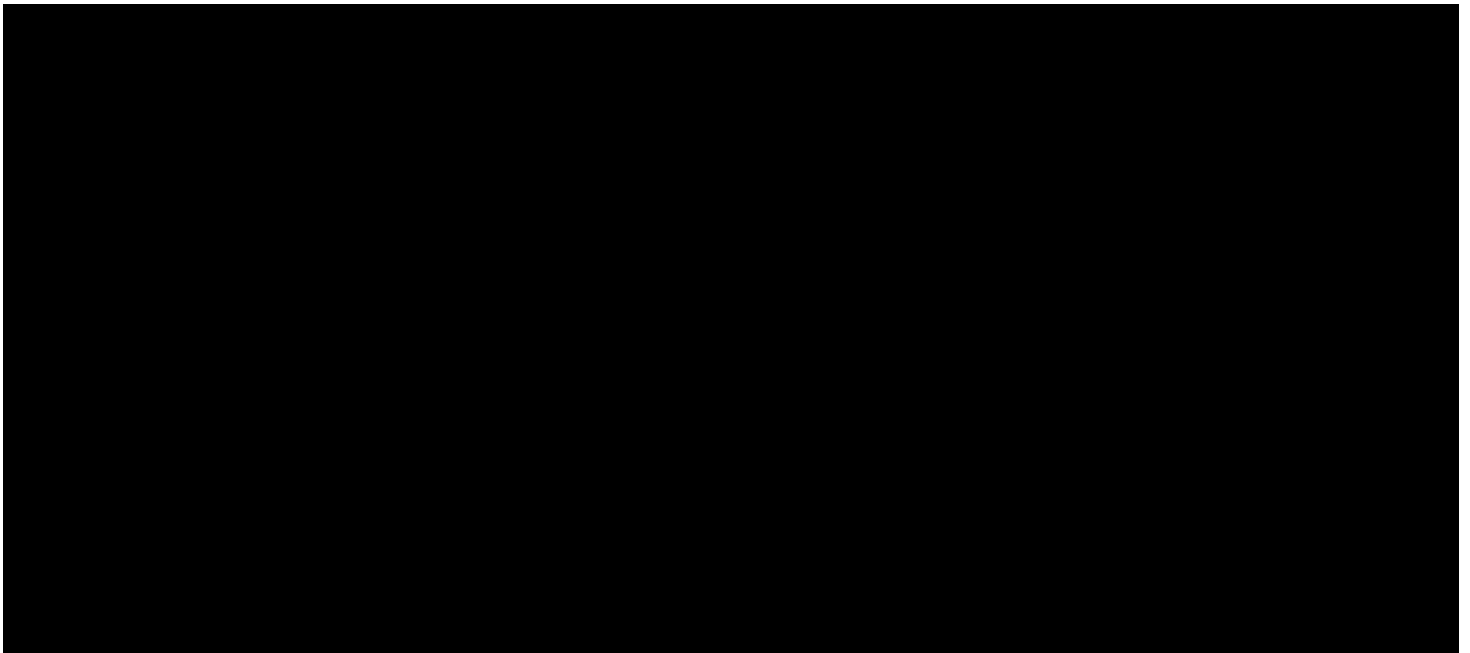
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- Young and Winning STEM Conference (2019)
- Youth Adult Literacy Program (2018)
- Stem Youth Empowerment Conference (2018)
- Good Deeds Radio Show (2018)
- Boys and Men of Color Educational Summit (2018)
- Tammy Collins Markee National Radio Show (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)

**Elissa Klein**



**EXPERIENCE**





## **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*



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**Green Tech Rochester Elementary School for Boys**

**Position Description: Founding Executive Director**

The founding board of Green Tech Rochester seeks a passionate, committed, and entrepreneurial Founding School Leader to incubate and launch a charter elementary school serving young men of color in Rochester, NY. Green Tech Rochester, based on the highly successful model of Green Tech Albany, will provide 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.

The School Leader will report to the board and be responsible for the school's successful launch, student academic outcomes, and laying the foundation for a sustainable organization.

**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.
- Identify and procure school facility.
- Report monthly to the school's board on school launch progress.
- Other responsibilities as needed.

**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



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- School culture
- Managing and developing the school leadership team
- Other responsibilities as needed.

### **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 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 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.

**Start Date:** July 1, 2024

### **Hiring Process and Timeline:**

- Priority deadline for applications: February 28, 2024
- Initial phone screening: mid-January – early March 2024
- Interview immersion day: March - April 2024
- Target hiring decision: early May 2024
- Timeline may be adjusted based on changing conditions and needs

### **Salary:**

- Residency/Incubation Year: \$90,000
- Starting salary of \$110,000 once school opens



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

### a. Description and Analysis of Community Outreach and Engagement

**Strategies to Solicit Community Input.** Lead applicant Dr. Paul Miller, a Rochester native, began outreach in the Rochester Community in December 2021. Leveraging his extensive community ties, Paul conducted significant outreach to both *inform* the community of the intent to develop a school and to *solicit input* from the community about the school model. Paul surveyed potential parents, engaged with the community through social media, shared information about the proposed school on radio and podcast broadcasts, and met with community groups. He leveraged these strategies to introduce Green Tech Rochester and to solicit feedback from the following groups:

Date	Community Group	Outreach Strategy	Outreach Detail	Outcome
1/3/22	Green Tech Rochester Facebook	Social media engagement	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 465 followers, and top posts have 394 views, 23 likes, and 14 shares (all organic, no paid marketing)
1/8/22	Omega Psi Phi Theta Omicron Chapter	Community Meeting	Meeting with local Black fraternity chapter with community service and philanthropy for Black male education in Rochester resulting in support, student referrals, and school partnerships	All members present signed petition in support of GTR.
1/09/22	Memorial AME Men's Group	Community Meeting	Meeting with predominantly Black church and bedrock of community resulting in support, student referrals, and school partnerships	Participants in the meeting expressed their support. They asked questions and said that this venture was much needed. They are tired of Rochester's current outcomes.
1/13/22	Boys and Girls Club	Event Partnership	Partnered with the Boys and Girls Club to host an event for the community to inform	Many parents signed a petition of support and couldn't wait until GTR was formed.



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			and ask for their input and support	
1/16/22	Aenon Church	Community Meeting	Meeting with predominantly Black church and bedrock of community resulting in support, student referrals, and school partnerships	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	Community Meeting	Meeting with predominantly Black church and bedrock of community resulting in support, student referrals, and school partnerships	Every member present signed the signature page stating that they were in support of GTR.
1/30/22	New Bethel Church	Community Meeting	Meeting with predominantly Black church and bedrock of community resulting in support, student referrals, and school partnerships	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	Uncle Keith's Corner	Broadcast information sharing	Guest on national podcast streamed on @HistoricallyBlackSinc e platform on Instagram with 90,000 followers	Many followers commented in support of GTR
2/6/22	Constance Love Show	Broadcast information sharing	National podcast streaming on Black Knowledge & Circle of Truth	Huge audience who was very supportive of GTR
2/13/22	National Pan Hellenic Council Meeting, Rochester Chapter	Community Meeting	Met with group representing all fraternities and sororities	All Black Greek Organizations in Rochester gave the stamp of approval for GTR. They expressed the desire for meaningful partnership opportunities with the school.
12/28/22	Radio Station 96.3	Broadcast information sharing	Wide reach to solicit community support via radio show	Numerous listeners called in to ask questions and give suggestions



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As a component of each outreach effort described above, Dr. Miller shared information live with participants. Participants heard a pitch on GTR and were offered the opportunity to ask questions, make comments, express concerns, and provide input on the school model. 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 that will provide a better option for the children. GTR has approximately 300 signatures in total showing Rochester's desire for this school. Additionally, GTR has collected survey data, included in the Evidence of Demand section, showing support for the school.

Moving forward, GTR's team will continue to expand community outreach efforts, using these strategies, with a focus on outreach to prospective parents and families.

It is critical for the Founding Executive Director to own, develop, and execute this plan during the school's planning year. The Executive Director 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. Specifically, continued community outreach will be inclusive of, but not limited to, the following initiatives:

Initiative	Owner	Helper(s)	Start	Due
Build on Dr. Miller's initial list of community groups by creating a community resource map to determine other community leaders and groups who can provide input, support, and/or challenges to problem solve.	Founding Executive Director	Dr. Miller, board	7/1/24	7/15/24
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 Executive Director		7/15/24	8/1/24
Create a project plan for prospective student, staff, partner, board, and donor leads captured throughout the year.	Founding Executive Director	Dr. Miller, board	8/1/24	9/1/24
Develop comprehensive communications strategy to grow awareness, traffic, and conversions for potential families and staff.	Founding Executive Director	Elissa, marketing firm	9/1/24	9/15/24
Create a canvassing project plan to solicit input and support from community residents.	Founding Executive Director	Dir. Instruction	9/15/24	11/1/24
Hold a series of focus groups with potential families, partners, and staff to surface and explore their needs, values and desires more deeply.	Founding Executive Director	Dir. Instruction, marketing firm	1/15/25	2/1/25

**Community Feedback.** Community members have provided feedback through meeting comment periods, individual conversations, radio call-ins and surveys. Overall, community





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members surfaced the struggles of Black boys in Rochester and voiced a desire for increased educational opportunity for this 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 with 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 in 2022-23 was overwhelmingly positive, with evidence of those responses attached in *R-04e - Evidence of Support*. This attachment also includes a number of letters from community members and potential partners.

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). Our plan for continued outreach hinges on deepening support; we will continue outreach efforts to those who have shown interest in the school to ensure that parents and families have the information needed to enroll in the school following charter approval.

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**



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Rochester has 12,953 children under the age of five<sup>1</sup>, which roughly projects to 2,590 entering kindergarteners each year. Currently, RCSD enrolls 55% of those students (1,438)<sup>2</sup> 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 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 currently has approximately 2,000 students on charter waitlists. If we estimate 45% are grades K-5, and half of those are male-identifying, that leaves 450 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 225 students, or 44% 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 assessed demand in 2022 through a survey disseminated through the GTR Facebook page that garnered 81 responses in only one day. At the time, GTR planned to open in fall 2023; 61 respondents reported having a male, preschool-aged child that they would want to enroll in Green Tech Rochester fall 2023. In 2024, GTR again assessed demand via a survey; 24 respondents reported having a male, preschool-aged child that they would want to enroll in Green Tech Rochester fall 2025.

The GTR team will use the same survey starting in October 2024 to prepare for a fall 2025 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 2024. This plan leverages best practices from other charter schools, such as ReGeneration Schools, 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 are 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.

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<sup>1</sup> United States Census Bureau. (n.d.). *Rochester city, New York*.  
[https://data.census.gov/profile/Rochester\\_city,\\_New\\_York?q=160XX00US3663000](https://data.census.gov/profile/Rochester_city,_New_York?q=160XX00US3663000)

<sup>2</sup> New York State Education Department. (n.d.). *Rochester City School District Enrollment (2022-23)*.  
<https://data.nysed.gov/enrollment.php?year=2023&instid=800000050065>



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**R-04d – Evidence of Outreach**

<b>Document</b>	<b>Description</b>	<b>Page</b>
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



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Green Tech Rochester Facebook Page

facebook

Home, Search, and profile icons

**Green Tech Rochester**  
447 likes · 457 followers

Following Message Search

Posts About Mentions Reviews Followers Photos More

**Intro**

Green Tech Rochester (GTR) students are the masters of our fate and captains of our souls. Our live

**Page** · Elementary School

Rochester, NY, United States, New York

**Posts** Filters

**Green Tech Rochester**  
March 14 at 3:21 PM · 🌐

Please join me in Networking for all Educators next week if your in Rochester, NY  
Please RSVP below. All details in the link.



## Green Tech Rochester Elementary School for Boys New School Application SUNY 2024 RFP

### Top-Performing Facebook Posts

**Green Tech Rochester**  
December 20, 2021 · 🌐

Watch this short video on how GTH made it possible to pave the way for GTR...

0:15 / 5:52

18 1 comment 14 shares

Like Comment Share

Most relevant

Write a comment...

██████████  
This is a great video and a great explanation of what Green Tech is about!  
Like Reply 1y

**Green Tech Rochester**  
December 17, 2021 · 🌐

Rochester, we are going to make a difference. Seeing is believing. [Dr. Paul Miller](#)

23 6 comments 1 share

Like Comment Share

**Green Tech Rochester**  
December 17, 2021 · 🌐

As we continue to grow and expand we will need your support along the way. Community involvement is how we are going to kick start GTR Elementary. Please take a few moments to read about our plans and the changes we will be making in Rochester!  
<https://www.gopetition.com/.../support-green-tech...>

GOPETITION.COM  
**Support Green Tech Rochester Elementary School**  
Since the founding of the school in 2008, Green Tech High Charter School has been...

9 34 shares

### Sample Community Meeting Calendar Events - Men's Ministry





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**From:** Paul Miller <[pmiller@greentechhigh.org](mailto:pmiller@greentechhigh.org)>

**Date:** January 11, 2022 at 3:30:46 PM EST

**To:** [REDACTED]

**Subject:** RE: Men's Ministry Meeting

[REDACTED]

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](mailto: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** [REDACTED]

**Who** • [REDACTED] organizer

Bernard McDavid 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/j/7562288803?pwd=ZVF4aU5FbGtXbzdPUklmcmFNck1JQT09>

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**National Pan Hellenic Council – Rochester Chapter**



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**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

[REDACTED]

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]

Theta Omicron Chapter  
Omega Psi Phi Fraternity Inc.  
[REDACTED]





Green Tech Rochester Elementary School for Boys  
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Podcast Fliers





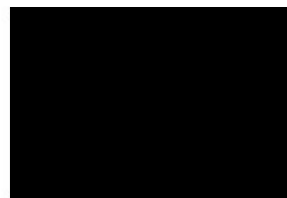
**R-04e - Evidence of Support**

Document	Description	Page
Letter of support, ABC	Letter of support from [REDACTED]	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]	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
Letter of support	Letter of support from [REDACTED], city of Rochester Resident	4-44

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



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February 8, 2022

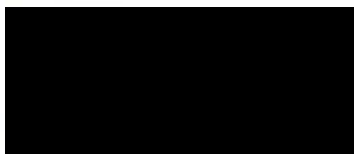
To whom it may concern:

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,



400 West Avenue, 3rd Floor  
Rochester, NY 14611

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

E-mail: [CAA@ABCinfo.org](mailto:CAA@ABCinfo.org)  
Web site: [www.abcinfo.org](http://www.abcinfo.org)



Building New Beginnings A Community Action Agency Serving Monroe & Ontario Counties

Response 4-3



Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

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,







Green Tech Rochester Elementary School for Boys  
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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 4<sup>th</sup> grade in previous eras we knew more than 8<sup>th</sup> graders today!

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

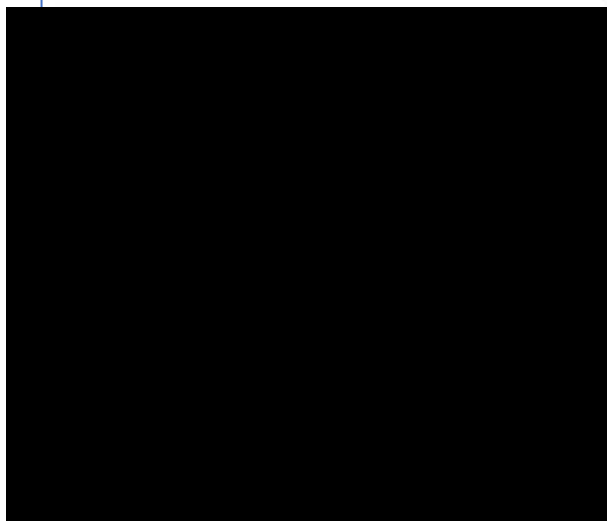
What happened to teaching Convergent Thinking or Critical Thinking gone? You ask why are kids are lost and depressed? They are taught from Kindergarten to comply not to think!

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,





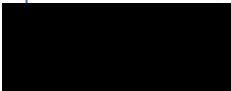
Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

To whom this may concern,

My name is Genna Miller. I live in Rochester New York. I'm writing this letter to explain why I think it would be a huge blessing to have Green Tech Charter School as an elementary school in Rochester.

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

Sincerely,





# Green Tech Rochester Elementary School for Boys New School Application SUNY 2024 RFP



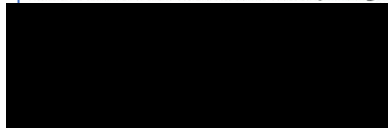
February 2, 2022

To whom it may concern:

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

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

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



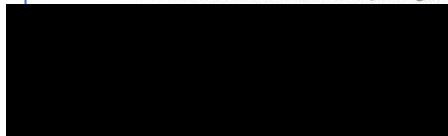
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Green Tech Rochester Elementary School for Boys  
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SUNY 2024 RFP



February 2, 2022

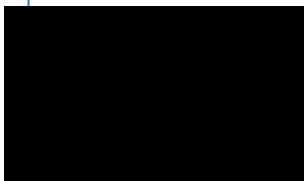
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SUNY 2024 RFP



February 2, 2022

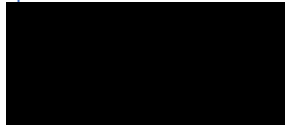
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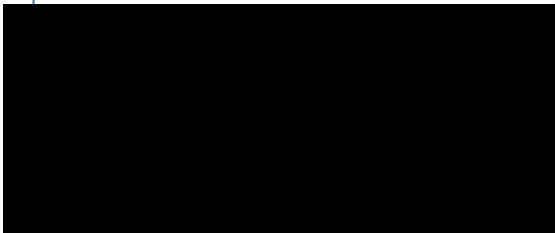
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February 6, 2022

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

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

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

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

Thank you for your time and consideration.





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Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP



February 15, 2022

To whom it may concern:

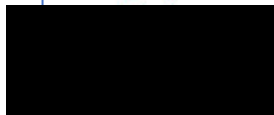
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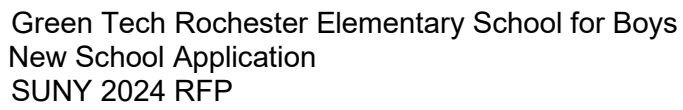
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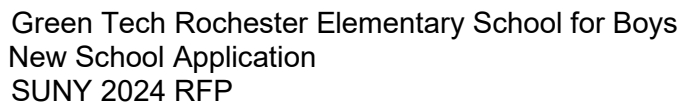


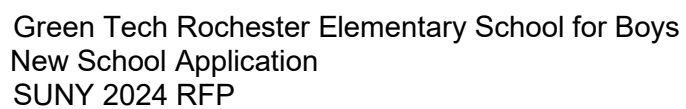


## Green Tech Rochester

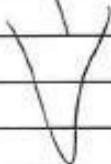


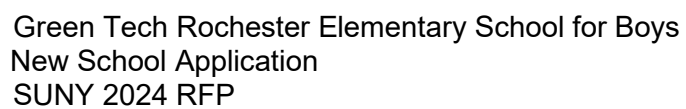
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## Green Tech Rochester

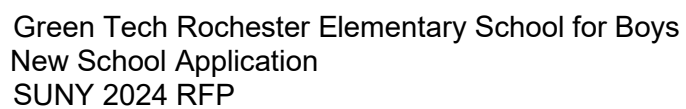


## Methods

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Answer

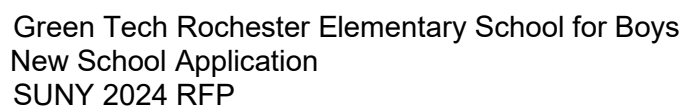
1/16/2022

Rochester NY 14609  
Rochester NY  
Rochester NY  
Rochester NY









## Green Tech Rochester

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Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

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5					Menands	NY	USA	12202		Dec 19, 2021	
6					Menands	New York	USA	12204	<a href="#">View</a>	Dec 19, 2021	
7					Rochester	NY	USA	14617		Dec 19, 2021	
8					NY	Albany	USA	12202		Dec 19, 2021	
9					Fairport	New York	USA	14450	<a href="#">View</a>	Dec 19, 2021	
10					Rochester	NY		14606		Dec 19, 2021	
11					Rochester	New York	USA	14609	<a href="#">View</a>	Dec 19, 2021	



Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP



albany	New York	USA	12222		Dec 15
Rochester	NY	USA	14621		Dec 15
Rochester	Monroe	USA	14606		Dec 15
West Henrietta	New York	USA	14586		Dec 15
Rochester	NY		14623		Dec 15
Rochester	New York	USA	14621		Dec 20
Rochester	NY		14608		Dec 20
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Response 4 - 18



Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

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dit 14		Rochester	Monroe	USA	14606		Dec 19, 2021	
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Response 4 - 1 dit 20		Rochester	New York	USA	14608		Dec 21, 2021	



Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

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Green Tech Rochester Elementary School for Boys  
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SUNY 2024 RFP

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Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

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SUNY 2024 RFP

<input type="checkbox"/> Action	#	Title	Name	Email	Address	Town/City	S/C/P	Region	Zip/PC	Comment	Date
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Green Tech Rochester Elementary School for Boys  
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SUNY 2024 RFP

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<input type="checkbox"/>	<a href="#">Edit</a> 80			Rochester	NY				Feb 13, 20

Board of Trustees of the State University of New York (SUNY)  
c/o SUNY Charter Schools Institute  
SUNY Plaza  
353 Broadway  
Albany, NY 12246

Dear Trustees,

I am writing to express my wholehearted support for the establishment of the Green Tech Rochester, NY All-Boys Elementary Charter School. As a strong advocate for quality education and innovative approaches to learning, I believe that this initiative has the potential to make a significant and positive impact on the lives of young boys in our community.

By offering a unique educational experience that combines academic rigor with real-world applications, this charter school has the potential to nurture a new generation of leaders who are equipped to address complex issues with creativity, empathy, and resilience.

Moreover, the focus on an all-boys environment is particularly noteworthy. Research has shown that single-gender education can have a positive impact on academic achievement, social development, and self-esteem, especially for boys. By creating a supportive and inclusive environment where young boys can thrive without the pressures of gender stereotypes, Green Tech Rochester NY All-Boys Elementary Charter School can help its students reach their full potential and become confident, well-rounded individuals.

I am confident that the dedicated team behind this initiative has the passion, expertise, and commitment needed to ensure the success of this school. Their vision for a school that not only educates but also inspires, empowers, and enriches the lives of its students is truly commendable. I believe that Green Tech Rochester NY All-Boys Elementary Charter School has the potential to become a beacon of excellence in our community and a model for innovative education nationwide.

In conclusion, I urge you to give your full support to the establishment of Green Tech Rochester NY All-Boys Elementary Charter School. By doing so, we will be taking a significant step towards providing our young boys with the tools they need to succeed in a rapidly changing world.

Thank you for consideration

Sincerely,

[REDACTED]

City of Rochester resident

[REDACTED]



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**R-04f - Evidence of Demand**

Document	Description	Page
2024 Demand Survey	Survey disseminated via Green Tech Rochester's Facebook page and leadership team garnered 64 responses, with 92% of respondents saying they would enroll their Kindergartener and 93% saying they would enroll their first grader in the school.	4-46-4-47
2023 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.	4-48 – 4-51



Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

2024 Survey Data:

Q1



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

Answered: 64 Skipped: 0

4.6★  
average rating



	NOT AT ALL	A LITTLE	MAYBE	YES	ABSOLUTELY, THIS IS A HUGE NEED!	TOTAL	WEIGHTED AVERAGE
★	3.13% 2	1.56% 1	3.13% 2	15.63% 10	76.56% 49	64	4.61

Q2



Would you send your Kindergartener to Green Tech Rochester in fall of 2025 based on Green Tech Albany's 95% Graduation Rate for 97% Black males?

Answered: 64 Skipped: 0

4.5★  
average rating



	NOT AT ALL	A LITTLE	MAYBE	YES	ABSOLUTELY, THIS IS A HUGE NEED!	TOTAL	WEIGHTED AVERAGE
★	3.13% 2	0.00% 0	4.69% 3	25.00% 16	67.19% 43	64	4.53



Green Tech Rochester Elementary School for Boys  
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Q3



Would you send you First Grader to Green Tech Rochester in the fall of 2025 based on Green Tech Albany's 95% Graduation rate for 97% Black Males?

Answered: 64 Skipped: 0

4.5★  
average rating



	NOT AT ALL	A LITTLE	MAYBE	YES	ABSOLUTELY, THIS IS A HUGE NEED!	TOTAL	WEIGHTED AVERAGE
★	3.13% 2	0.00% 0	3.13% 2	31.25% 20	62.50% 40	64	4.50



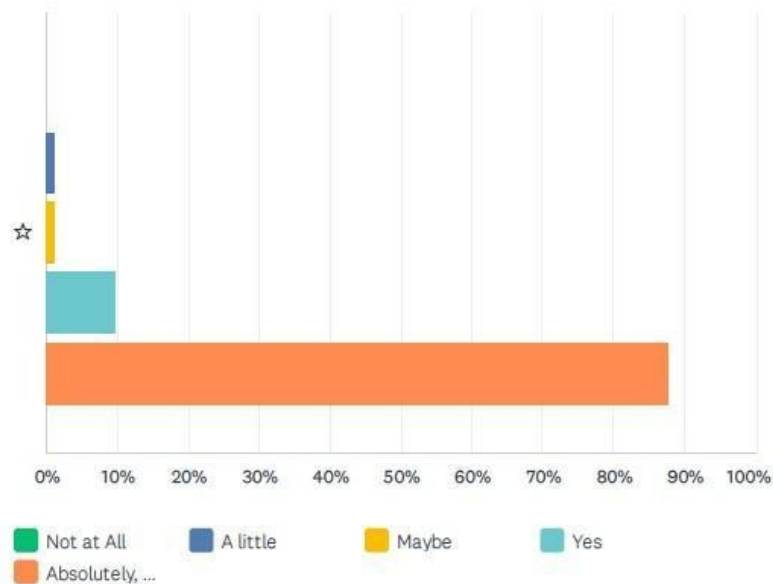


Green Tech Rochester Elementary School for Boys  
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2023 Survey Data:

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

Answered: 81 Skipped: 0



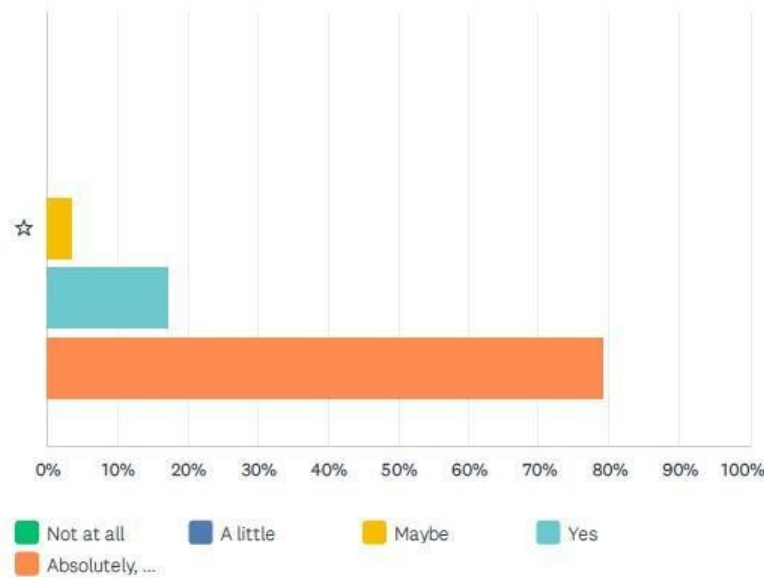
	NOT AT ALL	A LITTLE	MAYBE	YES	ABSOLUTELY, THIS IS A HUGE NEED!	TOTAL	WEIGHTED AVERAGE
☆	0.00%	1.23%	1.23%	9.88%	87.65%	81	4.84
	0	1	1	8	71		



Green Tech Rochester Elementary School for Boys  
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SUNY 2024 RFP

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



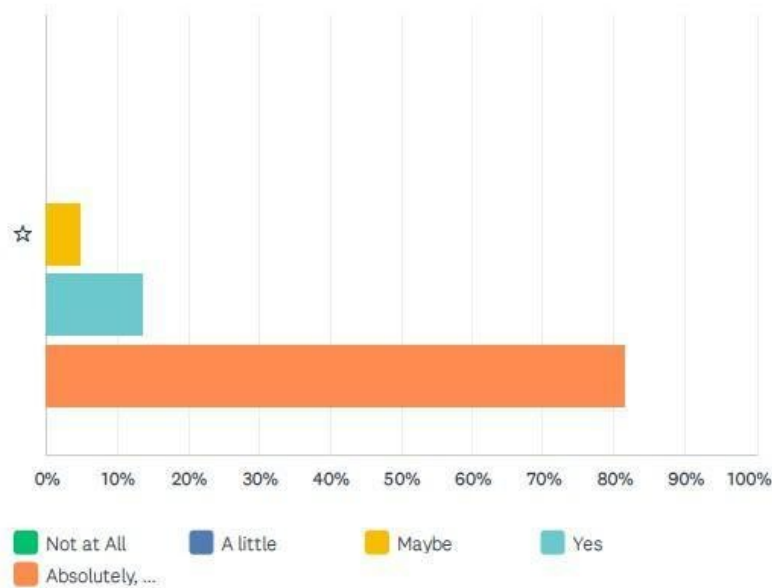
	NOT AT ALL	A LITTLE	MAYBE	YES	ABSOLUTELY, THIS IS A HUGE NEED!	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	3.70% 3	17.28% 14	79.01% 64	81	4.75



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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



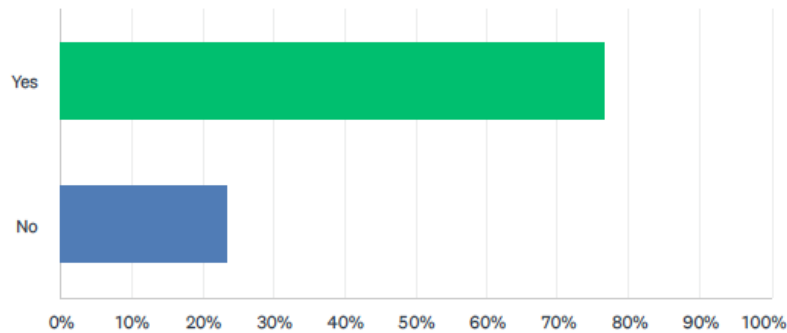
	NOT AT ALL	A LITTLE	MAYBE	YES	ABSOLUTELY, THIS IS A HUGE NEED!	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	4.94% 4	13.58% 11	81.48% 66	81	4.77



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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?

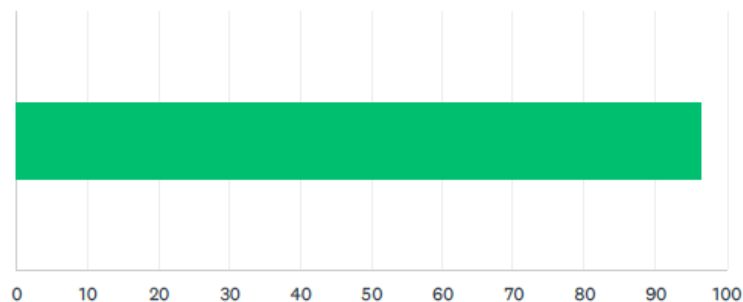
Answered: 81 Skipped: 0



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

At full scale, Green Tech Rochester plans to offer three homerooms per grade, with a cap of 30 students per homeroom, for a total of 540 students. GTR is budgeting conservatively, projecting only two homerooms in our initial cohort of students that will enroll in Grade 1 in 2025, as we are aware recruiting students for enrollment in a new school at this grade level is more difficult than recruiting new kindergarten students. The projected enrollment table from start-up through full scale is below:

	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
K	90	90	90	90	90	90
1	60	90	90	90	90	90
2		60	90	90	90	90
3			60	90	90	90
4				60	90	90
5					60	90
<b>Total</b>	<b>150</b>	<b>240</b>	<b>330</b>	<b>420</b>	<b>510</b>	<b>540</b>

**Grade Configuration.** In the Fall of 2023, Rochester City School District (RCSD) approved a Comprehensive School Reconfiguration Plan. The district is currently undergoing plans to align to a new grade structure configuration: Elementary - PreK-6; Middle - 7-8; and High School - 9-12.<sup>1</sup> There are 14 charter schools in Rochester across 27 school locations. The charter sector uses a variety of grade configurations but tends to organize into grade spans of K-6, 7-8, and 9-12.<sup>2</sup>

We are intentionally differing from the typical RCSD grade band. Our K-5 model will allow students to apply for 6<sup>th</sup> 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 K 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

<sup>1</sup> Rochester City School District. (n.d.). *RCSD Comprehensive School Reconfiguration Plan*.  
<https://www.rcsdk12.org/domain/15482>

<sup>2</sup> Good Schools Roc.org. (n.d.). *Charter School Locations in Rochester*.  
<https://www.goodschoolsroc.org/schools/>



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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. We will fill open spots 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 6<sup>th</sup> grade class or even grades 6-8 if the school is renewed. GTR would prefer to end in 5<sup>th</sup> 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 will consider replicating and building 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. Based on an enrollment of 540 students in grades K-5, GTR's enrollment and retention targets, according to SUNY's enrollment and retention calculator are:

Student Population	Enrollment %	Enrollment Target
Economically Disadvantaged	88.4%	477.4
English Language Learners	14.5%	78.3
Students with Disabilities	15.9%	85.8

Student Population	Retention %	Retention Target
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Economically Disadvantaged	95.2%	454.5
English Language Learners	95.9%	75.1
Students with Disabilities	95.8%	82.2

**Recruitment of Target Populations.** GTR's founding team brings over 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<sup>3</sup>.

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

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<sup>3</sup> 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.



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														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-channelled 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 robocalls 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/outreach	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		



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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 compelling lottery acceptance letter and envelope	CEC						P	E	D						
	1b. Call all 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	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	x	x
	1a. Create and send monthly newsletters/emails to enrolled families.	CEC					P	E	E	E	E	E	E	E	E	D
	1b. Send important deadlines/reminders to enrolled families.	CEC						P	P	E	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	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	E	D
	3. Create and execute a reactive plan for responding to "no shows"	DO										P		E	D	

We would like to highlight a few strategies from the plan:

**Economically Disadvantaged/Free and Reduced Price Lunch (ED/FRPL) 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**

- Translating all marketing materials into Spanish, the most common language after English (it is spoken by 15%<sup>4</sup> 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 high populations of English Language Learners
- 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.

<sup>4</sup> World Population Review (2023). *Rochester, New York Population 2023*. <https://worldpopulationreview.com/us-cities/rochester-ny-population>



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**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 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 disadvantaged 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 languages as needed so that families feel included and know that their home language is valued at Green Tech Rochester.

In terms of monitoring efficacy of student retention efforts, all student-level data (retention, academic, discipline, etc...) will be disaggregated by subgroup. In the event any subgroup population withdraws from the school at an elevated rate, the school's leadership team will develop an action plan to address the discrepancy.



## **R-05d - Admissions Policy**

### **Admission**

Green Tech Rochester a free, public school open to male-identifying children in grades K-5, on a space-available basis within each grade. Students who will turn five years old on or before December 1st of the school year for which enrollment is sought may submit an application. Students are selected via a fair, random lottery, which ensures all students have an equal opportunity to enroll. When the school is fully enrolled, GTR will maintain a waitlist. Both the applications and waitlist will be kept for one year.

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.

### **Non-Discrimination Statement**

All recruitment, application, and enrollment materials, including Green Tech Rochester's website, paper applications, and online enrollment system shall contain the following non-discrimination statement: *GTR shall not discriminate against or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, national origin, disability, intellectual ability, measures of achievement or aptitude, athletic ability, race, creed, religion or ancestry. GTR may not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant to either receive or submit an application for admission to that school.*

### **Admission Preferences**

Preference is given to (1) returning students, (2) siblings of enrolled, and (3) 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**

All students at GTR will be automatically re-enrolled in the school each year. Current GTR students who wish to continue at the school for the following school year will not complete an application. The re-registration process occurs in the spring for all currently enrolled students.

### **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.



## **Application Period and Process**

Applications may be submitted after November 1st for the upcoming school year. Applications are accepted year-round through:

1. Applying online through the online application posted on the school website.
2. Calling the admissions office at and completing the application with a trained staff member over the phone; or
3. Making an appointment to complete the application in-person at the school.

Occasionally GTR will have seats available at some grade levels during the course of the academic year. To fill these seats, the school shall use the applicable grade-level waitlist, if one exists, or will continually recruit and enroll students in order to fill any such seats.

Enrollment Lottery: Should the number of students who apply to GTR be greater than the number of seats available, the school will hold a lottery in accordance with its Charter and SUNY's Admissions and Lottery Guidance.<sup>1</sup> In order to participate in the lottery, applications must be completed online or received by GTR by April 1st. If the number of applications submitted by April 1st exceeds GTR's enrollment capacity in any grade level, a lottery will occur. The lottery is a random selection process conducted using technology-based software and overseen by a neutral third party to assign seats as described below. By March 15th, the date, time, and location of the lottery shall be posted in the same manner in which the school posts notices of regularly scheduled Board of Trustee meetings and in accordance with State regulations.

## **Waitlist**

During the lottery process, names will continue to be drawn, in the same manner and applying the same preferences and weights, after all available seats have been filled in order to form numbered waitlists, for each grade level. These waitlists will be the only official, legal document identifying the names of students, by grade level, with applications to GTR pending acceptance for the subsequent school year, or when vacancies arise. The waitlist expires annually, immediately prior to the next year's lottery drawing.

Whenever a vacancy occurs after the lottery, GTR shall follow the waitlist order and notify a parent via email and/or text message that a seat has become available and is being offered to the student. In addition, the school may contact the parent via phone call. A parent has three business days from the time of the first notification, as recorded by the school, to accept the seat by contacting the school per the instructions in the offer. A parent may request and the school may grant an extension of no more than two additional business days in order for the parent to make a final decision regarding acceptance. If a parent declines the offer, the student is determined to not be eligible, or the school does not receive a response from the parent within three business days, the seat shall be offered to the next student on the waitlist.

## **Record-Keeping**

The school shall keep written and/or electronic documentation related to this policy sufficient for the authorizer to identify the process used and compare the process used to the lottery

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<sup>1</sup> <https://suny-charters-uploads.s3.amazonaws.com/wp-content/uploads/2023/10/30094018/Lottery-Guidance-2024-25.pdf>





procedures required by the school's Charter. Records include: applications; targeted recruitment activities; lottery, weighting, and waitlist processes; logs related to parent contacts and offered/accepted/rejected seats; relevant data stored in and formulas used by SchoolMint; names and titles of third-party lottery administrators/overseers; recordings (if any) related to remote lotteries; records related to posted notices; and any other records that the school deems material to the lottery process.

### **Admission and enrollment for homeless children**

The McKinney Vento Act applies to the matter of children and youth who are homeless. It pertains to students in a wide range of temporary living situations, including but not limited to emergency or transitional shelters, such as:

- Motels, hotels, trailer parks, or campgrounds
- Shared housing due to loss of housing or economic hardship
- Hospitals, secondary to abandonment or awaiting foster care placement
- Cars, parks, public spaces, abandoned buildings, substandard housing, or similar situations
- Public or private places not ordinarily used as sleeping accommodations for human beings

In an effort to ensure that homeless children and youth have equal access to the same free and appropriate public education as housed children, GTR will appoint a McKinney Vento Liaison who will ensure that homeless children and youth are identified by school personnel through admissions/outreach.

The McKinney Vento Act requires school districts to immediately enroll homeless students, even if they are missing records, and to take an active role in contacting students' prior schools for school records and immunization information. GTR's policy is to have our Admission/ Outreach contact provide incoming students and their parents/guardians with an Enrollment Packet and Housing Questionnaire that will provide our school with the essential information of students who are homeless or temporarily homeless.

### **Transportation for Homeless Policy**

Under the McKinney Vento Act, the school must ensure that parents, guardians, and unaccompanied youth are fully informed of transportation services. GTR policy makes certain that any identified homeless students receive transportation through the duration of their homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it's the student's terminal grade. Transportation is provided up to 50 miles each way and for students who wish to participate in extracurricular activities and/or summer school programs.



## R-06af - Curriculum and Instruction

### Educational Philosophy

Green Tech Rochester takes a holistic approach to teaching boys of color. We want boys of color to be successful in school, to be prepared for college and career, and to have strong character. We give boys the skills to be young men. The Green Tech philosophy believes that *boys* need someone to take care of them, *young men* take care of themselves, and *men* take care of others. Additionally, our belief is that all students can learn at high levels when given the right supports. As such, our educational philosophy and approach includes the following core elements, which are aligned to and include our four pillars.

1. A specific focus on the developmental, academic, and social-emotional **needs of boys**, especially boys of color. This includes incorporating movement, multiple modalities, choice, and competitiveness, amongst other strategies.
2. All teaching and learning is **relationship based**, meaning that students learn at high levels only when feeling like they are in a safe, supportive environment where they are seen as people. Teachers, leaders and staff are expected to know their students and each other, by getting to know students' interests, likes/dislikes, and unique personalities. Students are affirmed and teachers avoid stereotype threats. We do explicit community building via morning meeting and fraternal groups, and our core values of RESPECT (see below) are integrated throughout teaching and learning.
3. We have **small class sizes and a co-teaching model**. In order to give boys the support they need, they often need personalized attention, either 1:1 or in small groups. Our class sizes allow us to build relationships and differentiate instruction.
4. We believe in **high expectations and high support**. We come from an asset-based approach and meet students where they are. We are "warm and demanding" and expect all students to learn at high levels, but we do so with warmth and caring.
5. In order to teach the whole child, we will incorporate **explicit teaching of social-emotional learning (SEL)**, beginning with self-awareness and self-management, so that students can recognize and regulate their emotions in order to better learn and build positive relationships. We support students to grapple with difficult concepts and learn from failure.
6. We focus on the delivery of high-quality **teaching and learning**, including fundamental literacy skills and the science of reading, as well as research-based practices for math, science, social studies, art, and PE. This also includes **understanding by design** for lesson planning.
7. Because we are mainly teaching boys of color, we are **culturally responsive**, ensuring our instructional strategies are appropriate and effective for males of color, and ensuring that our curriculum and materials include voices, visuals, and stories of people like our students, so that they are meaningful and relevant.
8. Learning is **student centered and inquiry based**, as well as collaborative, and encourages students to be curious, ask questions, and take intellectual risks. Inquiry-based learning also includes grappling, critical thinking, and problem solving.
9. In order to prepare students for later schooling and jobs for the future, we will focus on teaching **STEM**, and hands-on, real-world experiences and problem solving.
10. To ensure all students are on track and continually improving, we use **data-informed instruction**, and feedback on learning is regular and constant.



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11. The entire school community, including students, will take **accountability** for achievement and school culture. Classrooms are structured with clear and consistent norms, expectations, and routines.
12. We will use **mastery-based grading** to align all assessments and student work to the standards and to ensure that every student masters the standards.
13. To ensure we meet our goals and are implementing our model with fidelity, all teachers and staff will receive regular **professional development** on how best to educate males of color, including cultural responsiveness, as well as data driven instruction and relationship-based learning.



### 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, that are successfully educating GTR's target population, such as Uncommon Schools, Achievement First, Success Academy, IDEA Public Schools, various KIPP regions, Brooke Charter Schools, and DREAM Charter Schools. It also included learnings from the applicants' time at Green Tech Albany and ReGeneration Schools.

The team then reviewed curricular components against EdReports to ensure alignment to New York State learning standards and to research-based practice. We also ensured that the literacy curriculum is aligned to the science of reading, and that both math and literacy curricula will build strong foundational skills. 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.

Finally, we then reviewed curricula that were suited for all-male schools and for developing male brains, and curricula used by all-boys elementary schools (private and charter) such as Collegiate School, Fessenden School, Visible Men, Excellence Boys (Uncommon), Statesmen College Prep, the Albany Academies, the Browning School, Baltimore Collegiate, Boys Prep Charter School (Public Prep), and the Cathedral School for Boys, amongst others.

The resulting curricula are:

Subject	Grade	Curricula	Research Base
English Language Arts	K-5	<ul style="list-style-type: none"><li>• EL Education</li><li>• Wilson Foundations and Wilson Reading Systems for multi-sensory phonics, phonemic awareness, and fluency intervention</li></ul>	<ul style="list-style-type: none"><li>• EL Education is highly rated by EdReports<sup>1</sup></li><li>• EL Education called “the highest-quality Common Core-aligned curriculum materials” by the New York City Department of Education<sup>2</sup></li><li>• A five-year study of 18 districts conducted by Mathematica found that implementation of EL ELA curriculum paired with strong teacher PD resulted in positive and statistically significant effects on ELA achievement.<sup>3</sup></li><li>• Multiple additional studies for Wilson’s Foundations showed gains in literacy in K and 1st, especially with students of color and lower-</li></ul>

<sup>1</sup> EdReports. (2018, March 6). *EL Education K-5 Language Arts* <https://edreports.org/reports/overview/el-education-k-5-language-arts-2017>

<sup>2</sup> EL Education. (n.d.). *What We Do*. <https://curriculum.eleducation.org/about>

<sup>3</sup> Dolfin, S., Richman, S., Choi, J., Streke, A., DeSaw, C., Demers, A., & Poznyak, D. (2019, June 28). *Evaluation of the Teacher Potential Project*. Mathematica. <https://eleducation.org/uploads/downloads/Teacher-Potential-Project-Final-Report-7-5-19-1.pdf>.



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			income students. <sup>4</sup>
ELA Intervention	K-5	<ul style="list-style-type: none"> <li>Amplify Boost Reading and mClass Intervention</li> </ul>	<ul style="list-style-type: none"> <li>University of Michigan study found that interventions based on assessment results were effective in increasing reading and literacy skills<sup>5</sup></li> </ul>
Mathematics	K-5	<ul style="list-style-type: none"> <li>Eureka Math (Great Minds) for core math lessons</li> <li>Achievement First Navigator for story problem</li> </ul>	<ul style="list-style-type: none"> <li>A 2023 study by Johns Hopkins University found that Year 1 Eureka pilot schools experienced an initial average gain of 3.28 percentiles in 4th and 5th grades, and approximately half a percentile annual gain thereafter.<sup>6</sup></li> <li>Adoption of Eureka Math in the D.C. Public Schools led to the largest year-over-year increase in the percentage of students scoring at proficient levels on year-end math assessments.<sup>7</sup></li> </ul>
Science	K-5	Amplify	<ul style="list-style-type: none"> <li>Amplify was developed by the Lawrence Hall of Science at UC Berkeley and is the result of 7 years of field testing and iteration<sup>8</sup></li> <li><i>WestEd</i> found that Amplify improved science content knowledge, science vocabulary, and also improved literacy.<sup>9</sup></li> </ul>
Social Studies	K-2	EL Education, augmented by Black History (Milton and Freeman)	(see above)
Social	3-5	EL Education	<ul style="list-style-type: none"> <li><a href="#">A 2016 meta-analysis by Ard W.</a></li> </ul>

<sup>4</sup> Wilson Language Training. (n.d.). *Foundations Studies of Program Effectiveness*.

<https://www.wilsonlanguage.com/wp-content/uploads/2019/04/Foundations-Evidence-of-Effectiveness.pdf>

<sup>5</sup> Rowan, B., Hansen, B.B., White, M., Lycurgus, T., & Scott, L.J. (2019, March). *A Summary of the BURST: Reading Efficacy Trial*. Institute for Social Research Survey Research Center University of Michigan. <https://files.eric.ed.gov/fulltext/ED593875.pdf>

<sup>6</sup> Johns Hopkins School of Education Institute for Education Policy. (2023). *Eureka Math: Research Brief*. [https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/Imported\\_Blog\\_Media/Eureka%20Math%20QED%20Report%20Winter%202023%5B96%5D.pdf](https://3454910.fs1.hubspotusercontent-na1.net/hubfs/3454910/Imported_Blog_Media/Eureka%20Math%20QED%20Report%20Winter%202023%5B96%5D.pdf)

<sup>7</sup> Taylor, J. (2018, August 15). Washington, DC Schools Make Record Gains Across Grades With Eureka Math. Great Minds. <https://gm.greatminds.org/math/blog/eureka/washington-dc-schools-make-record-gains-across-grades-with-eureka-math%E8%8F>

<sup>8</sup> Amplify. (n.d.). *Amplify Science: The research behind the program*.

[https://edcuration.com/resource/product/1037/AS\\_The-research-behind-the-program.pdf](https://edcuration.com/resource/product/1037/AS_The-research-behind-the-program.pdf)

<sup>9</sup> Harris, C., Murphy, R., Feng, M., & Rustein, D. (n.d.). *Supporting Science Learning and Literacy Development Together: Initial Results From a Curriculum Study in 1st Grade Classrooms*. West Ed. <https://www.wested.org/resources/supporting-science-learning-and-literacy-development-1st-grade-curriculum-study/#>



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Studies		InquirED Inquiry Journeys	<a href="#">Lazonder and Ruth Harmsen</a> , synthesized 72 empirical studies examining the power of inquiry-based learning, finding that teacher-supported, inquiry-based instruction was consistently more effective than other pedagogies at improving learning outcomes amongst students. <sup>10</sup>
Music	K-5	MusicPlay	<ul style="list-style-type: none"> <li>Improved music knowledge<sup>11</sup></li> </ul>
Art	K-5	ArtsEd Washington	<ul style="list-style-type: none"> <li>Part of the Arts Education Data Project and the Arts Education Research Initiative<sup>12</sup></li> </ul>
PE	K-5	OPEN Phys Ed	<ul style="list-style-type: none"> <li>Currently collecting data with SUNY, initial reports show that students physical fitness improved<sup>13</sup></li> </ul>
STEM	K-5	Curriculum created by Green Tech team based on Paxton/Patterson Labs curriculum	<ul style="list-style-type: none"> <li>N/A</li> </ul>
Social-Emotional	K-5	RULER	<ul style="list-style-type: none"> <li>Studies shows that classrooms that use RULER have higher emotional support,<sup>14</sup> less aggressive behavior,<sup>15</sup> and higher engagement.<sup>16</sup></li> </ul>

<sup>10</sup> Lazonder, A.W. & Harmsen, R. (2016). Meta-Analysis of Inquiry-Based Learning: Effects of Guidance. *Review of Educational Research* 86(3), 681-718).<https://eric.ed.gov/?id=EJ1108443>

<sup>11</sup> Murillo, R.E. (2017). The 21st Century Elementary Music Classroom and the Digital Music Curriculum: A Synergism of Technology and Traditional Pedagogy. *Texas Music Education Research*.  
<https://files.eric.ed.gov/fulltext/EJ1183312.pdf>

<sup>12</sup> Arts Education Partnership. (n.d.). <https://www.aep-arts.org/>

<sup>13</sup> Hart, A., Foley, J., & MacDonald, L.C. (n.d.). *Research-Based Development and Implementation with an Evidence-Based Future*. Online Physical Education Network. [https://openphysed.org/wp-content/uploads/2020/02/OPEN2020\\_WhitePaper-V2-1.pdf](https://openphysed.org/wp-content/uploads/2020/02/OPEN2020_WhitePaper-V2-1.pdf)

<sup>14</sup> Hagelskamp, C., Brackett, M.A., Rivers, S.E., & Salovey, P. (2013). Improving Classroom Quality with The RULER Approach to Social and Emotional Learning: Proximal and Distal Outcome. *American Journal of Community Psychology*. [https://www.rulerapproach.org/wp-content/uploads/2019/04/pub328\\_Hagelskamp\\_etal\\_InPress.pdf](https://www.rulerapproach.org/wp-content/uploads/2019/04/pub328_Hagelskamp_etal_InPress.pdf)

<sup>15</sup> Cipriano, C., Barnes, T.N., Rivers, S.E., & Brackett, M. (2019). Exploring Changes in Student Engagement through the RULER Approach: An Examination of Students at Risk of Academic Failure. *Journal of Education for Students Placed at Risk (JESPAR)*, 24(1), 1-19.  
<https://www.tandfonline.com/doi/abs/10.1080/10824669.2018.1524767?journalCode=hjsp20>

<sup>16</sup> Cipriano, C., Barnes, T.N., Rivers, S.E., & Brackett, M. (2019). Exploring Changes in Student Engagement through the RULER Approach: An Examination of Students at Risk of Academic Failure. *Journal of Education for Students Placed at Risk (JESPAR)*, 24(1), 1-19.  
<https://www.tandfonline.com/doi/abs/10.1080/10824669.2018.1524767?journalCode=hjsp20>





Our curriculum is aligned to our key pillars through instructional strategies (see below), use of assessments provided within the curriculum to use data to drive instruction, and to high quality teaching and learning due to its research base.

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.

### ***Standards Alignment and Research Base for Selected Curricula***

**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"<sup>17</sup> 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<sup>18</sup>

GTR selected the following English Language Arts curricula in alignment with the tenets of effective literacy instruction and the practices of schools. We also align our program to the five Areas of Reading Instruction identified by the National Reading Panel as central to reading achievement: Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary.<sup>19</sup>

#### ***Grades K-2.***

Component	Curriculum	Standards Alignment and Research Base
<b>Amount of time:</b> 120 minutes 5 days a week		
Phonics, phonemic awareness, word recognition, fluency	EL Education	EdReports Meets Expectations K-5 for: <ul style="list-style-type: none"> <li>• Standards and Research-Based Practices and Implementation</li> <li>• Support, Materials and Assessment</li> </ul>
Comprehension (including metacognitive comprehension strategies,		

<sup>17</sup>TNTP. (2023, October 3). What is the Science of Reading, and Why Does it Matter?. *TNTP Blog*. [https://tntp.org/blog/what-is-the-science-of-reading-and-why-does-it-matter/?unique\\_id=152772560632|kwd-300894019816|692324081728&utm\\_source=google&utm\\_medium=cpc&utm\\_campaign=&gad\\_source=1&gclid=CjwKCAjwkuqvBhAQEiwA65XxQA8IOAZUz6y9Z2zRKkdsMwVos34aLwJBdqH-6SIK\\_P1ENBRQZiu\\_bRoC7QwQAvD\\_BwE](https://tntp.org/blog/what-is-the-science-of-reading-and-why-does-it-matter/?unique_id=152772560632|kwd-300894019816|692324081728&utm_source=google&utm_medium=cpc&utm_campaign=&gad_source=1&gclid=CjwKCAjwkuqvBhAQEiwA65XxQA8IOAZUz6y9Z2zRKkdsMwVos34aLwJBdqH-6SIK_P1ENBRQZiu_bRoC7QwQAvD_BwE)

<sup>18</sup> Shanahan, T. (2020). What constitutes a science of reading instruction? *Reading Research Quarterly*, 55(S1). <https://doi.org/10.1002/rrq.349>.

<sup>19</sup> National Reading Panel. (2000, April). Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction. <https://www.nichd.nih.gov/publications/pubs/nrp/smallbook>



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text structure, and complex texts)		<ul style="list-style-type: none"> <li>Useability<sup>20</sup></li> </ul>
Background knowledge		
Vocabulary and language development		
Writing mechanics: handwriting, spelling and grammar/usage		
Writing: composition		
Phonics, phonemic awareness, word recognition, accuracy, fluency	Wilson Foundations	<ul style="list-style-type: none"> <li>EdReports Partially Meets Expectations<sup>21</sup></li> <li>No WWC rating<sup>22</sup></li> <li>Several doctoral dissertations found positive effects<sup>23, 24, 25</sup></li> </ul>
Intervention	Amplify Boost & mClass Reading Intervention	<ul style="list-style-type: none"> <li>University of Michigan study found that interventions based on assessment results were effective in increasing reading and literacy skills<sup>26</sup></li> </ul>

### Grades 3-5

Component	Curriculum	Standards Alignment and Research Base
<b>Amount of time:</b> 120 minutes 5 days a week		
Phonics, phonemic awareness, word recognition, accuracy, fluency	Wilson Reading System	WWC improvement index averages: <ul style="list-style-type: none"> <li>Alphabets: +13 percentile points (statistically significant)</li> <li>Fluency: +6 percentile points</li> </ul>

<sup>20</sup> EdReports. (2018, March 6). *EL Education K-5 Language Arts* <https://edreports.org/reports/overview/el-education-k-5-language-arts-2017>

<sup>21</sup> EdReports. (2019, November 13). *Wilson Foundations*. <https://www.edreports.org/reports/overview/wilson-foundations>

<sup>22</sup> U.S. Department of Education. (2010, July). *Foundations*. <https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/196>

<sup>23</sup> Chalfant, C. (2019). *Making a Case for Using Effective Reading Programs: A Program Evaluation of Wilson Foundations* (Publication No. 13814787) [Doctoral dissertation, The College of William and Mary]. ProQuest Dissertations Publishing.

<sup>24</sup> DeBrito, T. (2020). *The Influence of a Phonics-Based Program, Wilson Foundations®, on Primary Children's Reading Skills* (Publication No. 27837393) [Doctoral dissertation, Seton Hall University]. ProQuest Dissertations Publishing.

<sup>25</sup> Terrell, T. (2017). *Wilson Foundations Program Evaluation for an Urban Kindergarten Setting* (Publication No. 10620178) [Doctoral dissertation, Loyola University]. ProQuest Dissertations Publishing.

<sup>26</sup> Rowan, B., Hansen, B.B., White, M., Lycurgus, T., & Scott, L.J. (2019, March). *A Summary of the BURST: Reading Efficacy Trial*. Institute for Social Research Survey Research Center University of Michigan. <https://files.eric.ed.gov/fulltext/ED593875.pdf>



		<ul style="list-style-type: none"><li>• Comprehension: +7 percentile points<sup>27</sup></li></ul>
Background knowledge	EL Education	EdReports Meets Expectations K-5 for: <ul style="list-style-type: none"><li>• Standards and Research-Based Practices and Implementation</li><li>• Support, Materials and Assessment</li><li>• Useability<sup>28</sup></li></ul>
Comprehension (including metacognitive comprehension strategies, text structure, and complex texts)		
Vocabulary and language development		
Writing: cursive, grammar/usage, composition		
Intervention	Amplify Boost	<ul style="list-style-type: none"><li>• University of Michigan study found that interventions based on assessment results were effective in increasing reading and literacy skills<sup>29</sup></li></ul>

**Alignment to Green Tech Model.** The heart of Green Tech’s mission is for its students to become “captains of their own ship” and masters of their destiny. The ability to read deeply, analyze, discuss, and write persuasively is key to that mission. Strong literacy is key to the success of black males as it is a “gatekeeper” to more advanced content, coursework, and skills. It also increases graduation rates.<sup>30</sup> A focus on oral language, storytelling, and discourse for black males is asset-based, and culturally responsive.<sup>31</sup> Selected texts are meaningful, relevant and focus on the voices and stories of black males.<sup>32</sup> We also want students to think critically and problem solve. 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 reading and MTSS interventions.

<sup>27</sup> U.S. Department of Education. (2010, July). *Foundations*.  
<https://ies.ed.gov/ncee/wwc/EvidenceSnapshot/196>

<sup>28</sup> EdReports. (2018, March 6). *EL Education K-5 Language Arts* <https://edreports.org/reports/overview/el-education-k-5-language-arts-2017>

<sup>29</sup> Rowan, B., Hansen, B.B., White, M., Lycurgus, T., & Scott, L.J. (2019, March). *A Summary of the BURST: Reading Efficacy Trial*. Institute for Social Research Survey Research Center University of Michigan. <https://files.eric.ed.gov/fulltext/ED593875.pdf>

<sup>30</sup> Husband, T. & Kang, G. (2020). Identifying Promising Literacy Practices for Black Males in P-12 Classrooms: An Integrative Review. *Journal of Language & Literacy Education* 16(1).  
<https://files.eric.ed.gov/fulltext/EJ1253935.pdf>

<sup>31</sup> Hinton, M. (2017, July 11). *Oral Storytelling Helps Black Boys, Girls at Different Stages, Study Finds*. Education Week. <https://www.edweek.org/teaching-learning/oral-storytelling-helps-black-boys-girls-at-different-stages-study-finds/2017/07>

<sup>32</sup> Husband, T. & Kang, G. (2020). Identifying Promising Literacy Practices for Black Males in P-12 Classrooms: An Integrative Review. *Journal of Language & Literacy Education* 16(1).  
<https://files.eric.ed.gov/fulltext/EJ1253935.pdf>



**Curricular Resources.** EL Education and its providers (imagine learning and OPEN-UP Resources) provide 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 in 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 NYS NGLS-aligned direct instruction lessons, inquiry-based lessons, and Cognitively-Guided Instruction. Students explore mathematical concepts, solve story problems, present strategies and thought processes, and engage in whole-class discourse on their conceptual understanding.<sup>33</sup> Our approach is aligned to the shifts in mathematical practice for NYS standards, including: making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling, using appropriate tools strategically, attending to precision, looking for and making use of structure, and looking for and expressing regularity in repeated reasoning.<sup>34</sup>

The curricular components are:

Component	Curriculum	Amount of Time	Standards Alignment and Research Base
Calendar Math (K-2)	Achievement First Mathematics	45 minutes 5 days a week	EdReports meets expectations K-8 for: <ul style="list-style-type: none"><li>● focus &amp; coherence,</li><li>● rigor &amp; mathematical practices</li><li>● usability<sup>35</sup></li></ul>
Story Problem			
Procedural (oral drills, fluency sprints, and spiral reviews)	Eureka Math	60 minutes 5 days a week	EdReports meets expectations K-8 for: <ul style="list-style-type: none"><li>● focus &amp; coherence,</li><li>● rigor &amp; mathematical practices</li><li>● usability<sup>36</sup></li></ul>
Core Lesson			

**Story Problem.** Based on research by Carpenter and Fennema,<sup>37</sup> K-5 students will engage in a daily 40-minute Cognitively Guided Instruction block using the Achievement First Story Problem curriculum. They will independently and in small groups 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.

<sup>33</sup> National Research Council. (2001). *Adding It Up: Helping Children Learn Mathematics*.

<https://nap.nationalacademies.org/catalog/9822/adding-it-up-helping-children-learn-mathematics>

<sup>34</sup> New York State Department of Education. (2019, June). *New York State Next Generation Mathematics Learning Standards*. <https://www.nysed.gov/sites/default/files/programs/curriculum-instruction/nys-next-generation-mathematics-p-12-standards.pdf>

<sup>35</sup> EdReports (2022, September 14). Summary of Alignment & Usability: Achievement First Mathematics | Math. Retrieved from <https://www.edreports.org/reports/overview/achievement-first-mathematics-2021>

<sup>36</sup> EdReports (2018, August 27). *Summary of Alignment & Usability: Eureka Math*. <https://www.edreports.org/reports/overview/eureka-math-2015/grades-k-2>

<sup>37</sup> Carpenter, T. P., Fennema, E., Franke, M. L., Levi, L., & Empson, S. B. (2014). *Children's Mathematics: Cognitively Guided Instruction*. Heinemann.



Teachers will monitor 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.

Classes will end with students engaging in mathematical discourse, including multiple ways to solve problems, 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 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. 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<sup>38</sup>.

**Calendar Math.** Used as supplemental curriculum and review, and aligned to standards, Calendar Math is a bulletin board of various math-related tasks that usually use the current date, or the number of days in school, in order to complete the activity. The bulletin board is continuously built on throughout the year until students are completing all activities as a daily review. Calendar Math can be done as a whole group, in small groups, or independently. Students practice key standards on a daily basis.<sup>39</sup> "Many important math concepts and skills are being addressed such as number sense, patterning and geometric shapes."<sup>40</sup> Calendar Math will use Achievement First Mathematics.

**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 students to access further STEM study and careers. Furthermore, strong core math instruction is in alignment with our commitment to high-quality teaching and learning, and our STEM component. Students cannot access higher-level coursework and STEM work without mastering the fundamentals of math.

**Responding to Pandemic-Related Unfinished Learning.** Students will receive daily instruction in grade-level work. Based on diagnostic assessment data, crucial foundational skills

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<sup>38</sup> Taylor, J. (2022, November 29). Setting Students Up For Success: How Lesson Design Supports Students In Building Knowledge. *Great Minds*. <https://greatminds.org/setting-students-up-for-success-how-lesson-design-supports-students-in-building-knowledge>

<sup>39</sup> Day-Hess, C. & Clements, D., & Sarama, J. (2020, July 14). Reimagine Calendar Activities in Early Childhood Classrooms. *Development and Research in Early Mathematics Education*. <https://dre.me.stanford.edu/news/reimagine-calendar-activities-in-early-childhood-classrooms/>

<sup>40</sup> State of Florida Office of Early Learning. (n.d.). *Professional Learning Module Mathematical Thinking: Rethinking Calendar Time*. <https://flbt5.floridaeearlylearning.com/docs/dirtoolkit/MFG2.OverviewofCalendarTime.pdf>



will be embedded as mini-lessons in the core curriculum lessons in order to accelerate student learning. Additional lagging skills will be addressed through 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 in 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.

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<sup>41</sup>.

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. Paxton/Patterson provides materials for inquiry-based learning and labs.

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<sup>41</sup> EdReports (2020, November 8). *Summary of Alignment & Usability: Amplify Science*. <https://www.edreports.org/reports/overview/amplify-science-2018>





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 EL ELA as the core, NYS NGLS-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. In the later grades, we will use an inquiry-based model via InquirED, which uses primary source documents to teach critical thinking, use of evidence, and multiple perspectives, and which is aligned to the C3 Standards for Social Science.

***Alignment to Green Tech Model.***

Our social studies curriculum is inquiry-based, with a focus on both teaching content and literacy skills, including civic discourse. We will also focus specifically on teaching social science skills, as detailed in the C3 Standards, including multiple perspectives, sourcing, and using primary source documents.

**Curricular Resources.** EL Education provides all pacing guides, unit plans, unit assessments, lesson plans, classroom materials, and student materials. Materials are available in hard copy and online so that the school can pivot to hybrid or remote learning if needed. InquirED provides lesson plans, task cards/materials, and assessments.

**Enrichment and Specials 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 music, STEM, art, and PE.

**Music** will be taught via MusicPlay, a scripted curriculum that has won several awards and recognition, that also encourages active music playing. It also teaches the fundamentals of music, including reading music. It is culturally responsive and teaches various styles of music from all over the world.

**Art** will be taught using ArtsEd Washington, which is scripted and evidence-based. It is also active and hands on, and teaches the fundamentals of art including colors, shapes, and basic drawing and painting techniques. It is also literacy-infused and culturally responsive.

We also value healthy and active students through **Physical Education class**. GTR students will learn locomotor and non-manipulative skills through physical activities. All activities are aligned to NYS PE Standards. PE will be taught using materials from OPEN PhysED, which includes fundamentals such as fitness knowledge, running and stretching, as well as teaching of specific games such as basketball, field games, dance, and bat and ball games. The PE program will leverage OpenPE's curriculum, while giving the PE teacher freedom to innovate on curriculum with feedback and support from the instructional leader.





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**STEM** will be taught as a specials class in addition to science class. The course is aligned to NGSS. The curriculum will be a modified Paxton and Patterson curriculum, which is a curriculum for grade 4 and beyond. It is more akin to project-based learning, in which students do hands-on labs aligned to careers in STEM such as criminology or alternative energy.

**Alignment to NYS standards.** Although the art, PE and music curricula were not specifically built for the NYS standards, alignment is fairly strong. The standards for PE in NYS are largely based on the CDC's recommendations for Physical Education and utilize the PECAT (Physical Education Curriculum Analysis Tool) on the NYS website to evaluate curriculum and standards alignment. According to the PECAT analysis for K-2 and 3-5, the Open PhysEd curriculum was 90% and 98% aligned in 2022, respectively, and OPEN Phys Ed had listed a development timeline to update its curriculum to 100% alignment by Spring 2023 for K-2 and Spring 2022 for 3-5.

The ArtsEd Washington curriculum is based on the Washington State Arts standards, which use the same domains of Creating, Performing/Presenting /Producing, Responding, and Connecting that the NYS standards use. The individual sub-standards and indicators are nearly identical with small technical language differences.

The MusicPlay curriculum is aligned to the same NYS Standards domains of Creating, Performing/Presenting /Producing, Responding, and Connecting.

**Alignment to Green Tech Model.** A focus on teaching art, music and PE is alignment with teaching the whole child and our commitment to high-quality teaching and learning. Boys need movement and creative expression in order to focus in school and achieve academically and social-emotionally.

**Curricular Resources.**

- MusicPlay includes the full suite of teacher materials for each grade level: scope and sequence, yearlong curriculum plan, daily lesson plans, student materials, assessments, and song recordings.
- ArtsEd Washington includes images, lesson plans, some student materials, and assessments.
- OPEN PhysEd includes modules, activity plans, some student materials, and assessments.
- For STEM, Paxton and Patterson includes curriculum resources, assessments, and a list of school supplied materials.

**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 from CASEL: 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.

In all grades, our RESPECT values will guide our mindsets and habits and build our character strengths:



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- 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.

We will explicitly teach SEL through morning meeting using the RULER program. RULER is a research-based program that promotes self-awareness and regulation, which is a “stepping stone” to other SEL strategies. It is also infused with literacy skills. Teachers will build upon these lessons and strategies to meet the specific needs of their students. We will also support teachers in social-emotional learning through professional development (please see below).

**Curricular Resources.** RULER includes some resources, but many will need to be created based on the needs of students. Teachers will do this in collaboration with each other and with the social worker and the special education teachers during Friday PD time.

**Alignment to Green Tech Model.** Building relationships is a key pillar of the model. RULER is aligned to the CASEL framework for teaching SEL, and two of these key skills have to do with relationships (self awareness and relationship building). GTR believes that students, particularly young men of color, cannot be successful without continually reflecting and working on their SEL skills.

### **Curriculum for ELLs and Other Special Populations**

As part of our key pillar of high quality teaching and learning, all students will have access to high quality Tier 1 instruction and materials. GTR will use an MTSS process (See Section R-08ad) and data-driven instruction to identify students in need of intervention. During common planning time, teachers will analyze assessment data, and create plans for re-teaching and support. As part of our key pillars of data-driven instruction, teachers will use small group instruction to differentiate and provide support to students who are not yet meeting mastery. We will also have an intervention block. Adaptive, technology-driven instruction will also allow teachers to provide additional support to all types of learners during small group instruction or intervention time (see below). Amplify Boost is also used for intervention for reading.

Those not yet meeting mastery will be identified via the mClass reading assessment and the NWEA MAP at the start of the year. We will continue to monitor students via regular, weekly assessments and quarterly NWEA MAP and interim assessments, and track progress and plan interventions via the MTSS structure during common planning time. Students will also receive push-in and pull -out support for both academics and social-emotional learning. Finally, we will provide after-school tutoring for students who need additional support.

All of the curriculum above is considered high quality for ELs. We are considering the use of online adaptive programs for intervention and to supplement work for ELs, including Ellevation



Education, Lexia, IXL, and Accelerated Reader (Renaissance). Finally, in pull-out instruction for ELs or during differentiated instruction in the general education classroom, we are considering using the following resources.

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)

### ***How Teachers Will Know What to Teach and When***

In launching a new school and new curricula, it is essential that teachers understand WHY the curriculum is important, in order to drive investment, and also HOW to intellectually prepare and execute individual lessons. The scope of summer PD in Section R-09ad: Instructional Leadership describes this pre-planning before the school year.

Teachers will also meet with school leadership and each other weekly to complete intellectual planning and preparation for each unit. This includes “unpacking” the standards for each unit, understanding the big ideas of the unit, backwards planning from the assessment, and reviewing scope and sequences, pacing guides, lesson plans and other curricular materials. Teachers will also use this common planning time to script exemplar responses, preview potential misconceptions, plan questioning, and differentiate instruction. Teachers will know what to teach and when through a review of these curricula materials during planning time.

### ***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 classroom observations and 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.

Assessment also connects to our key pillar of accountability. All students are expected to reach mastery and to take ownership of their learning. Assessment informs progress towards mastery and how we must shape teaching in order to reach mastery.

The table below gives an overview of the assessments and more detailed information is below.

Assessment	Grade Levels	Frequency	Reasoning and Details
NWEA MAP	3-5	3x yearly	<ul style="list-style-type: none"><li>• Nationally normed</li><li>• Aligned to state standards</li><li>• Initial assessment</li><li>• Track progress</li><li>• Inform teaching and planning; especially pandemic recovery</li></ul>
NYS Assessments (Math, ELA, Science)	3-5	1x yearly	<ul style="list-style-type: none"><li>• Ensure mastery of standards</li><li>• Track progress</li><li>• Inform teaching and planning</li></ul>
Literacy Assessments: Amplify mClass	K/ upon enrollment	1x yearly	<ul style="list-style-type: none"><li>• Nationally normed</li><li>• Aligned to state standards</li><li>• Initial assessment</li><li>• Track progress</li><li>• Inform teaching and planning</li></ul>
Interim Assessments	K-5	3x yearly/every 6-8 weeks	<ul style="list-style-type: none"><li>• Curriculum Associates or Achievement Network</li><li>• Track progress</li><li>• Determine intervention</li><li>• Inform teaching and planning</li></ul>
Math Diagnostics (Pre-Unit)	K-5	Each unit/every 3-5 weeks	<ul style="list-style-type: none"><li>• Teacher-created</li><li>• Pre-assessment; assess prior knowledge</li><li>• Inform teaching and planning</li></ul>
Weekly Assessments	K-5	Weekly	<ul style="list-style-type: none"><li>• Included with curriculum</li><li>• Track progress</li></ul>



			<ul style="list-style-type: none"><li>• Determine intervention</li><li>• Inform teaching and planning</li></ul>
Student Work Products	K-5	Daily and Weekly	<ul style="list-style-type: none"><li>• Track progress</li><li>• Determine intervention</li><li>• Inform teaching and planning</li></ul>
Formative Assessments	K-5	Daily/in each lesson	<ul style="list-style-type: none"><li>• Teacher-created</li><li>• Check for understanding</li><li>• Track progress</li><li>• Inform teaching and planning</li></ul>
Daily Assessments/Exit Tickets	K-5	Daily	<ul style="list-style-type: none"><li>• School-created</li><li>• Assess whether or not student met the objective</li><li>• Track progress</li><li>• Inform teaching and planning</li></ul>
Non-Academic	K-5	Weekly and Quarterly	<ul style="list-style-type: none"><li>• Teacher-created</li><li>• Panorama survey</li></ul>

### ***Assessment Design, Purpose, and Analysis***

**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). 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.

**Researched-Based Literacy Benchmarks.** Upon confirmed enrollment, students will be given Amplify's mClass assessments, which produces granular and actionable data on each student's



developmental literacy skills. The Leadership Team will analyze mClass data to determine classroom placement, literacy rotation groups, intervention needs, and instructional decisions. mClass will be administered every six to eight weeks. Student errors on the mClass 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<sup>42</sup>.

**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 NYS NGLS-aligned item banks vetted for reliability and validity, such as Curriculum Associates, Achievement Network, and Amplify. Interim Assessments will be graded collaboratively to ensure we have a baseline for evidence of mastery. Teachers then use tools and protocols 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.

**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 MTSS 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. Specialists teachers will assess students quarterly using the NYS Arts Learning Standards and the assessments included in the curriculum to evaluate students' development and ability to create, present, and perform.

**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 purposeful circulation and 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

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<sup>42</sup> TNTP (2021, May 23). *Accelerate, Don't Remediate: New Evidence from Elementary Math Classrooms*. [https://tntp.org/assets/documents/TNTP\\_Accelerate\\_Dont\\_Remediate\\_FINAL.pdf](https://tntp.org/assets/documents/TNTP_Accelerate_Dont_Remediate_FINAL.pdf)





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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 intervention block.

**Student Work Products.** In addition to daily exit tickets, teachers will regularly circulate, monitor student work, and give immediate feedback. Exemplar work will be shown and presented to the class during a “show call.” Scholars may also produce longer work in the form of short papers, presentations or projects. These work also help to monitor progress towards mastery of standards.

Every 6-8 weeks, school leaders and teachers meet to analyze student data from assessments (including student work products) and to monitor progress. We use a mastery-based grading system, so data analysis and assessments are aligned to this system. Teachers will make plans for reteaching and intervention based on this data and these work products.

**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.

***Stakeholder Access to Assessment Results***

The Executive Director is responsible for implementing assessments with fidelity and providing and analyzing results with teachers and other school staff in planning time. Quarterly summaries are provided to the board to track progress towards school goals and alignment to the mission.

The Executive Director will provide teachers access to assessment results during common planning time. Teachers will analyze assessment results weekly (for weekly quizzes and student work) and every 6-8 weeks for NWEA and Interim assessments. All assessment results will also be maintained in a Student Information System (SIS) (likely PowerSchool) which requires a login. The Executive Director and other school leaders use assessment data to track student progress towards mastery, identify students who need intervention, and ensure the school is on progress to meet its goal. The Executive Director also uses assessment data to evaluate curricular materials and instructional strategies, as well as create pacing guides. Parents are notified at quarterly report cards and conferences as to student progress, and will also be able to access the information via the SIS.

The Board uses assessment data quarterly to ensure that the school is on track to meet its goals and is in alignment with its mission and accountability plan. Please see the Programmatic Audit below.





### **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 students. We chose these methods because they are research based and because they have been proven to work with boys of color. Many of our strategies come from proven practices detailed in both Doug Lemov's *Teach Like a Champion* and the *Kagan Cooperative Learning Strategies*.

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. Please see professional development in Section R-9ad Instructional Leadership.

The general approach we use to inform instruction includes:

- Intentional and culturally responsive relationship building
- High expectations, high support
- Data-driven instruction
- Student-centered learning
- Inquiry-based learning
- Focusing on the needs of boys

#### ***Intentional and culturally responsive relationship building***

Feeling known, cared for, and respected is a prerequisite for the sense of personal value and well-being necessary for effective learning. It is also a key pillar of our model. 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.***

GTR believes in "radical care" and in being "warm and demanding." We expect that all students can reach mastery given the right supports. However, 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 and Tier 1 instruction 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);
- Differentiated instruction in small groups based on data
- The increased learning time that is provided relative to district schools
- A whole-school intervention 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 and ELL 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

### ***Data-Driven Instruction***

Data from assessment (formative, exit/daily, weekly, and interim) is regularly used to inform learning. Teachers use data for re-teaching whole class lessons or differentiation and intervention in small groups. This is also where our pillar of accountability is seen, as all students are expected to reach mastery. Teachers will use best practice protocols in *Driven by Data* by Paul Bambrick-Santoyo.

### ***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 via station rotation, 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<sup>43</sup> and instill a lifelong love of learning in students. Accountability is seen here as well, as students are expected to begin to own and be reflective about their own learning and behavior, especially as they grow older and learn more social-emotional skills.

### ***Inquiry-Based Learning***

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.<sup>44</sup> 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

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<sup>43</sup> Serin, H. (2018). A Comparison of Teacher-Centered and Student-Centered Approaches in Educational Settings. *International Journal of Social Sciences & Educational Studies* 5(1). [https://www.researchgate.net/profile/Hamdi-Serin/publication/328429101\\_A\\_Comparison\\_of\\_Teacher-Centered\\_and\\_Student-Centered\\_Approaches\\_in\\_Educational\\_Settings/links/5c346b87a6fdccd6b59b051c/A-Comparison-of-Teacher-Centered-and-Student-Centered-Approaches-in-Educational-Settings.pdf](https://www.researchgate.net/profile/Hamdi-Serin/publication/328429101_A_Comparison_of_Teacher-Centered_and_Student-Centered_Approaches_in_Educational_Settings/links/5c346b87a6fdccd6b59b051c/A-Comparison-of-Teacher-Centered-and-Student-Centered-Approaches-in-Educational-Settings.pdf)

<sup>44</sup> Teachnology. (n.d.). *What is Inquiry Based Learning?* <https://www.teachnology.com/currenttrends/inquiry/>



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.<sup>45</sup>

### **Focus on Teaching Boys**

GTR uses strategies that have been proven to work with the male brain. Our philosophy is aligned to the research of Abigail James in *Teaching to the Male Brain*, which showed that boys learn better with hands-on, active learning, where they are talking about content. Boys are fundamentally different when it comes to social-emotional learning, and physical, cognitive, and developmental needs. In addition, the American Association of Teachers states that lessons should include movement, choice, and inquiry based learning.<sup>46</sup> Our focus on relationships has also been proven to increase engagement, ensure that all voices are valued and heard, and to counter stereotypes of boys of color.<sup>47</sup> We subscribe to Habberman's theory of engagement. In "The Pedagogy of Poverty Versus Good Teaching," he outlines the power of warm and demanding relationships, high expectations, and culturally relevant materials and methods to increase engagement. Finally, we use gender differentiated instruction<sup>48</sup>: which supports our pillar of relationship building, as well as accountability and consistency, structured environments, and incorporating hands-on learning, choice, competition and movements.

**Literacy strategies specifically for teaching boys and boys of color.** Walden University found that relationship building, collaboration (group work), high expectations (warm and demanding) are all successful reading practices for elementary young men of color.<sup>49</sup> Of particular note is this quote: "when a student feels safe, learning can begin."

The table below shows our instructional methods and our alignment to both the pillars and best practices for teaching boys.

Instructional Strategy	Pillar Alignment	Best Practice for Boys	Best Practice for ELs	Specific supplies or materials needed?
Understanding	• Teaching and		X	N/A

<sup>45</sup> Summerlee, A & Murray, J. (2010). The Impact of Enquiry-Based Learning on Academic Performance and Student Engagement. *Canadian Journal of Higher Education* 40(2), 78-94.

<https://files.eric.ed.gov/fulltext/EJ904276.pdf>

<sup>46</sup> Association of American Teachers. (2017, March 31). *Teaching Boys: 5 Strategies That Work!*

<https://www.aateachers.org/index.php/blog/1735-teaching-boys-5-strategies-that-work>

<sup>47</sup> Nelson, J. D. (2016). Relational Teaching with Black Boys: Strategies for Learning at a Single-Sex Middle School for Boys of Color. *Teachers College Record*, 118(6).

<sup>48</sup> Chadwell, D. (2007). Engaging the Differences Between Boys and Girls. *Middle Matters*. 15(4).

[https://www.naesp.org/sites/default/files/resources/2/Middle\\_Matters/2007/MM2007v15n4a2.pdf](https://www.naesp.org/sites/default/files/resources/2/Middle_Matters/2007/MM2007v15n4a2.pdf)

<sup>49</sup> <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=7664&context=dissertations>



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by Design	<ul style="list-style-type: none"> <li>Learning</li> <li>Data Driven</li> </ul>			
Inquiry-Based	<ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>STEM</li> </ul>	X	X	When necessary for labs
Labs	<ul style="list-style-type: none"> <li>STEM</li> </ul>	X	X	When necessary for labs
Culturally Responsive	<ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>Relationship Building</li> </ul>	X	X	N/A
Student Centered/ Centers/ Station Rotation	<ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>Relationship Building</li> </ul>			Circulation and Checks for Understanding
Warm and Demanding	<ul style="list-style-type: none"> <li>Relationship Building</li> <li>Accountability</li> </ul>	X	X	N/A
Small Class Sizes and Co-teaching	<ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>Relationship Building</li> <li>Data Driven</li> </ul>	X	X	N/A
Integrated SEL	<ul style="list-style-type: none"> <li>Relationship Building</li> <li>Teaching and Learning</li> </ul>	X	X	N/A
Direct/Whole Class Instruction	<ul style="list-style-type: none"> <li>Teaching and Learning</li> </ul>	X	X	N/A
Small Group Instruction	<ul style="list-style-type: none"> <li>Data Driven</li> <li>Teaching and Learning</li> </ul>	X	X	Data analysis and planning
Hands-On/ Movement	<ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>STEM</li> </ul>	X	X	Circulation and Checks for Understanding
Group Work	<ul style="list-style-type: none"> <li>Teaching and Learning</li> <li>Relationship</li> </ul>	X	X	Circulation and Checks for Understanding



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	<ul style="list-style-type: none"><li>Building STEM</li></ul>			
Close Read	<ul style="list-style-type: none"><li>Data Driven</li><li>Teaching and Learning</li></ul>	X	X	N/A
Read Aloud	<ul style="list-style-type: none"><li>Teaching and Learning</li></ul>	X		N/A
Directed Reading	<ul style="list-style-type: none"><li>Teaching and Learning</li><li>Data Driven</li><li>Accountability</li></ul>	X	X	N/A
Cognitively Guided Discussion	<ul style="list-style-type: none"><li>Teaching and Learning</li></ul>	X	X	Circulation and Checks for Understanding
Cold Call	<ul style="list-style-type: none"><li>Accountability</li><li>Data Driven</li></ul>	X		N/A
No Opt Out	<ul style="list-style-type: none"><li>Accountability</li></ul>			N/A
Show Call	<ul style="list-style-type: none"><li>Teaching and Learning</li><li>Accountability</li></ul>	X		N/A
Habits of Discussion (Socratic Questioning)	<ul style="list-style-type: none"><li>Relationship Building</li><li>Teaching and Learning</li></ul>	X	X	Circulation and Checks for Understanding
Call and Response	<ul style="list-style-type: none"><li>Teaching and Learning</li><li>Accountability</li></ul>	X	X	N/A
Accountable Talk	<ul style="list-style-type: none"><li>Teaching and Learning</li><li>Accountability</li><li>Data Driven</li></ul>	X		N/A
Everyone Writes	<ul style="list-style-type: none"><li>Teaching and Learning</li><li>Accountability</li></ul>	X	X	Circulation and Checks for Understanding

**Instructional Methods for ELLs**

Please see Section R-08ad on Specific Populations.



#### **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 students are on track for middle, high, and beyond, it is our priority to ensure all students have the foundational skills needed to read and comprehend rigorous texts at or above grade level. The focus on the early grades will be explicit teaching of phonics and foundational reading skills. In alignment with the table above, the following research-based instructional strategies will be used:

- Whole group instruction
- Small group instruction for differentiation, re-teaching, and intervention
- Directed reading
- Close reading
- Read alouds
- Explicit practice of phonics

NYS NGLS will serve as the guide to determining students' reading and writing proficiency throughout the school year by incorporation of grade level appropriate reading. We will utilize EL Education English Language Arts for read-alouds, reading comprehension, and writing. We will also use Wilson Foundations for phonemic awareness, word study, reading fluency, comprehension, spelling, and handwriting. Dolch Sight Words will augment the Wilson word study as needed.

All curriculum components are aligned to standards and the school's accountability goals. By utilizing mClass and NWEA MAP assessments, as well as teacher created and curriculum included assessments, GTR will regularly monitor students' progress and performance to determine necessary if adjustments are needed within our curriculum.

A more detailed K-2 ELA curriculum overview can be found in Additional Attachments.

##### ***Literacy in Upper Elementary (3-5)***

Scholars' critical reading skills will be developed through the use of Close Reading, Directed Reading, Inquiry work, 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 mClass 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 (mClass and NWEA MAP) and content data. We will also measure the effectiveness of our courses via the end of year state assessments.

A more detailed 3-5 ELA curriculum overview can be found in Additional Attachments.

<b>Core Literacy Instructional Strategies</b>			
<b>Content Session/Block</b>	<b>Academic Skills</b>	<b>Curriculum</b>	<b>Assessments</b>



Phonics	<ul style="list-style-type: none"><li>• Phonemic awareness</li><li>• Phonological awareness</li><li>• Fluency</li></ul>	<ul style="list-style-type: none"><li>• Wilson Foundations</li><li>• Dolch Sight Words</li></ul>	<ul style="list-style-type: none"><li>• mClass</li><li>• NWEA MAP</li></ul>
Spelling/Vocabulary	<ul style="list-style-type: none"><li>• Spelling</li><li>• Phonics/Word Study</li></ul>	<ul style="list-style-type: none"><li>• Wilson Foundations</li><li>• Dolch Sight Words</li><li>• EL Education Language Arts</li></ul>	<ul style="list-style-type: none"><li>• mClass</li><li>• NWEA MAP</li></ul>
ELA	<ul style="list-style-type: none"><li>• Reading comprehension</li><li>• Concepts of print</li><li>• Fluency</li><li>• Vocabulary</li></ul>	<ul style="list-style-type: none"><li>• EL Education Language Arts</li><li>• Dolch Sight Words</li></ul>	<ul style="list-style-type: none"><li>• mClass</li><li>• NWEA MAP</li><li>• NYS tests (3rd-5th)</li></ul>
Writing	<ul style="list-style-type: none"><li>• Writing conventions</li><li>• Handwriting</li><li>• Spelling</li></ul>	<ul style="list-style-type: none"><li>• EL Education Language Arts</li></ul>	<ul style="list-style-type: none"><li>• mClass</li><li>• NWEA MAP</li></ul>
Grammar Conventions	<ul style="list-style-type: none"><li>• Understanding parts of speech</li><li>• Understanding sentence structure</li></ul>	<ul style="list-style-type: none"><li>• EL Education Language Arts</li></ul>	<ul style="list-style-type: none"><li>• mClass</li><li>• NWEA MAP</li></ul>

### **Mathematics**

GRTs math instruction is aligned to NYS standards and foundational practices in math, as well as practicing math vocabulary and discourse.

Instructional strategies include:

- Whole group instruction
- Small group instruction for differentiation, re-teaching and intervention
- Cognitively guided instruction/Story problems/Group Work
- Independent practice
- Drills and math fluency practice
- Problem solving discussions

**Mathematics in Lower Elementary (K-2).** GTR's curriculum choices align to NY NGLS and allow students 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 students 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, students 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, students 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, students 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 Achievement First's Story Problem curriculum based on Carpenter, Fennema, Franke, and Levi's Cognitively Guided Instruction (CGI). The same assessments (mClass and NWEA MAP) will be utilized across all grade levels. Our curriculum will be reviewed annually to determine if adjustments are needed based on students' performance data. The NYS end-of-year assessments will also indicate whether our course work, instructional strategies, and curricula are effective.

Core Mathematical Components			
Content Session/Block	Academic Skills	Curriculum	Assessments
Math	<ul style="list-style-type: none"><li>• Number Sense</li><li>• Place Value</li><li>• Fact Fluency</li><li>• Computation</li><li>• Problem Solving</li><li>• Counting</li></ul>	<ul style="list-style-type: none"><li>• Eureka Math</li><li>• Achievement First Story Problem (CGI)</li></ul>	<ul style="list-style-type: none"><li>• NWEA MAP</li><li>• NYS tests (3rd-5th)</li></ul>
Groups	<ul style="list-style-type: none"><li>• Problem solving</li><li>• Foundational/Essential Mathematical Concepts/Operations</li></ul>	<ul style="list-style-type: none"><li>• Eureka Math</li><li>• Achievement First Story Problem (CGI)</li></ul>	<ul style="list-style-type: none"><li>• NWEA MAP</li></ul>

The Eureka Math course overview by grade level and the Achievement First Story Problem framework can be found in the Additional Attachments.

### **Science (K-5)**

GTR's Sciences will push our students 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, students 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, students 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. Instructional strategies include:

- Whole group instruction
- Small group or partner collaborative work
- Inquiry based learning or investigations (or labs)
- Class discussion
- Reading an informational science text,
- Writing in response to the investigation, discourse, and text
- Visualizing through technology models and simulations

These strategies are aligned to the Amplify curriculum. The Amplify Science course overview by grade level can be found in the Additional Attachments.

Internal/teacher-created assessments as well as the assessments included within the curriculum will indicate whether or not students are on track for mastering the standards. Our fourth and fifth graders will take the state created Science assessment. GTR will review the science curricula annually to determine if adjustments are needed.

### ***Social Studies (K-5)***

GTR approach for Social Studies will be interdisciplinary and inquiry-based. In their studies, students will be required to research, read, and write in regard to historical topics and cultural phenomena.

The EL Education curriculum integrates inquiry and core knowledge and will be culturally relevant for our students 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 (teacher-created and included in the curriculum) to determine students' mastery of knowledge. Instructional strategies for Social Studies are in alignment with the curricula and the C3 standards<sup>50</sup> and include:

- Close read for evidence in texts and images, often with primary sources
- Explicit teaching of geography and map skills
- Discourse strategies/Habits of Discussion such as turn and talk (think-pair-share), whole group and small group discussions (Socratic seminars), and four corners
- Questioning techniques
- Basic sourcing techniques
- Teaching with current events
- Writing strategies aligned to NYS NGLS such as using evidence from the text to form an argument

In grades 3-5, the EL Education curriculum will be supplemented with the inquiry-based InquireEd Inquiry Journeys. The InquireEd Inquiry Journeys curriculum overview can be found in Additional Attachments.

### ***Specials (K-5)***

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<sup>50</sup>National Council for the Social Studies. (n.d.). *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. <https://www.socialstudies.org/standards/c3>



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GTR will afford students the opportunity to express themselves through movement and art.

**Art.** GTR students will build confidence, empathy, and discover the creative expression of their emotions through drawing, painting, and building models. An ArtsEd Washington curriculum overview for each grade level can be found in Supplemental Attachments.

**Physical Education.** GTR students will learn locomotor and non-manipulative skills through physical activities. All activities are aligned to NYS PE Standards. An overview of curriculum modules for each grade band (K-2 and 3-5) can be found in Supplemental Attachments.

**Music.** Through the MusicPlay curriculum, students will learn the basics of music such as rhythm, melody, harmony, form, expression, and culture. Each new concept is taught through a “Prepare, Present, Practice” framework. When students *prepare*, they encounter new skills by singing, playing, and listening. The skill is then *presented* by the teacher, who labels the concept for students. Finally, students *practice* the new musical terms or concepts. A sample curriculum map can be found in Supplemental Attachments.

**STEM.** Students will participate in hands-on, career-based labs to practice key STEM skills. These centers will be based on Paxton and Patterson materials.

Specials will be assessed through demonstrations of knowledge and skills. The curriculum selected includes assessments, and some assessments will be teacher created. We will monitor progress based on the results of assessments.



### **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 Criteria***

We will adopt mastery-based grading aligned to NYS NGLS, 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. Teachers will receive specific professional development on mastery-based grading as it is a significant shift from traditional grading.

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 NYS NGLS.

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%



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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 NYS NGLS, average a 70% on Math Interim Assessments, and meets benchmarks 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 NYS NGLS, average 70% on Math Interim Assessments, and meet or score above (or well above) 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 NYS NGLS, average 70% on Math Interim Assessments, and meet or score above (or well above) 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 NYS NGLS, average 70% on Math Interim Assessments, and meet or score above (or well above) 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 NYS NGLS, average 70% on Math Interim Assessments, and meet or score above (or well above) 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 NYS NGLS, average 70% on Math Interim Assessments, and meet or score above (or well above) 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<sup>51</sup>.

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, including students who might be promoted early. Our Executive Director and Director of Instruction will track student data in all years and oversee implementation of

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<sup>51</sup> Summer Leap. (n.d.). *Greater Rochester Summer Learning Association (GRSLA)*.  
<https://www.summerleap.net>



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individualized plans for all retained students. All final promotion and retention decisions will be made by the Executive Director.

***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 toward 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 Support 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.



#### **f. Programmatic Audits**

The overall effectiveness of GTR's program in meeting student achievement, 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 on a balanced scorecard 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 Executive Director 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 Executive Director will share an overview of the school's progress on each measure with staff during the winter, in order to ensure alignment to school strategy, celebrate wins, and catalyze efforts to close any gaps in the data.

If the school does not show improvement on the SIP, the school may consider hiring outside consultants to provide an audit and assist with improvement plans. 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 learning.





### Balanced Scorecard

Measure	Metric	Proposed Target	Review Timeline
<b>Academic Achievement: Accountability Targets</b>			
State tests: absolute (ELA, Math, Science)	% students performing proficient or above after 2 full years at GTR	75%	Summer/fall
State tests: absolute (ELA and Math)	The school's aggregate Performance Index <sup>52</sup> ("PI")	Meet Measure of Interim Progress ("MIP")	Summer/fall
State tests: comparative (ELA Math, Science)	% students performing proficient or above on the state tests after 2 full years at GTR	> local district's same grades	Summer/fall
State tests: comparative (ELA and Math)	Predicted level of performance on exams according to a regression analysis	Exceed predicted performance by effect size of 0.3+	Summer/fall
State tests: comparative (ELA, Math, Science)	% of all tested English Language Learners and students with disabilities scores	Exceed district and state averages	Summer/fall
State tests: growth (ELA and Math)	School's mean unadjusted growth percentile	Above 50	Summer/fall
ESSA	ESSA status	School is in good standing	Summer/fall
<b>Academic Achievement: Internal Leading Indicators</b>			
Nationally-normed test: NWEA Map	% of students at/above national norm achievement after 2 full years at GTR	50%	Fall, winter, spring
	% students at/above national norm growth	50%	
Interim assessments	% students mastering material	Set based on fall baseline data	Fall, winter, spring
mClass 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
<b>School Culture &amp; Climate</b>			
Student attendance	ADA	95%	Fall, winter, spring
	Chronic absenteeism	<30%	Fall, winter,

<sup>52</sup> 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](http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf)



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			spring
Parent survey (Panorama)	% parents agree/strongly agree on high-priority questions (to be determined each summer)	75%	Winter
Student survey (Panorama)	% students agree/strongly agree on high-priority questions (to be determined each summer)	85%	Winter
Student retention	% student retention fall-fall (excluding movers)	96%	Fall
Enrollment	% target enrollment met	96%	Fall, winter, spring
<b>Staff Culture</b>			
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
<b>Financial Sustainability</b>			
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, Executive Director).
- Weekly and monthly at the Instructional Leadership Team, ILT (Director of Instruction, Executive Director, department heads).
- At the end of each semester (January and June) (Director of Instruction, department chairs, Executive Director)
- Formative assessments (diagnostics, benchmarks, and mClass) 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.



## **R-06g - Draft Accountability Plan**

### **Green Tech Rochester Elementary School for Boys**

#### **Accountability Plan for the Accountability Period 2025-26 to 2029-30**

#### **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% 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<sup>1</sup> ("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.
- Each year, the percent of all tested English Language Learners (ELs) and Students with Disabilities (SWDs) will exceed the local district and state ELA average score for ELs and SWD students for that year.

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<sup>1</sup> 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](http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf)



### **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<sup>th</sup> – 8<sup>th</sup> 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% 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 the local district and state mathematics average score for ELs 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<sup>th</sup> – 8<sup>th</sup> 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.



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**Absolute Measures**

- Each year, 75% 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 the local district and state science average score for ELs 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.



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R-07ac - Calendar and Schedules

School Calendar

Green Tech Rochester						
2025-2026 School Calendar						
<b>July 2025</b>						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
<b>August 2025</b>						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
<b>September 2025</b>						
Su	M	Tu	W	Th	F	Sa
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
<b>October 2025</b>						
Su	M	Tu	W	Th	F	Sa
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
<b>November 2025</b>						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
<b>December 2025</b>						
Su	M	Tu	W	Th	F	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
<b>January 2026</b>						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
<b>February 2026</b>						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
<b>March 2026</b>						
Su	M	Tu	W	Th	F	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
<b>April 2026</b>						
Su	M	Tu	W	Th	F	Sa
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12	13	14	15	16	17	18
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26	27	28	29	30		
<b>May 2026</b>						
Su	M	Tu	W	Th	F	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
<b>June 2026</b>						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

School Closed

Parent Teacher Conferences

Picture Day

First and Last Day of School

First Day of Summer School

Staff PD (Half Day for Students)

New Student Orientation

Progress Report

End of Quarter

State Testing

Family Engagement Event

First Day for New Staff

First Day for Returning Staff



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October 17	Staff Professional Development (Half Day for Students)
October 24	End of Quarter 1 (8 weeks)
October 28	Picture Day
November 7	Parent Teacher Conferences
November 11	Veteran's Day: School Closed
November 22	GTR Feeds the Community
November 26	Early Release: 12pm
November 27 and 28	Thanksgiving: School Closed
December 5	Progress Reports
December 23-Jan 2	Winter Break: School Closed

May 1	Progress Reports
May 8	Staff Professional Development (Half Day for Students)
May 22-25	Memorial Day: School Closed
June 19	Juneteenth: School Closed
June 24	Field Day/Graduation/Last Day of School
June 25-26	Snow Day Make-Up Days

**Number of School Days: 180.5**  
**Number of School Days w/ Summer School: 200.5**  
**Instructional Hours: 1353.75**

## Sample Student Schedule

GTR's daily schedule was designed to accommodate robust literacy programming and extended math block, as the vast majority of our students need additional support in those foundational subjects. 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 meeting and group blocks, which will be vital in attaining and maintaining our school's mission of helping students succeed academically, socially and emotionally through high expectations and high support.

As described in the Curriculum and Instruction Section R-06af, the schedule is aligned to the needs of the male brain and the developmental needs of boys, as well as best practices for elementary schools. For example, literacy blocks are broken into short segments (15-20 minutes) to allow for a change of pace. We also offer movement breaks, including recess in the morning and PE, as well as lunch, which incorporates recess. Flex block allows for a rotation of subjects such as extra literacy, STEM, or extra math, depending on the needs of students. Daily intervention block preserves time to meet individual, data-driven student needs. We also incorporate inquiry-based social studies in grades 3-5, which is aligned to teaching hands-on curriculum.

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 for 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.

## Minimum Weekly Instructional Minutes

Subject	Minimum Weekly Minutes
ELA	600
Math	400
Science/Social Studies	205

**NOTE:** Instructional minutes include specific blocks, flex time and intervention in addition to ELA, Math, Science/Social Studies.





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**Grades K-2**

<b>Sample Student Schedule</b>	<b>Start</b>	<b>End</b>
Arrival & Breakfast	7:30am	8:00am
Morning Meeting & SEL	8:00am	8:20am
Reading I: Foundational Skills/Fundations	8:20am	8:50am
Spelling/Vocab	8:50am	9:10am
Grammar/Conventions	9:10am	9:30am
Recess	9:30am	9:45am
Reading II	9:45am	10:05am
Writing	10:05am	10:25am
Specials and STEM	10:25am	11:15am
Lunch/Recess	11:15am	12:05pm
Flex: STEM, Literacy, Math	12:05pm	12:50pm
Science/Social Studies	12:50pm	1:30pm
Math	1:30pm	2:40pm
Intervention	2:40pm	3:10pm
Dismissal	3:10pm	3:45pm

**Grades 3-5**

<b>Sample Student Schedule</b>	<b>Start</b>	<b>End</b>
Arrival & Breakfast	7:30am	8:00am
Morning Meeting & SEL	8:00am	8:20am
Reading	8:20am	8:50am
Spelling/Vocab	8:50am	9:10am
Grammar/Conventions	9:10am	9:30am
Recess	9:30am	9:45am
Inquiry Based Literacy/Social Science	9:45am	10:15am
Writing	10:15am	10:35am
Specials	10:35am	11:25am
Lunch/Recess	11:25am	12:15pm
Flex: STEM, Literacy, Math	12:15pm	12:55pm
Science	12:55pm	1:30pm
Math	1:30pm	2:40pm
Intervention	2:40pm	3:10pm
Dismissal	3:10pm	3:45pm



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**Friday (all grades):**

<b>Sample Student Schedule</b>	<b>Start</b>	<b>End</b>
Arrival & Breakfast	7:30am	8:00am
Morning Meeting & SEL	8:00am	8:20am
Reading	8:20am	8:50am
Spelling/Vocab	8:50am	9:10am
Recess	9:10am	9:25am
Literacy/Social Science	9:25am	9:50am
Writing	9:50am	10:10am
Specials	10:10am	11:00am
Lunch/Recess	11:00am	12:00pm
Science	12:00pm	12:45pm
Math	12:45pm	1:45pm
Dismissal	1:45pm	2:00pm

**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. 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. Teachers will differentiate instruction for all subjects and use a variety of teaching methods that incorporate modeling, whole-class instruction, experimentation, inquiry, learning stations, and small groups. Students who are not meeting benchmarks will have time during the intervention 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.



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**Monday-Thursday**

<b>Time</b>	<b>Class/Activity</b>
Arrival	7:30-8:00
Morning Meeting	8:00-8:20
Literacy (Reading, Phonics, Spelling, Grammar, Vocab, Writing)	8:20-10:35 (Recess included in this block)
Prep/Planning	10:25-11:15
Lunch/Recess	11:15-12:05
Science/Social Science/Inquiry	12:05-12:50
Flex (Literacy, Science, Math)	12:50-1:30
Math	1:30-2:40
Intervention	2:40-3:10
Dismissal	3:10-3:45
Prep/Common Planning Time	3:45-4:15

**Friday**

<b>Time</b>	<b>Class/Activity</b>
Arrival	7:30-8:00
Morning Meeting	8:00-8:20
Literacy (Reading, Phonics, Spelling, Grammar, Vocab, Writing)	8:20-10:10 (Recess included in this block)
Prep/Planning	10:10-11:00
Lunch/Recess	11:00-12:00
Science/Social Science/Inquiry	12:00-12:45
Math	12:45-1:45
Dismissal	1:45-2:00
PD/Prep/Early Release	2:00-4:15

Should the school need to move to hybrid or remote instruction, the length of the school day will remain the same. Teachers will do both synchronous and asynchronous instruction through digital resources, depending on the needs of the students.



## **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 supports to succeed. The core of our mission is ensuring all students have access to rigorous academics, high-quality instruction, and specified supports that will assist all students to perform at high levels and provide the necessary skills for their success throughout their educational careers. Therefore, our focal point will be consistently monitoring our students' academic, social, and behavioral needs. This 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.

### **Struggling Students**

#### **High Quality Tier 1 Instruction**

First and foremost, we provide high quality, research-based Tier 1 curriculum and instruction, including differentiated, data-based instruction in small groups. We expect that all students will meet NYS NGLS. Our staffing model allows for 1:1 support and small groups, as well as push-in services and an integrated co-teaching class (ICT). The schedule includes a daily intervention block, as well as weekly time for faculty to meet to review data and make plans to reteach. We also use a research-based intervention curriculum - Amplify Boost - and may consider using online adaptive programs such as IXL.

**Multi-Tiered System of Support (MTSS).** MTSS 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 MTSS system to determine necessary individualized supports. Struggling students will be provided multiple supports, as detailed below.

**Tier I.** Our academic programming design ensures that all students receive Tier 1 supports, including a two-teacher classroom model (ICT), push-in services, targeted small group instruction, extended literacy and math instruction, differentiated lessons, rigorous academics paired with high-quality instruction, and daily 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 grades K-2 may quickly excel and need to travel to a grades 3-4 classroom for literacy; a student from grades 4-5 student may struggle and need additional phonics instruction and have the opportunity to travel to a lower grade level classroom to receive leveled instruction. Baseline diagnostic assessments for both Math and ELA (mClass and NWEA MAP) will be given during the first few weeks 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 the mClass assessment in literacy. This strategy will provide data that identifies growth and deficits for each



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individual student. 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 Services, 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.

For Tier 1 behavior, we have consistent, positive behavior management systems in place. This includes visual and oral reminders. We also do explicit teaching of social-emotional skills.

**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 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 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. We also provide after school tutoring and summer school.

For behavior interventions, teachers will “reteach” and remind on behavioral expectations, as well as providing reminders and feedback throughout the day. The MTSS team may also create a behavior plan with students, in collaboration with the social worker, and which may include explicit social-emotional and behavioral supports.

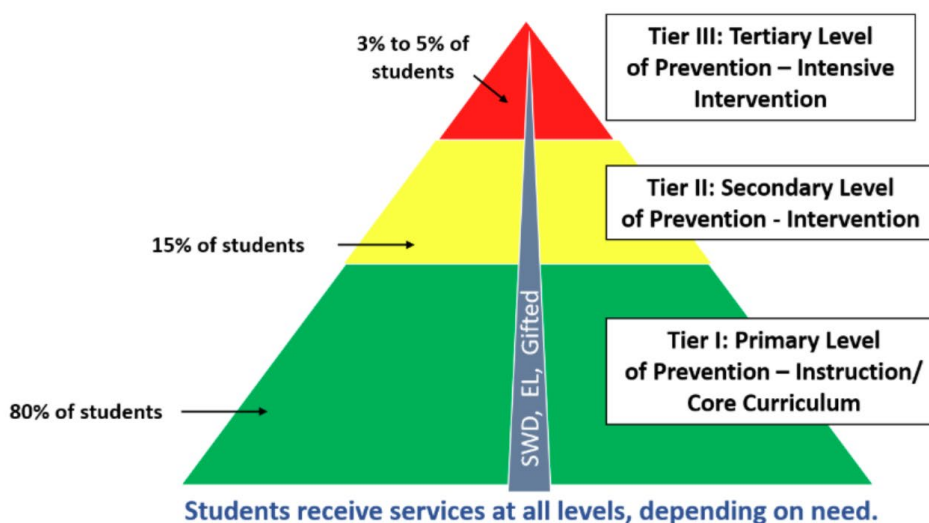
All teachers will document student data between assessment rounds. After six weeks of intervention, the Student Support Team will re-evaluate individualized supports based on new assessment data and growth. If a student is making sufficient growth, he may continue with Tier 2 interventions. If a student 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. The Student Support Team will invite parents to a Student Support Team 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), 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.



### Essential Component: Multi-Level Prevention System



1

Students who will require more intensive support beyond Tier 1 and Tier 2, may be recommended for an evaluation for special education services. GTR will follow the referral process required by NYSED and the Rochester City School District (see below). 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 Support Team (SST)** meetings are research-based meetings that highlight students that may be struggling academically, behaviorally, or with attendance, in line with the MTSS process. These meetings are specific to individual students and have the intention of allowing teachers, counselors, deans, and Special Education Coordinator to discuss concerns regarding the student, the effectiveness of interventions and strategies, and possible solutions moving forward.

**SST Structure.** The Student Support Team meets regularly to discuss students that may need academic or behavioral interventions to help them succeed at GTR. Meetings start the first week of October and are held for 15 minutes after dismissal. Meetings are scheduled based on grade levels, for example:

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

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<sup>1</sup> Georgia Parent Mentor Partnership. (n.d.). *MTSS and the Tiers*. <https://parentmentors.org/mtss-and-the-tiers/>



- **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 SST Team will discuss concerns and interventions. It is suggested that teachers come to the meeting with ideas for how to help the students. The SST Team will be expected to develop an Action Plan during the meeting.

**SST Follow-Up.** At the end of the meeting, the SST coordinator will send out an email to the SST team with interventions and action items highlighted (meeting minutes/notes). Teachers must document their interventions in an intervention tracker and send the SST/Student Support Coordinator periodic updates (using the same email strand as the SST form).

**SST Referral Process.** SST referrals will be sent to an email specifically for this purpose. The Special Education coordinator/Director of Student Support creates a schedule of in-person or virtual meetings for each student referred.

### **Students with Disabilities**

Appendix B statement: GTR explicitly agrees to adhere to all assurances contained in Appendix B—Special Education Assurances. Per NYSED site visits and desk audits, fiscal audits, and programmatic audits, GTR will consistently adhere to these assurances and applicable federal/state laws. 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”).

**Process for Identifying Students with Disabilities Including Child Find.** In addition to the MTSS described process above, GTR will use the following processes for identifying students with disabilities (SWD). GTR will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities.

1. Screen diagnostic students upon enrollment who are enrolling for the first time in a New York public school by a team of teachers to identify any possible indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student’s district of residence.
2. Coordinate with preschools and RCSD Special Education office and/or Committee on Special Education to find any previous documentation of disabilities, including IEPs, 504 plans, or other documents.
3. Collaborate with RCSD/Monroe County/NYSED ChildFind activities and identification of students; ensure students on ChildFind lists are identified, referred, and served per Special Education laws.
4. Administer the mClass screening test at the start of the year and refer students who are substantially below grade level to the SST team.
5. If a classroom teacher (or co-teacher or teaching assistant) observes students struggling with content or skills despite Tier 1 interventions, the teacher completes a referral form (includes reasons for referral, observations, and interventions attempted in the





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classroom) to the Special Education teacher. The Special Education teacher observes the student in the regular classroom, on the playground, in other classes, and throughout the school. This observation, plus student work, and any observations from the teachers are taken to the SST team, which creates a plan. The plan may include in-class instructional accommodations, intervention instructional materials, and other tools to be used in the regular classroom or placement in Title I. 504 accommodations are considered and provided, as needed. If these do not meet the needs of the student, and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation. The SST teams work together with parents to develop a formal action plan, and if necessary, an IEP plan, and reviews these on a regular basis.

6. If a student experiences a life changing event that requires additional support, intervention, or services, the SST team will meet immediately. Students have access to Home Health services and/or high needs classes as provided for through RCSD.

Parents are a key part of identification and creating plans. Parents are kept up to date throughout this process via text/email, conferences, and documentations. If a student is determined to have a documented disability and needs an IEP, the parent will be present for all meetings and translation services will be provided as needed. Parental signatures will be obtained as required.

If the school has decided to refer a student for special education evaluation, GTR will meet with the family. A referral will be made in writing to the Chairperson of the CSE in Rochester for an individual evaluation and determination of eligibility for special education services and programs. A copy of the referral, including procedural safeguards will be sent to the family (34 CFR§300.504). Initial evaluations, re-evaluations and revisions of the IEP, including the procedures are the responsibility of the CSE of the school district of a student's residence (see 34 CFR §§300.22, 300.312 and 300.340 *et al*). GTR will implement the IEP created by the CSE for each student with a disability and will cooperate with the district of resident to ensure all services in the IEP are provided. GTR will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, and parents must consent via signature to the IEP (including any revisions).

#### **Relationship between the School and the District Committee on Special Education (CSE).**

The special education team (Special Education Coordinator, special education teachers, and Director of Student Services in later years) will proactively create a positive, productive working relationship with the CSE of the CSD of residence for the students GTR serves.

In accordance with Education Law 4402 and Part 200.3 (8 NYCRR), our Special Education teacher and Classroom Teacher will join the RCSD Committee on Special Education for annual reviews, program changes or modification, program reviews, and will provide all required reporting and documentation. Our Special Education 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.

The CSE will oversee special education services at GTR, including evaluating students for eligibility, ensuring proper assessment protocols are in place, and ensuring that IEPs are developed and implemented with fidelity. The CSE will also be involved in placement decisions,



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including ensuring students are placed in the least restrictive environment (LRE). GTR and the CSE will collaborate closely on placement and IEP development and implementation. The Director of Student Services and the Special Education Coordinator will regularly monitor and review services and compliance. This close collaboration ensures that special education services are aligned with the CSE standards, and address the needs of students with disabilities.

**Resources, Personnel, and Direct and Related Services.**

First and foremost, GTR has an inclusive environment, where all students, including those with disabilities are participants in the general education classroom. Within this inclusion model, students with disabilities are provided with both push-in and pull-out services, as well as modifications and accommodations in the general education classroom. They are expected to engage in learning and curriculum with their general education peers. Our model of inclusion reflects our pillars of relationship building as well as strong teaching and learning. It also reflects a reaction to a long history of boys of color being isolated in special education classrooms without full access to the general education curriculum.

GTR will deliver a comprehensive array of resources and personnel, both within general education classrooms and in specialized settings. Administrative responsibilities include overseeing special education programming by the Special Education Coordinator, and later a Director of Student Services. Direct and related services encompass speech therapy, occupational therapy (OT), physical therapy (PT), and counseling provided by a social worker or a contracted outside provider. Collaborative team teaching (CTT) is facilitated through Integrated Co-Teaching (ICT) classrooms in each grade, and Special Education Teacher Support Services (SETSS) are offered as mandated by student Individualized Education Programs (IEPs). Additionally, the school provides planning time, instructional materials, and integrates technology for an enriched educational environment. In response to the challenges of remote learning, the school is proactively utilizing technology for virtual service delivery, offering training for remote teaching, and maintaining transparent communication channels with parents and caregivers. This strategic approach aims to uphold the continuity of services and resources for students, even in the context of remote learning challenges.

All special education staff will have up-to-date licenses in NYS. Special Education staff includes:

- Special education teachers
- Special education coordinator (Years 1-4)
- Social worker
- Director of Student Services (Years 5 and beyond)

If GTR is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence or a third-party contractor with an appropriately certified or licensed provider to provide services under the direction of the Special Education Coordinator/Director of Student Services.

**Related Service Providers.** The Special Education 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. This may also include transportation and home health services, as well as high needs (severe) cases.

### **Special Education Programming.**

GTR will support special education students in the least restrictive environment (LRE) in a variety of ways, including:

1. Full-inclusion, co-teaching (ICT) model.
1. Differentiated, data-driven, small group instruction
2. Intervention block
3. MTSS process and referral
4. Student Support Team meetings
5. Summer and Friday PD and collaborative planning
6. Classroom observations and walkthroughs
7. Push-in and pull-out (Resource room) strategies.
8. Classroom aides as necessary in the IEP
9. Related services

The Director of Instruction and Special Education 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.

In alignment with our pillar of strong teaching and learning, all students will benefit from our co-teaching model and inclusive environment. Students will receive more support with a smaller teacher-to-student ratio, and many supports for students with disabilities help ALL students, including differentiation, clear directions, multiple modalities, and visuals. Research has shown positive effects of inclusion, both for students with disabilities and for all students.<sup>2</sup> For students with disabilities, they reach IEP goals, improve communication and social skills, and have more positive interactions.<sup>3</sup> More importantly, they have improved academic and social-emotional outcomes.<sup>4</sup> For students without disabilities, they experience increased supports, as well as more positive perceptions of those with differences and disabilities. Using both push-in and pull out has been shown to improve reading comprehension for those with disabilities.<sup>5</sup> Most importantly, inclusion classrooms contribute to relationship building and a sense of belonging, as well as increased empathy and compassion.<sup>6</sup> In general, there is a large amount of research

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<sup>2</sup>Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y., & Burke, S. (2016). *A Summary of the Evidence on Inclusive Education*. [https://alana.org.br/wp-content/uploads/2016/12/A\\_Summary\\_of\\_the\\_evidence\\_on\\_inclusive\\_education.pdf](https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf)

<sup>3</sup> Bennett, T., Deluca, D., & Bruns, D. (1997). Putting Inclusion into Practice: Perspectives of Teachers and Parents. *Exceptional Children*, 64(1), 115-131. <https://doi.org/10.1177/001440299706400108>

<sup>4</sup> Trainer, M. (1991). *Differences in common: Straight talk on mental retardation, Down Syndrome, and life*. Woodbine House.

<sup>5</sup> Marston, D. (1996). A Comparison of Inclusion Only, Pull-Out Only, and Combined Service Models for Students with Mild Disabilities. *The Journal of Special Education*, 30(2), 121-132. <https://doi.org/10.1177/002246699603000201>

<sup>6</sup> Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). *Choosing Outcomes and Accommodations for Children: A Guide to Educational Planning for Students With Disabilities*. Brookes Pub.



that shows the effectiveness of inclusion, from increased student academic outcomes, to improved social-emotional outcomes.<sup>7</sup>

### **Professional Development for Teachers.**

All teachers will be trained during our Summer PD on providing adequate support for students who have a disability within our inclusion model. 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 during our Friday PD time. All teachers will be trained to read IEPs and 504 plans, provide accommodations and modifications within an inclusive setting, the MTSS process, to maximize Tier 1 support to meet all students' needs, understand the referral process, and complete proper intervention documentation. We will also provide PD in differentiated instruction and using data for students with disabilities. Teachers will be trained by the Director of Instruction and Special Education teacher/coordinator. Training to properly support students with disabilities will continue throughout the school year. The Special Education teacher will work with individual teachers in supporting students with differing needs.

### **Coordination Between General Education Teachers and Special Education teachers and Service Providers.**

General Education teachers and special education teachers will meet regularly during Friday PD time to discuss how to best support students with disabilities, facilitated by the Special Education coordinator and/or teachers. In addition, all teachers will be provided copies of IEPs for the students they teach. During collaboration time, teachers will discuss push-in and pull out supports, behavior plans, data analysis and reteaching, and monitoring progress for students with disabilities. Special Education teachers will also participate in Intellectual Planning and Preparation with the general education teachers to unpack standards, backwards plan, provide supports, and differentiate instruction.

### **Monitoring Progress and Achievement of Special Education Students.**

GTR will monitor progress of students with disabilities during quarterly data review. In addition to the regular assessments (mClass, NWEA Map, State assessments, teacher and curriculum created assessments - see Section R-06af), we will also track IEP goals. Special Education teachers in collaboration with classroom teachers and the social workers will determine whether students with disabilities are making progress towards mastery of the standards and IEP goals. At the annual IEP meeting, goals will be reviewed and the IEP will be updated and edited as necessary. GTR will reach out to the CSE should they need to complete new assessments or hold an earlier IEP meeting before the annual date.

**Documentation.** Our Special education teachers will obtain and properly store all IEPs and 504 plans. Documents will be filed in a locked filing cabinet and/or password protected file; only the Principal, Director of Instruction, and Special Education teachers/Coordinators will have full access to this locked cabinet/file. 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 special education teacher will work with each teacher to ensure they understand their students' goals, accommodations, and modifications required for daily instruction and within the classroom. Specials teachers 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

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<sup>7</sup> Schoolwide Integrated Framework for Transformation. (n.d.). *Benefits of Inclusive Education for All Students*. <https://iod.unh.edu/sites/default/files/media/InclusiveEd/researchsupport-final.pdf>



support the growth of students with disabilities. The Special Education coordinator and teachers will work with all teachers and staff 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.

### **Evaluating the Efficacy of the Special Education Program.**

As with all programs, GTR will conduct an annual evaluation of the special education program to determine effectiveness, fidelity, and to ensure that students with disabilities are performing at a comparable level with their general education peers. The principal and Special Ed Coordinator/Director of Student Services, with the teachers, will analyze disaggregated data from NYS assessments, NWEA Map, and internal assessments. The school will pay particular attention to growth, but will also evaluate IEP goals, potential placement changes, and staffing. Data from these assessments will enable teachers and leadership to make adjustments to both the special education program and the general education program.

### **English Language Learners (ELs)**

GTR believes that all students can learn at high levels when given the right supports, including ELLs. We plan to follow NYS guidelines and the blueprint for ELs.<sup>8</sup>

#### **Identification.**

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, GTR will take the following steps to identify ELL students.

- After registration and enrollment into the school, our ENL (English as a New Language) teacher will administer the Home Language Questionnaire (HLQ) form in the parents/guardians' preferred language within ten days of enrollment. To assist parents/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 indicates that the home language is English, then the identification and screening process ends and the student is determined not to be an ELL.
- If the HLQ shows that the home language is not English, then the principal or the ELL teacher will do an informal interview with the student and family in English and in the home language. Translation services will be used if no one on staff speaks the home language proficiently.
- If the interview indicates that the student speaks a language other than English or little to no English, then new students will be tested using the NYSITELL upon entering the program.
- If the NYSITELL shows that the student is not proficient in English, then the student is classified as an English Language Learner (or Limited English Proficient/LEP) and is eligible for EL services.

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<sup>8</sup> The State Education Department - Office of Bilingual Education and World Languages. (nd.) *Blueprint For English Language Learner/Multilingual Learner Success*.  
<https://www.nysed.gov/sites/default/files/nys-blueprint-for-ell-success.pdf>





- If any student has already been identified as LEP in a previous school setting, GTR will not repeat screening or assessment

NYSITELL will also be used to monitor language proficiency progress, as well as determination for exiting the program. Also, after enrollment, the creation of a shared spreadsheet that will house all EL test data and the number of instructional minutes received for support will be made available to all.

Students who may need both special education and ELL services will undergo the MTSS process overseen by the SST and receive supports as needed.

### **Approach and Resources.**

GTR will use Sheltered English Immersion (SEI) strategies in both a push-in and pull-out model, as well as high-quality Tier 1 instruction. This approach ensures that students move to English proficiency quickly, and that students are not isolated. SEI uses strategies to both teach English and teach content simultaneously, without losing rigor and exposing ELs to grade level content by using strategies such as pre-teaching vocabulary, sentence stems, multiple modalities, visuals, graphic organizers and other strategies.<sup>9</sup> Additionally, it allows for cultural responsiveness and making connections to students' lives by using strategies such as bridging. Finally, in order to learn a new language, students must "produce" language both orally and in writing, and SEI strategies allow this.

GTR's focus on inquiry-based learning is also aligned to best practice for ELLs. Rejeki<sup>10</sup> mentioned that inquiry-based language learning is helpful in promoting lifelong education that enables ELLs 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. 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<sup>11</sup>; Qing & Jin<sup>12</sup>; Richards & Rodgers<sup>13</sup>).

Additional strategies for ELL students are:

- pairing students with native English speakers
- differentiated texts
- co-teaching

Specific curriculum for ELL students can be found in Section R-06af.

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<sup>9</sup> Short, D.J., Himmel, J., Gutiérrez, S., Hudec, J. (2002). *Using the SIOP Model: Professional Development Manual for Sheltered Instruction*. Center for Applied Linguistics.

<sup>10</sup> Wale, B.D., Bishaw, K.S. Effects of using inquiry-based learning on EFL students' critical thinking skills. *Asian. J. Second. Foreign. Lang. Educ.* **5**, 9 (2020). <https://doi.org/10.1186/s40862-020-00090-2>

<sup>11</sup> Wale, B.D., Bishaw, K.S. Effects of using inquiry-based learning on EFL students' critical thinking skills. *Asian. J. Second. Foreign. Lang. Educ.* **5**, 9 (2020). <https://doi.org/10.1186/s40862-020-00090-2>

<sup>12</sup> Wale, B.D., Bishaw, K.S. Effects of using inquiry-based learning on EFL students' critical thinking skills. *Asian. J. Second. Foreign. Lang. Educ.* **5**, 9 (2020). <https://doi.org/10.1186/s40862-020-00090-2>

<sup>13</sup> Wale, B.D., Bishaw, K.S. Effects of using inquiry-based learning on EFL students' critical thinking skills. *Asian. J. Second. Foreign. Lang. Educ.* **5**, 9 (2020). <https://doi.org/10.1186/s40862-020-00090-2>



Below we describe our ELL strategies in detail.

The following specific resources will be used along with the inquiry-based language teaching:

### **Pull-Out Services.**

Students with no English or very low levels of English proficiency (entering/beginning) are grouped in small classes in an ENL 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 ENL 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. The ENL 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.

During ELL push-in time, a trained ENL 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. During the push-in services, the ENL teacher may also help other students in the classroom to avoid the "spotlight" effect on the EL students, thus providing expanded benefits within the classroom.

### **Cooperative Learning/Group Work.**

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.<sup>14</sup>

### **Differentiated Instruction.**

The ELL curriculum strives to implement differentiated instruction to meet the NYTELL 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).**

ENL 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 ENL 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. ENL teachers should offer ELLs a language-rich environment where

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<sup>14</sup> WIDA. (n.d.). *Collaborative Learning for English Language Learners*.  
<https://wida.wisc.edu/sites/default/files/resource/Brief-CollaborativeLearningforELLs.pdf>





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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 ELL instruction. Interactive whiteboards provide students with visual support that all ELL students need. In addition, they provide a way for teachers to evaluate individual students' understanding of the material being taught. GTR is considering using online adaptive programs such as NewsELA, Lexia, and/or Renaissance's Accelerated Reader.

### **Personnel.**

GTR will have NYS certified and qualified ENL teachers, who are experienced, to work in collaboration with general education teachers and to provide pull out services. Given the population of Rochester and the neighborhood in which we would like to locate, we will have .5 FTE for ENL for the first year, and then 1-2 in the following years.

ENL teachers will be part of the SST and will participate in the MTSS identification process.

Please see Section R-12ac Personnel for ENL teacher qualifications.

### **Coordination Between General Education Teachers and Staff Serving ELLs.**

Through the co-teaching and push in models, ENL teachers will plan and collaborate with general education teachers. ENL teachers will also participate in Intellectual Planning and Preparation with the general education teachers to unpack standards, backwards plan, and differentiate instruction. They will pay particular attention to scaffolding, using SEI strategies, making meaning from texts, and discourse strategies. After each assessment cycle (every 6-8 weeks), ENL teachers will collaboratively analyze data and plan reteaching and supports for ELLs with the general education teachers.

**Professional Development.** One of the ongoing job responsibilities of the ENL teacher will be to coach teachers on best practices for teaching language acquisition of ELLs in the mainstream classroom. At least one professional development per term will be dedicated to building classroom teacher skill in supporting EL students at their English language proficiency levels within the mainstream classroom content areas. There will also be Professional Learning Community (PLC) time dedicated to mainstream teacher and ENL teacher co-planning and collaboration time to discuss EL student progress and plan instruction and interventions needed using a regular data-driven cycle.

### **Monitoring Achievement and Progress.**

GTR will continually monitor progress for ELLs using multiple, standardized, and equitable measures. Students will participate in the regular assessment cycle (NWEA MAP, NYS tests, and NYSESLAT). Additionally, teachers will give regular, daily feedback via circulation, exit tickets, and other student work. We will also collect data on grades, behavior, social-emotional skills, and classroom observations/walkthroughs. It is our goal that all ELL students master grade level standards, and that we use this data to guide and improve instruction and interventions.



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Data from the NYSESLAT assessment will be used alongside progress monitoring and other assessments. If an ELL student fails to show progress, modifications to support and interventions may be made. They may also enter the MTSS process.

Any student classified as ELL who tests high enough on the NYSESLAT, administered annually, will continue to be classified for two years, in accordance with NYS statutes. Students may also continue to receive services or supports such as accommodations on standardized tests.

**Materials Available to Parents of ELL Students.**

GTR will translate all materials necessary (using staff who are proficient in reading, writing, and speaking in each language, and contracting with translation services if necessary) into the appropriate languages spoken by non-English speaking parents. The Home Language Questionnaire will provide information regarding the home languages spoken by families.

**Afterschool and other extracurricular programming accessibility.**

GTR will translate all notifications or materials in the home languages on afterschool or extracurricular programming and ensure that it is accessible to ELLs. The school will also ensure that families know what needs to be done to participate. No student will be denied due to home language. Finally, the school will monitor participation in these programs to ensure that there is adequate participation by ELL students. If the results show that ELL students are not participating, then changes will be made to programming or notification.

**Evaluating the Efficacy of the Program and Instructors.**

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 ENL teacher.

GTR will also conduct an annual audit of its ELL program to ensure that it is being implemented with fidelity and that students are making progress and receiving proper supports. The school will use disaggregated data on internal and external assessments (NWEA MAP, NYS tests, NYSESLAT), as well as classroom observations and evaluations of ELL teachers. Finally, GTR will track students who exit the program and how many instructional years it took for them to be declassified.

**Gifted and Advanced Students**

**Identification.**

GTR will use the following processes to identify gifted and talented students.

- Previously identified and served students from the originating school
- Nationally-normed assessments such as NWEA Map and mClass
- NYS annual tests
- Family identification of any participation in any gifted or talented programs outside of school
- Teacher observations of abilities above the norm
- Student work
- Any available intelligence testing

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



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includes students who consistently outperform our given benchmarks. For example, students who consistently outperform the NYS NGLS 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 an MTSS 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, and more complex problem-solving activities in their learning station. Teachers will differentiate instruction to accelerate learning, and use small group instruction via co-teaching. Online adaptive programs can also increase rigor and allow students to advance. Our inquiry-based learning model also allows for students to differentiate their work via process and product.

In a remote setting, online adaptive programs as well as differentiating instruction via Google Classroom/Drive, help to accelerate learning.



## R-09ad - Instructional Leadership

### a. Instructional Leadership Roles

#### Roles and Responsibilities.

Role	Year Hired/Identified
Director of Instruction	Y1
Grade Level Chairs	Y2
Master Teachers	Y2
English as a New Language Teacher	Y1
Special Ed Coordinator	Y1
Instructional Coach	Y5
Director of Student Support	Y5

*The Executive Director* will oversee the Director of Instruction and provide support starting in Y1. They are ultimately responsible for academic success.

*The Director of Instruction* will be primarily responsible for overseeing curriculum and instruction, including managing the instructional leadership team, coaching teachers, leading walkthroughs, planning and implementing professional development, reviewing lesson plans, and leading curriculum implementation, selection, and revision. They will also ensure vertical alignment of K-5 instruction.

*Master Teachers* will coach veteran teachers, review lesson plans, participate in walkthroughs, and lead data driven-instruction, professional development, and potentially other professional development.

*Grade Level chairs* will participate in walkthroughs, review some lesson plans, and lead some content-specific professional development.

*The Special Education Coordinator* will manage and coach special education teams, ensure teachers are including and supporting students with disabilities in lessons, ensure teachers are doing the intellectual planning and preparation, support re-teaching plans after data analysis for special education, and lead special education-specific professional development.

*The Director of Student Support (Year 5)* will manage and coach the SPED Coordinator, Social Worker, and ELL (English Language Learner) teams. For ELL needs, the Director of Student Support will ensure teachers are including and supporting ELs in lessons and intellectual planning and preparation, support re-teaching plans post data analysis for ELs, and lead EL specific professional development.

*The Instructional Coach (Year 5)* will support the Director of Instruction with observing and coaching teachers and with professional development and data analysis, and will review lesson plans, participate in learning walks, and support Intellectual Prep and Planning.

Please see R-12ac: Personnel for an additional description of roles and responsibilities.



In Y1, the Director of Instruction will be primarily responsible for teacher support, supervision, coaching, and professional development and will work with the help of the Executive Director. In Y2 and beyond, this work will be shared with the Grade Level Chairs, and the development of Master Teachers (All of these team members will be part of the Instructional Leadership Team).

The Instructional Leadership Team will primarily focus on their ability to provide instructional coaching for classroom teachers and allow appropriate time for executive management tasks, as well as supervising all staff who provide instructional coaching and PD. The Director of Instruction will also work to ensure vertical alignment between grade levels and adequate content knowledge depth required to meet the needs of 3-5th grade students. In all years, the Director of Instruction will support all Special Education and ENL Teachers, and the Executive Director will support operations staff. The Social Workers will support school staff in support of students' social-emotional development.

**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. First and foremost, all leaders must have demonstrated interest and prior success in serving young males of color. Next, 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. These processes will be used for the Executive Director and the Director of Instruction, and to some extent for teachers and the Dean of Students. Master teachers and Grade level chairs will be hired internally, so will already be deeply rooted in the GTR mission, philosophy, and instructional practices.

1. Recruitment: advertise the position and utilize network of the board to develop a diverse candidate pool; potentially hire professional recruiters
2. Resume review for experience
3. Virtual interview with behavioral questions to assess mindset
4. Selection Day: candidate completes performance tasks such as data analysis and instructional feedback as well as interviews with school leadership and key stakeholders
5. Reference check
6. Board approval (and interview for Executive Director)

**Selection Criteria.**

Teaching and Learning	Selection Task
Implement effective coaching cycles and best practices to support teachers (academics and management), build team capacity, enforce school norms, and create an inclusive school culture.	Resume review Virtual interview Performance Tasks Selection Day Reference check
Building Relationships	Selection Task



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Foster positive and collaborative relationships throughout the school community with a genuine commitment to empathy, cultural awareness, and integrity to amplify the school's mission, vision, and achievements.	Virtual interview Performance Tasks Selection Day Reference check
<b>Data for Instruction</b>	<b>Selection Task</b>
Use data-driven instruction to improve student achievement, teacher development, curriculum alignment, and a culturally responsive learning environment.	Virtual interview Performance Tasks Selection Day Reference check
<b>Accountability</b>	<b>Selection Task</b>
Model school beliefs with continuous reflection and agency for high-performing team and school-wide improvements that will maximize impact and school success.	Virtual interview Performance Tasks Selection Day Reference check
<b>Experience</b>	<b>Selection Task</b>
At least 5 years of urban teaching OR 3 years of urban teaching plus 2 years of administrative/leadership experience in instruction. (Director of Instruction can have 4 years teaching experience, Coach can have 3)	Resume review
Demonstrated academic results.	Performance Tasks Reference check
<b>Additional Mindsets and Experiences</b>	<b>Selection Task</b>
Passion for Green Tech Rochester's mission and model and a commitment to serving Black and Brown male students.	Resume review Virtual interview Selection Day Reference check
High standards for personal performance and that of school staff and students.	Virtual interview Selection Day Reference check
Growth mindset – believes that everyone can improve performance through hard work, feedback, and perseverance.	Virtual interview Selection Day Reference check
Strong sense of personal responsibility for the success of students, teachers, and the school as a whole.	Virtual interview Selection Day Reference check
Comfortable with “startup” mode - flexible and able to hustle in response to changing conditions and priorities.	Virtual interview Selection Day Reference check
<b>Skills</b>	<b>Selection Task</b>
Strong content knowledge in at least one core subject area such as ELA, math, or science.	Resume review Virtual interview Sample lesson
Data-driven instruction.	Resume review Virtual interview Performance task Selection Day
Leading adult learners.	Resume review



	Virtual interview Performance task Selection Day
Classroom observation and coaching.	Resume review Virtual interview Performance task Selection Day
People management/Hiring and Team Development	Resume review Virtual interview Performance task Selection Day Reference check
Reflective Practice – actively reflects on, solicits feedback on, and adapts leadership in order to continually improve performance.	Virtual interview Performance task Selection Day Reference check

As the Executive Director is ultimately accountable for all school performance, including the success of all instructional leaders, we have included the full selection toolkit for this role (developed in concert with experienced charter talent leader Michelle Kemp of MK Consulting) in R-23b - Supplemental Attachments for the detailed selection toolkit.

#### **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 and performance goals are set each year. 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. A draft of the academic goals can be found in R-06af Curriculum and Instruction.

Academic programs and students are monitored via classroom observations, analysis of student work, and assessment results, as well as information from parents, and behavior referrals. Students who are not showing positive academic growth will receive differentiated small group instruction, online adaptive instruction and other Tier 2 interventions to give them adequate support to achieve their predetermined growth milestones. Data-driven instruction will also monitor at-risk students' performance, and we will pay particular attention to ELs, students with disabilities, and other at-risk students. 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 with the help of the Executive Director. In Y2 and beyond, this work will begin to be shared between the Grade Level Chairs, Master Teachers, and the Director of Instruction (These staff members form the Instructional 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 Instructional Leadership Team. The goal will be to develop the leadership team utilizing Master Teachers to help develop and coach potential, new, and struggling teachers.





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The Instructional 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 all years, the Director of Instruction will work in tandem with the Special Education Coordinator (and Director of Student Support starting Y5) to develop Special Education and ENL Teachers. The Executive Director will support operations staff. The social workers will support school staff related to 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 (every other week) coaching cycle depending on 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, Teachers will be required to submit weekly lesson plans. Coaching on instructional planning will be provided to each teacher through the lesson plan feedback teachers will receive.

**Support for Teachers:** a summary of support for teachers is outlined in the chart below.

Support	Frequency	Person Responsible
Goal Setting	Start of Year, Mid-Year Review	Teachers, Director of Instruction, Coach (Year 5), Master Teachers
Coaching	Weekly or Every other Week	Director of Instruction, Master Teachers, Coach (Year 5) Grade Level Chairs
Formal Observations	Twice per year	Director of Instruction
Learning Walks	Weekly	Director of Instruction, Master Teachers, Grade Level Chairs, Coach (Year 5)
Intellectual Planning and Preparation	Weekly	Teachers (Support from Director of Instruction, Master Teachers, Grade Level Chairs, Coach)
Lesson Plan Review and Feedback	Weekly	Director of Instruction, Master Teachers, Grade Level Chairs, Coach (Year 5)
Professional Learning Communities	Monthly	Director of Instruction, Master Teachers, Grade Level Chairs, Coach (Year 5)



Professional Development (Professional Learning Series)	Weekly and Summer 3 Half Days	Director of Instruction, Master Teachers, Grade Level Chairs, Coach (Year 5)
Data Analysis and Plans for Re-teaching	Every 6-8 weeks (quarterly) and 3 Half Days	Director of Instruction, Master Teachers, Grade Level Chairs, Coach (Year 5)

### c. Professional Development

Professional Development at GTR will focus on 5 key categories: (1) School & Classroom Culture, (2) Unpacking Standards, (3) Literacy Strategies for all Learners, (4) Best Practices for Teaching Math and (5) Data-Driven Instruction, with additional sessions to be determined as needs arise. We will prioritize the values of warmth, empathy, and time for teachers. 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/departments chairs. Individualized coaching sessions will be conducted 1-2 times per week depending on the level of each teacher's needs.

#### Identifying Professional Development Topics

Some professional development topics will be standardized each year, including Special Education supports and compliance, alignment with curriculum and standards, cultural responsiveness and teaching boys, data analysis and re-teaching, school culture plans and expectations. Others will be planned as supports as needs arise from coaching, observation and data. The Instructional Leadership Team will also discuss professional development at their regular meetings. The Director of Instruction and Executive Director will also be expected to keep up with new educational practices that will improve school performance.

#### Summer Professional Development

In launching a new school and new curricula, it is essential that teachers understand WHY the curriculum is important in order to drive investment, and also HOW to intellectually prepare and execute individual lessons. The sample scope of summer professional development below accounts for these essential elements of successful launch professional development, and are broken down by subject area and aligned to curriculum and standards. The sessions below would set leaders and teachers up for the strongest possible launch. Additional sessions beyond those included below should include lesson internalization clinics and practice labs for the first weeks of lessons. Some sessions may be provided by an external provider and are marked with an asterisk. Note that not all teachers will participate in the specials (art, PE, Spanish) professional development.

Content	Sessions 1
ELA	Science of Reading  *ELA Curriculum Program Design, Unit Internalization, and Execution



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Math	NYS Next Gen Math Practice and Content Standards  *Math Curriculum Program Design, Unit Internalization, and Execution  Cognitively Guided Instruction
Science (+STEM)	3-Dimensional Learning: NYS Next Gen Science Standards  *Science Curriculum Program Design, Unit Internalization, and Execution  Facilitating Group Work and Hands on Learning
Social Studies	Source-Based Inquiry in Social Studies  *History/Social Studies Curriculum Program Design, Unit Internalization, and Execution  Analyzing Primary Sources
Music	Music Domains/Facilitating Instrumental Plan  *Music Curriculum Program Design, Unit Internalization and Execution
Art	Four Domains of Art  Arts Ed Program Design, Unit Internalization, and Execution  Facilitating Hands-On Art Production
PE	Physical Well-Being  *Phys Ed Program Design, Unit Internalization, and Execution
SEL	*Curriculum support and design

In addition to the curriculum specific summer planning described above, the summer PD may include:

- School Culture: behavior expectations and norms
- Scheduling and planning, logistics for the start of the school year
- Social-Emotional Learning
- Special Education best practices and compliance
- ELL best practices and compliance
- Specific instructional strategies, such as group work and inquiry lessons
- Interventions and supporting at-risk students
- Communicating with families



All summer professional development is focused on starting the year off strong.

### **School Year Professional Development**

Each Friday, and for three additional half days during the school year, teachers participate in professional development.

There are several formats/foci we will use for this school year PD:

- Curriculum-based professional development (internally or externally provided)
- Intellectual Preparation and Planning (in grade level teams)
- Data Analysis Days
- Professional Learning Communities
- Professional Learning Series

### **Curriculum-Based Professional Development**

To sustain strong implementation throughout the school year, the following sessions may be considered to support teacher development. Sessions marked with an asterisk (\*) may be provided by the external curriculum provider.

Content	Session
ELA	*mClass/DIBELS Administration and Analysis  *Executing Amplify Boost and mClass Intervention  Vocabulary Instruction  Writing Instruction
Math	Monitoring and Feedback/ Conceptual Understanding  Cognitively Guided Instruction  Number Strategy
Science (+STEAM)	5E Fundamentals: Engage and Explain  Labs  Discourse  Engineering and Design Thinking
Social Studies	Historical Knowledge and Vocabulary Building  Writing



	Discourse Inquiry Lessons
Music	*Music Assessments Music Centers and Games Preparing for Performances
Art	Different Mediums and Approaches Presentation of Work Digital Arts
PE	*Dance, Dribble, Move, Jump Facilitating Field Day
SEL	Assessing and Addressing Social-Emotional Skills: DESSA

### Intellectual Preparation and Internalization (IPP)

Supporting teachers in implementing high-quality instructional materials provided by an external provider requires an approach to intellectual preparation and internalization that is different from lesson planning without an external curriculum. Through professional development focused on unit and lesson internalization (as described above), teachers should use the protocols outlined below. IPP will be facilitated by the Director of Instruction and in later years by Master Teachers and Grade Level chairs.

Unit Intellectual Preparation	<ol style="list-style-type: none"><li><b>Big Ideas:</b><ol style="list-style-type: none"><li>What content standards will this unit address?</li><li>What will students be able to independently use their learning to do at the end of this unit?</li><li>What transferable <b>understandings</b> will students gain in this unit?</li><li>What <b>essential questions</b> will students keep considering as a result of this unit?</li><li>What will students <b>know</b> at the end of this unit?</li><li>What <b>skills</b> will students gain in this unit?</li></ol></li><li><b>Assessment Analysis</b><ol style="list-style-type: none"><li>What evidence will you use to determine whether the goals of the unit were achieved? How will students demonstrate their mastery of the unit goals?</li><li>Identify a priority task or item on the assessment</li></ol></li></ol>
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	<p>c. What 3 key misconceptions or challenges do you anticipate for this task?</p> <p><b>3. Analyzing Learning Plan/Scope and Sequence</b></p> <p>a. How does the learning plan relate to the unit goals?</p> <p>b. Identify 1 lesson per week for lesson study that provide opportunities to address your anticipated misconceptions</p> <p>i. How will you use these lessons to build the key understandings necessary to achieve unit goals?</p> <p>ii. What differentiation will best meet the needs of students in these lessons?</p> <p><b>4. Planning Action</b></p> <p>a. What is one important idea that you are taking away from this unit study that you want to make sure you incorporate when you teach?</p> <p>b. What materials do you need to implement this unit well?</p> <p>c. How will you track data throughout the unit?</p>
<b>Lesson Intellectual Preparation</b>	<p>1. <b>Understand and Interpret the Standards, Big Ideas, or Objectives:</b> "What standards, big ideas, or objectives are covered in this lesson? In your own words, what do these mean? What do students need to know and be able to do to show mastery?"</p> <p>2. <b>Identify Priority Task:</b> "What is the most important student-facing task in this lesson? Why?"</p> <p>3. <b>Script Ideal Response:</b> "What would the ideal student response be for that task? Make sure your response includes what you want the student work to look like, including strategies, habits, conceptual understandings, explanations, and any other information that would demonstrate the criteria for success in the objectives."</p> <p>4. <b>Anticipate Misconceptions and Limited Responses:</b> "What would be the most likely misconceptions you expect from students when they answer this task?"</p> <p>5. <b>Script Roadmap of Questions and Prompts and Participation Ratio Techniques:</b> "What questions or prompts would push a student from the misconception to the ideal student response? What participation ratio techniques will you use during this questioning to push student voice?"</p>

### 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 proposed topics for PLCs is as follows:



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Topic	Lead Presenter
Unpacking Standards	Year 1: Director of Instruction Year 2: Grade Level Chairs or Master Teachers
Pacing	Year 1: Director of Instruction Year 2: Grade Level Chairs or Master Teachers
Literacy Strategies	Director of Instruction
Data-driven instruction	Year 1: Director of Instruction Year 2: Grade Level Chairs or Master Teachers
Cycle: (Three times per year) Assessment and Feedback Looking at Student Work Content-Specific Strategies	Director of Instruction
Supporting Specific Populations (ELs and Students with Disabilities)	Special Education Staff

### 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. A proposed list of topics is below.

Topic(s)	Lead Presenter
<ul style="list-style-type: none"><li>• Mission &amp; Vision</li><li>• School Culture</li><li>• GTR: Our Story</li><li>• Relationship Building</li><li>• Cultural Responsiveness</li><li>• Student Code of Conduct</li><li>• Classroom Management</li><li>• Positive Behavior Intervention Systems</li></ul>	Year 1: Executive Director  Year 2: Dean of Students for School Culture pieces





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<ul style="list-style-type: none"><li>• Unpacking the Curriculum &amp; Standards</li><li>• Intro to Lesson Plan Format</li><li>• Inquiry-Based Learning</li><li>• Student-Centered Learning</li><li>• Strategies for Teaching Boys</li><li>• Mastery Based Grading</li><li>• SEL</li></ul>	Year 1: Director of Instruction  Year 2: Master Teachers, Director of Instruction, Grade Level Chairs
<ul style="list-style-type: none"><li>• Teacher Expectations &amp; Observations</li><li>• Qualities of an Effective Teacher</li><li>• <i>Teach Like a Champion</i> Strategies (Cold Call, Show Call, etc.)</li><li>• Kagan Cooperative Learning Strategies</li></ul>	Director of Instruction
<ul style="list-style-type: none"><li>• Differentiating Instruction</li><li>• Learning Stations</li><li>• Group Work</li></ul>	Director of Instruction
<ul style="list-style-type: none"><li>• Discourse: Use questioning prompts &amp; discussion techniques</li><li>• Adjusting instruction for all learners</li><li>• STEM techniques</li></ul>	Director of Instruction
<ul style="list-style-type: none"><li>• Professional Learning Series Topics Based on School-Level Data</li></ul>	Director of Instruction

### Instructional Coaching Strategy

Launching a new academic program and curricula will require a comprehensive suite of meetings led by instructional coaches for each type of content. 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 the professional development plan and growth for GTR. Below provides a sample framework for how meeting structures and observation/feedback focus can evolve throughout Year 1 of implementation. 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.

Leadership Coaching	August-October	November-January	February-June
Meeting Structures	<ul style="list-style-type: none"><li>• 1x per week unit/lesson planning meetings (by content/grade)</li></ul>	<ul style="list-style-type: none"><li>• 1x per week lesson practice clinic (by content/grade)</li></ul>	<ul style="list-style-type: none"><li>• 1x per week data meeting (by content/grade) to review a</li></ul>



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	<p>to walk through unit/lesson intellectual preparation protocol</p> <ul style="list-style-type: none"><li>• 1x per week 1-on-1 coaching meeting to debrief observation/feedback and practice</li></ul>	<p>to focus on 1 component of lesson execution with targeted practice for a rigor technique</p> <ul style="list-style-type: none"><li>• 1x per week data meeting (by content/grade) to review a student gap, action plan, and practice an upcoming lesson with that plan integrated</li><li>• Optional 1-on-1 coaching meeting for teachers who need additional support with observation/feedback and practice</li></ul>	<p>student gap, action plan, and practice an upcoming lesson with that plan integrated</p> <ul style="list-style-type: none"><li>• Optional 1-on-1 coaching meeting for teachers who need additional support with observation/feedback and practice</li></ul>
<b>Observation/ Feedback Focus</b>	<ul style="list-style-type: none"><li>• Real-time coaching at least twice a week for student culture techniques in August/September</li><li>• 1x per week observation for group work, modeling and think alouds, participation ratio/calling techniques,</li></ul>	<ul style="list-style-type: none"><li>• 1x per week observation for monitoring for conceptual understanding and prompting</li></ul>	<ul style="list-style-type: none"><li>• 1x per week observation for discourse strategies and stamping understandings</li></ul>



	and independent practice/monit oring		
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### Evaluation of Professional Development Programs

GTR will survey teachers after each PLC or professional development session for improvements. Classroom walkthroughs, as well as formal classroom observations, will also be a key tool for ensuring that professional development is effective and aligned to needs. Reviews of lesson plans will also be informative, and finally, student scores on assessments will determine whether professional development is effective.

### Opportunities for Leadership

As part of our philosophy toward continuous improvement, we commit to leadership development for all staff. Leadership opportunities include leading Professional Learning Communities or professional learning, becoming Master Teachers, or becoming Department Heads. In later years, we hope that opportunities become available for teachers to become Deans or Coaches, and we will consider hiring internally for some of these roles. We know that opportunities for advancement are key to teacher retention, and we will continue to look for ways to share leadership with teachers.

### 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
NY State Test (ELA and Math)	% of students who score proficient
NY State Test (ELA and Math)	% of students who score exceeds proficient
Peer Observations	Complete 4 Total
Class Test (Benchmark)	Average of 10% Growth
Lesson Planning	Missed no more than 4 Weeks
Attendance	Missed no more than 6 Days
Student Support Team (SST) Attendance	Attend at least 2 SST meetings a month
School and Student Commitment	Attend at least 3 Voluntary Functions



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After School Support	Documented Support lent for students after school at least 2x a week
Formal Observations	All Meet standards or above
Formal Observations	All Exceeds standards/outstanding

Please see Attachment C for the proposed teacher rubric (Danielson Framework).

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 Executive Director. The Executive Director 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 Executive Director 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. Great schools ensure the success of every child by building a culture of achievement and excellence from the outset. The Executive Director will oversee the development and maintenance of school culture, and a Dean of Students will be primarily responsible for student discipline.

Generally, GTR's approach to establishing a strong school culture is rooted in our implementation of Positive Behavior Interventions and Supports (PBIS). 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. A few examples of how these "non-negotiables" manifest themselves in the school building are 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.

The culture at GTR will be intentional, taught explicitly, and discussed throughout the day. Teachers will be supported in building 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 for morning meeting at the beginning of each day to hear their peers and their teachers encourage and reward behavior.

In order to implement an effective, influential school culture, GTR will begin by ensuring that adult culture in the building offers a strong model for students. School and classroom culture is a key category of professional development at the school. We will prioritize the values of warmth, empathy, and time for teachers. 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/departments chairs. Individualized coaching sessions will be conducted 1-2 times per week depending on the level of each teacher's needs.

The school's discipline policy was 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 policy, 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 discipline policy (embedded in the student handbook) 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.



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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: **Performance** and **Moral 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."<sup>1</sup>

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<sup>1</sup> Bennett, W.J. (1993). *The Book of Virtues: A Treasury of Great Moral Stories*. Simon & Schuster.



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

**Intellect and Academic Rigor**

At GTR, 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, college and/or work. They will





learn that, in order to yield schoolwork of high quality and be a productive 21st century citizen later in life, they will have to exercise scholarly persistence, and display a positive and active disposition to independent inquiry and intellectual curiosity.

### **Virtues that Build Moral Character**

#### **Respect: to treat others and oneself with courtesy and care**

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

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

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

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

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

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

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

To live by the truth - to be sincere in character - means to seek objective understanding, to recognize falsehood, to learn from mistakes, and to seek wisdom. At GTR, 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 GTRI 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 GTR, 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 (e.g., "fun"); friendships based on usefulness (e.g., 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 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**

### **General Approach**

GTR's approach to student behavior and classroom management will be to use Positive Behavior Interventions and Supports (PBIS) to create a positive, safe, and orderly school climate and culture. PBIS is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.<sup>1</sup> PBIS centers on affirming positive student behaviors and recognizing and rewarding active participation and exemplary conduct. The goal of the PBIS approach is to eliminate challenging behaviors and replace them with positive social skills. PBIS is a recognized best practice that decreases the need for punitive and invasive intervention practices or discipline procedures.

The primary practices of PBIS classroom management are as follows:

- Simple definitions of expected forms of behavior are codified for students, faculty, and staff;
- Disruptive behaviors and their consequences are codified for students, faculty, and staff;
- Positive and proven incentives are in place to encourage students to modify inappropriate behavior, such as public awards or a homework pass;
- Faculty and staff commit to ongoing implementation of the approach by providing support, advice, and evaluation of student progress to achieve positive behavioral goals, as well as by documenting trends in the School Improvement Plan; and
- All faculty and staff participate in ongoing training to implement the approach with fidelity. An example of GTR's simple definitions of expected forms of behavior are the following clearly defined non-negotiable behavioral expectations:
  - Attend school daily.
  - Respect all members of the Green Tech Rochester community.
  - Focus on learning.
  - Follow every aspect of the student code of conduct (including dress code).
  - Come to school prepared to work each day.
  - Complete all assigned homework to the best of their ability and the expectation of the instructor.
  - Respect the building and all community property.
  - Turn off and put away all electronic devices upon entering the school.
  - Maximize effective use of time each day.

These norms shall be posted in prominent places around the school site, e.g., hallways, cafeterias, gymnasiums, and classrooms. These rules shall be provided to parents and shall be known by all students and school staff, as elaborated in the staff and student handbooks.

### **Positive Behavior Recognition**

In alignment with our PBIS approach, GTR will implement an age-appropriate award program for students who display positive, appropriate behaviors. Appropriate conduct will be rewarded by receipt of points. Points 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.

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<sup>1</sup> "What is PBIS," Center on PBIS, <https://www.pbis.org/pbis/what-is-pbis>.



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*Points System.* The points system will be described in detail in the student handbook. Staff members may reward students with points when they see evidence of positive behaviors and, in particular, behaviors aligned with GTR's non-negotiable expectations. For example, the following behaviors would be ascribed points:

- Attendance awards - persistent attendance (ex: no absences or tardies for one month)
- Respectful encounters - following instructions with joy and gratitude
- Focus on learning - arriving prepared with all classroom materials, getting right to work, being persistent and participating in learning; grappling with difficult concepts
- Dress code awards - persistent wearing of uniform aligned perfectly with dress code (ex: exemplary dress code adherence for one month)
- Homework awards - persistent 100% homework completion

*Student of the Week and Student of the Month.* Another system for positive recognition is GTR's public honoring of students of the week and 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. The ED will personally congratulate the students and sign their certificates. The office manager or the ED 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 gift card.

*Fraternal Competition.* Rooted in the best practice for male education of leveraging competition to support students, fraternal groups and competitions will also be leveraged to encourage joyful celebration of positive behavior at GTR. Upon enrolling, each student will be assigned to a fraternal group. Once a student is assigned to a fraternity, he remains in that fraternity through the entirety of his Green Tech Rochester experience.

The fraternity structure is designed to promote school values via 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.

### **Disruptive Behavior and Consequences**

The vast majority of discipline at GTR will be executed via Positive Behavior Intervention and Response to Intervention systems. 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.



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- All students know what disrespectful behavior is and that it will not be tolerated at Green Tech Rochester.
- All parents understand and support the Green Tech Rochester code of conduct.

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

**ALL GREEN TECH ROCHESTER STUDENTS MUST:**

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

**Disruptive behavior at Green Tech Rochester leads to consequences so that students receive consistent reinforcement around how their behavior showcases their character and impacts their community.** 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 four-year university.

Detailed below are the consequences for behavioral infractions at GTR, aligned with the nine non-negotiable student expectations:

Type of Behavior	Description/Examples	Consequence
Tier 1	<ul style="list-style-type: none"><li>• tardies</li><li>• uniform violation</li><li>• food outside of the cafeteria</li><li>• lack of focus in class</li><li>• incomplete homework</li></ul>	<ul style="list-style-type: none"><li>• Lost points</li></ul>
Tier 2	<ul style="list-style-type: none"><li>• Repeated tier 1 violations</li><li>• Cheating</li><li>• Defacing the building</li><li>• Use of unpermitted technology</li></ul>	<ul style="list-style-type: none"><li>• Detention / In-school suspension</li><li>• Grade of "0" on assignment</li><li>• Parent meetings</li><li>• Confiscation of technology</li></ul>
Tier 3	<ul style="list-style-type: none"><li>• Defiance</li><li>• Violence/fighting or threats of</li></ul>	<ul style="list-style-type: none"><li>• Suspension or expulsion</li></ul>



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	<ul style="list-style-type: none"><li>• Theft</li><li>• Drugs or alcohol</li><li>• Weapons</li></ul>	
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**NOTE:** these are examples and are not a comprehensive list. The school handbook will include comprehensive examples.

### **Personnel**

PBIS and MTSS systems will be implemented most frequently by classroom teachers and support staff. Additionally, most minor misbehavior is handled by the classroom teacher or support staff. Once the student is made aware of the inappropriate behavior, both student and staff are expected to refocus on making the most effective use of time. Major behavioral infractions, and escalating behavior will be responded to by the Dean of Students and Executive Director, as appropriate. The Dean of Students will also be responsible for the PBIS program, and will work with the Special Education coordinator/Director of Student Supports with the MTSS program.

### **Alternative Instruction during Suspensions and Expulsions**

As an elementary school program implementing PBIS, GTR expects very few students to face suspension or expulsion during their enrollment at the school. For those students who are removed for a period of fewer than 10 days, GTR will ensure that each affected student receives all classroom assignments and a schedule to complete such assignments during the time of his suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school will also provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instructions, phone assistance, online instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals 10 or more school days, but does not constitute a change in placement, during the school year, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, make the service determination.

During any removal for drug and weapon offenses (pursuant to CFR 300.520(a)(2)), services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by CFR 300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the student's disability, the services must be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination. Please see additional protocol for students with disabilities in R-10c-Special Education Policy.



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### **Federal Gun Free Schools Act Compliance**

In compliance with the Federal Gun Free Schools Act, GTR will adopt written rules implementing this article within our code of conduct. GTR will be a gun-free school campus. Should weapons be found on campus, the school will respond swiftly with consequences in alignment with state law.

### **Due Process Procedures**

When a suspension is a considered consequence by the Dean of Students, parents will receive written notification of the suspension within 24 hours. The notification will include information regarding the incident, reasons for suspension, length of the suspension, and information about alternative education during the suspension. Parents and guardians have the right to attend a conference with the Dean of Students prior to the suspension being imposed.

When a student has received a 5+ day suspension or expulsion, they will first have a hearing. The student will be assigned an impartial hearing officer to present evidence and have an opportunity to hear all versions of the incident. Parents/guardians have the right to appeal a suspension decision in writing, to the school. They should follow the complaint policy, which will be detailed in the student handbook.

Suspensions and expulsions for students with disabilities will follow policies outlined in the Special Education Policy (R-10c - Special Education Policy).





### **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 in a satisfactory manner, in accordance with the IEP prepared by the CSE 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.

Please see section R: 08ad-Specific Populations for more details on Special Education identification, policies, and supports.

#### **MTSS and Behavior**

Tier 1 behavior supports include social-emotional learning built into the day, shared schoolwide 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<sup>1</sup>. 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 regularly.

If Tier 1 supports are not successful, then students will be referred to the MTSS team. The Student Support 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 and plans, and scheduled check-ins and feedback from either classroom teachers, the social worker, or the counselor.

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<sup>1</sup> Center on Positive Behavioral Interventions & Supports. (n.d.). <https://www.pbis.org/>



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If a parent requests an MTSS meeting as a result of behavioral concerns, the school will initiate the MTSS process. For students who experience multiple behavior issues or suspension, a referral will be made to the MTSS team to consider whether the student should be referred for special education evaluation.

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 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.

### **Suspension and Expulsion Policies for Students with Disabilities**

We will ensure compliance with state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973, for students with disabilities. GTR also recognizes that students with disabilities are subject to certain procedural safeguards. As such, the suspension and expulsion policies are described below.

If the student is being suspended for less than or equal to 10 consecutive or cumulative days, the student is subject to the same due process requirements as a short-term suspension. If a student with an IEP receives a suspension for longer than 10 cumulative days throughout the school year, GTR will make a determination as to whether a pattern of removal exists constituting a change of placement. If we determine that there is a pattern of removal, a Manifestation Determination review is required. If the CSE determines that the behavior was not a manifestation of the student's disability, then GTR may suspend or remove the student based on a pattern of suspensions or removal.

Before recommending that the student be expelled, or that there is a suspension more than 10 days, or that there is a 10th cumulative day of a suspension throughout the year for a student with a 504 plan, the ED and the Special Education Coordinator will create a review committee that will hold an informal hearing to determine whether the infraction was a manifestation of their disability, whether the student was appropriately placed, and receiving appropriate services at the time of the infraction, and/or whether behavior intervention strategies were in place and in line with the 504 plan or IEP. The Special Education Coordinator, the ED, parents of the student, representation from the CSE, and a general education instructor will be present at the review committee hearing.

The following due process requirements shall be observed with regard to the informal hearing:

- Notification of the reasons for the suspension shall be given in writing to the parents or guardians;
- Sufficient notice of the time and place of the informal hearing shall be given;
- A student has the right to question any witnesses present at the hearing;
- A student has the right to speak and produce witnesses on his own behalf; and
- The school entity shall offer to hold the informal hearing within the first five days of the suspension.



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If it is determined that the behavior was not a manifestation of the disability and the student was receiving the supports outlined in the IEP or 504 plan, then GTR may move forward with the disciplinary action as outlined in the Student and Family Handbook. During this time period, the school will still provide the student with the same educational services, including access to missed work, and supports to catch up from the days missed. The student will also receive support from the Dean of Culture to ensure that the behavior does not happen again. The Dean will work with the CSE in notifying and communicating with parents the reason for the suspension.

If it is found that the infraction was a manifestation of the child's disability, then the Special Education Coordinator, with the Special Education Teachers and with the support of the ED, will conduct a functional behavioral assessment. GTR will work in collaboration with the CSE to create a Behavior Intervention Plan that supports the individual student and make any modifications necessary to support the student so that the behavior does not reoccur.

Should the school leader recommend that an expulsion is required, he or she will follow the same procedures for the long-term suspension with the exception that a formal hearing shall be held. The following due process requirements shall be observed with regard to the formal hearing:

- Notification shall be sent to the student's parents or guardians by certified mail.
- At least five days notice of the time and place of the hearing shall be given. A copy of the expulsion policy, notice that legal counsel may represent the student and hearing procedures shall be included with the hearing notice. A student may request the rescheduling of the hearing when the student demonstrates good cause for an extension.
- The hearing shall be held in private unless the student or parent requests a public hearing.
- The student may be represented by counsel, at the expense of the parents or guardians, and may have a parent or guardian attend the hearing.
- The student has the right to be presented with the names of witnesses against the student, and copies of the statements and affidavits of those witnesses.
- The student has the right to request that the witnesses appear in person and answer questions or be cross-examined.
- The student has the right to testify and present witnesses on his own behalf.
- The student has the right to an advocate and the school must provide a list of qualified advocates.
- Parents have a right to reschedule the hearing up to a week.
- A written or audio record shall be kept of the hearing. The student is entitled, at the student's expense, to a copy. A copy shall be provided at no cost to a student who is indigent.
- The proceeding shall be held within 10 school days of the notification of charges, unless mutually agreed to by both parties. A hearing may be delayed for any of the following reasons, in which case the hearing shall be held as soon as reasonably possible:
  - Laboratory reports are needed from law enforcement agencies.
  - Evaluations or other court or administrative proceedings are pending due to a student invoking his rights under the Individuals with Disabilities Education Act (20 U.S.C.A. § § 1400–1482).



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- In cases in juvenile or criminal court involving sexual assault or serious bodily injury, delay is necessary due to the condition or best interests of the victim.
- Notice of a right to appeal the results of the hearing shall be provided to the student with the expulsion decision.

Every regular education student who is subject to a disciplinary suspension or expulsion will be subject to a review by the Student Support team to determine whether the student is “thought to be eligible.” This screening tool ensures that disciplinary action is not imposed on a student whom the school should have known was in need of an evaluation for a suspected disability before the prohibited conduct occurred. There are three (3) situations that are legal evidence that the school had knowledge that the student might have a disability:

1. The parent or guardian has requested an evaluation.
2. The parent or guardian has expressed concerns in writing to the student’s teacher or school administration that the student needs special education.
3. The student’s teacher or other school staff told a school leadership member of specific concerns about the child’s academic or behavior difficulties.

During the review, the school should take all relevant information into consideration including school interventions, mental health evaluations from outside agencies in the school file, and other factors. The team must carefully consider the listed criteria and determine whether there is substantial evidence to conclude that the student should be evaluated for a suspected disability as an alternative to punishment. If the parent or guardian requests an evaluation for a suspected disability after the child is subject to an alternative or remedial disciplinary placement, the school must conduct an expedited evaluation at parental request. However, the student remains in the alternative/ remedial placement during the evaluation. If the student is found to have a disability, an IEP must be developed. The IEP team must then determine if the disability had a direct and substantial relationship to the offense. If so, the team needs to reconsider the student’s placement in light of the new information.

If a student already has an IEP or a 504 plan, they are automatically entitled to all due process protections.

If a student with a disability violates the school’s Code of Conduct and is being considered for a suspension or removal, the school must consider if this is to be a “change in placement” and GTR must ensure all due process protections are provided. A change in placement is a legal term that applies in the following situations:

- Any suspension (even one day), expulsion, or transfer to another school of a student with intellectual disability.
- A suspension, expulsion, or disciplinary transfer to a remedial disciplinary school for either more than 10 consecutive school days or more than 15 cumulative school days in a school year is a change in placement. If a student has transportation on his IEP, then bus suspensions are also counted.
- Suspensions that may total less than 15 cumulative school days in a school year may be a change in placement if they appear as part of a pattern of suspensions. A pattern of suspensions (if a student has transportation on his IEP, then bus suspensions are also counted) may be found if the student is suspended for behavior that is “substantially similar” to behavior for which the child has previously been suspended. Factors may



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include the same type of behavior, same victim, same class, same day of the week, or same time of day.

- If the offense is not committed by a student with intellectual disability or if suspensions do not exceed 10 consecutive or 15 cumulative days, nor constitute a pattern of suspensions, then it is not a change in placement and the student may be subject to the same consequence the school applies to all students who violate the Code of Student Conduct.

If the offense is a change in placement, the school team (including the parent) must hold a Manifestation Determination meeting. The SST will convene a Manifestation Determination meeting within 10 days. The parent must be invited to the Manifestation Determination in writing and provided with a copy of the Procedural Safeguards notice. The purpose of the Manifestation Determination meeting is to determine two issues:

1. Was the student's misconduct caused by or directly and substantially related to the student's disability. OR
2. Was the student's misconduct a direct result of the school's failure to follow the child's IEP?

If the team answers 'yes' to either question, then the student's behavior is a manifestation of their disability. The student may not be suspended, expelled or transferred to a remedial disciplinary school as a punishment for misbehavior. The team must conduct a functional behavioral assessment and create a behavior plan addressing ways that the school can help a student with the conduct at issue. The SST will develop such plan, and GTR will be responsible for implementing it. If the student already has a behavior plan, the plan must be reviewed and modified to address how the school can better assist the student with the conduct at issue. If all team members agree that the student's conduct was not a manifestation of their disability, then the student may be subject to the same consequences as all students. This decision must be communicated to the parent or guardian in writing via a Notice of Recommended Placement. If a parent disagrees with the team's decision that the behavior was not a manifestation of the student's disability, the parent may request a due process hearing to challenge this finding. If the Hearing Officer agrees with the parent, the student will remain in the school where the offense was committed unless the parent and the school agree otherwise. However, during the period of expulsion or transfer to an alternative placement or remedial disciplinary setting, the student must continue to receive special education services prescribed by his IEP and a Behavior Plan must be created or revised to address the offending conduct. The School shall maintain written records of all suspensions and expulsions of students with a disability, including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the incident and disciplinary action taken.

Any time a student with an IEP or 504 plan is removed to an alternative or remedial disciplinary setting, the parent or guardian must be given a Notice of Recommended Placement stating this decision and a copy of procedural safeguards.

Parents will have the opportunity to file a complaint and request a public hearing if they disagree with any decision made by the school regarding a suspension or expulsion. The CSE will arrange for the hearing and the Special Education Coordinator will coordinate all communication with the CSE.



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We have also included this policy in our Handbook and Code of Conduct, please see Section R-10a and R-10b.



## 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 through 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 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. **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 (this is determined at the discretion of the 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 should send a letter documenting religious reasons). In case of doubt, the Dean of Students will determine what is permissible.





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**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 15 <sup>th</sup> and the end of the school year. Cut-off shorts are not allowed. All students are required to wear a belt each day.



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Shirts	<p>For 1st and 2nd grade, students will wear polo shirts.</p> <ul style="list-style-type: none"><li>• 1st grade will wear purple polos</li><li>• 2nd grade will wear gold polos</li></ul> <p>For 3rd through 6th grade, students will wear Oxford button-down shirts.</p> <ul style="list-style-type: none"><li>• 3rd Grade will wear gray button-down shirts and black ties</li><li>• 4th Grade will wear black button-down shirts and black ties</li><li>• 5th Grade will wear white button-down shirts and green ties</li></ul> <p>Students are permitted to wear short or long sleeve polo shirts with GTR label on Fridays ONLY. School spirit T-shirts are permitted only with permission from the Dean of Student.</p>	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-sleeved 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 sweatshirts 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.



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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. <b>Please note that ACGs and similar sneaker boots are prohibited, as well as Slides, Crocs, and Uggs.</b>
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 should send a letter documenting religious reasons). 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.

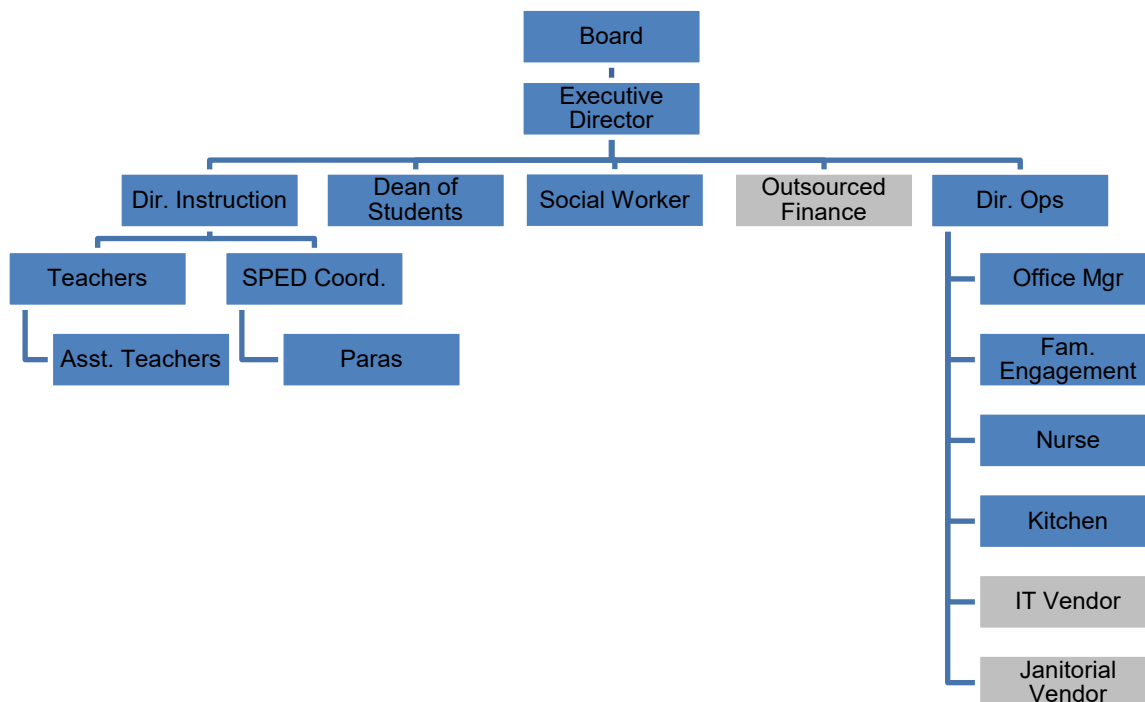
### Free Uniforms for Families

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 up to five free uniforms from the school. Parents can request uniforms from the social worker or the front office.

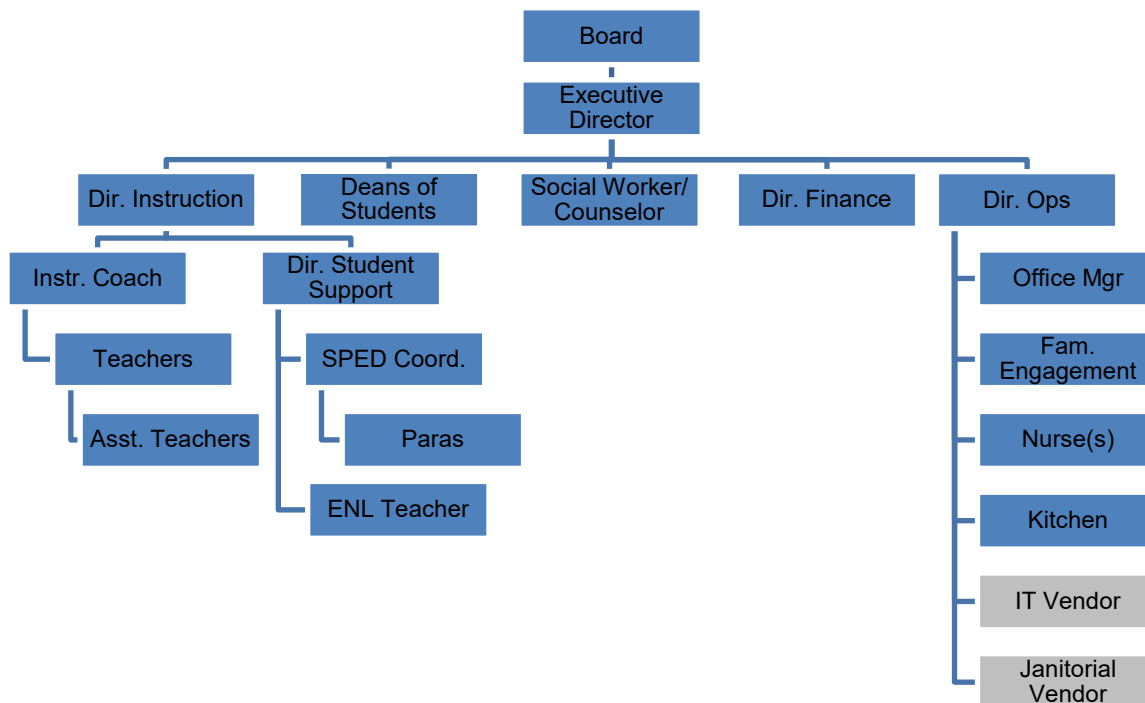


## R-11ab - School Management and Leadership

### Organizational Chart Year 1



### Organizational Chart Year 5





## **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. The responsibility for the success of the school ultimately resides with the Board. However, the Executive Director (ED) is responsible for supervising, managing and evaluating all programs, academics, and operations in accordance with the school's charter and the school's mission and goals.

Guided by our mission, we will have an ED who will be responsible for school launch, hiring and managing staff, and overseeing the leadership team. They will report to the board.

**Instruction:** In Y1, the organizational structure includes a Director of Instruction (DI). 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.

**Culture:** 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.

**Operations and Finance:** In the first few years, the school will outsource financial services to a contractor, and in the later years, the school will have a Director of Finance who will oversee budgets and payroll. The Director of Operations will oversee enrollment, transportation, scheduling, Student Information Systems, meals, and reporting and compliance. The Director of Operations will also oversee the Office Manager, who will have mostly front of school and reception duties.

**Family Engagement:** The Family Engagement Specialist will provide daily support to parents, bridging gaps between the community and GTR. They will also monitor attendance, truancy, recruitment, and enrollment.

Please see R-12ac for more information on specific job descriptions.

## **Proposed Management Practices and Procedures**

The Board sets goals for academic, school culture, fiscal, and operational success. The board reviews goals with the ED quarterly, and the ED reviews goals with teachers and staff quarterly and creates plans for improvement.

All instructional staff will report to the Director of Instruction. The Director of Instruction, the Director of Operations, the Dean of Students, the Social Worker, and the Director of Finance will report to the ED. All other non-instructional staff will report to the Director of Operations to ensure effective systems and safety in the school.

GTR, although it is using the same name and key pillars, will be a separate entity from Green Tech Albany and will not be under its CMO. Please see Section R-23a for more information.

## **Evaluating Leadership**



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All positions will be evaluated. The arrows on the leadership chart demonstrate who will be responsible for the constituents underneath them. The Board will evaluate the ED and the ED will evaluate the rest of the leadership team.

The board will conduct a self-evaluation aligned to best practices for boards of directors and aligned to the school goals, including fundraising, board participation, and fiscal responsibility. The proposed self-evaluation tool is based on a model board evaluation from the NYC Charter Center and can be found in the Additional Attachments.

The board evaluates the ED. The ED is held accountable, first and foremost, for the school's academic, financial, and operational outcomes. The board proposes to use a model school leader evaluation tool from SUNY Charter Schools Institute, which can be found in Additional Attachments.

The remaining members of the leadership team will set goals with their direct manager at the start of the year and aligned to school goals and the rubric. A rubric will be created that is aligned to best practices for school leadership, based on research like Marzano's.<sup>1</sup> The leadership team will undergo two evaluations a year, one midway, and one at the end of the year, to establish opportunities for growth. They will also solicit feedback via survey from key stakeholders, such as direct reports, as well as parents, teachers, and other staff. School leadership will receive a form that includes an evaluation aligned to the rubric and steps for improvement such as the one used by SUNY Charter Schools Institute.

Teachers will be evaluated using the Danielson rubric twice per year by either the Director of Instruction or the Academic Coach (Year 5 onward). Please see Additional Attachments for the rubrics.

### **School Leader Recruitment**

The Board began laying the groundwork for Executive Director recruitment in late 2023. The Board will do an extensive local and national search with the support of Dr. Miller and Charter Champions of Rochester, including posting and advertising broadly. The candidate must be someone with leadership experience, 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 will produce the most promising candidate pipeline. If needed, the Board 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 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. These processes will be used for the ED and the Director of Instruction, and to some extent for teachers and the Dean of Culture.

1. Advertise the position broadly and use network of the board, as well as a professional recruiter, to develop a diverse candidate pool
2. Resume review against rubric to evaluate experience

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<sup>1</sup> <https://www.marzanoresources.com/marzano-school-leadership-evaluation-model.html>



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3. Virtual interview to assess fit and alignment to mission and philosophical approach
4. Selection Day, which includes performance tasks and interviews with multiple stakeholders. Performance tasks include data analysis, instructional coaching, communicating with families and teachers, and other relevant tasks.
5. Reference check with standardized questions and background check
6. Board approval (and potential interview)

**Selection Criteria.** The board issued an RFP and secured an experienced charter talent leader, Michelle Kemp of MK Consulting, in order to refine the ED selection criteria and to develop behavioral interview questions and performance tasks to assess the criteria.

The following is a high-level overview of selection criteria.

Teaching and Learning	Selection Task
Implement effective coaching cycles and best practices to support teachers (academics and management), build team capacity, enforce school norms, and create an inclusive school culture.	Resume review Virtual interview Performance Tasks Selection Day Reference check
Building Relationships	Selection Task
Foster positive and collaborative relationships throughout the school community with a genuine commitment to empathy, cultural awareness, and integrity to amplify the school's mission, vision, and achievements.	Virtual interview Performance Tasks Selection Day Reference check
Data for Instruction	Selection Task
Use data-driven instruction to improve student achievement, teacher development, curriculum alignment, and a culturally responsive learning environment.	Virtual interview Performance Tasks Selection Day Reference check
Accountability	Selection Task
Model school beliefs with continuous reflection and agency for high-performing team and school-wide improvements that will maximize impact and school success.	Virtual interview Performance Tasks Selection Day Reference check
Experience	Selection Task
At least 5 years of urban teaching.	Resume review
Demonstrated academic results.	Performance Tasks Reference check
Additional Mindsets and Experiences	Selection Task
Passion for Green Tech Rochester's mission and model and a commitment to serving Black and Brown male students.	Resume review Virtual interview Selection Day Reference check
High standards for personal performance and that of school staff and students.	Virtual interview Selection Day Reference check
Growth mindset – believes that everyone can improve performance through hard work, feedback, and perseverance.	Virtual interview Selection Day Reference check





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Strong sense of personal responsibility for the success of students, teachers, and the school as a whole.	Virtual interview Selection Day Reference check
Comfortable with “startup” mode - flexible and able to hustle in response to changing conditions and priorities.	Virtual interview Selection Day Reference check
<b>Skills</b>	<b>Selection Task</b>
Strong content knowledge in at least one core subject area such as ELA, math, or science.	Resume review Virtual interview Sample lesson
Data driven instruction.	Resume review Virtual interview Performance task Selection Day
Leading adult learners.	Resume review Virtual interview Performance task Selection Day
Classroom observation and coaching.	Resume review Virtual interview Performance task Selection Day
Fiscal Management and School Operations (ED Only)	Resume review Virtual interview Performance task Selection Day Reference check
People management/Hiring and Team Development	Resume review Virtual interview Performance task Selection Day Reference check
Reflective Practice – actively reflects on, solicits feedback on, and adapts leadership in order to continually improve performance.	Virtual interview Performance task Selection Day Reference check

**Open and Fair Hiring.** The hiring toolkit and accompanying training advises the selection team on ensuring a reliable and equitable process that avoids common biases.

An equitable hiring process begins by developing a deep and diverse candidate pipeline by tapping networks of underserved and underrepresented communities. Offering a referral bonus for diverse hires has been shown to increase the number of underrepresented hires, and the board has approved a \$5,000 referral bonus for the ED role.

The initial resume review often screens out talented candidates from underrepresented backgrounds due to implicit selector bias. The hiring team will use an objective resume review rubric and will work to avoid the following biases:



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1. Bias against “job-hoppers”
2. Bias against long-term employees
3. Pedigree favoritism bias
4. Social comparison bias

Throughout the hiring process, the team will continue to rely on standardized interview questions, performance tasks, and rubrics based on objective criteria rather than subjective likeability or cultural fit.

Please see Additional Attachments for the full ED selection rubric and process.

**Selection Team.** The Board of Directors is ultimately responsible for hiring the ED. The Board will take input from founding families and founding staff (if applicable), as well as partners and other community members.

Dr. Miller, through his work at Charter Champions, has posted the role and begun generating candidates. Dr. Miller will conduct the initial screening and virtual interview.

The selection day requires a team of raters, who will include Elissa Klein, Dr. Miller, and board-identified experts in each competency area.

The Board will conduct the final interview with the selection day team’s recommended finalist and will make the hire.



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## 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 and in R-21ad - Fiscal Soundness.

GREEN TECH ROCHESTER ELEMENTARY FOR BOYS						
STAFFING PLAN FTE	Acad Years	Year 1	Year 2	Year 3	Year 4	Year 5
	Grades	2025-26	2026-27	2027-28	2028-29	2029-30
	Enrollment	K-1	K-2	K-3	K-4	K-5
		150	240	330	420	510
<p><b>*NOTE:</b> Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.</p>						
<p><b>*NOTE:</b> State the assumptions that are being made for personnel FTE levels in the section provided below.</p>						
<b>ADMINISTRATIVE PERSONNEL FTE</b>		<b>FTE</b>				
Executive Management		1.0	1.0	1.0	1.0	1.0
Instructional Management		1.0	1.0	1.0	1.0	2.0
Deans, Directors & Coordinators		2.5	2.5	3.0	4.0	5.0
CEO / Director of Finance		0.0	0.0	0.0	1.0	1.0
Operation / Business Manager		1.0	1.0	1.0	1.0	1.0
Administrative Staff		1.0	1.0	1.0	1.0	1.0
<b>TOTAL ADMINISTRATIVE STAFF</b>		6.5	6.5	7.0	9.0	11.0
<b>INSTRUCTIONAL PERSONNEL FTE</b>		<b>FTE</b>				
Teachers - Regular		5.0	8.0	11.0	14.0	17.0
Teachers - SPED		2.0	4.0	7.0	8.5	11.0
Substitute Teachers		0.0	0.0	0.0	0.0	0.0
Teaching Assistants		3.0	3.0	3.0	3.0	3.0
Specialty Teachers		3.5	5.0	7.0	8.0	11.0
Aides		0.0	0.0	1.0	1.0	1.0
Therapists & Counselors		0.5	1.0	1.0	1.0	2.0
Other		0.0	0.0	0.0	0.0	0.0
<b>TOTAL INSTRUCTIONAL</b>		14.0	21.0	30.0	35.5	45.0
<b>NON-INSTRUCTIONAL PERSONNEL FTE</b>		<b>FTE</b>				
Nurse		0.5	0.5	1.0	1.0	2.0
Librarian		0.0	0.0	0.0	0.0	0.0
Custodian		0.0	0.0	0.0	0.0	0.0
Security		0.0	0.0	0.0	0.0	0.0
Other		1.5	1.5	2.0	3.0	3.5
<b>TOTAL NON-INSTRUCTIONAL</b>		2.0	2.0	3.0	4.0	5.5
<b>TOTAL PERSONNEL SERVICE FTE</b>		22.5	29.5	40.0	48.5	61.5
		<b>Description of Assumptions</b>				
		Director of Instruction from Year 1. Academic Coach added in Year 5				
		Includes Deans, SPED coordinator, & Family Engagement Coordinator. Director of Outsourced until Year 4				
		Office Manager				
		1 SPED teacher per General Education classroom				
		Intend to utilize contracted substitute teacher				
		Teaching assistants to be employed in each kindergarten class				
		Include ENL, Gym, Art, Music, teachers				
		Additional needed paraprofessionals will be offset by additional SPED funding				
		Social worker in Years 1-5. Add a counselor in Year 5. Some therapy services may be				
		Janitorial services to be contracted				
		Kitchen staff				

**Staffing Structure Rationale.** High-needs elementary students perform best with a low student-teacher ratio. We provide this by having two teachers per classroom. This structure allows for teachers to have differentiated roles, increasing teacher sustainability, and to provide more flexible grouping and targeted intervention for students.

Each classroom 1<sup>st</sup> grade and above is planned to have a general education and a special educator to be Inclusively Co-Taught (ICT), and each Kindergarten class will have an Associate Teacher in addition to the Lead Teacher. (We assume that few K students will enter with IEPs than upper grade students, and the Special Education Coordinator will be responsible for meeting IEP needs in K.)

We recognize that there is a nationwide Special Education teacher shortage. In the event that GTR does not fill all ICT special education roles with certified Special Education teachers, the school would maintain at least one ICT class per grade level, with the remaining homerooms staffed by two general education teachers.

Staffing remains lean during the school startup period and expands once the school achieves scale and stops paying for startup costs.

**Salary Assumptions.** Given the current tight labor market and the (much-needed) momentum to increase teacher salaries, GTR will seek to offer competitive salaries. In building our salary projections, we begin by benchmarking against the largest local education employer, the



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Rochester City School District (RCSD) and then we compared these figures with high-spending suburban districts, such as Brighton (BCSD) and Pittsford (PCSD).

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	4 <sup>th</sup> Year Teacher Salary	Annual Schedule Increase
Rochester	\$53,519	3.8%
Brighton	Estimated \$55,967 <sup>1</sup> .	Not published, but 3.3%-4% for administrators <sup>2</sup>
Pittsford	Projected \$53,465 <sup>3</sup>	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 establish salary projections for Executive Director (Principal in districts), Directors of Instruction and Operations (Assistant Principals in districts), Director of Student Support (other administrator), and Director of Finance (Senior Accountant).

Position	Board on Track	RCSD	Pittsford <sup>4</sup>
Executive Director	\$100,000-\$149,000 <sup>5</sup>	\$105,000-\$135,000 <sup>6</sup>	\$94,000 - \$124,000
Dir. Instruction		\$75,000- \$95,000 <sup>7</sup>	\$70,000 - \$90,000
Dir. Operations		\$75,000- \$95,000 <sup>8</sup>	\$70,000 - \$90,000

<sup>1</sup> 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 a 2% step increase, a fourth year teacher would earn \$57,657. This does not take education level into account. The salary increment from BA to MA is \$3,380. Assuming 50% have master's, the BA salary would be \$55,967. This information comes from <https://www.bcsd.org/Page/16>.

<sup>2</sup> Brighton Central Schools. (n.d.). *Contract Between the Superintendent of the Brighton Central School District and the Association of Brighton Administrators*.  
<https://www.bcsd.org/site/handlers/filedownload.ashx?moduleinstanceid=33051&dataid=69328&FileName=Administrator%20Contract%202022-2026.pdf>

<sup>3</sup> Current PCSD teacher contract includes salary through 2022-23 school year. Current 4<sup>th</sup> year teacher salary is \$50,055. Inflated by 3.35% each year for two years, this yields \$53,465. Given the high inflation environment, the salary scale may increase further.

<sup>4</sup> Pittsford Central School District. (n.d.). *Agreement Between Board of Education and Pittsford District Administrators' Association*.  
<https://www.pittsfordschools.org/cms/lib/NY02205365/Centricity/Domain/76/PDAA%20Contract%202020-2024.pdf>

<sup>5</sup> Falk, S. (n.d.). *Benchmarking Charter School CEO Compensation: A Primer For Charter School Boards*.  
<https://boardontrack.com/blog/benchmarking-charter-school-ceo-salary>

<sup>6</sup> Association of Supervisors & Administrators of Rochester. (n.d.). *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*.  
<https://www.rcsdk12.org/site/handlers/filedownload.ashx?moduleinstanceid=634&dataid=57149&FileName=ASAR%202021-%202024%20FINAL.pdf>

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.



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Dir. Student Support		\$70,000- \$85,000 <sup>9</sup>	
Dir. Finance		\$73,000-\$85,000 <sup>10</sup>	

For other staff positions, we benchmarked using Green Tech High, RCSD, BCSD, and PCSD salary data. For non-instructional roles such as School Nurse, we also consulted online resources. In addition, we ensured that all positions pay a living wage. No hourly rate falls below \$16<sup>11</sup>, and no full-time salary will pay under \$33,280, even for academic-year roles.

We have conservatively projected annual cost-of-living adjustments at 3.8%, though this figure might decrease if inflation cools in the years ahead.

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<sup>9</sup>Ibid.

<sup>10</sup> Rochester City School District. (n.d.). *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*. <https://www.rcsdk12.org/site/handlers/filedownload.ashx?moduleinstanceid=634&dataid=88062&FileName=BENTE%202021-24%20Contract%20FINAL.pdf>

<sup>11</sup> Glasmeier, A. and Massachusetts Institute of Technology. (n.d.). *Living Wage Calculation for Monroe County, New York*. <https://livingwage.mit.edu/counties/36055>



**b. Qualifications and Responsibilities**

Expectations for all teachers and staff:

- Deep commitment to the mission of the school and to teaching boys of color
- Relationship-based
- Strong belief that all students can learn at high levels when given the right supports
- Strong cultural responsiveness
- Entrepreneurial/start-up mindset
- Commitment to continuous improvement
- Accountability for all actions; strong sense of personal responsibility for the success of students, teachers, and the school as a whole.

The specific responsibilities and qualifications for each role are as follows:



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## ***Executive Director***

### *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 include:

- Set 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
- Manage and develop the school leadership team
- Oversee admissions, recruitment, and the school lottery
- Hire teachers and leadership staff
- Attend board meetings and give regular updates to the board

### *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*





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- 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*

- Bachelor's Degree required
- Minimum 5 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
- Administrative certification preferred
- Connection to the Rochester community strongly preferred



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***Director of Instruction***

***Responsibilities:***

- Oversee curriculum and instruction
- Lead instructional team (leadership team)
  - Define role and responsibilities of Master Teachers and Grade Level Leads
  - Meet with instructional team regularly
- Teacher coach and mentor
  - Develop and assess new teachers
  - Set goals with teachers
  - Conduct informal and formal observations with pre and post conferences
  - Provide teaching strategies, design processes for higher levels of student engagement and academic success, scaffold rigor and differentiated instruction
  - Collaborative lesson planning
- Evaluate teachers
- Curriculum review, evaluation, and ensuring implementation with fidelity
  - Ensure alignment with standards and unpacking standards
  - Ensure backward mapping/Understanding by Design
- Review lesson plans, ensure alignment with NYS standards and backward mapping
- Oversee data-driven instruction (DDI)
  - Assess weekly summative data
  - Assist teachers in making meaning out of student work, analyzing data, and making plans to re-teach
- Facilitate conversations and support plans for at-risk students
- Plan, oversee, and lead professional development
- Oversee testing (including state and national testing, ensure compliance and fidelity, and communication to families)
- In Years 1-4:
  - Use academic and school data to help make decisions on improving the educational outcomes for all students
  - Provide teachers with organized, disaggregated data from state, nationally-normed, curriculum-provided, and internal assessments
  - Work with teachers to break down archived state tests exams and align them to content and skill topics
  - Provide administration with data and analysis required for board meetings

***Qualifications:***

- Bachelor's Degree required. Master's Degree in related area preferred.
- Minimum four years of teaching experience
- Instructional leadership experience (Dean of Curriculum and Instruction, grade lead, etc...)
- Demonstrated success in improving student outcomes with Black and Brown students, as well as low-income students, students with disabilities and English Language Learners
- Demonstrate a clear understanding of GTR's instructional model and willingness to coach teachers towards continuous improvement through practical application



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***Dean of Students***

***Responsibilities***

- Ensure a safe, collaborative, positive school environment
- Ensure school norms and Code of Conduct are implemented with consistency and fidelity
- Provide teacher support in classroom management and behavior
- Create behavior plans in collaboration with teachers and school counselors
- Track behavior data in collaboration with Data Specialist
- 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.
- Monitor breakfast, lunch, recess, and transitions
- Oversee school activities such as field days
- Plan and run student and parent orientation
- Attend staff meetings

***Qualifications***

- Associate degree, Bachelor's degree preferred
- 2-3 years of experience working with boys of color and at-risk students in an education setting (school, camp, after school program, etc.)
- Strong cultural responsiveness

***Director of Operations***

***Responsibilities:***

- Ensure that the school is in compliance with state, federal, and local laws
- Document all school policies and procedures
- Oversee safety drills and practices
- Manage the Office Manager and the Nurse
- Set up, update, and maintain the Student Information System
- Create the master schedule
- Oversee the facility, including repairs and supplies
- Process enrollment of employee benefits (health, dental, life insurance, STD)
- Oversee finance contractors
- Communicate with auditors
- Monthly Child Nutrition reimbursement filing
- Calculate, file, and report 1099s and W2s
- Accrue and track employee PTO
- Maintain and update accurate enrollment
- Work with IT contractors to ensure campus technology is reliable and secure through management of enterprise backups, upgrades, maintenance, and monitoring
- Maintain and update employee personnel files
- Maintain records and create accurate reports
- Liaise with the authorizer as necessary
- Coordinate food services
- Coordinate transportation
- Work with teachers and administrators to design procedures for evaluating the effectiveness of school programs and instructional methods (Years 1-3)
- Build and maintain systems to track data (Years 1-3)



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- Assist Director of Instruction and, in later years, Data Coordinator, as necessary
- Assist with hiring as necessary
- Other appropriate duties as assigned

NOTE: Once the Director of Finance is on board in Year 4, they will be responsible for some of the tasks above.

*Qualifications:*

- Bachelor's degree required
- 2-3 years of experience in operations in a school or nonprofit
- Knowledge of federal, state, and local compliance requirements
- Effective oral and written communication skills
- Attention to detail and systems thinking

***Family Engagement Specialist***

*Responsibilities:*

- Oversee attendance, including tardies and chronic absenteeism
- Attendance reporting
- Create and maintain parent organization groups
- Create and maintain communication and communication systems with families (newsletter, calendar, texts/emails, reminders, etc.)
- Refer families to wraparound services for support
- Work with families to ensure that student document requirements are in place
- Oversee recruitment strategy, including events and materials
- Plan and facilitate Open Houses and other school recruitment events
- Ensure the school meets its recruitment and placement goals
- Counsel students and families in regard to middle school placements and opportunities
- Oversee admissions lottery, including ensuring compliance
- Plan and facilitate parent information nights for middle schools
- Create partnerships and relationships with middle schools for placement
- Other duties as assigned

*Qualifications:*

- Associate degree, Bachelor's degree preferred in education or social work
- 2-3 years of experience working in community engagement or parent organizing and/or outreach
- Experience working with low income-families and/or families of color
- Fluent in another language, preferably Spanish, preferred

***Social Worker***

*Responsibilities:*

- Counsel students individually regarding matters of academic, personal/social-emotional, and future career concerns
- Work together with various stakeholders (ED, Dean, Family Engagement Specialist, Special Education teachers, ENL teachers, teachers, etc.) to assess individual needs of students
- Partner with community agencies to provide services to students



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- Collaborate with Dean and teachers to support student behavioral and social-emotional health

**Qualifications:**

- Bachelor's Degree in Social Work
- Minimum three years of counseling or social work experience
- Strong experience working with boys of color and at-risk students in an education setting
- Preferably have School Counseling or Social Work Certification or in pursuit Master's and Permanent Certification
- Strong cultural responsiveness

**Special Education Coordinator**

**Responsibilities:**

- Coordinate and support the continuum of settings and array of services for students with disabilities and students placed-at-risk
- Overseeing/managing a caseload of special education students and the implementation of their IEP/504 plans in inclusive, push-in, and pull-out settings
- Implement and ensure system of identifying special education students
- Co-teach/push-in to provide support for special education students, as well as modifications and accommodations
- Implement and maintain the MTSS system
- Facilitate weekly student support team meetings
- Serve as liaison to and coordinate the work of outside agencies providing services to students
- Engage families as partners in planning, problem-solving, and providing assistance with school assignments
- Collaborate with the ED in providing FAPE, LRE, and specialized instruction and services for students with disabilities, and differentiated instruction for all students
- Maintain school and LEA tracking and data system that includes: student information related to IEPs, services, service hours, evaluations, referrals, timelines in which evaluations were completed and discipline incidents documentation
- Provide support to teachers regarding research-based and effective instructional and social-emotional-behavioral practices
- Provide expertise and assistance regarding the implementation of Code of Conduct for students with disabilities
- Ensuring compliance by the school with all local and Federal laws and regulation relating to students with IEPs/504 plans and students referred to special education
- Process referrals for and chair all original, re-evaluation, and emergency placement team meetings; develop Individual Educational Plans (IEPs) for these students, including transition for students with disabilities beginning at age 14; secure parent signatures for these plans; chair annual review meetings and provide teachers and other service providers, as appropriate, with copies of IEPs at the beginning of each year and when changes occur thereafter
- Plan and facilitate special education PD for all teachers, including supporting students and compliance
- Chair Section 504 eligibility meetings and develop 504 accommodation plans
- Collaborate with the ED, and the teachers, and related service providers, to manage activities relating to compliance with all state and federal special education regulations and Section 504 of the Rehabilitation Act



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- Maintain student files (paper and electronic) according to school and NYS standards.
- Participate in dispute resolution meetings, hearings, and mediation settlement meetings as needed
- Other duties as assigned

*Qualifications:*

- Bachelor's degree in Special Education and certification required, Master's degree preferred
- 2-3 years of teaching special education
- Deep knowledge of special education, particularly in NYS and federal (IDEA)
- Experience with inclusion
- Knowledge of instructional strategies and support for students with disabilities

**Office Manager**

*Responsibilities:*

- Oversee the front desk/reception; greet students and families and be the "face" of the school
- Answer phones
- Admit visitors
- Order, purchase, and organize all office supplies; ensure school has proper supplies
- Open and distribute mail
- Support Operations Manager and Data Coordinator as necessary
- Assist the ED as necessary
- Other duties as assigned

*Qualifications:*

- Associate degree required, Bachelor's degree preferred
- Strong attention to detail
- Excellent oral and written communication skills
- Fluent in Spanish preferred

**Nurse**

*Responsibilities:*

- Maintain a complete, up-to-date health record system using available technology
- Identify students with health problems through nursing assessments, record review, diagnostic screening tests, and conferences with school officials, parents/guardians, or physicians
- Prepare and distribute health information
- Coordinate with other health professionals to accurately complete students' health forms and documents as required by law
- Administer medications, immunizations, and other treatments to students as prescribed by an authorized licensed health care provider
- Provide first aid to students with episodic illness that is consistent with the nursing process
- Provide training for use of medical interventions, such as EpiPen and asthma inhaler, to assistants, school personnel, parents/guardians, and/or students.
- Other duties as required



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**Qualifications:**

- Current NYS Registered Nurse Registration
- BA/BS in Nursing
- 2-3 years of experience in a school setting
- NYS CPR certification with AED

**Kitchen Manager**

**Responsibilities:**

- Oversee and distribute breakfast and lunch
- Ensure that meals meet federal, state, and local nutritional and compliance requirements
- Maintain a clean, safe, and hygienic kitchen
- Complete ordering of food and meal supplies
- Manage Kitchen staff

**Qualifications:**

- HS diploma or equivalent required, Associates degree or Bachelor's degree preferred
- 2-3 years experience working in an industrial kitchen

**Kitchen Helper**

**Responsibilities:**

- Assist in preparing and distributing breakfast and lunch
- Assist with ordering of food and meal supplies

**Qualifications:**

- HS diploma or equivalent required, Associates degree preferred
- Interest in working in an industrial kitchen or school site

**Classroom Teachers**

**Responsibilities:**

- Teach core classes
- Provide a safe, positive, supportive, and culturally affirming learning environment
- Participate in Intellectual Preparation and Planning for all lesson plans, including standards alignment
- Differentiate instruction and lessons for students at-risk, students with disabilities, or English Language Learners
- Prepare students adequately for all required assessments; grade assessments and student work
- Give regular/daily feedback to students on their work and progress
- Evaluate students' progress
- Prepare quarterly individual student achievement reports for parents
- Participate in professional development and data analysis days
- Participate in goal setting, coaching, and feedback
- Complete all attendance and reporting requirements
- Identify students at-risk or in need of additional academic, behavioral, or social-emotional support
- Communicate progress with parents, participate in parent teacher conferences
- Other duties as assigned





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**Qualifications:**

- 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
- Experience working with diverse children, including Black and Brown males, students with disabilities, and English Language Learners
- 1-2 years of teaching experience preferred
- New York State K-6 certification

***English as a New Language Teacher (ENL)***

**Responsibilities:**

- Increase the academic performance of English Language Learners by designing and implementing pullout and/or push-in language acquisition instruction for ELs within the school
- Build school-wide capacity of best practices for ELs through co-planning/teaching, planning and facilitating professional development, and collaborating with teachers and building administrators
- Responsible for entering data and keeping EL files in compliance with federal, state, and local mandates and provisions.
- Oversee the administration of all state mandated testing for English Language Learners in order to design and place students in programs that best fit their needs
- Create support plans for ELs
- Track progress of EL students
- Observe classrooms in order to provide support for ELs
- Participate in students of concern meetings and MTSS meetings, as necessary
- Review lesson plans as necessary
- Design and facilitate PD on teaching ELs

**Qualifications:**

- Bachelor's degree and additional certification in teaching ENLs required
- 2-3 years of teaching experience with ENLs
- Proven track record in improving student outcomes for ELs
- Fluency in another language preferred

***ICT Teacher/Special Education Teacher***

**Responsibilities:**

- Co-teach/push-in to provide support for special education students, as well as modifications and accommodations
- Provide support and resource services to students with special education needs
- Oversee/manage a caseload of special education students and the implementation of their IEP/504 plans in inclusive, push-in, and pull-out settings
- Provide support to teachers regarding research-based and effective instructional and social-emotional-behavioral practices
- Ensure compliance by the school with all local and federal laws and regulation relating to students with IEPs/504 plans and students referred to special education



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- Collaborate with the ED, teachers, and related service providers, to manage activities relating to compliance with all state and federal special education regulations and Section 504 of the Rehabilitation Act
- Maintain student files (paper and electronic) according to school and NYS standards.
- Other duties as assigned

*Qualifications:*

- Bachelor's degree and additional certification in Special Education required
- 2-3 years of teaching experience in Special Education
- Proven track record in improving student outcomes for Special Education
- Experience with inclusion

***Teaching Assistants (K Only)***

*Responsibilities:*

- Actively support a lead teacher; assist teachers as necessary
- Lead small groups
- Work with students 1:1
- Provide a consistent adult presence to monitor behavior and instruction
- Help keep students on task
- Help prepare student materials
- Assist with academic and behavioral interventions
- Other duties as assigned

*Qualifications:*

- Current college student, recent college graduate, graduate student, or new teacher
- Interest in pursuing K-5 teaching as a career
- Experience and/or interest in working with elementary school students, particularly boys of color

***Instructional Aids/Paraprofessionals (Year 3)***

*Responsibilities:*

- Provide small group or 1:1 support to students with disabilities in accordance with their IEPs
- Collaborate with teachers in supporting students
- Assist in implementing behavior plans
- Assist teachers in recording and tracking progress
- Other duties as assigned

*Qualifications:*

- High school diploma, Associate degree preferred
- Interest in pursuing K-5 teaching as a career; particularly students with disabilities
- Experience and/or interest in working with elementary school students, particularly boys of color

***Director of Finance (Year 4)***

*Responsibilities:*

- Maintain cash flow



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- Create budget models and yearly budget
- Present quarterly budget updates and yearly budget for approval to the board
- Manage invoices and billing
- Maintain, manage, and run payroll
- Monthly bank reconciliation
- Process 401K contributions and matching for all bi-weekly payroll
- Calculate and journalize depreciation
- Reconcile and journalize deposits of student activity funds

**NOTE:** The Director of Operations will oversee the contractors for finance in Years 1-3, and once the Director of Finance is in place in Year 4, they will take some responsibilities from the Director of Operations.

**Qualifications**

- Bachelor of Science degree in finance/accounting or related field, advanced degree preferred
- 3-5 years of experience in school finance positions, including budgeting
- Attention to detail
- Strong quantitative skills

***Instructional Coach (Year 5)***

***Responsibilities:***

- Coach teachers, particularly new teachers to the school and the profession
- Review lesson plans
- Plan and facilitate professional development
- Plan and facilitate Intellectual Preparation and Planning
- Plan and facilitate data analysis
- Participate in learning walks
- Support the Director of Instruction
- Other duties as needed

***Qualifications:***

- Minimum of 3 years teaching experience
- Demonstrated success in improving student outcomes with Black and Brown students, as well as low-income students, students with disabilities, and English Language Learners
- NYS K-6 credential

***Director of Student Support (Year 5)***

***Responsibilities:***

- Oversee the Special Education and ENL departments, including paraprofessionals/aids
- Ensure that at-risk students meet their academic, behavioral, and social-emotional goals
- Oversee internal programs for academic support, including MTSS systems
- Facilitate regular meetings of the Special Education and ENL teams
- Work with special education teachers and on special curriculum needs of students.
- Provide guidance for students on IEPs with accommodations and modifications to support achievement in the classroom



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- Assist special education teachers in evaluating effectiveness of the IEPs to help students reach goals leading toward achievement of the state standards
- Assist special education teachers in responding to and managing crises involving students on IEPs or 504s
- Support special education and ENL teachers' collaborative and consultative work with regular ed teachers
- Facilitate weekly student support team meetings
- Direct the Title I program, including selection and scheduling
- Serve as liaison for the needs of homeless students
- Oversee communication and reporting to NYS DOE on special education and ENL issues, including Special Education and 504 components
- In consultation with the ED (and school attorneys, as needed), respond to complaints
- Ensure regular and effective communication between support providers, teaching staff, and families
- Ensure communication and effective transition of services and information about students from one grade to the next
- Communicate and model expectations for maintaining an inclusive environment to all stakeholders including staff, families, and students
- Plan and facilitate PD as necessary
- Other duties as necessary

*Qualifications:*

- Bachelor's degree required, Master's degree preferred
- NYS Special Education certification required
- Significant experience and training in Special Education, preferably as a teacher or administrator with students in grades K-5



### **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, 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 committed to sourcing, teaching, training, and supporting more Black male educators and teachers of color. As part of this pipeline, GTR will use master teachers and administrators, partnered with SJFC professors, classes, and resources to identify teaching assistants who want to become certified teachers.

Charter Champions of Rochester (CCR) is a 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. Additionally, GTR will post all open positions through the major sites such as ZipRecruiter and Indeed. GTR will use media outlets and social media to communicate locally and nationally about all job openings. We will post broadly in order to recruit candidates from a variety of backgrounds.

#### ***Retention:***

Teachers at GTR will be supported and valued. Our support systems, including coaching, PD, and feedback will help to ensure that teachers feel that they are given the tools they need to be successful. (Please see Section R-09ad Instructional Leadership for PD.) Additionally, we will work with teachers to build a strong, supportive, and positive staff culture through our Friday common planning time.

We will also provide leadership opportunities for teachers, such as Grade Level Leads and Master Teachers. We hope that our teacher aides and paraprofessionals will stay in education and become certified teachers.

In order to maintain high-quality talent, GTR will offer competitive salaries. GTR is committed to offering a generous benefits package, including health, dental, vision and retirement. Green Tech Albany currently offers a Private Teacher Pension, and GTR will offer a similar plan when it is financially feasible to do so. Employees will also have personal days and sick days in addition to school vacation and holidays.



## **R-12d-Personnel Policies**

### **Green Tech Rochester**

### **Sample/Proposed Employee Handbook**

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## **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,

Executive Director

## **1.2. 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 student receives the opportunity to develop in a safe environment with high academic standards and a high level of support. Each student 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.

## **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 Executive Director or it is within the requirements of applicable Freedom of Information Laws.

No employee shall authorize anyone to publish, disclose or 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 Executive Director 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 Executive Director or the Business Office.

All confidential materials shall be returned to the Executive Director 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 GTR employees.

If there are no qualified employees, GTR 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 ED 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 Executive Director. 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 Executive Director 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](http://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 Operations.

## **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 Executive Director, 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 PROCUEDES AND CLASSIFCATIONS SECTION**

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

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

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

## **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 Executive Director.

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 Executive Director, all regular full time employees are required to work a minimum of 8 hours each day, Monday through Friday. Unless approved by his or her Supervisor or the Executive Director, 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 Operations 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 Operations 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 Operations.

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 Operations. 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 Operations 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 Operations 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 Operations 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 Operations.

### **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 Executive Director via phone and then email the front 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 Executive Director 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 Executive Director. 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 Executive Director, 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/Indigenous People's 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 Executive Director 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 Executive Director, 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 Executive Director or his or her designee two weeks in advance and granting of such leave is conditional upon the approval of the Executive Director 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 Executive Director, 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 Executive Director 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 Executive Director or his or her designee and granting of such leave is conditional upon the approval of the Executive Director 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 Executive Director. The Executive Director 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 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 Executive Director 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 lenGTR 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:

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 Executive Director. 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 Executive Director.

All employees must request the use of Bereavement Leave of the Executive Director 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 Executive Director 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 Operations 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 Executive Director 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 lenGTR during any 12 month period. This leave should be scheduled in advance with the Executive Director 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 Executive Director 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 Executive Director. 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 Executive Director 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

Executive Director 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 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.

The above policy will be updated with any changes to state and federal Covid-19 guidelines.

#### **4.26. 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 Executive Director 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 Executive Director.

## **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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director or the Chairman of the Board of Trustees. In such instances, the Executive Director 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**

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 Executive Director.

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 Executive Director, 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 Executive Director, 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 Executive Director, 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director or his or her designee. Information is not to be given to the media by any unauthorized employee. The Executive Director 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 Executive Director 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 Executive Director 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/X, LinkedIn, Instagram, 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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<sup>1</sup> 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 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<sup>2</sup> working in the workplace who believe they have been subject to such retaliation should

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<sup>1</sup> 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.

<sup>2</sup> 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.

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 Executive Director.
8. This policy applies to all employees, paid or unpaid interns, and non-employees and all must follow and uphold this policy. This policy must be provided to all employees and should be posted prominently in all work locations to the extent practicable (for example, in a main office, not an offsite work location) and be provided to employees upon hiring.

### **What Is “Sexual Harassment”?**

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity and the status of being transgender.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the reporting individual is not the intended target of the sexual harassment;
- Such conduct is made either explicitly or implicitly a term or condition of employment; or
- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

A sexually harassing hostile work environment includes, but is not limited to, words, signs, jokes, pranks, 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 Executive Director.

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](http://www.dhr.ny.gov).

Contact DHR at (888) 392-3644 or visit [dhr.ny.gov/complaint](http://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](http://www.eeoc.gov) or via email at [info@eeoc.gov](mailto: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](http://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. WHISTLEBLOWER 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 Executive Director 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 Executive Director 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 Operations 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. QUALIFYING LIFE EVENT**

For plans governed by the rules of Section 125 of the Internal Revenue Code you cannot change your plan elections during a calendar year unless you or your dependent(s) experience a Qualifying Life Event. Please notify the Director of Operations as soon as possible, but no later than 30 days from the date of the event that you will need to make a change to your benefit structure. Documentation of the event will be required in order to process the change.

A Qualifying Life Events as defined by IRS Section 125 include but are not limited to:

- Change in your legal marital status
- Change in your number of tax dependents
- Birth of a child or date you adopt a child, or placement for adoption
- Death of a dependent
- Change in your dependent's eligibility
- Change in employment status that affects eligibility for health insurance benefits

A dependent is anyone you claim on your federal income tax return or someone who jointly files a federal income tax return with you or who is your child under the age of 26. If you or your dependents experience an event, you may enroll or change your current election, however, your requested change must be consistent with the event that prompted the election change.

## **8.6. UNEMPLOYMENT INSURANCE**

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 Executive Director 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 Executive Director 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 Executive Director 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 Operations 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 Operations 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 Executive Director 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 Rochester. 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 federal mileage rate. All travel should be listed on the form provided by the organization and be submitted to the Director of Operations 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.

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 Executive Director 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 Executive Director 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 Operations 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 Executive Director 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 or calling the front desk. 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**

**These policies will be updated in accordance with federal and New York State 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 Executive Director for the implementation of all COVID-19 guidance. This individual will be responsible for implementation of all COVID19 Recommended Protocols.
  - a) Employers should consider designating a representative to monitor for signs of illness in the workplace, and if someone is showing symptoms, ask them to leave. They should NOT be allowed to enter any occupied area before leaving.
  - b) Employers should consider designating a trained and qualified professional (i.e. EMTs, nurses, paramedics, etc.) to take employees' temperatures with a digital, noncontact, medical grade thermometer. If a contact thermometer is needed, it must be properly disinfected between uses. Note that some people with COVID-19 may not have a fever, so this should not be the only means of detection.
- 3) If an employee is well but someone in their immediate household is diagnosed with COVID-19, they should notify their supervisor.
- 4) If an employee is confirmed to have COVID-19, inform fellow employees of possible exposure to COVID-19 in the workplace, but maintain confidentiality as required by the Americans with Disabilities Act (ADA). Ask the affected employee to identify those other employees whom he/she came into contact with before the employee departs. Employees who worked in close proximity (3- to 6- feet) to coworker with confirmed COVID-19 should also be sent home.
- 5) Attendance at safety meetings should be communicated verbally and a manager will sign in each attendee. Employees should not pass around a sign-in sheet or mobile device (iPad, tablet, or mobile phone) to confirm attendance.
  - a) iPad and mobile device use should be limited to a single user.
- 6) Communicate key CDC recommendations (and post signage where appropriate) to your staff and tradespeople:
  - a) [How to Protect Yourself](#)
  - b) [If You are Sick](#)



- c) [COVID-19 Frequently Asked Questions](#)
  - d) Place posters that encourage [staying home when sick, cough and sneeze etiquette](#), and [hand hygiene](#) at the entrance to your workplace and in other workplace areas where they are likely to be seen.
- 7) Workers will be required to answer questions related to personal health conditions. Additionally, personnel may be temperature scanned daily prior to accessing a project by a trained and qualified professional in the safe use and interpretation of thermometers (i.e. EMTs, nurses, paramedics, etc.). Temperature scanning may continue for the foreseeable future.
- a) Screening Question Process - Supervisors should ask the following questions to all employees prior to entering the jobsite. If they answer "yes" to any, they should be asked to leave the jobsite immediately.
    - i) Have you been in close contact with a person that has shown signs/symptoms, or been diagnosed with COVID-19?
    - ii) Has anyone in your household, been in close contact with a person that is in the process of being tested, has shown signs/symptoms, or been diagnosed with COVID-19?
    - iii) Have you been medically directed to self-quarantine due to possible exposure to COVID-19?
    - iv) Are you having trouble breathing or have you had flu-like symptoms within the past 72 hours, including: fever, dry cough, shortness of breath, sore throat, body aches, chills, loss of taste or smell, or fatigue?
  - b) Temperature Scanning - If required by site and if "no" to all questions: Step in and extend arm to get reading, then step away to show the results. If over 100.4, they cannot enter the site. Refer to them to your site contact. (NOTE: Follow host/owner rules. Follow thermometer instructions and recognize precision of reading range.)
  - c) Anyone asked to leave should NOT return to work until at least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications and improvement in respiratory symptoms (e.g., cough, shortness of breath); And, at least 7 days have passed since symptoms first appeared.
  - d) In order to return to work after experiencing any of these symptoms, personnel must produce a doctor's note or a negative COVID-19 test result.
- 8) Do not congregate in lunch areas, and wipe all common areas with appropriate disinfectant.
- 9) Do not share school supplies. When sharing is necessary, wipe down with proper disinfectant first.

#### SECTION 4: Sanitation and Cleanliness

- 1) Promote frequent and thorough hand washing with soap and running water for at least 20 seconds. Hand washing stations are recommended to help prevent the spread of COVID-19. Employers should also provide hand sanitizer when hand washing facilities are not available. Hand washing stations or hand sanitizer should be provided at all access points, hoists, elevators, restrooms, etc.
  - a) All workers should wash hands often, especially before eating, smoking, or drinking, and after blowing your nose, coughing, or sneezing. Workers should refrain from touching their face.
  - b) Providing hand sanitizer is acceptable in the interim between availability of hand washing facilities.
- 2) Disinfect frequently touched surfaces within the workplace multiple times each day.
  - a) Disinfectant wipes should be available and used to wipe down any surfaces (doorknobs, keyboards, remote controls, desks) that are commonly touched periodically each day.
  - b) Double check that hand sanitizer dispensers are filled.

- c) Break/lunchrooms should be cleaned at least twice per day.
  - d) Employees performing cleaning will be issued proper PPE, such as nitrile gloves and eye or face protection as needed.
  - e) Maintain Safety Data Sheets (SDS) of all disinfectants on site.
  - f) Follow the CDC guidelines on use and types of disinfectants.
- 3) Employers should encourage employees to cover their noses and mouths with a tissue (or elbow or shoulder if a tissue is not available) when coughing or sneezing. Wash your hands after each time you cough, sneeze, or blow your nose, and any time before touching your face or food.
  - 4) Do not use a common water cooler. Provide individual water bottles or instruct workers to bring their own.
  - 5) Instruct workers to change work clothes prior to arriving home; and to wash clothes in hot water with soap.
  - 6) Utilize disposable hand towels and no-touch trash receptacles.
  - 7) Avoid cleaning techniques, such as using pressurized air or water sprays that may result in the generation of bioaerosols.

#### SECTION 5: Personal Protective Equipment (PPE)

- 1) Gloves: Gloves are recognized as a means of possibly preventing contact spread. The type of glove worn should be appropriate to the task. If gloves are not typically required for the task, then any type of glove is acceptable.
- 2) Eye protection: Eye protection may be a means of preventing exposure and should be worn at all times.
- 3) The school will provide and direct employees to wear face masks. For tasks performed within 6 feet of another person, face masks must be worn. Please consult a professional for respiratory protection guidance.
- 4) Do not share personal protection equipment (PPE).
- 5) Sanitize reusable PPE per manufacturer's recommendation prior to each use.

#### SECTION 6: Visitors

- 1) Restrict the number of visitors to the school, in classrooms or offices.
- 2) All visitors, deliveries and delivery personnel are subject to the same criteria and guidelines as regular onsite personnel to access the jobsite: including social distancing, hand washing, temperature scanning when applicable, and health questions. Using the same questions as field personnel recognized above under Section 3 General Jobsite/Office Practices, number 7.

***The Covid-19 Safety Guidelines will be updated as more information develops.***

#### **10.15. ACKNOWLEDGMENT OF THE SAFETY SECTION**

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

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

\_\_\_\_\_  
**Employee Signature**

\_\_\_\_\_  
**Date**

## **HANDBOOK ACKNOWLEDGEMENT:**

I hereby acknowledge receipt of the Employee Handbook for School Year XX.

The employee handbook describes important information about Green Tech Rochester. I understand that I should consult the Executive Director regarding any questions not answered in the handbook.

I have entered into my employment relationship voluntarily and acknowledge that there is no specified lenGTR 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](https://ny.gov/programs/combating-sexual-harassment-workplace)**

Name:

Work Address:

Work Phone:

Job Title:

Email:

Select Preferred Communication Method: ☐Email ☐Phone ☐In person

## **SUPERVISORY INFORMATION**

Immediate Supervisor's Name:

Title:

Work Phone:

Work Address:

## **COMPLAINT INFORMATION**

1. Your complaint of Sexual or other Harassment is made about:

Name:

Title:

Work Address:

Work Phone:

Relationship to you: ☐Supervisor ☐Subordinate ☐Co-Worker ☐Other

2. Please describe what happened and how it is affecting you and your work. Please use additional sheets of paper if necessary and attach any relevant documents or evidence.

3. Date(s) sexual or other harassment occurred:

Is the sexual or other harassment continuing? ☐Yes ☐No

4. Please list the name and contact information of any witnesses or individuals who may have information related to your complaint:

*The last question is optional, but may help the investigation.*

5. Have you previously complained or provided information (verbal or written) about related incidents? If yes, when and to whom did you complain or provide information?

If you have retained legal counsel and would like us to work with them, please provide their contact information.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



### **R-13a - Partner Organizations**

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 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.



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### **Charter Champions of Rochester**

Charter Champions of Rochester (CCR) is a 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.

### **Building Capacity**

Building Capacity is a nonprofit that exists to provide support and services to educators to achieve results and success for children. Founded by Dr. Paul Miller, also the founding CEO of Charter Champions, Building Capacity will provide GTR with Executive Leadership coaching, school reviews, and board development in Years 1-5 of operation.





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### R-13b - Partner Commitment



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

3690 East Avenue  
Rochester, NY 14618  
585.385.8387  
<http://soe.sjfc.edu>

February 11, 2022

Dear Dr. Miller,

St. John Fisher College Ralph C. Wilson, Jr. School of Education provides this letter of commitment for Green Tech Rochester to provide candidates from the School of Education to do field experience placements and/or student teaching placements as appropriate, to advise regarding hiring practices of potential candidates from the School of Education, and also to be a thought partner regarding curriculum and pedagogical practices. Our commitment will be on-going as long as it is mutually beneficial to both parties. The School of Education would not receive any compensation for any of these activities.

Sincerely,



Joellen Maples, Dean, Ralph C. Wilson, Jr. School of Education



Social Justice

Diversity • Achievement • Compassion • Knowledge • Service




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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)

**Fees:**  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:   
By: Dr. Paul Miller, CEO  
Signature:   
Date: 3/28/2023

For: Green Tech Rochester  
Name of School: Elissa Klein  
By:   
Signature:   
Date: 3/28/2023

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



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**PROPOSED MEMORANDUM OF UNDERSTANDING (MOU)**  
**Charter School Support**

This MOU is being entered into by Building Capacity (BC) located at 35 Shadow Lane, Rochester NY 14606 and \_\_\_\_\_ (name & address of school).

**Purpose & Scope:** Building Capacity is a 501C3 which exists to provide support and services to support educators and education in building stronger capacity to achieve results and success for children.

**Goals & Objectives:** The partnership by which this MOU is intended, is for BC to provide/offer Executive Leadership Consulting:

**Application through Planning Year**

- Provide a Draft of the previous Green Tech (GT) Charter Applications
- Support the process of opening an Elementary School that will be modeled after Green Tech Schools
- Assist with leadership and board development
- Assist with implementation of GT systems
- Support with locating and securing funding
- Support with Implementation of Human Resource Services
- Support with location determination
- Support with development of Private Pension Plan to retain staff

**Year 1 through 5**

- Advise and support the leadership through Executive coaching, and training
- Support Accountability for the Leadership and Board
- Support with trainings and professional development
- Assistance with Strategic planning yearly
- Quarterly visits and walkthroughs to support leadership
- Weekly executive Coaching Sessions

SCHOOL(S) will:

- Help identify benchmarks that allow BC to measure progress and success over time in line with the school's accountability plan.
- Cooperate and collaborate with reasonable requests from BC regarding work involving all aspects of replicating the GT model.



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**Timeframe:** This MOU will be in effect for the planning year through the end of the first renewal year, unless either party decides they no longer want to collaborate with each other for support. Written request to discontinue support must be given with 60-day notice.

**Responsibilities & Obligations:** BC will provide the application team with information and will meet monthly to answer questions and support the creation of a GT Rochester. Upon approval of the application, BC will support the chosen leader and guide them on preparing the school to open successfully. Upon opening the school, BC will Executive coach, mentor, and support leadership to achieve the desired outcomes.

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

**Confidentiality:** The 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. Anyone apart of the Rochester GT team will not share, duplicate, or replicate any information they receive without written permission from BC.

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

**Agreement Revisions and Reviews:** BC 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.

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**Fees:** BC will not charge for services until the school is approved and the planning year is granted by the authorizer. Planning year support will be \$30,000.00. However, if the school is approved and decides to discontinue services of BC **before year one** of actual operation \$40,000.00 will be owed to BC upon termination. After the initial \$30,000 for the planning year, this agreement will be for \$40,000.00 per year for an additional 5 years (Planning Year + First 5 Year Term=6 Years).

**Termination:** This MOU may be terminated by either party with 60 days advance written notice, however a fee will be charged if the school is approved and decides to discontinue services of BC before year one of actual operation. The fee will be \$40,000.00.

**ACCEPTED:**

**For: Building Capacity**

By: Dr. Paul Miller, CEO

Signature: \_\_\_\_\_

**For: Green Tech Rochester**

By: Name of Board Representative:

Signature: \_\_\_\_\_



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Date: \_\_\_\_\_

Date: \_\_\_\_\_



## R-14ad – Governance

### a. Board Members

**Recruitment and Selection.** The Green Tech Rochester board currently consists of six notable community members, with the board chair and Dr. Miller actively recruiting for 1-2 additional members. 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:

<b>Governance</b>	<ul style="list-style-type: none"><li>• Prior Governance Experience</li><li>• Strength in cultivating new trustees</li></ul>
<b>Academic Excellence</b>	<ul style="list-style-type: none"><li>• Strong analytical skills</li><li>• Experience managing for results</li></ul>
<b>Finance</b>	<ul style="list-style-type: none"><li>• Financial policies and controls</li><li>• Accounting</li><li>• Financial modeling</li><li>• Investing</li></ul>
<b>Facilities</b>	<ul style="list-style-type: none"><li>• Construction/ project management</li><li>• Real estate finance</li></ul>
<b>Legal</b>	<ul style="list-style-type: none"><li>• Real estate law</li><li>• Employment law</li><li>• Contract law</li></ul>
<b>Development</b>	<ul style="list-style-type: none"><li>• Individual donor cultivation experience</li><li>• PR and Marketing</li></ul>

When a board seat(s) needs to be filled for identified gaps in membership skills, expertise, and community representation, the Board will follow a series of membership identification protocols and practices adapted from Board on Track's best practices.<sup>1</sup> These protocols and practices are:

1. Annually, the Executive/Governance Committee will conduct an analysis of current board membership, reviewing expertise of members, future goals, and to ensure sufficient alignment between the two and/or to determine gaps in membership
2. Identify prospective board members by recruiting via current board and executive leadership and targeted outreach to community leaders
3. Screen prospective members by inviting them to join Board meetings and school tours and offer feedback, conducting candidate interviews, and providing detailed board job descriptions with clear, specific expectations of board member responsibilities
4. Following screening, the Executive/Governance Committee will nominate prospective members. And, at a public board meeting, the committee will bring a motion to vote on the new members.

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<sup>1</sup> Mizzoni, M. (n.d.). 6 Steps for Better Board Recruiting. *Board on Track*.  
<https://boardontrack.com/blog/board-recruiting>.



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The Executive/Governance Committee will also provide new board member(s) with training that includes a comprehensive overview of the board bylaws and ratify that new board members are aware of and have agreed to perform all board member roles and responsibilities.

**Proposed Board Members.** The proposed governing board of GTR consists of a mix of experienced educators and influential Rochester residents who are eager to support the school and its mission and who bring a variety of skills and experience. Several members are graduates of RCSD and several are parents and grandparents, ensuring the perspective of the community of families and students served.

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. Rev. Dr. Fred Johnson	Chair	Finance	Nonprofit Leadership, Community Development, Finance	Yes	
2. Dr. Rita Carol Gaither	Secretary	Development	K-12 Public Education, Community Development, Nonprofit Governance	Yes	
3. David Mirsky	Treasurer and Vice Chair	Finance, Facilities, Development	Finance, Business Leadership	Yes	
4. Dr. Christine Richards	Member	Governance, Academic Excellence	K-12 Public Education, Community Development, DEI	Yes	
5. April Aycock	Member	Academic Excellence	Mental Health, Community Development, Business Leadership	Yes	





6. Mark Maves	Member	Governance	Legal, Mental Health, Community Development	Yes	
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## b. Education Corporation Board Roles and Responsibilities

**General Roles and Responsibilities.** GTR's Board of Directors follows a policy governance structure. The Board will hold the charter contract with the charter authorizer. Specifically, the Board's role is to:

- Determine and safeguard the school's mission and purpose, including goals, means, and primary constituents;
- Hire, support, and evaluate the performance of the Executive Director (school leader);
- Provide financial oversight, ensure adequate school resources, and conduct annual financial audits;
- Ensure sound organizational strategic planning and monitor programs and outcomes;
- Ensure strong ongoing governance through board member recruitment and orientation and annual self-assessment of board performance; and
- Build the school's public standing and serve as ambassadors for the school.

The Board President is responsible for ensuring that board members are not involved in the school's day-to-day management and that the actions of the board align with its role as a governing entity. Before accepting positions on the Board, all members will read board member job descriptions to ensure clarity of understanding about the role of governing board members. Most current board members have previously been members of nonprofit organizations and nonprofit charter school boards.

Responsibilities of the board that align with the governance role include:

- Develop a strategic plan for the school encompassing academic performance and organizational health, and monitor school's progress on strategic planning goals.
- Set policies and ensure that the school adheres to its mission.
- Establish fiscal policy and controls; approve the school's budget; ensure that resources are managed effectively; and approve the school's audit.
- Approve and assist with fundraising efforts.
- Promote the school in the community and the media.
- Hear complaints.
- Maintain legal and ethical integrity and maintain 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.
- Nominate, orient, and evaluate board members.
- Assess board effectiveness.



**Executive Director Selection.** The Board of Directors is responsible for hiring the ED. The Board will do an extensive local and national search with the support of local charter school support nonprofit Charter Champions of Rochester, including posting and advertising broadly.

The Board will take input from founding families and founding staff (if applicable), as well as partners and other community members. The board, through an informal RFP process, secured an experienced charter talent leader to create a rigorous, reliable, and equitable hiring process for Founding Executive Director. The process aligns to the board-approved role competencies and entails:

Selection Process Component	Responsible Party
Posting and advertising the role	Charter Champions (partner org)
Generating diverse and locally-connected candidate pool through network and referrals	Board
Resume review based on board-approved rubric	Charter Champions (partner org)
Screening interview based on board-approved questions and rubric	Charter Champions (partner org)
Selection day interviews based on board-approved questions, performance tasks, and rubrics	Board-approved selection team
Reference check based on board-approved questions and rubrics	Charter Champions (partner org)
Board interview and approval	Board

Please see R-11ab - School Management and Leadership and Additional Attachments for the full ED selection process and rubrics.

**Executive Director Evaluation.** The Board of Directors will evaluate the Executive Director annually and monitor their progress toward meeting the school's annual academic, organizational, and financial goals, including meeting renewal and all required standards as determined by the contract and authorizer.

To begin, the governance committee will review, recommend, and adapt as needed one of SUNY CSI's sample school leader evaluation templates. This process will be revisited and refined over time by the governance committee.

Please see Supplemental Attachments for the draft Executive Director evaluation template.

**Monitoring School Performance.** The Board will monitor the academic, organizational, and financial goals of the school monthly using a simple board dashboard driven by the committee structure. The specific metrics used to gauge performance are the academic, organizational, and financial goals set during the strategic planning process.

The Board dashboard contains data that measures the school's current academic, operational, and financial performance against the charter goals. The dashboard will be updated monthly by members of the Academic Excellence Committee and the Finance Committee, and the Executive Director. The consistent monthly Board review of data metrics toward meeting academic, organizational, and financial goals enables the Board and school leadership team to identify, diagnose, and rectify early performance trends that could prevent the school from meeting its goals and/or charter renewal. Additionally, the Board will conduct an Annual Review



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of school performance, assessing academic, organizational, and financial performance measures to create an oversight plan for the upcoming year.

**Board Dashboard.** The board dashboard will mirror the programmatic audit scorecard in section R-06af – Curriculum and Instruction, with the following sample targets:

Measure	Metric	Proposed Target	Review Timeline
<b>Academic Achievement: Accountability Targets</b>			
State tests: absolute (ELA, Math, Science)	% students performing proficient or above after 2 full years at GTR	75%	Summer/fall
State tests: absolute (ELA and Math)	The school's aggregate Performance Index <sup>2</sup> ("PI")	Meet Measure of Interim Progress ("MIP")	Summer/fall
State tests: comparative (ELA Math, Science)	% students performing proficient or above on the state tests after 2 full years at GTR	> local district's same grades	Summer/fall
State tests: comparative (ELA and Math)	Predicted level of performance on exams according to a regression analysis	Exceed predicted performance by effect size of 0.3+	Summer/fall
State tests: comparative (ELA, Math, Science)	% of all tested English Language Learners and students with disabilities scores	Exceed district and state averages	Summer/fall
State tests: growth (ELA and Math)	School's mean unadjusted growth percentile	Above 50	Summer/fall
ESSA	ESSA status	School is in good standing	Summer/fall
<b>Academic Achievement: Internal Leading Indicators</b>			
Nationally-normed test: NWEA Map	% of students at/above national norm achievement after 2 full years at GTR	50%	Fall, winter, spring
	% students at/above national norm growth	50%	
Interim assessments	% students mastering material	Set based on fall baseline data	Fall, winter, spring
mClass assessment	% students meeting EOY target	Set based on fall baseline data	Fall, winter, spring
Subgroup	All data disaggregated by student	<5% between	Fall, winter,

<sup>2</sup> 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](http://www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf)



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performance	subgroup	subgroups	spring
<b>School Culture &amp; Climate</b>			
Student attendance	ADA	95%	Fall, winter, spring
	Chronic absenteeism	<30%	Fall, winter, spring
Parent survey (Panorama)	% parents agree/strongly agree on high-priority questions (to be determined each summer)	75%	Winter
Student survey (Panorama)	% students agree/strongly agree on high-priority questions (to be determined each summer)	85%	Winter
Student retention	% student retention fall-fall (excluding movers)	96%	Fall
Enrollment	% target enrollment met	96%	Fall, winter, spring
<b>Staff Culture</b>			
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
<b>Financial Sustainability</b>			
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

The Board will also approve a number of policies and procedures to ensure fiscal health and legal compliance. For example, the school and Board will engage in sound financial planning, accounting, purchasing, and payroll policies and procedures. These policies will be ratified in Fall 2024, once the Executive Director, and the Auditing and Finance Committee, which includes the Board Treasurer, finalize the Policy and Procedures Handbook. These policies and procedures will be designed and safeguarded to sustain the financial health of the entity and school and ensure legal compliance with any requirements and restrictions of the use of public funds.



### c. Education Corporation Board Design

**Board Structure.** GTR is incorporated as a New York nonprofit organization and will have 501(c)(3) designation with the IRS. GTR will be responsible for following 1) all required laws, policies, and reporting requirements pertaining to a nonprofit organization, IRS nonprofit filing, public and charter schools and 2) all charter contract commitments. GTR's Board of Directors follows a policy governance structure and will utilize a committee structure to efficiently and effectively execute the critical duties of the board.

**Committees.** GTR will begin with five standing active committees described below. Each committee will be overseen by one or two Board Directors (chair or vice chair) appointed by the Board President and can include anyone who is not a director and meets assigned committee qualifications. The Board of Directors will define each committee's role and scope of work. All committees meet monthly in between board meetings and submit meeting minutes to communicate committee progress at each board meeting.

We will have the following board committees:

- **Finance:** Works with the Executive Director and outsourced CFO 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 Executive Director 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 be oriented by the board chair, Dr. Johnson, visit the school, meet the Executive Director, and be trained in open meeting requirements and ethics policy.

**Board Training and Development.** Beginning in September 2023, the board began meeting monthly and participating in the following training program, facilitated by Elissa Klein:

Module	Essential Questions	Timeline
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Mission & Vision	What are the key elements of GTR's mission? How does the school model support the mission? What is the board's role in furthering the mission?	Sep-Dec '23
Academic Accountability	How are student outcomes measured? What are the most important outcomes for the school? How will the board hold the school leader accountable for key outcomes?	Jan-Apr '24
Fiduciary Responsibility	What are the school's key financial health indicators? What are the roles and responsibilities in ensuring financial health? How will the board oversee budgeting, monthly reporting and audit?	May-Nov '24
Governance	What are the key charter board responsibilities? What is required of bylaws, ethics policies, and transparency laws? How will the board positions and committee structure support its work?	Aug-Nov '24
Strategy	What makes an effective strategic planning process and plan? What are the roles and responsibilities for strategic planning committee? What is the timeline and process for strategic planning?	Jan '25
Support & Resources	What skills, connections, and resources does the school need? What skills, connections, and resources can the current board provide? What gaps does the board need to fill in order to support the school?	Feb-Apr '25
Tying it Together: Board Evaluation	Board self-evaluation and action planning	May-Jul '25

For ongoing development, Dr. Miller will provide board training via his nonprofit, Building Capacity. If we determine that the board needs additional 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 and reputations, and the board would select between the two.

Annually, the board will self-evaluate based on best practices for boards of directors and aligned to the school goals, including fundraising, board participation, and fiscal responsibility. The board currently proposes to use the NYC Charter Center's model Board Assessment Tool.

Please see the Supplemental Attachments for the full board assessment rubric.

Board development plans will align with self-evaluation results.



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**d. 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 an 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 Executive Director's effectiveness.



## **R-14e - Bylaws**

### **GREEN TECH ROCHESTER CHARTER SCHOOL BYLAWS**

#### **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;





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9. To lend money received only from private sources and to accept conditional or unconditional promissory notes, therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

**B. Number of Trustees.** The number of Trustees of the Corporation shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

**C. Election of Trustees.**

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. Interested Persons. Not more than 49 percent of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

3-a. Ex-officio trustee(s). At least one seat on the Board shall be reserved for a parent of a child enrolled in the Corporation.

4. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school shall be one (1) year, unless the child leaves the school.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.



**D. Removal of Trustees.** The Board may remove a Trustee in accordance with the applicable provisions of the Education Law (Education Law § 226(8)) 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.



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2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile, or email. 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.

D. **Committees.**

1. **Appointment of Committees.** The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such Boards. A Board Standing Committee will consist of not less than three Trustees except for any Executive committee, which shall comprise not fewer than five Trustees, who shall serve at the pleasure of the Chair of the Board.
2. **Authority of Board Committees.** The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
  - a. Election of Trustees;
  - b. Filling vacancies on the Board or any committee that has the authority of the Board;
  - c. Fixing of Trustee compensation for serving on the Board or on any committee;
  - d. Amendment or repeal of Bylaws or the adoption of new Bylaws; and



e. Appointment of other committees of the Board, or the members of the committees.

3. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings including compliance with the Open Meetings Law.

### **ARTICLE VIII: NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for the Corporation's debts, liabilities, or other obligations.

### **ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS**

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

### **ARTICLE X: SELF-DEALING TRANSACTIONS**

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

### **ARTICLE XI: OTHER PROVISIONS**

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or



engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

**C. Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chairman of the Board, the Head of School, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

**D. Construction and Definitions** . Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

**E. Conflict of Interest.** Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and,
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. Material amendments to the bylaws may require formal revision of the charter, subject to the requirements by the Charter Entity.



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### **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 and Conflict of Interest Policy**

Green Tech Rochester Charter School's trustees, officers, and employees shall at all times comply with the letter and spirit of the following Code of Ethics:

1. The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the school's charter and its bylaws. The board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 49 percent of the people serving on the school's board of trustees may be comprised of: (a) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every trustee has the right to participate in the discussion and vote on all issues before the board or any board committee, except that any trustee shall be excused from the discussion and vote on any matter involving such trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that trustee uniquely; or (d) any other matter at the discretion of a majority of the trustees.
4. The board of trustees and the employees of the school shall not engage in any "self-dealing transactions," except as approved by the board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the board's general standard of care: a transaction that is part of a public or charitable program of the corporation, if the transaction (a) is approved or authorized by the board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any trustee or officer having an interest in a contract, other transaction, or program presented to or discussed by the board of trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a director, trustee or, officer of or has a significant financial or influential interest in the entity contracting or dealing with the school. Trustees representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
6. No trustee, officer, or employee of a for-profit corporation having a business relationship with the charter school shall serve as voting member of the board of trustees for the duration





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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.

### **Conflict of Interest**

The bylaws contain GTR's conflict of interest provisions. Bylaws conform to NY General Municipal Law.





## **R-14g - Complaint Policy**

The Board of Trustees of Green Tech Rochester takes seriously complaints or grievances from any member of the public, parent, guardian, or person-in-parental-relation, or employee. It is also mindful, however, that many disputes are best resolved at the lowest possible level. Accordingly, the Board provides the following process relative to public or parent, guardian, or person-in-parental-relation complaints and/or school employee grievances. This process was designed in alignment with and using direct language from the Guidelines for Complaint Policies and Procedures issued by SUNY.<sup>1</sup>

To the extent a complaint or grievance is submitted without prior compliance with the procedures set forth below, the recipient of the complaint or grievance shall provide a copy of this Policy to the complainant and direct that person to submit his or her complaint or grievance consistent with this Policy.

A copy of this complaint policy shall be distributed to the parents and/or guardians of students enrolled at GTR and will be made readily available to all others requesting a copy. GTR shall also provide a copy of each school's current complaint policy to the Trustees.

Upon resolution of a complaint, the GTR shall provide to the complainant: (a) its written determination and any remedial action thereto; (b) a written notice to the complainant that he or she may appeal the determination to the Trustees; and, (c) a copy of the Trustees' grievance policies (as they are posted on the website of the Institute).

### **Informal Complaints**

Many types of complaints do not involve violations of law or the charter; rather, they are informal complaints. The following instances are examples of informal complaints:

- "Michael pulls my son's hair. Can't he move seats?"
- "I want my son in a different class."
- "I think my child deserves an 'A' in that course, not a 'B.'"

Informal complaints, such as those about classroom practices, shall be directed to the teacher concerned and could be resolved informally. A multi-tiered review process is in place for informal complaints, to ensure satisfactory resolution for all parties. The process for issuing and resolving such complaints is as follows:

1. Informal complaint is issued to the teacher and/or appropriate staff member.
2. Teachers will promptly respond to any complaints they receive. GTR expects that teachers will exercise good judgment and determine independently whether an issue should be first discussed with the Executive Director before responding to the complaint.
  - a. In certain cases, teachers should coordinate the proper response with the Executive Director, before responding to the complaint.
3. If the teacher is not able to resolve the complaint to the satisfaction of the complaining party, the teacher must immediately notify the Executive Director of the problem who will then intervene and attempt to facilitate a resolution.

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<sup>1</sup> SUNY Charter Schools Institute. (n.d.). *Guidelines for Complaint Policies and Procedures*.  
<https://www.newyorkcharters.org/wp-content/uploads/Complaints-Guidance.pdf>



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4. If the complaint and related concerns are not resolved to the satisfaction of the complainant by this point, the complainant may issue a complaint to the board. Such a complaint must be presented in writing or by e-mail to the Board of Trustees, either via mail at: 292 Hudson Ave, Rochester, NY 14605, or via email: johnson\_fredrick@roberts.edu, the subject line of the email should read: Complaint to The Board of Trustees. (NOTE: the mailing and email address may be updated following the submission of this charter application).
5. At the first meeting following the receipt of the complaint, the Board will discuss the complaint and, where necessary, conduct an investigation of the allegations of the complaint. The Board will work expeditiously to resolve the complaint, taking into account the availability of information and parties involved in the matter.
6. Upon resolution of a complaint, the GTR shall provide to the complainant:
  - a. its written determination and any remedial action thereto;
  - b. a written notice to the complainant that he or she may appeal the determination to the Board; and,
  - c. a copy of the Boards; grievance policies.

Most informal complaints will be resolved quickly and will not result in a written decision. Should the Executive Director be engaged to facilitate a resolution, a written decision will be provided to all parties involved in the complaint upon resolution. In all cases, GTR will document informal complaints and resolutions for possible future reference.

Please note that SUNY does not handle appeals of informal complaints. As such, the Board will work expeditiously to ensure all escalated informal complaints are resolved to the greatest extent possible.

## Formal Complaints

A formal complaint involves an alleged violation of the law generally, the Act or of the education corporation's charter including its provisional charter or certificate of incorporation. According to the Guidelines for Complaint Policies and Procedures issued by SUNY<sup>2</sup>, the following are examples of violations of law/charter, and are examples of formal complaints:

- improper discipline of a special education student (violation of the Individuals with Disabilities Education Act (IDEA) or applicable federal regulations );
- billing the wrong district for a student (violation of the Act and NYS Education Commissioner Regulations); and
- child abuse in an education setting (violation of New York State Education Law Article 23-B).

A multi-tiered process for formal complaints is prohibited by state policy. In accordance with regulations, the complainant must have only one mandatory stop (the board or its designee) before appealing to the Institute. The process for issuing and resolving formal complaints is as follows:

1. A complaint must be presented in writing or by e-mail to the Board of Trustees, either via mail at: 292 Hudson Ave, Rochester, NY 14605, or via email:

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<sup>2</sup> SUNY Charter Schools Institute. (n.d.). *Guidelines for Complaint Policies and Procedures*.  
<https://www.newyorkcharters.org/wp-content/uploads/Complaints-Guidance.pdf>



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johnson\_fredrick@roberts.edu, the subject line of the email should read: Complaint to The Board of Trustees.

2. The Board will discuss any properly-submitted complaints at its next scheduled meeting, in Executive Session when appropriate. The Board will advise the complainant of its decision within thirty (30) days of its receipt of a properly submitted complaint.
3. If the concerns are not resolved to the satisfaction of the complainant by the GTR Board, the complainant may appeal to the Board of Regents, following the Appeal Process below.

A written decision will be provided to all parties involved in the formal complaint upon resolution. In all cases, GTR will document formal complaints and resolutions for possible future reference.

### **Appeal Process**

The Board of Regents has delegated the authority to the Commissioner of Education to handle complaints brought to the Regents concerning charter schools.

All complaints brought to the Board of Regents/Commissioner concerning charter schools must be submitted in writing to the State Education Department's Charter School Office, either via mail at: Charter School Office, NYS Education Department, 89 Washington Avenue, Albany, NY 12234, or via email to: [charterschools@nysed.gov](mailto:charterschools@nysed.gov). The subject line of the email should read: Complaint: [Name of School].

The contents of the letter/email should include:

- A detailed statement of the complaint including the provision of the School's charter or law that you allege has been violated.
- What, if any, response you received from the School's board of trustees (and the School's Charter Entity in the case of schools not authorized by the Board of Regents).
- Copies of all relevant correspondence between you and the School and you and the Charter Entity if applicable. (You should maintain copies of all correspondence and materials for your own files.)
- What specific action or relief you are seeking.
- Contact information for you – name, address, email address, telephone number.

From the conflict of interest standpoint, the person or persons handling complaints at the decision level should not be directly involved in the substance of the allegations. Therefore, it is a good policy for the complaint policy to address alternate decision-makers.



**R-14h-Board Member Resumes**

**DR. FREDRICK JOHNSON SR.**

[Redacted]

[Redacted]

**Education**

***Doctor of Ministry– Urban Renewal/ 2007***

Northeastern Seminary at Roberts Wesleyan College, North Chili, NY

Dissertation: “Economic Empowerment by an Urban African American Church: Individual and Community Transformation – A Model for the Twenty-First Century”

***Master of Divinity/ 2001***

Northeastern Seminary at Roberts Wesleyan College, North Chili, NY

***Master’s in Business Administration- Finance/ 1994***

Rochester Institute of Technology, Sanders School of Business, Executive MBA

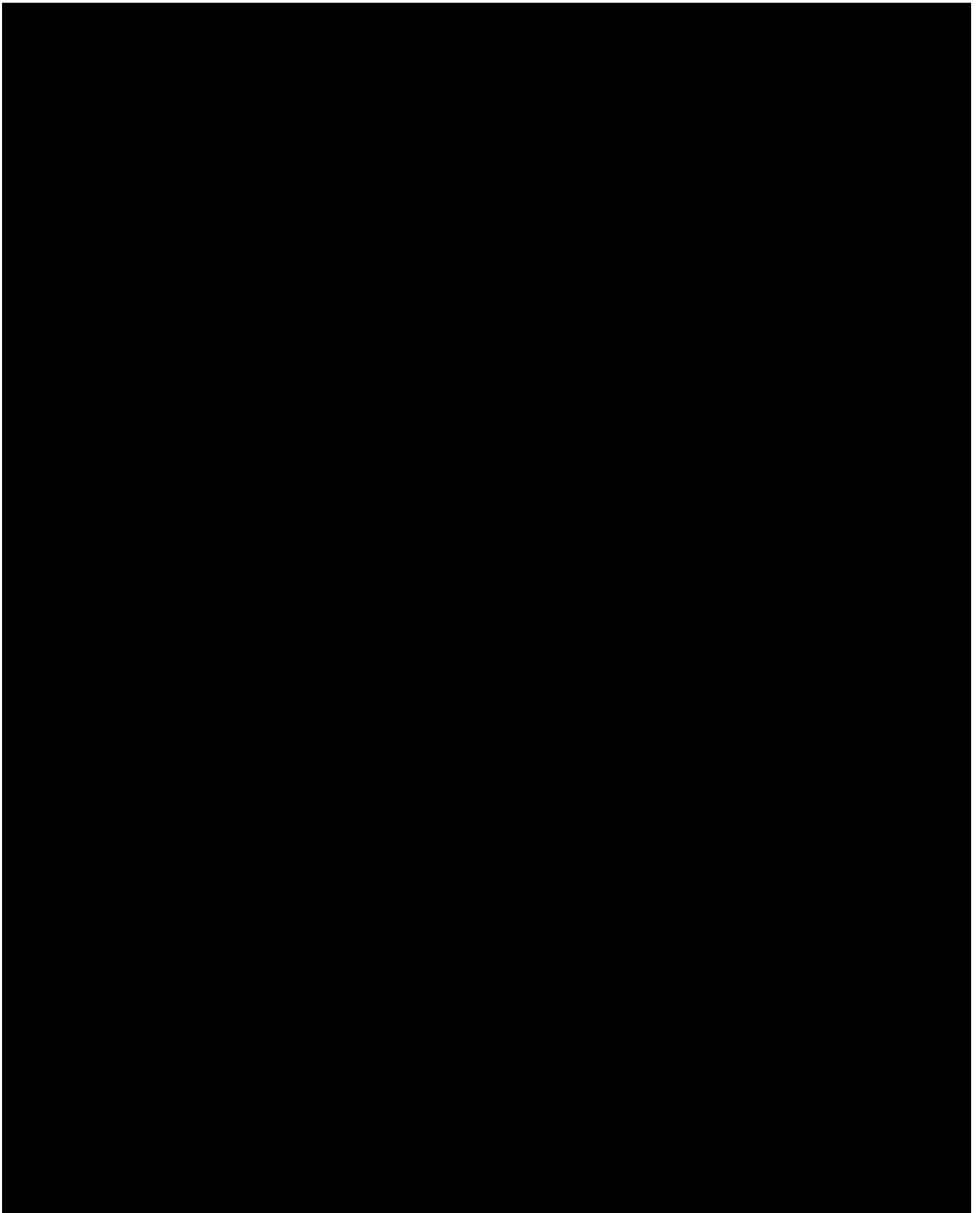
***Bachelor’s Degree - Mathematics/ 1988***

Delaware State University, Dover, Delaware

[Redacted]

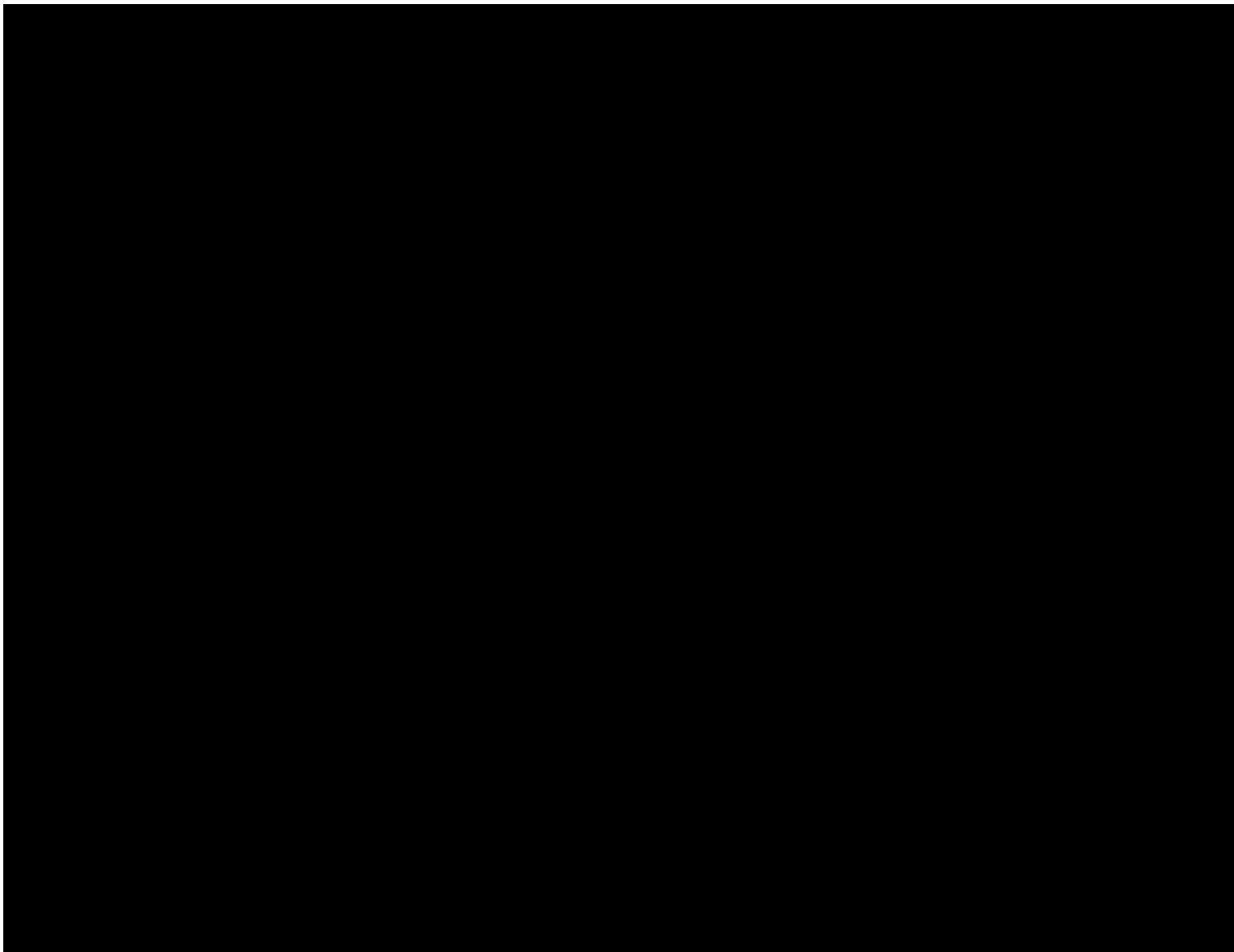


Green Tech Rochester Elementary School for Boys  
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**Publications**

- Book under review for publication:
  - o Leadership in the Hood
  - o Serving with Purpose
  - o Ministry in the Marketplace
- Digital catalog of academic and conference teaching on topics such as: Biblical and Theological interpretation from the Urban African American Baptist perspective, Social Justice, Servant Leadership, Models of Ministry for Pastoral leaders and its implication for the Church.



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### **Honors & Awards**

- Rochester Business Journal – 40 under 40 Honoree – October 2001
- Southwest Area Development Corporation – Servant Leadership – April 2004 •
- Eastern Theological Consortium – induction into Society of Fellows – May 2014 •
- Northeastern Seminary – Distinguished Alumni Award - 2011
- Roc the Peace – Community Advocate of the Year - 2023

### **Diversity Equity and Inclusion Service**

- Roberts Wesleyan University & Northeastern Seminary, panel discussion, “Reconciling Race and Religion”, September 2020 thru May 2023
- Roberts Wesleyan University & Northeastern Seminary – Tasks Force Committee to proposed training for Micro Aggression and Implicit and Unconscious Bias for faculty and staff, July 2020 thru Mat 2023
- Roberts Wesleyan University & Northeastern Seminary, panel discussion, “The Importance of Black History”, Jan 2020

### **Volunteer Boards**

- Vertus High School – Board member and Chairman of the Finance Committee •
- Coalition of Northeast Association (CONEA) – Community Board member and Chairman of the Economic Development Committee
- Roc the Peace – Anti Violence Community organization
- Greentech Charter School

### **Professional Affiliations**

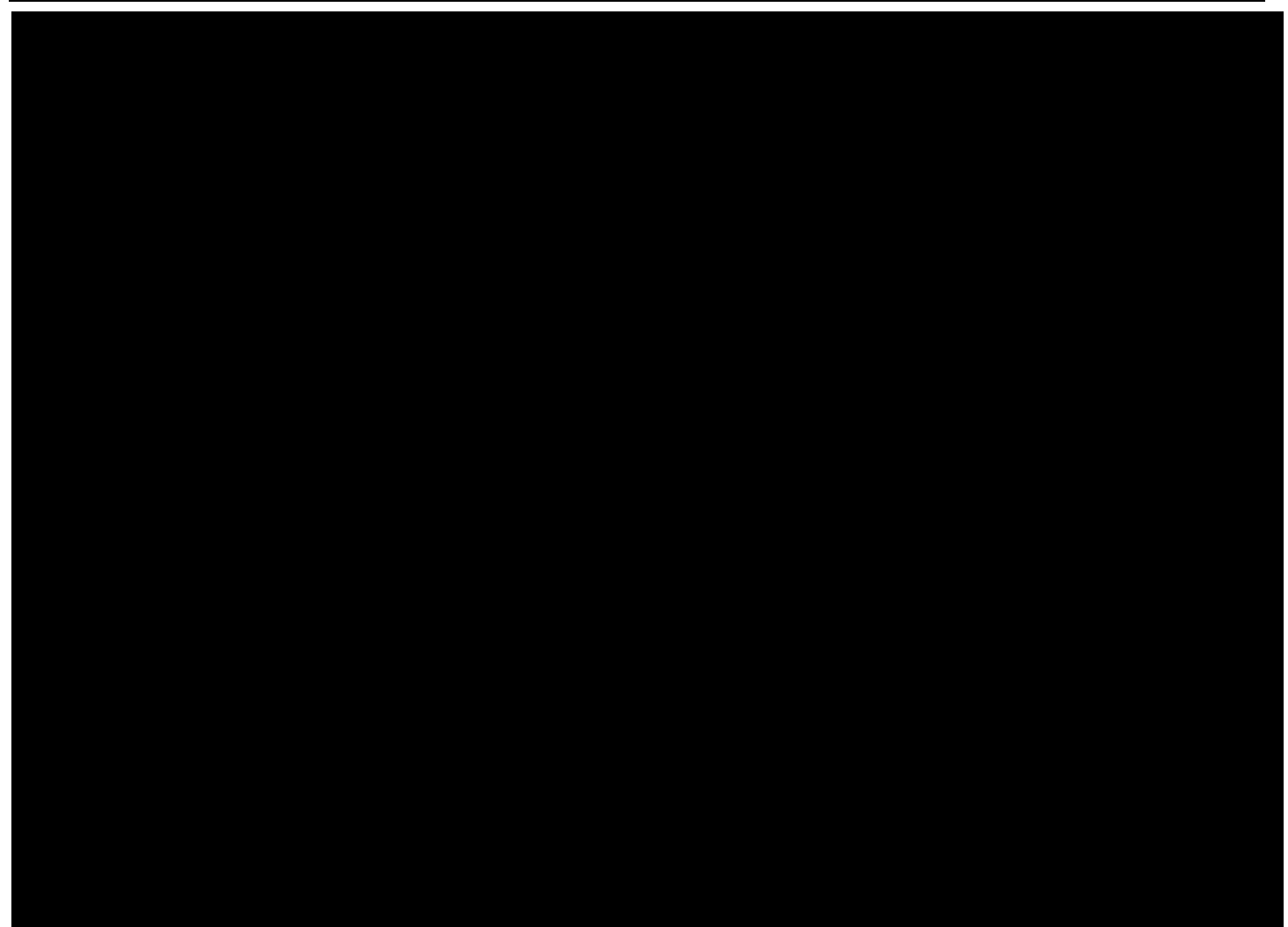
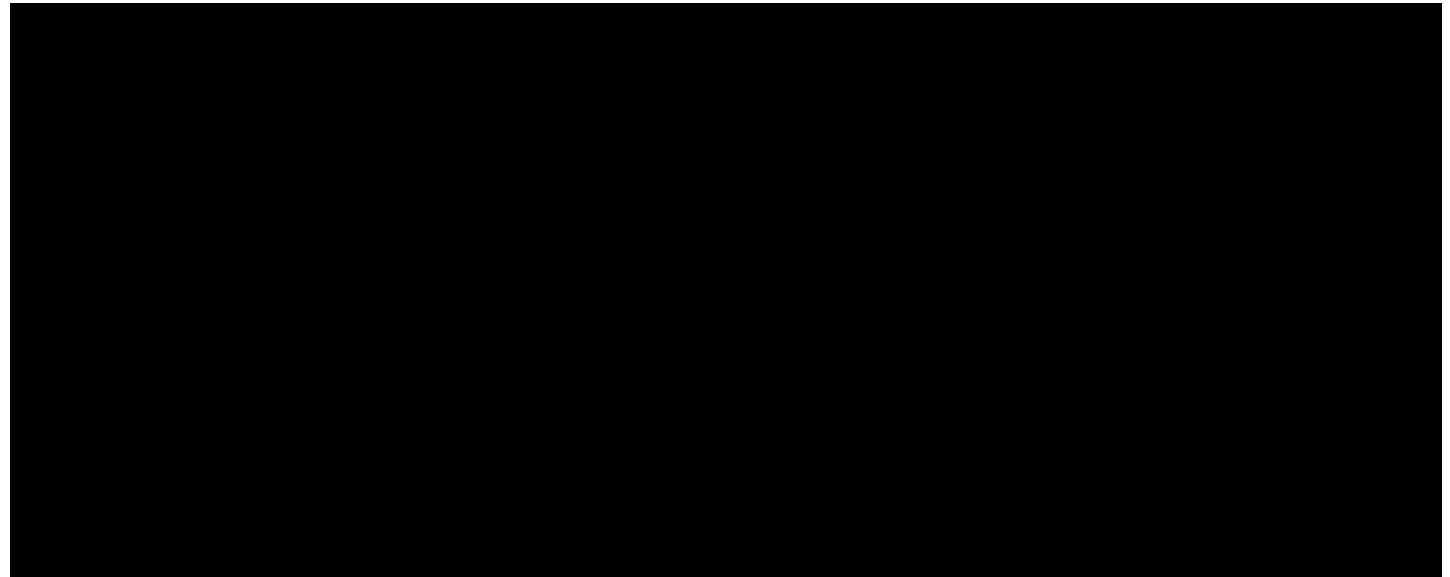
- National Black MBA, Western NY Chapter
- Society of Biblical Literature
- Christian Community Development Association
- Kappa Alpha Psi Fraternity Inc.
- Baptist Ministers Alliance, Rochester Chapter
- Joint College of Bishops

### **Languages**

- Greek, Hebrew, Spanish



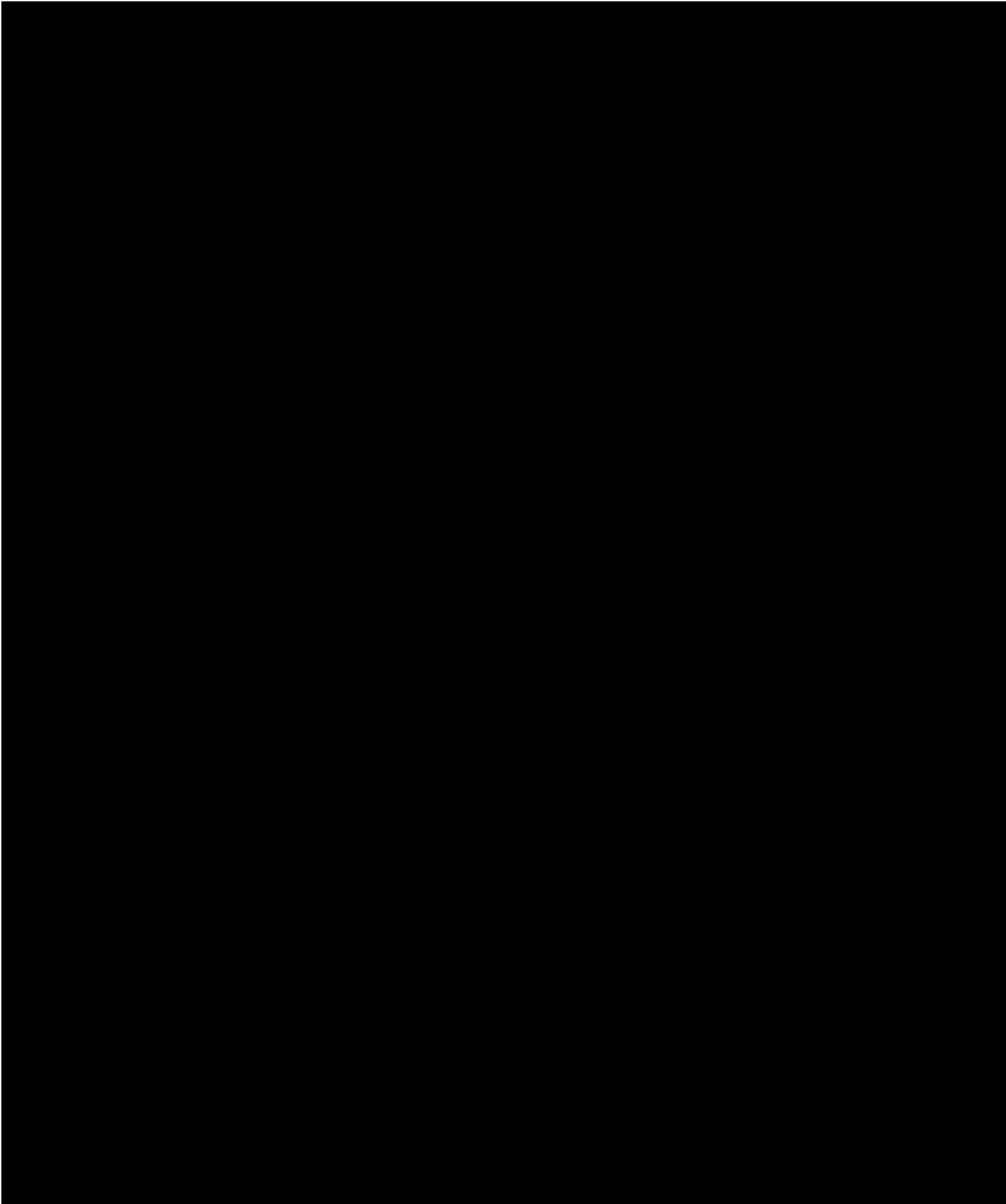
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#### **Education**

**UNIVERSITY OF ROCHESTER**

**Simon School of Business**

***Master of Business Administration, Finance and Entrepreneurship***

**UNIVERSITY AT ALBANY, SUNY**

***Bachelor of Science, Accounting***

#### **Licenses & Certifications**

**Certified Public Accountant (CPA)**

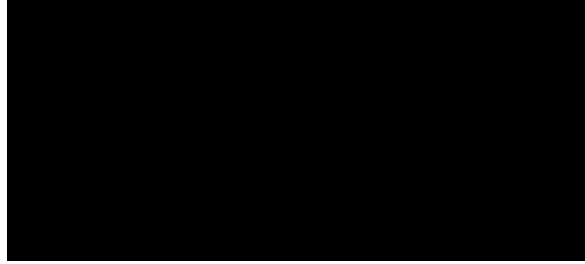
**Certified Financial Planner (CFP®)**

**Certified Management Accountant (CMA)**

**Personal Financial Specialist (PFS)**



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**EDUCATION** State University of New York at Buffalo

Faculty of Law and Jurisprudence

Juris Doctor, May 1985

Honors Grades: Criminal Procedure, Municipal Law, Legislation, Ethics,  
Research and Writing, Environmental Quality  
Problems, Canadian-U.S. Dispute Resolution,  
Human Rights

Admitted to New York State Bar, February 1986 (currently registered)

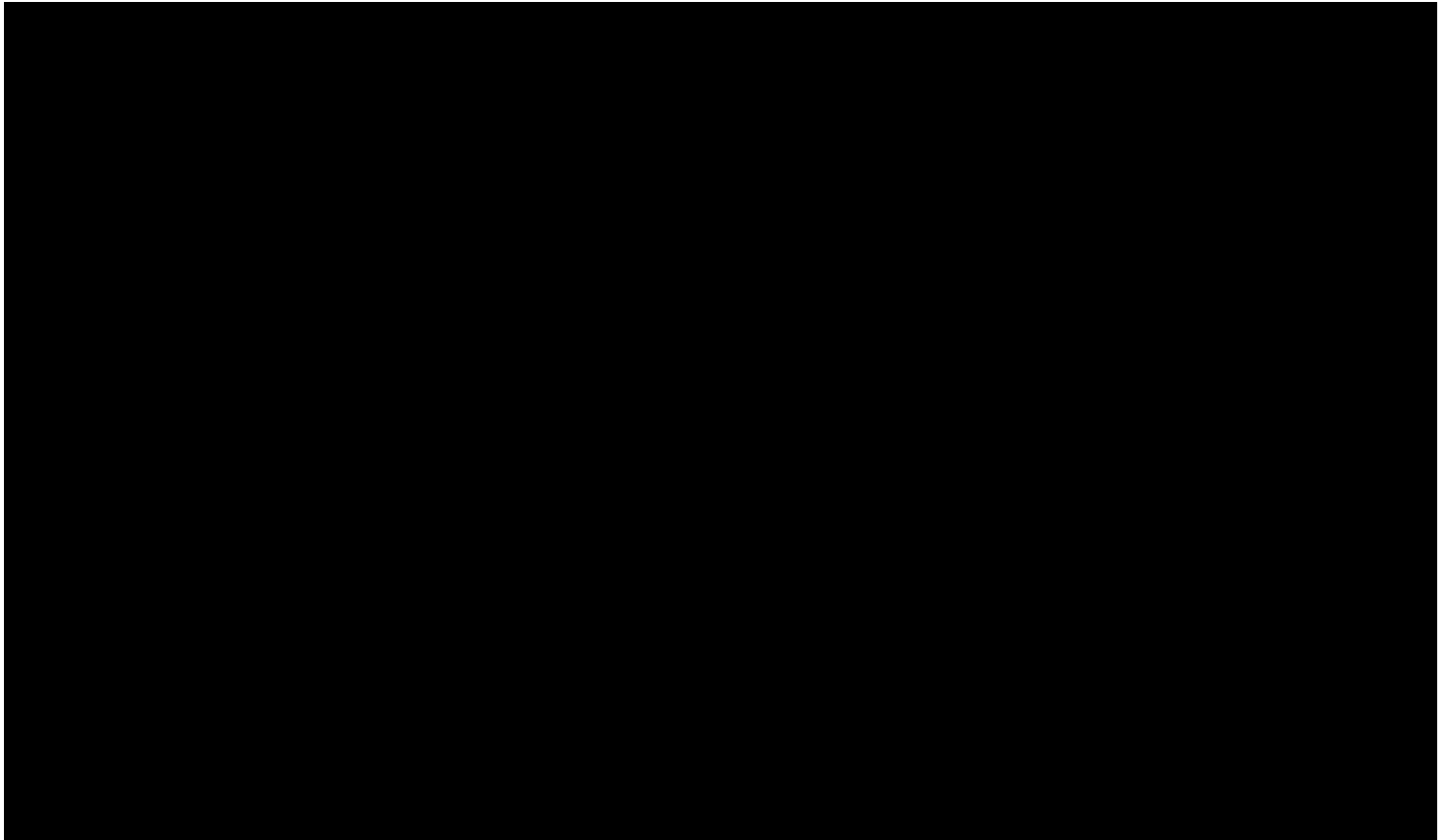
Admitted to U.S. District Court, November 1986

Niagara University

B.S. in Commerce, May 1982

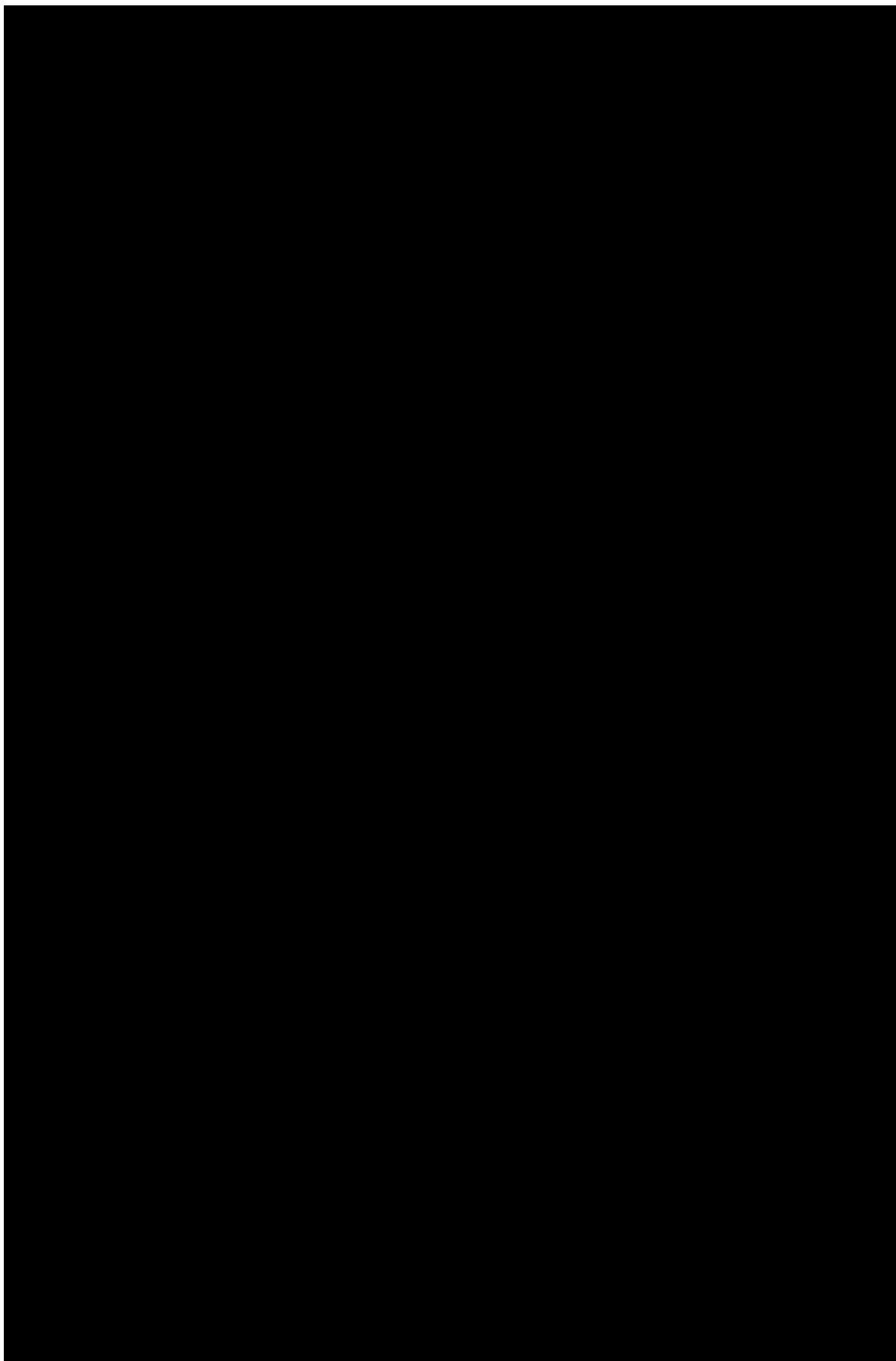
Concentration: Labor Relations

Honors: Magna Cum Laude Graduate; Dean's List eight semesters;  
Everett W. Ockerman Award for Outstanding Senior  
in Labor Relations, May 1982; Award for Excellence  
in Military History, May 1980



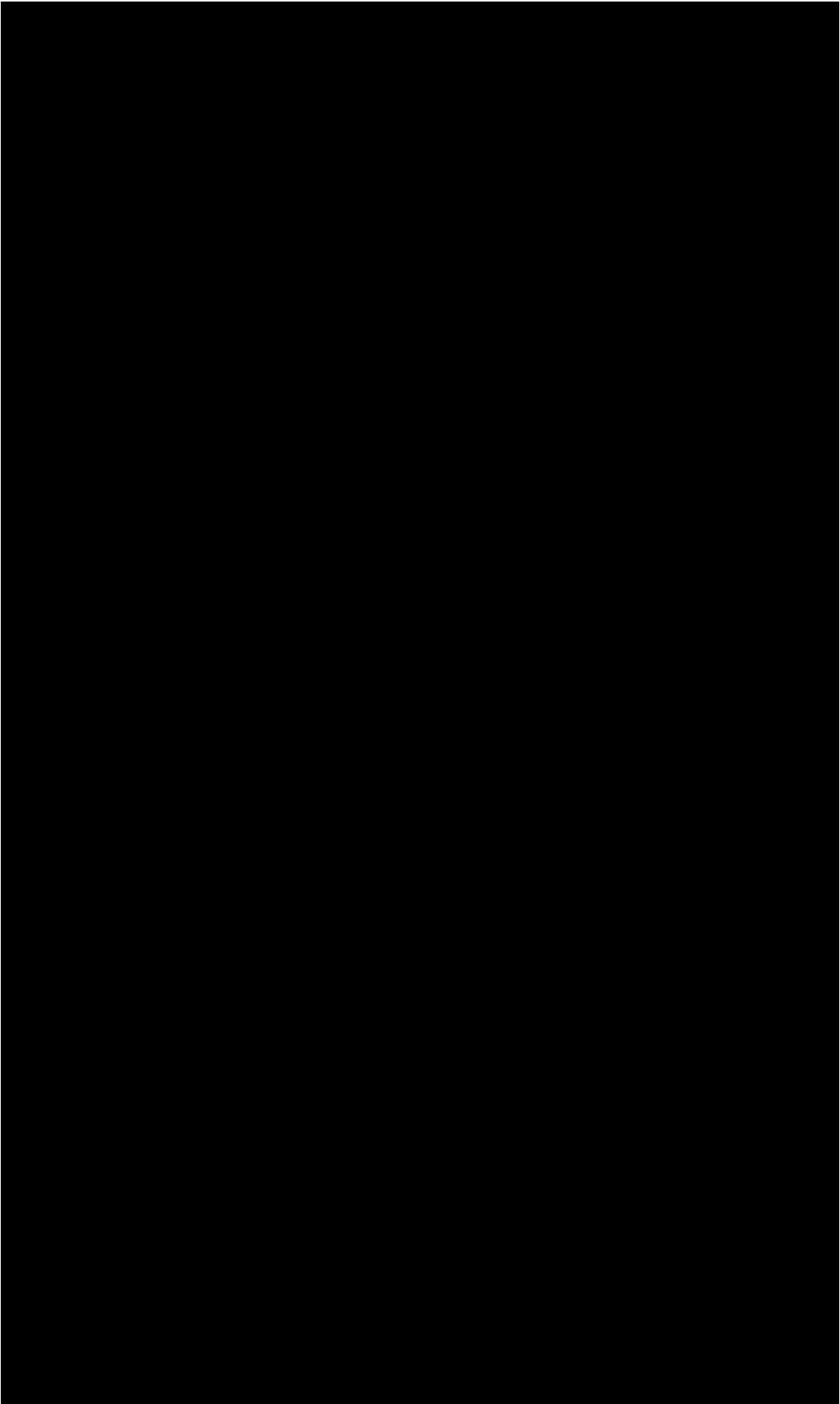


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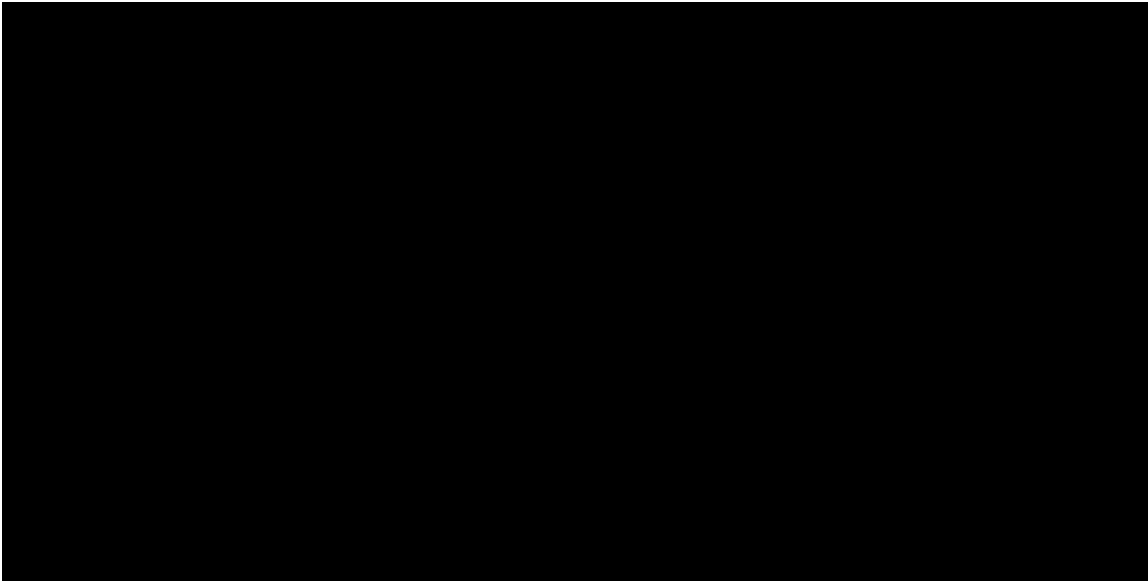


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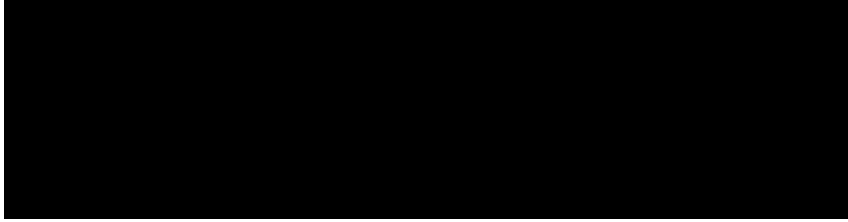


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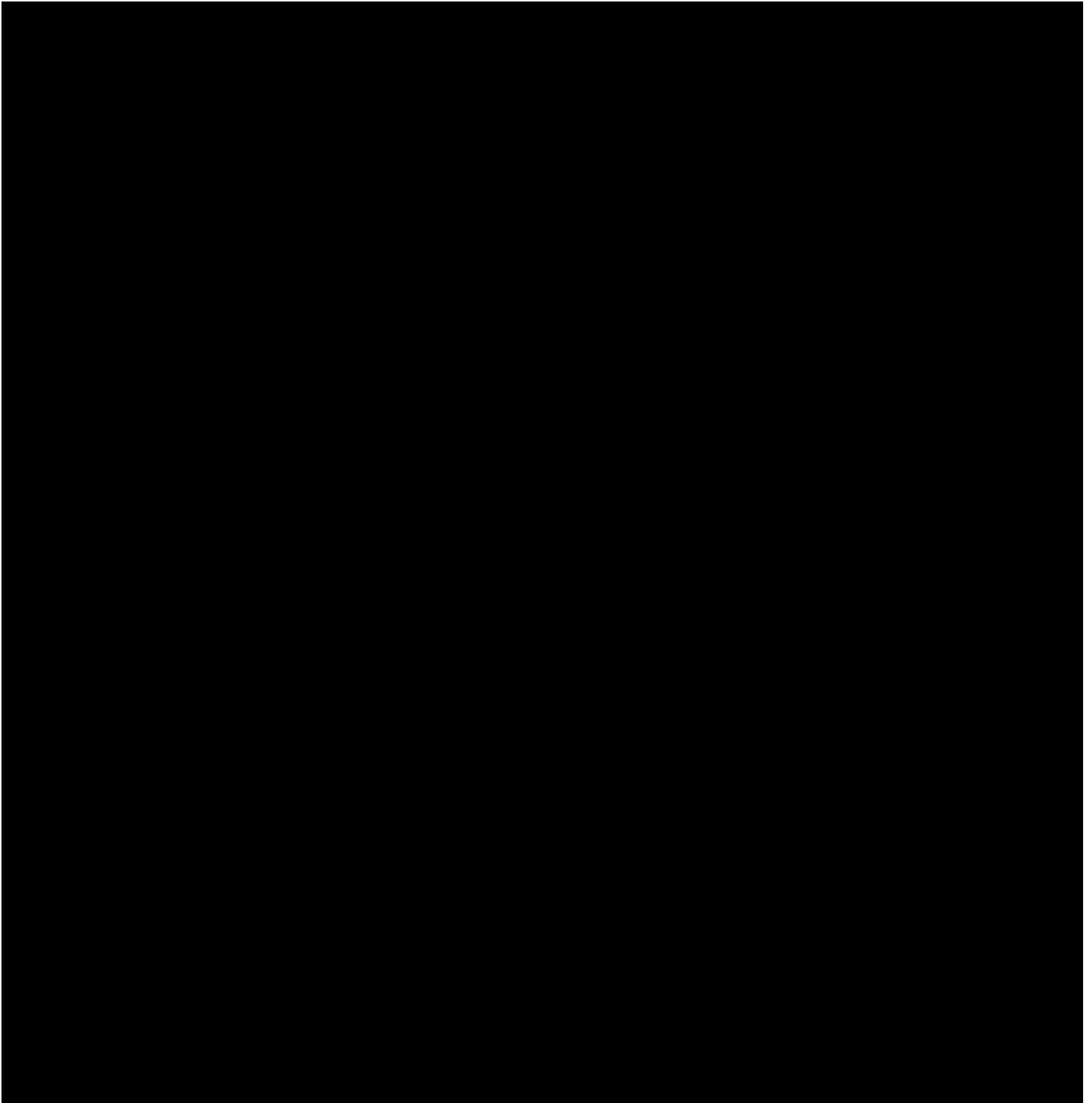




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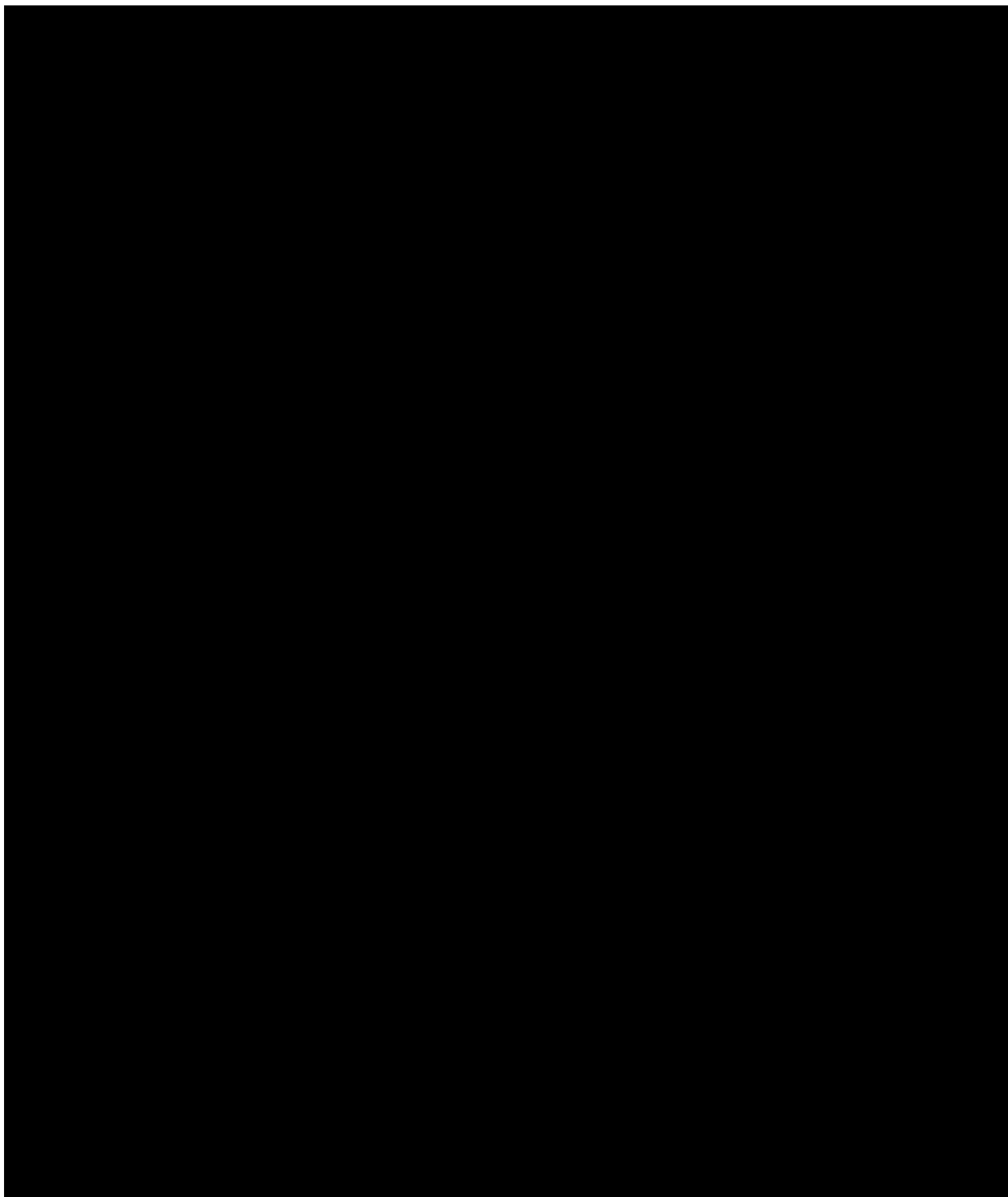


**PROFESSIONAL EXPERIENCE**





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## 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 organization which educates students about African history/culture. Participation in such has afforded over 75 students to travel



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to West Africa.

- ❖ Appointed by Adele Bovard to Anti-Poverty Education 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 City Initiative 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 and teen ministry.
- ❖ Developed curriculum and implemented training.
- ❖ The program provided spiritual, emotional, academic and physical wellbeing to 400 plus children 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, and training 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 mens self enrichment mentoring program.
- ❖ 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



### **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.

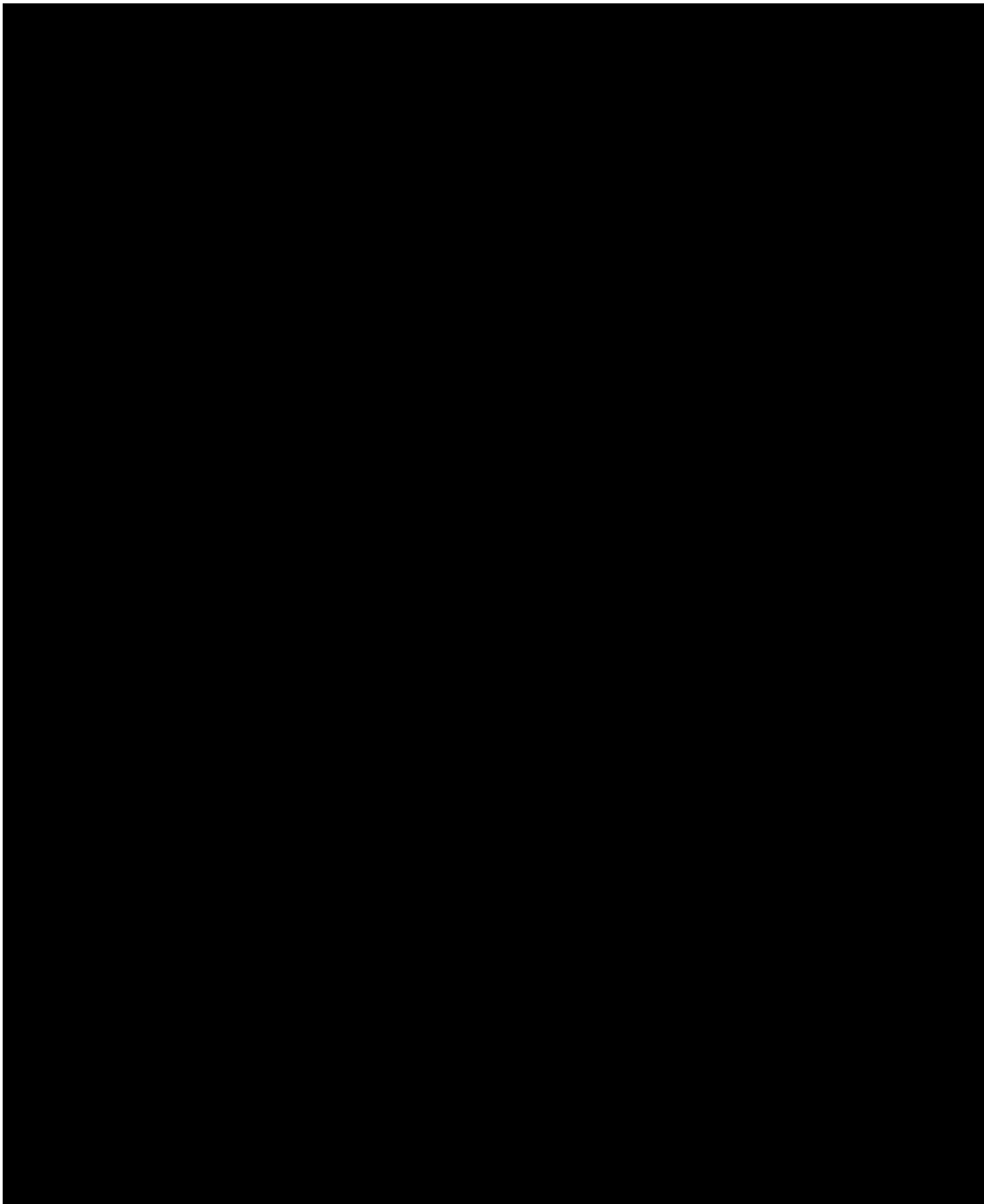
### **AREAS OF EXPERTISE**

- Student success- all levels ▪ 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**



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### **EDUCATION**

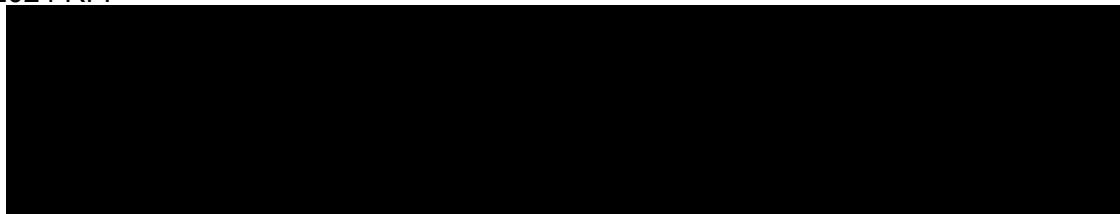
- Doctor of Education in Executive Leadership, St. John Fisher College, Rochester, NY - May 2011
- Master of Science in Education, University of Rochester, Rochester, NY - May 1996
- Bachelor of Arts, Central State University, Wilberforce, Ohio - June 1993

### **CERTIFICATIONS**

- Certification in Diversity, Equity and Inclusion in the Workplace, University of South Florida – May 2021
- Certification in Family Engagement, Harvard University - November 2020
- 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

### **COMMUNITY SERVICE & LEADERSHIP**

- Member of the Gates Chili Central School District Board of Education
- Board of Trustee member- St. Luke Tabernacle Community Church
- Member of Alpha Kappa Alpha Sorority Inc.
- Member of Black Women's Leadership Forum
- Co-chairman of the African American Leadership Development Program of the United Way
- Commissioner-MLK Commission of Greater Rochester
- Small business owner and program manager
- Workshops/Presentations on various topics for world organizations
- Facilitator, Developer and Consultant of programs throughout the community
- Workshops/Presentations on various (school) leadership and instructional topics
- Mentor to youth and young adults



## Curriculum Vitae

### EDUCATION

ST. JOHN FISHER COLLEGE ROCHESTER, NEW YORK **Doctor of Education in Executive Leadership 2020** *Dissertation: Leaders' Attitude and Perceptions Toward Workplace Diversity in Healthcare Settings*

THE COLLEGE AT BROCKPORT, STATE UNIVERSITY OF NEW YORK BROCKPORT, NEW YORK **Master of Science in Mental Health Counseling 2010** *Master's Thesis: Male County Correctional Facility Inmates' Attitudes Towards Male Sexual Assault and Sexual Assault Services*

THE COLLEGE AT BROCKPORT, STATE UNIVERSITY OF NEW YORK BROCKPORT, NEW YORK **Bachelor of Science in Psychology 2007**

MONROE COMMUNITY COLLEGE ROCHESTER, NEW YORK **Associates of Science in General Studies 2004**

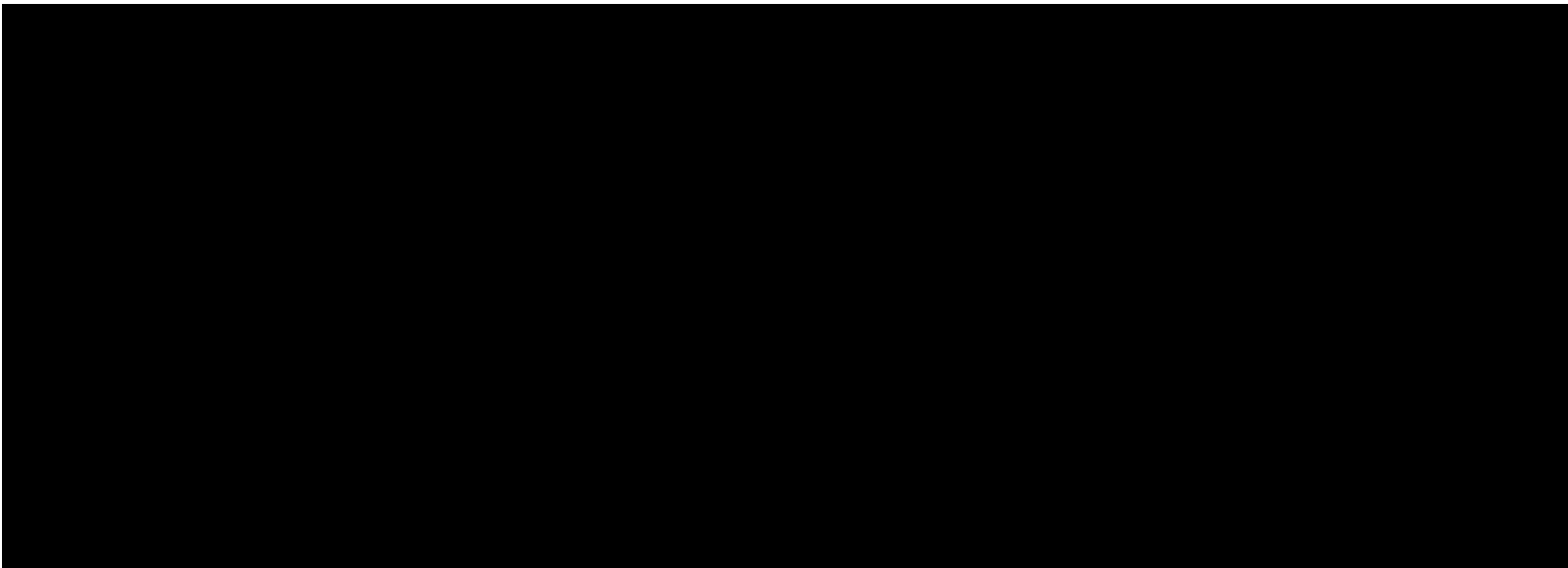
### LICENSE AND CERTIFICATIONS

**License Mental Health Counselor [LMHC] Renewed 2019** New York State Education Department, Office of Professions

**Master Level Credentialed Alcoholism and Substance Abuse Counselor [CASAC] Renewed 2019** New York State, Office of Addiction Services and Supports

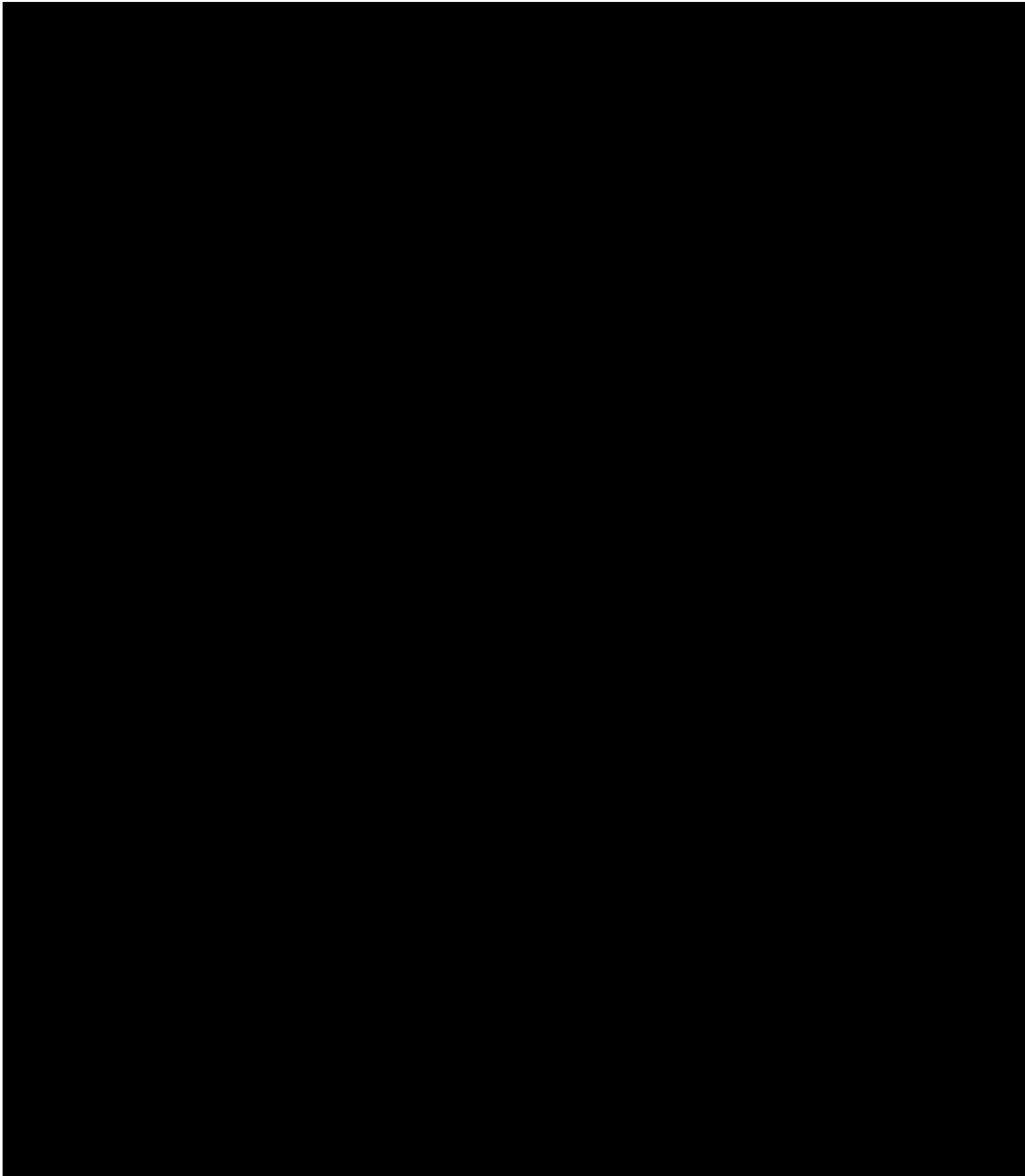
**African American Leadership Development Program 2015** United Way of Greater Rochester, Rochester, NY

### PROFESSIONAL EXPERIENCE



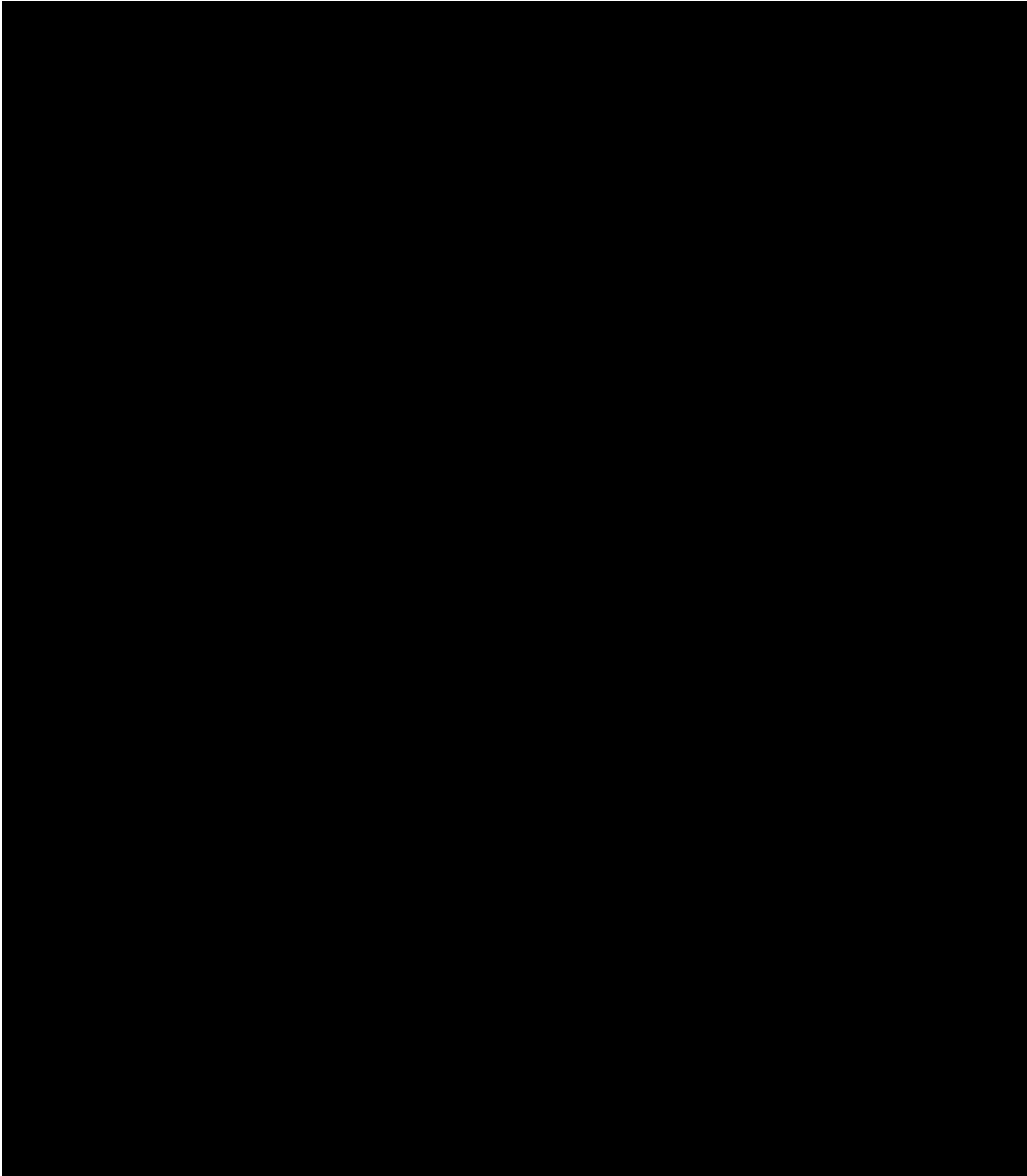


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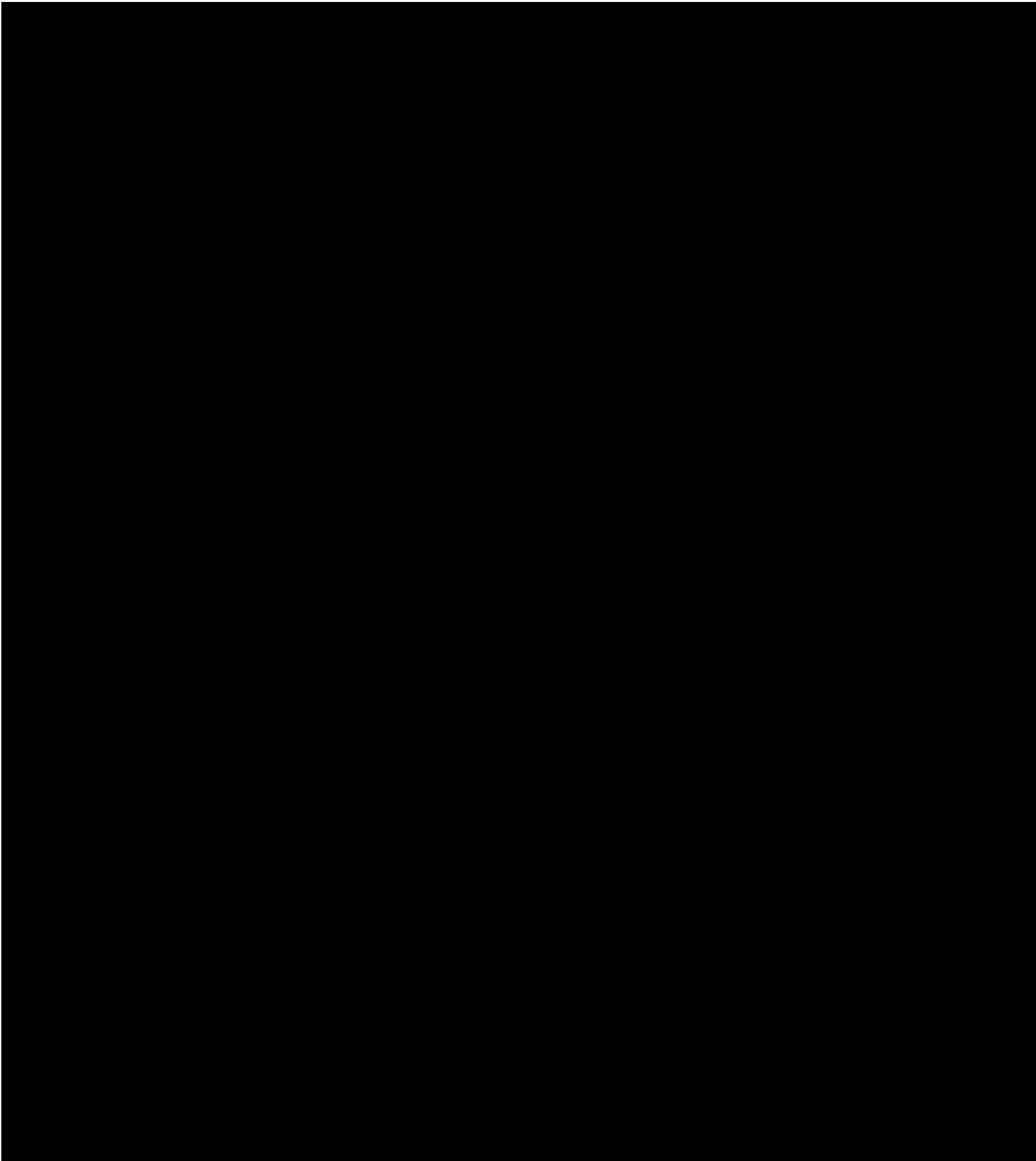
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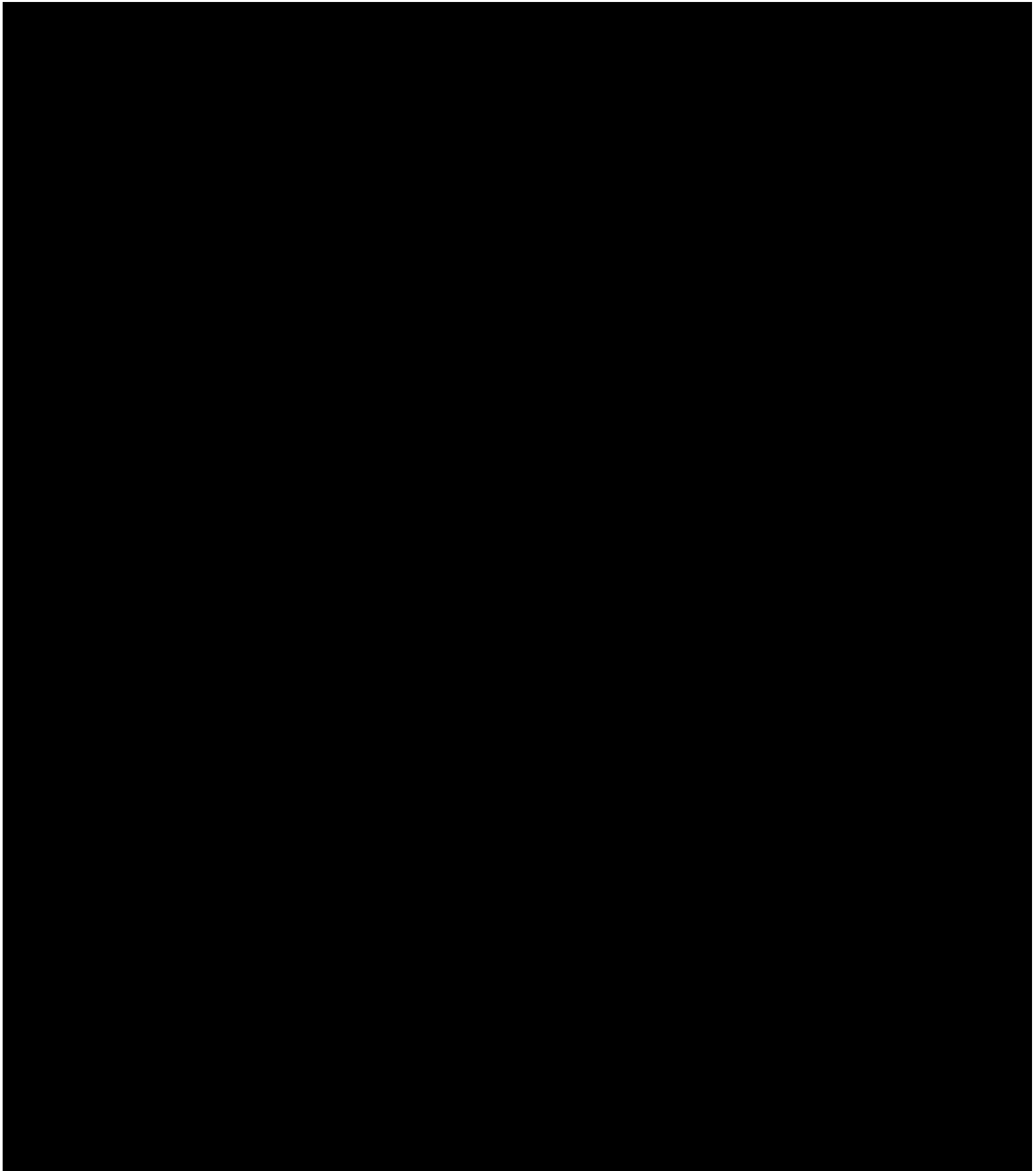


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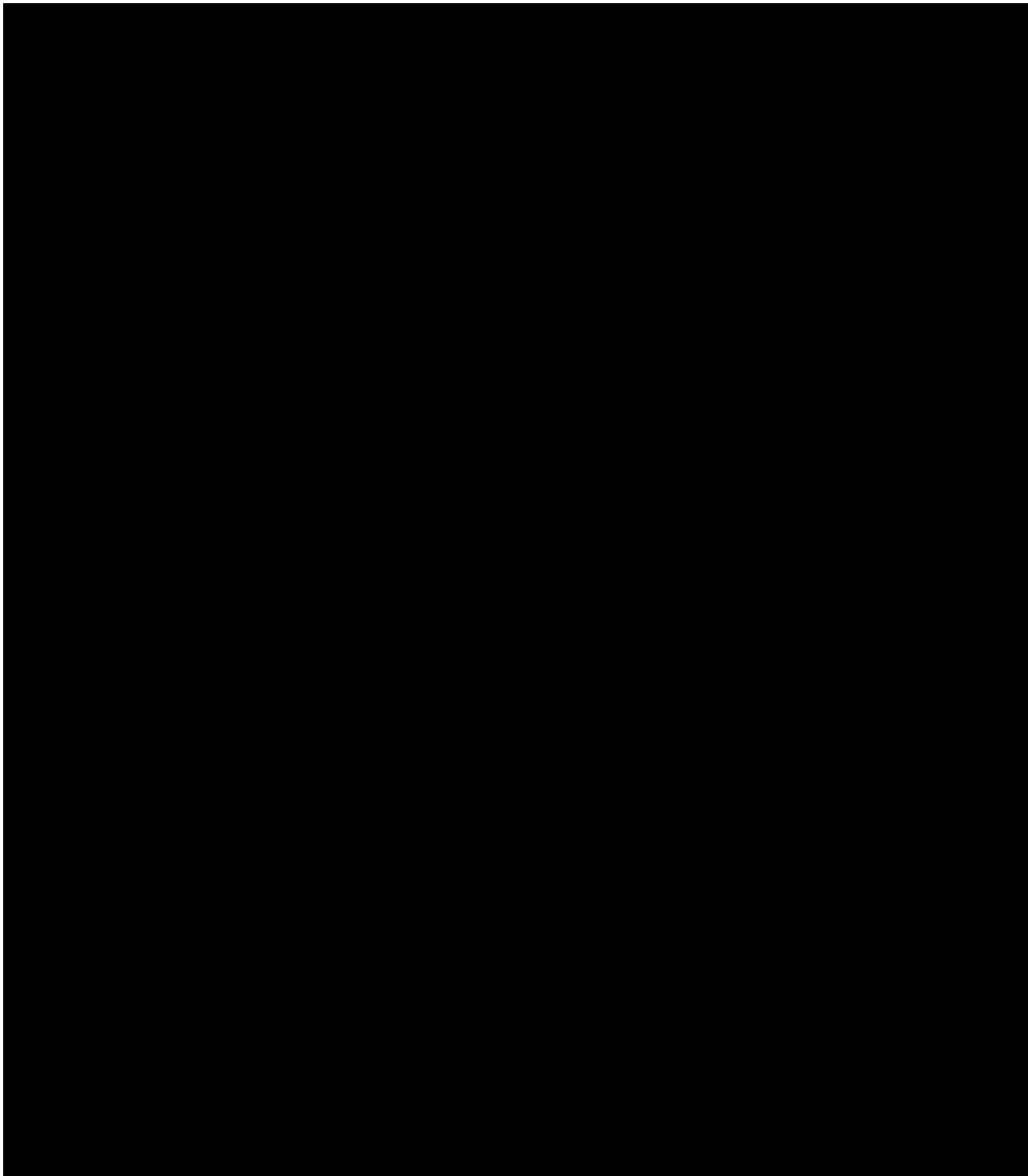


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## SELECTED PRESENTATIONS

### **Keynote: “Seeding Success” 2024**

**for 200+ members**

Roc the Future Alliance 11<sup>th</sup> Annual State of our Children Address and Report Card, Rochester, New York

### **Keynote: “Substance Use and Mental Health: Understanding Stigma and Structural Racism” 2023 for 200+ members**

Friends of Recovery New York, Albany, New York

### **Keynote: “Intersectionality of Race, Gender, and Silent Disabilities” 2023 for 2,00+ members**

Association of People Supporting Employment First, Rockville, Maryland

### **Keynote Presenter: “Racism and Mental Health,” 2023 for 20+ social work students and faculty**

Department of Social Work, SUNY Brockport, Rochester, NY

### **Keynote Presenter: “Enough is Enough Addressing Mental Health and Racism,” 2022 for 30+ professionals and community members**

Urban League Interrupt Racism Virtual Summit, Rochester, NY

### **Presenter: “Stepping Up to The Plate The- The Intersect of Poverty and Racialized Trauma” 2022**

Rochester-Monroe Anti-Poverty Initiative (RMAPI), Summit, Rochester, NY

### **Paneled: “Prepared for Leadership and Primed for Service” 2022 Alpha Kappa Alpha Sorority, Incorporated®, Great Lake Region Leadership Institute, Virtual**

### **Paneled: “Reshaping Mental Health Services” 2022 Coordinated Care Services, Inc., Virtual Townhall, Rochester, NY**

### **Presenter: “Health & Wellness Week: Mental Health” 2021 New Channel 10 with Nikki Rudd, Virtual Special, Rochester, NY**

### **Paneled Presenter: “Mental Health Public Health & The Well-Being of The Black Community” 2021 for 100+ professionals and community members**

Alpha Kappa Alpha Sorority, Incorporated®, Delta Nu Omega Chapter of Rochester, NY, Virtual



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**Paneled Presenter: “A Discussion of the Needs and Concerns for Suicide Prevention in the Black, Latino, 2021 and Wider Community” for 100+ professionals and community members**

UR Medicine Mental Health and Wellness Clergy Mental Health Collaborative, Virtual Summit, Rochester, NY

**Paneled Presenter: “Emergency Responses to Mental Health Crisis in the Community,” 2021 for 100+ professionals and community members**

The University of Rochester Susan B. Anthony Center, Virtual Summit, Rochester, NY

**Paneled Presenter: “Health and Wellness Day Event,” 2021 for 50+ professionals**

Leadership Rochester, Virtual Summit, Rochester, NY

**Presenter: “Leaders’ Attitudes and Perceptions Toward Workplace Diversity in Healthcare Settings,” 2020 for 30+ professionals**

Urban League Interrupt Racism Virtual Summit, Rochester, NY

**Paneled Presenter: “Community Voices-Mental Health and Addiction” for 1,000+ Community Members 2020**

Commission on Racial and Structural Equity, Live Zoom Town Hall, Rochester, NY

**Paneled Presenter: “Racial Disparities in Rochester” for 500+ Community Members 2020**

WXXI Live Forum, Rochester, NY

**Presenter: “Racial Disparities in Substance Use Treatment and Recovery” for 500+ Recovery Community 2020**

ROCovery Live Zoom, Rochester, NY

**Paneled Presenter: “Antiracism: Transforming our Department of Psychiatry and Beyond” for 2020 200+ healthcare and community professionals**

University of Rochester Medical Center Department of Psychiatry Grand Rounds Live Zoom Town Hall, Rochester, NY

**Co-Presented: “Cross-Racial Friendship” for 30-50 Nursing Staff in Person and Zoom 2019**

University of Rochester Medical Center Department of Psychiatry Grand Rounds and Nursing Department, Rochester, NY

**Paneled Presenter: “Substance Use and Treatment” for 10-20 High School Parents 2019**

Rush Henrietta School District Youth Asset Team, Rush Henrietta, NY

**Paneled Presenter: “Adolescent Addiction” for 15-20 High School Parents 2019**

McQuaid Jesuit High School, Rochester, NY

**Presented: “JUUL and Electronic Cigarettes for Students and Teachers” for 30-40 Students 2018**

McQuaid Jesuit Middle School, Rochester, NY

**Co-Presented: “Addiction Profession and Credentialing and Narcan Training” for 20 High School Students 2018**

University of Rochester Medical Center, Office of Mental Health Promotion

Health Career Academy Annual event, Rochester, NY

**Presented: “JUUL and Electronic Cigarettes for Students and Teachers” for 30-40 Students 2018**

East Rochester Middle School, East Rochester, NY

**Presented: “JUUL and Electronic Cigarettes in College” for 20-40 Professionals 2018**

New York State College Health Association 2018 Annual Conference, Syracuse, NY

Response 14-47



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**Presented: “Youth and Addiction” for 10-15 Youth 2018** Youth Church Group, Hilton, NY

**Co-Presented: “Adolescent Addiction and Mental Health Treatment” for 20-25 Administrators 2018**  
Monroe 2-Orleans BOCES, Spencerport, NY

**Co-Presented: “Addiction Profession and Narcan Training” for 20 High School Students 2017**  
University of Rochester Medical Center, Office of Mental Health Promotion  
Health Career Academy Annual event, Rochester, NY

**Presented: “Addiction and Treatment” 2017** Real Talk with Martha Hope Radio, Rochester, NY

**Co-Presented: “Implicit Bias” for 30-50 Professionals 2016** University Rochester Medical Center  
Department of Psychiatry Grand Rounds, Rochester, NY

**Workshop Presented: “Diversity Training” for 20-25 Administrators, Managers, and Leaders 2016**  
Monroe 2-Orleans BOCES, Spencerport, NY

**Presented: “Working with People Suffering from Mental Health and Addiction” for 25-30 Graduate Students 2014** The College at Brockport-Counselor Education Department, Brockport, NY

**Presented: “Relationships with the criminal justice system and Mental Health” for 25-30 Undergraduates 2011** The College at Brockport-Criminal Justice Department, Brockport, NY

**Presented: “Building Self-esteem” for 15-20 Residents 2009** Sojourner House, Rochester, NY

## **COMMITTEE LEADERSHIP AND ORGANIZATION MEMBERSHIP**

The National Association of Counties New Commission on Mental Health & Wellness **2023-Present**

NYS Office of Mental Health Multicultural Advisory Committee Member **20223-Present**

Conference of Local Mental Health Hygiene Directors’ Finger Lakes Regional Representative **20222-Present**

St. John Fisher University Mental Health Counseling Program Advisory Board **2022-Present**

University of Rochester Medical Center’s Community Advisory Council **2022-Present**

Alpha Kappa Alpha Sorority, Incorporated® **2021-Present**

Conference of Local Mental Health Hygiene Directors **2021-Present**

Finger Lakes Performing Provider System, Clinical Quality Committee **2021-Present**

Monroe County Criminal Justice Council **2021-Present**

American College of Healthcare Executive **2020-Present**

Center for Youth- Associate Board Member **2019-2021**



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CASAS Region II Adolescent Sub-Committee Member **2010-2020**

Diversity and Cultural Awareness Leadership Team **2016-2021**

Board Member for the Data Safety Monitoring, Women Initiative Supporting Health Research **2016-2019**

New York Mental Health Counselors Association, Greater Rochester Local Chapter- Member **2011- 2012**

Board Member of Safer Monroe Area Reentry Team **2010-2012**

American Counseling Association Membership **2009-2011**

### **AWARDS AND RECOGNITION**

**Center for Community Health and Prevention 2024** University of Rochester Medical Center

**Good Neighbor Award 2024** Goodwill of the Finger Lakes

**Outstanding Alumni Award 2022** Chi Sigma Iota Nu Chapter of SUNY Brockport

**Exemplary Performance in Leadership 2020** St. John Fisher College, Doctoral Executive Leadership Program

**The Helen Guthrie Memorial Youth Advocate of the Year Award 2019** DePaul's National Council on Alcoholism and Drug Dependence Rochester Area [NCADD-RA]

### **VOLUNTEER**

Commission on Racial and Structural Equity [RASE]: Mental Health and Substance Use Disorder Working Group **2020**

Monroe County Behavioral Health System: Education and Communication Working Group **2020**

Center for Youth Fashion Show: Helped setup for the fashion show **2019**

Grace Community Church: Food Cupboard Saturday food baskets **2007-2010**

### **COMPUTER SKILLS**

Word (Advanced) PowerPoint (Advanced) Excel

(Intermediate) Blackboard (Advanced)

SPSS (Novice)

Qualtrics (Novice)

Epic Electronic Medical Record Software  
(Advanced)



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**R-14i - Board Member RFI Forms**

Board Member RFI Contents:

- RFI Guidance reviewed by all members
- Frederick Johnson
- Rita Gaither
- David Mirsky
- Christine Richards
- April Aycock
- Mark Maves





**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](http://www.newyorkcharters.org)

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## 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.).

Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

**1. REQUEST FOR INFORMATION**

**A. Applicable Charter Agreement Provisions**

The following image shows the applicable provision from the Model Charter Agreement (available at <http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf>), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

**B. Applicable Laws and Regulations**

None.

**C. Discussion**

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

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education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
  - Charter Agreement section entitled “Governance; Education Corporation Board; By-laws” (Section 2.2 in recent charters) for the following:
    - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,
    - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
  - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
  - Charter Agreement Exhibit A, “Terms of Operation;” any sections dealing with governance;
  - By-laws, which may:
    - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
    - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
    - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
    - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

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trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

**D. Responsible Tasks**

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form*. After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Green Tech Rochester Elementary School for Boys  
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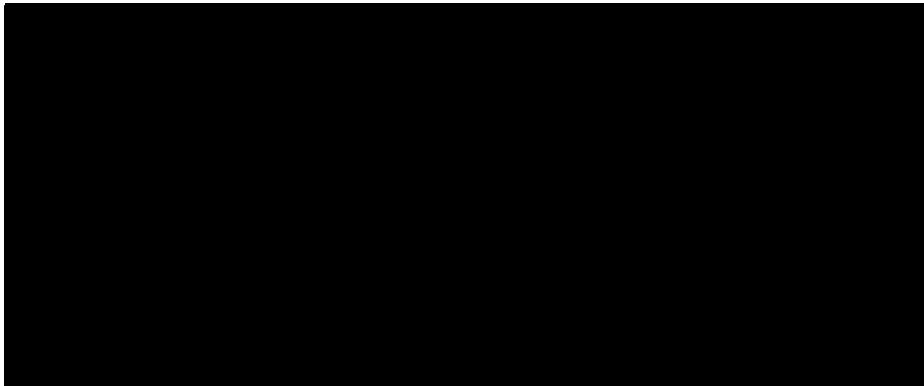
**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

**Background**

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1. Name of charter school education corporation for which you intend to serve as a trustee.  
GreenTech Rochester Elementary School

2. Full name: Fredrick Johnson



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):

Veruts Charter School of Rochester NY

Green Tech Rochester Elementary School for Boys

New School Application

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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:

Green Tech Rochester Elementary School for Boys

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**Conflicts**

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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:



Green Tech Rochester Elementary School for Boys

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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 contract 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.

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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.

Green Tech Rochester Elementary School for Boys

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☐ 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.

We would immediately discuss the potential conflict and refer to operating principles and policy of the corporation. The code of ethics would be reviewed for next plan of action.

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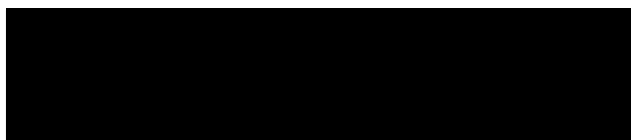
#### Other

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, Dr Frederick Johnson, 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 GreenTech Rochester Elementary School is true and correct in every respect.



Signature

5/20/2024

Date

Green Tech Rochester Elementary School for Boys  
New School Application  
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**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

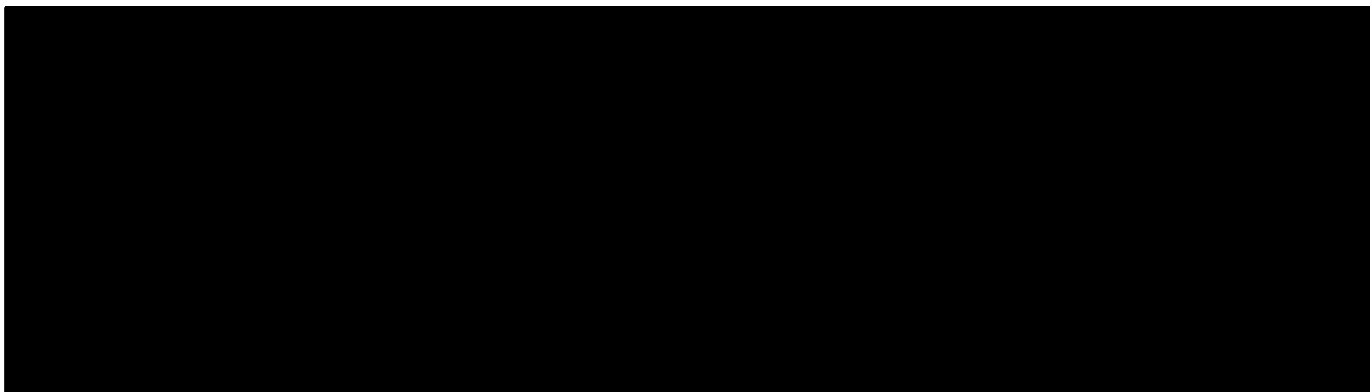
**Background**

---

1. Name of charter school education corporation for which you intend to serve as a trustee.

Green Tech Charter School

2. Full name: Rita C. 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):

Green Tech Rochester Elementary School for Boys

New School Application

SUNY 2024 RFP

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:

Green Tech Rochester Elementary School for Boys

New School Application

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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:

They are acquaintances from other settings such as church, community and public school education.

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:

Friendship

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:

Green Tech Rochester Elementary School for Boys

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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.

Green Tech Rochester Elementary School for Boys

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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.



Details:

I would immediately bring this situation to the board to handle.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

I, Rita C. 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 Elementary School for Boys is true and correct in every respect.

Date \_\_\_\_\_

**Request for Information**  
**Prospective Charter School Education Corporation Trustee**  
**Form**

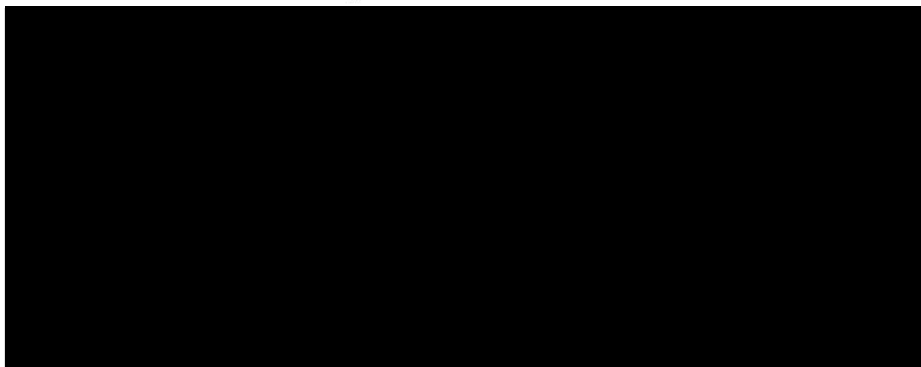
**Background**

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1. Name of charter school education corporation for which you intend to serve as a trustee.

Green Tech Rochester Elementary School for Boys

2. Full name: David B. Mirsky



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):

Estate Planning Counsel of Rochester

Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

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:

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:

I am very good friends with Mark E. Maves. We have known each other since fifth grade.

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.

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 go to the Chairman of the Board of Trustees (presuming that is not the person self-dealing) to discuss how to handle the issue.

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**Other**

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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.

I am a CPA since 1985, and a CFP since 1994. I ran my own investment advisory business for decades before selling it in 2021. I retired from that industry in 2023 and have been teaching accounting and finance at the University level for the past academic year. I am trying to Pay it Forward by providing services to the community through embarking my knowledge on other individuals and organizations. Becoming the Treasurer of Green Tech Rochester School for Boys is something I feel

**Certification**

I, David B. Mirsky, 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 Elementary School for Boys is true and correct in every respect.

  
Signature

\_\_\_\_\_  
Date

**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

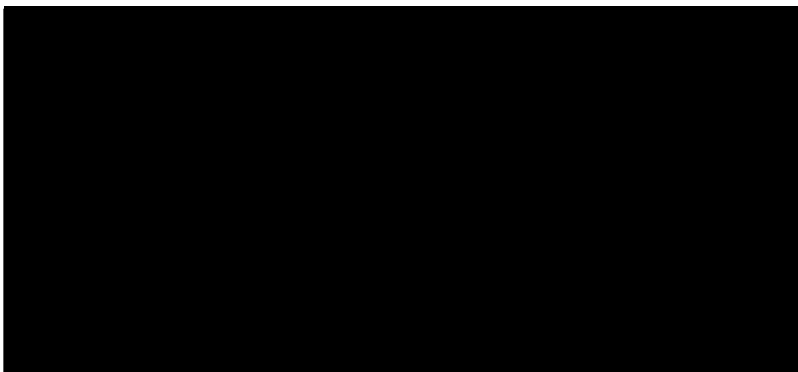
**Background**

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1. Name of charter school education corporation for which you intend to serve as a trustee.

Green Tech Charter School

2. Full name: Christine Richards, EdD



3. A brief educational and employment history (or you may attach a resume):



Resume attached.

see attached 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.

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

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 bring it to the leadership of the board. At that point it is my hope that we can have a discussion with the involved trustee. The necessary steps will be taken to follow our procedures and protocols.

---

#### 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.

This charter school is needed in the Rochester community.

#### 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 Charter School is true and correct in every respect.

  
Signature

5/22/2024

Date

**Request for Information**  
**Prospective Charter School Education Corporation Trustee**  
**Form**

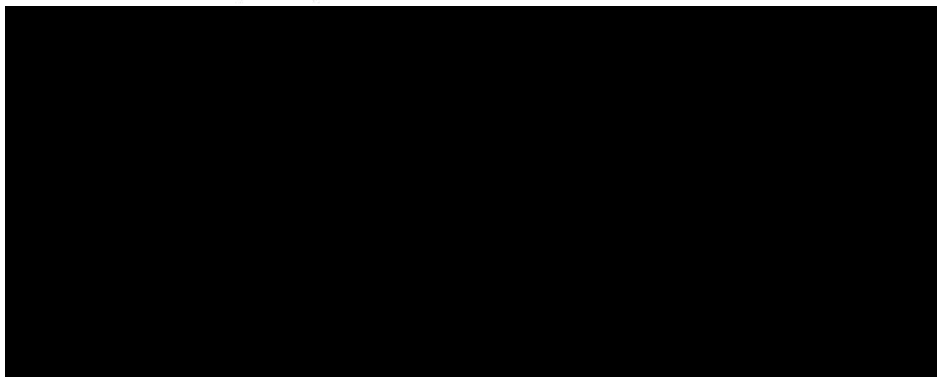
**Background**

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1. Name of charter school education corporation for which you intend to serve as a trustee.

Green Tech Rochester Elementary School

2. Full name: Dr. April Aycock



3. A brief educational and employment history (or you may attach a resume):

☒ Resume attached.

See attached 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.

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):

Green Tech Rochester Elementary School for Boys  
New School Application  
SUNY 2024 RFP

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:

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 contract 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.

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.

Discuss with board chair and possibly Department of Education compliants department.

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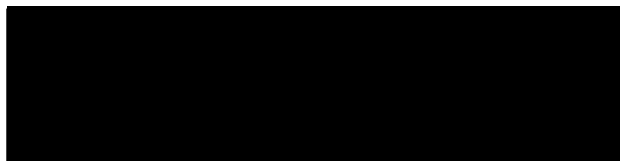
#### Other

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, Dr. April Aycock, 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 Elementary School is true and correct in every respect.



5/13/2024

Date

**Request for Information  
Prospective Charter School Education Corporation Trustee  
Form**

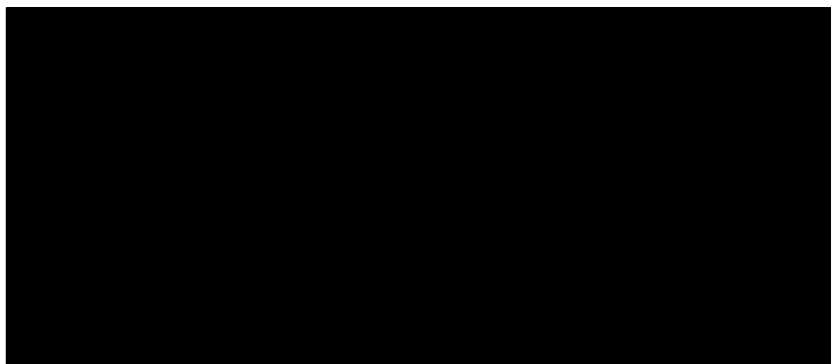
**Background**

---

1. Name of charter school education corporation for which you intend to serve as a trustee.

Green Tech Rochester Charter School

2. Full name: Mark Evan Maves



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:

David Mirsky. Close friends since 1971.

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 contract with a management company or charter management organization.

☒ I / we do not know any such persons.

☐ Yes.

Details:

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☐ 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.

Bring the situation to the attention of the entire board membership. If the entire board membership was involved in the self-dealing, bring the situation to the attention of the Charter Schools Institute

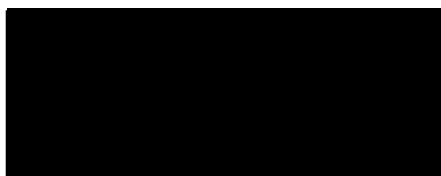
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**Other**

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, Mark Evan Maves, 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 Charter School is true and correct in every respect.



May 13, 2024

Date



## **R-15 - District Relations**

### **Establishing an Ongoing Relationship with the District**

GTR will look to establish good working relationships with the Rochester City School District (RCSD). Dr. Miller, a member of the founding team, understands there is a sensitivity which needs to be cared for between charters and traditional public schools in Rochester. GTR wishes to be an ally, who focuses on commonalities and how to build capacity for academic improvement in the city of Rochester.

An alum of and longtime educator in the RCSD, Dr. Miller has several personal relationships within the district that he will leverage to create a strong working relationship.

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. GTR is considering partnering with RCSD in facilities and potentially creating a source of revenue for the district, for example, having the school share a location with a preschool and/or other non-profits who might lease the space from GTR.

GTR is also investigating ways to collaborate productively with the district on transportation and special education, two areas where the district already works with charters. GTR hopes to accomplish this through proactive and clear communication, collaborative problem solving, and acknowledging successes together.

Finally, GTR is considering joint grant applications with the district so that all parties will benefit.

### **Support from the School District**

Dr. Paul Miller, a member of the founding team, has several personal relationships that he will leverage to create partnerships with and support from the district.

### **Plans for Sharing Best Educational Practices and Innovations**

GTR is willing to share our resources, knowledge, time, and best practices with the RCSD. GTR will invite local schools, particularly those in the Crescent, to participate in PD sessions in the summer, particularly for new teachers.

They will also regularly (at least twice yearly) meet with district staff to share best practices, successes, and innovations.

Additionally, GTR will be partnering with St. John Fisher College (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. Finally, GTR is open to collaborating with the RCSD by allowing their students to take advantage of afterschool programs at GTR.

### **School Partnerships**

GTR will actively pursue partnerships with schools in the Crescent. Schools we are considering include struggling K-6 or K-8 schools such as:



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- John Williams
- Roberto Clemente
- Dr. Martin Luther King, Jr
- Enrico Fermi
- Adlai E Stevenson
- Mary McLeod Bethune
- World of Inquiry
- Joseph C Wilson Foundation Academy
- Eugenio Maria De Hostos Charter
- Academy of Health Sciences Charter
- Rochester Academy Charter

We are also considering:

- George Mather Forbes
- Dr. Charles T Lumsford
- Nathaniel Hawthorne
- Abraham Lincoln
- Montessori Academy
- Uncommon Rochester (three schools)

We plan to partner with these schools in the following ways:

- sharing best practices in an “incubator” or regular Community of Practice
- participating in teacher preparation programs
- inviting each other to professional development sessions
- partnering with community organizations
- partnering for hiring
- potentially working together on facilities or sharing space



## R-16ac – Facilities

### a. Facility Needs

While GTR has not located a facility yet, the governing board and founding team have established an extensive process for identifying high-quality school site options that align with the programming of the proposed school.

**Location.** We specifically seek to serve students from the highest-needs geographic area in Rochester, 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<sup>1</sup>. 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<sup>2</sup>.

If a suitable facility is not available in the Crescent, GTR will 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 one to two years. This incubation space will require at least 70 square feet per student and the following parameters depending on whether a one- or two-year lease is available. Ideally, GTR will secure a two-year lease that scales up from year one to two to accommodate the school's growing enrollment.

#### ***Minimum Space Requirements for First Year Lease.***

- Capacity for 150 students and at least 10,500 square feet
- 5-7 classrooms
  - Required: 5 homerooms
  - Optional: STEAM/arts room and SPED/intervention room
- 8+ offices
  - Required: main office, Executive Director, Director of Instruction, Director of Operations, Social Worker, Nurse, Dean of Students, conference room
  - Optional: SPED/intervention (if no full classroom available), teacher workroom
- 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
  - Required: 8 student stalls and 4 sinks, 2 adult bathrooms

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<sup>1</sup> Murphy, J. (2016). 1930s Rochester redlining maps show discrimination. *Democrat and Chronicle*. <https://www.democratandchronicle.com/story/news/2016/10/20/rochester-ny-redlining-map/92456536/>

<sup>2</sup> Roc Wiki - The People’s Guide to Rochester. (n.d.). *Crescent of Poverty*. [https://rocwiki.org/Crescent\\_of\\_Poverty](https://rocwiki.org/Crescent_of_Poverty)



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- 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

**Minimum Space Requirements for Second Year Lease.**

- Capacity for 240 students and at least 16,800 square feet
- 8-10 classrooms
  - Required: 8 homerooms
  - Optional: STEAM/arts room and SPED/intervention room
- Bathrooms
  - Required: 12 student stalls
- 40+ parking spots
- Same office, common space and other requirements as one-year lease

GTR is hopeful we can find a cost-effective incubation space. We know from experience that great schools can develop in innovative and unusual spaces – high quality schools across the country have incubated in old retail spaces, church basements, and co-locations with other schools, museums, and community centers. 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 must meet a capacity of 540 students, with at least 58.33 square feet per student. This translates to a minimum of 31,500 square feet. Other parameters include:

Space	Qty	Details
General Education Classrooms	18-21	3 sections/grade, with option to grow through 6 <sup>th</sup> grade if needed to align to district grade bands
Gymnasium, Cafeteria, Auditorium	1-3	Separate cafeteria and gym preferred. Can be a common area.
Small Classrooms	2+	Shared space for Intervention, SPED, ELs
Elective Rooms	0-4	Language, STEM, Art, Music (can locate in classrooms if necessary)
Offices	11+	Required: Main office, Executive Director, Dir. Instruction, Dir. Ops, Dir. Student Support, Nurse, 2 Social Workers, 2 Deans of Students, nursing/pumping space



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		Optional: Dir. Finance, SPED Coordinator, private calling space
Kitchen	1	Food preparation is preferred - a warming kitchen would require using a food service vendor, but is not a dealbreaker.
Conference Room	1	
Teacher Workroom	1-2	Ideally, every teacher has a desk here to enhance professionalism and collaboration
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 governing board's Facilities Committee will include a real estate agent, up to two board members, the Executive Director, and Dr. Miller. GTR has connected with a top commercial real estate agent for Keller Williams Rochester; our facilities team has regular meetings with the real estate agent and is actively engaged in a facilities search. 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 is responsible for securing a safe, affordable, and reasonable school facility located within our targeted community. We expect to secure space that will serve as an incubation space for 1-2 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. GTR is also interested in exploring partnerships with local preschools and is actively seeking a facility that could house both our elementary program and a preschool partner.

We will collaborate with local experts to secure a facility no later than January 2025. This allows time for necessary renovations to:



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- Meet the space needs of the school model
- Meet all specifications of NYSED School Use
- Meet state sanitary specifications
- Secure Certificate of Occupancy prior to opening our doors in August 2025.

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 two-year incubation space (rent and leasehold improvements) and a long-term facility.

**Incubation Space.**

Year	Building Capacity	SQ Feet Per Pupil	SQ Feet	\$ Per SQ Foot <sup>3</sup>	Annual Expense
Y1	240	70	16,800	16.95	284,760
Y2	240	70	16,800	18.65	313,236

**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 pricing. 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. A lease would likely be a higher cost per square foot over the long-term, so we have reduced the square footage per pupil to 58.33 in a lease scenario.

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

	Max Enrollment	SQ Ft Per Pupil	SQ Feet	\$ Per SQ Foot	Annual Expense
Lease: Rent & Leasehold Improvements	540	58.33	31,500	16.95	533,925
Purchase: Acquisition & Construction	540	70	37,800	179	539,769

Our budget conservatively assumes the lease scenario, as this is the costlier option over the five-year budget period.

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
- Scale back optional building features:

<sup>3</sup> Rent per square foot is based on the 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/>.



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- Use one multipurpose space for cafeteria, auditorium, and gym
  - Eliminate enrichment classrooms and hold enrichment in classrooms
  - 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 conflict of interest arise, GTR would follow its conflict-of-interest policy and also obtain an independent assessment of the facility.





Green Tech Rochester Elementary School for Boys  
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### **R-16d - Facilities Documents**

GTR has engaged Keller Williams' commercial division to assist with locating appropriate school facility options. Attached is a copy of the proposed letter of engagement.



1770 Long Pond Road, Rochester, NY 14606  
(585) 758-8400 – Office [REDACTED] – Cell • (585) 758-8431 – Fax



### KW COMMERCIAL SERVICES AGREEMENT

THIS AGREEMENT dated as of June 1, 2023 by and between \_\_\_\_\_ (“Client”) and Tod A. Myers (“Agent”), Keller Williams Realty Greater Rochester/KW COMMERCIAL ("KW Commercial").

The purpose of this KW Commercial Services Agreement is to outline the terms of an agreement under which KW Commercial is to provide services to Client. When executed by both parties, this agreement shall be binding on each party.

### ENGAGEMENT

- Client hereby engages KW Commercial to consult with Client in on-going strategic facilities consulting and representation in the determination and implementation of the best possible alternatives for Client's facilities within the prescribed GEOGRAPHIC SCOPE as outlined below, including co-locations dispositions, lease expansions, renewals and relocations. There are no other Brokerages or locator services engaged by the Client.

### OBJECTIVES

- KW Commercial recognizes the general objectives of Client to be as follows:
  - Site survey to determine approximate square footage needs.
  - Review of space needs analysis to identify gaps and areas of need.
  - Review of financial requirements with CLIENT.
  - Review of ownership structure with legal and accounting partners of CLIENT to correctly identify “Who” the real estate owner should/will be for the best tax advantage.
  - PRIMARY:** Locate, for purchase, \_\_\_\_\_ to \_\_\_\_\_ square feet of mixed-use/educational space for the purpose of Charter School operation. Note: KW COMMERCIAL is not licensed nor qualified to provide structural, mechanical, or electrical requirements. Therefore, it is suggested that the CLIENT engage separate planning professionals who are licensed, insured, and experienced in these matters to meet the current and future needs of the CLIENT.
  - Parking Requirements and Traffic Flow Requirements:** \_\_\_\_\_
  - Specific Use Rooms(list) \_\_\_\_\_
  - Budget:** \_\_\_\_\_

### EXCLUSIVITY

- KW Commercial shall exclusively act solely on behalf of Client. KW Commercial recognizes that it has a fiduciary responsibility to Client in all matters related to this engagement. There are instances in which KW Commercial may act as a “DESIGNATED Dual Agent” under NY State Real Estate Law as identified by the attached “Agency Disclosure” and should be discussed with Client and only acting as “DESIGNATED dual



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agent” with prior buyer approval in writing.

#### **CLIENTS APPROVALS**

4. All negotiated arrangements relating to a real estate transaction with Client as principal are at all times subject to Client's approval. KW Commercial shall not have the authority to bind Client in any manner. The primary point of contact for the Client is; John Patterson, [REDACTED]

#### **TERM**

5. The term of this Agreement shall begin on March 15, 2024 and continue in effect until April 1, 2025 and shall automatically renew for an additional year unless canceled by the parties. It is agreed that either party may terminate upon 30 days prior written notice. In the event of termination after a property is placed under negotiations or subsequent contract, Client remains responsible for compensation of KW Commercial as outlined in paragraph 8 and related addenda. As part of this ENGAGEMENT, the required New York State Agency disclosure is attached hereto as “Addenda A.”

#### **GEOGRAPHIC SCOPE**

6. This Agreement shall apply to KW Commercial activities on behalf of Client's requirements/activities in a 25-mile radius of Rochester, NY. When requested by Client, implementation for the area outside of the specified radius for facilities will be provided under a separate agreement or an addendum or amendment hereto.

#### **ENGAGEMENT TEAM**

7. KW Commercial will commit a core service team of professionals including

Tod A. Myers, KW COMMERCIAL, Licensed Real Estate Salesperson  
Michael Giunta, KW COMMERCIAL, Licensed Real Estate Salesperson/Commercial Associate  
Anthony Butera, Broker, Keller Williams Realty Greater Rochester

Other individuals may be called upon to provide additional expertise including local market knowledge as deemed necessary by KW Commercial. Client's primary contact shall be Tod A. Myers, [REDACTED]

#### **COMPENSATION**

8. Client agrees that KW Commercial shall be compensated 4% of the total purchase price or total lease value that in most instances are paid for by the Seller. In the event that the Seller does not offer/pay the stated 4%, the Client assumes responsibility for payment, which is due at the time of closing or occupancy of a leased property. If a property does not close, there are no fees payable. If a seller does not offer compensation as outlined herein, prior to any showing of that property, the buyer will be informed and will have the opportunity to decide whether to tour the property or not.

#### **SUBMITTAL OF INQUIRIES**

9. All offerings, inquiries, proposals, and solicitations received by or submitted to Client from brokers, tenants, or landlords or any other party concerning an assignment under this Agreement shall be referred to KW Commercial. KW Commercial in coordination with and under the guidance of Client's staff shall conduct all negotiations.

#### **PROFESSIONAL COUNSEL**

10. Broker hereby recommends that the CLIENT seek legal, tax, property financing, property inspection, appraisal, environmental engineering and other professional advice (if appropriate) related to any proposed transaction.



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Buyer agrees that Buyer will not rely on Broker for such professional advice nor rely on Broker for payment of such services.

**NONDISCRIMINATION**

11. Broker and Buyer agree that all actions carried out under this agreement shall be in full compliance with local, state, and federal fair housing laws against discrimination on the basis of race, creed, color, religion, national origin, sex, familial status, marital status, age or disabilities.

**CONFIDENTIALITY**

12. Due to the unique arrangement of this Agreement, it is agreed by both parties that all aspects of this Commercial Services Agreement shall be treated confidentially by both parties and as a result, the AGENT shall execute a Non-Disclosure Agreement as shall be attached hereto as "Addenda B."

**HOLD HARMLESS**

13. Under this agreement, the CLIENT indemnifies the Brokerage, it's AGENTS, OFFICERS and OWNERS for all liabilities, losses, claims, judgements, suits, fines and penalties, demands or expenses that may result in the participation activities of this agreement.

**AFFILIATED BUSINESS DISCLOSURE**

14. Keller Williams Realty Greater Rochester has affiliations with service providers in the real estate industry that includes but is not limited to attorneys, surveyors, lenders, insurance companies and technology companies that in some instances either or both the Brokerage or Agent receives compensation for recommending services of affiliates. Therefore, the required KW FRANCHISE ADDENDUM is attached hereto as "Addenda C".

**Client**

*Signature:*

*Name:*

*Title:*

*Date:*

**Agent**

*Signature:*

*Name: Tod A. Myers*

*Title: Lic. Real Estate Salesperson*

*Date:*



Addenda A – NY AGENCY DISCLOSURE



## Division of Licensing Services

New York State  
Department of State  
Division of Licensing Services  
P.O. Box 22001  
Albany, NY 12201-2001  
Customer Service: (518) 474-4429  
[www.dos.ny.gov](http://www.dos.ny.gov)

### New York State Disclosure Form for Buyer and Seller

#### THIS IS NOT A CONTRACT

*New York State law requires real estate licensees who are acting as agents of buyers or sellers of property to advise the potential buyers or sellers with whom they work of the nature of their agency relationship and the rights and obligations it creates. This disclosure will help you to make informed choices about your relationship with the real estate broker and its sales agents.*

*Throughout the transaction you may receive more than one disclosure form. The law may require each agent assisting in the transaction to present you with this disclosure form. A real estate agent is a person qualified to advise about real estate.*

*If you need legal, tax or other advice, consult with a professional in that field.*

#### Disclosure Regarding Real Estate Agency Relationships

##### Seller's Agent

A seller's agent is an agent who is engaged by a seller to represent the seller's interests. The seller's agent does this by securing a buyer for the seller's home at a price and on terms acceptable to the seller. A seller's agent has, without limitation, the following fiduciary duties to the seller: reasonable care, undivided loyalty, confidentiality, full disclosure, obedience and duty to account. A seller's agent does not represent the interests of the buyer. The obligations of a seller's agent are also subject to any specific provisions set forth in an agreement between the agent and the seller. In dealings with the buyer, a seller's agent should (a) exercise reasonable skill and care in performance of the agent's duties; (b) deal honestly, fairly and in good faith; and (c) disclose all facts known to the agent materially affecting the value or desirability of property, except as otherwise provided by law.

##### Buyer's Agent

A buyer's agent is an agent who is engaged by a buyer to represent the buyer's interest. The buyer's agent does this by negotiating the purchase of a home at a price and on terms acceptable to the buyer. A buyer's agent has, without limitation, the following fiduciary duties to the buyer: reasonable care, undivided loyalty, confidentiality, full disclosure, obedience and duty to account. A buyer's agent does not represent the interest of the seller. The obligations of a buyer's agent are also subject to any specific provisions set forth in an agreement between the agent and the buyer. In dealings with the seller, a buyer's agent should (a) exercise reasonable skill and care in performance of the

agent's duties; (b) deal honestly, fairly and in good faith; and (c) disclose all facts known to the agent materially affecting the buyer's ability and/or willingness to perform a contract to acquire seller's property that are not consistent with the agent's fiduciary duties to the buyer.

##### Broker's Agents

A broker's agent is an agent that cooperates or is engaged by a listing agent or a buyer's agent (but does not work for the same firm as the listing agent or buyer's agent) to assist the listing agent or buyer's agent in locating a property to sell or buy, respectively, for the listing agent's seller or the buyer agent's buyer. The broker's agent does not have a direct relationship with the buyer or seller and the buyer or seller cannot provide instructions or direction directly to the broker's agent. The buyer and the seller therefore do not have vicarious liability for the acts of the broker's agent. The listing agent or buyer's agent do provide direction and instruction to the broker's agent and therefore the listing agent or buyer's agent will have liability for the acts of the broker's agent.

##### Dual Agent

A real estate broker may represent both the buyer and the seller if both the buyer and seller give their informed consent in writing. In such a dual agency situation, the agent will not be able to provide the full range of fiduciary duties to the buyer and seller. The obligations of an agent are also subject to any specific provisions set forth in an agreement between the agent, and the buyer and seller. An agent acting as a dual agent must explain carefully to both the buyer and seller that the agent is acting for the other party as well. The agent should also explain the possible effects of dual representation, including that by consenting to the dual agency relationship the buyer and seller are giving up their right to undivided loyalty. A buyer or seller should carefully consider the possible consequences of a dual agency relationship before agreeing to such representation. A seller or buyer may provide advance informed consent to dual agency by indicating the same on this form.

##### Dual Agent with Designated Sales Agents

If the buyer and seller provide their informed consent in writing, the principals and the real estate broker who represents both parties as a dual agent may designate a sales agent to represent the buyer and another sales agent to represent the seller. A sales agent works under the supervision of the real estate broker. With the informed consent of the buyer and the seller in writing, the designated sales agent for the buyer will function as the buyer's agent representing the interests of and advocating on behalf of the buyer and the designated sales agent for the seller will





## New York State Disclosure Form for Buyer and Seller

function as the seller's agent representing the interests of and advocating on behalf of the seller in the negotiations between the buyer and seller. A designated sales agent cannot provide the full range of fiduciary duties to the landlord or tenant. A designated sales agent cannot provide full range of fiduciary duties to the buyer or seller. The designated sales agent must explain that like the dual agent

under whose supervision they function, they cannot provide undivided loyalty. A buyer or seller should carefully consider the possible consequences of a dual agency relationship with designated sales agents before agreeing to such representation. A seller or buyer provide advance informed consent to dual agency with designated sales agents by indicating the same on this form.

This form was provided to me by Tod A. Myers of Keller Williams Realty Greater Rochester  
(Print Name of Licensee) (Print Name of Company, Firm or Brokerage)

a licensed real estate broker acting in the interest of the:

☐ Seller as a (check relationship below)

☐ Seller's Agent

☐ Broker's Agent

☒ Buyer as a (check relationship below)

☒ Buyer's Agent

☐ Broker's Agent

☐ Dual Agent

☐ Dual Agent with Designated Sales Agent

For advance informed consent to either dual agency or dual agency with designated sales agents complete section below:

☐ Advance Informed Consent Dual Agency

☐ Advance Informed Consent to Dual Agency with Designated Sales Agents

If dual agent with designated sales agents is indicated above: \_\_\_\_\_ is appointed to represent the buyer; and \_\_\_\_\_ is appointed to represent the seller in this transaction.

(I) (We) \_\_\_\_\_ acknowledge receipt of a copy of this disclosure form:

Signature of ☒ Buyer(s) and/or ☐ Seller(s):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



*Addenda B – Non Disclosure “NDA”*

## NON-DISCLOSURE AGREEMENT

This Non-Disclosure Agreement (“Agreement”) is entered into on the 1st day of June, 2024 by and between Keller Williams Realty Greater Rochester/KW COMMERCIAL and Tod A. Myers (“Recipient”) & \_\_\_\_\_ (“Disclosing Party”). Disclosing Party is prepared to furnish Confidential Information to Recipient(s) in connection with discussions and negotiations concerning the lease or sale of property ONLY on the condition that Recipient agrees to treat the disclosed information confidential as provided herein. Therefore, in consideration of the foregoing, and of the mutual covenants, terms and conditions hereinafter expressed, Disclosing Party and Recipient agree as follows:

1. **Confidential Information:** Confidential Information shall mean any information that is not publicly available and relates to Disclosing Party’s: (1) business policies and practices; (2) proprietary business information, including without limitation, financial condition, organization and/or employee data and costs; (3) information received from others that Disclosing Party is obligated to treat as confidential or proprietary; and (4) any other information that the Disclosing Party deems to be confidential or proprietary. Confidential Information in any tangible medium may be marked “CONFIDENTIAL.” Confidential Information shall also include other non-public information that reasonable ought to be deemed confidential given the circumstances of disclosure.
2. **Restrictions:** Recipient(s) shall not use or disclose, or reveal Disclosing Party as the source or owner of the Confidential Information to third parties except Recipient’s law firms, accounting firms, and financing sources or consultants who have a need to know such information to fulfill Recipient’s obligations to Disclosing Party (“Permitted Parties”). Permitted Parties shall be informed by Recipient of this Agreement and of the confidential nature of the information. Recipient shall take reasonable security precautions to prevent disclosure of Confidential Information.
3. **Miscellaneous:** Recipient shall return all Confidential Information provided by Disclosing Party upon request. Recipient’s obligations under this Agreement shall continue for a period of one year from the date hereof. Breach of this Non-Disclosure Agreement will entitle the Disclosing Party to seek any and all remedies available at law or in equity to which it may be entitled, including damages and injunctive relief. This Agreement shall be governed and construed in accordance with the laws of the State of New York.

### AGREED:

Recipient(s):

Disclosing Party:



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**FRANCHISE DISCLOSURE ADDENDUM  
FOR BUYERS AND SELLERS**

Broker and owner, Agents First LLC, is an independent franchise of the Keller Williams Realty System. Each office is independently owned and operated.

**EQUAL OPPORTUNITY POLICY STATEMENT**

Agents Priority LLC dba Keller Williams Realty Greater Rochester is a member of the Multiple Listing Service, which covers the Greater Rochester area and some surrounding counties. Our agents can show you any homes you wish to see, regardless of location.

It is the policy of Keller Williams Rochester to comply with local, New York State, and Federal fair housing laws. These laws require that the type of service provided to a home seeker shall not be influenced by the home seeker's race, color, religion, sex, handicap, familial status, or national origin – or such other classes as may be determined by law to be protected classes (collectively referred to as "protected classes"). Our agents are not authorized to discuss with any customer or client the composition of any neighborhood or area based upon protected classes listed. Neighborhood information may usually be secured from local schools, police departments, government offices, or from residents of the area. Further, our agents are not permitted to select houses or other property for prospective buyers on the basis of the neighborhood composition of protected classes.

If at any time in your relationship with this firm, you believe that you may not have received equal service because of your protected class, we strongly encourage you to notify either the manager of the branch office through which you are seeking assistance, or the Principal Broker of this company. We do not expect there will be any problems, but we would like the opportunity to correct any problems that you feel may exist.

**ESCROW**

All parties acknowledge that it may take up to seven (7) business days for the Earnest money funds to clear the bank. In the event the contract is cancelled the funds will be disbursed as soon as they are available from our Lyons National Bank Escrow account. In accordance with Section 778 of the General Business Law of the State of New York, we are required to advise you that should Keller Williams Realty Greater Rochester be the escrow agent in the attached Contract to Purchase or Lease, the down payment will be deposited in the escrow agent's bank account maintained at Lyons National Bank during the term of the escrow.

**HOME WARRANTY**

~~(Initial) I/we, \_\_\_\_\_, WAIVE a home warranty (America's Preferred Home Warranty) at this time. The opportunity to purchase a home warranty has been presented to us and we understand that as buyers, we will have until seven (7) days after closing to enroll in the home warranty program, however as Sellers, we may enroll at any time during the listing period. We further waive any claim against Keller Williams Realty Greater Rochester and/or Real Estate agents state that we understand the home warranty program that has been presented to us and that we voluntarily waive our right to participate in the home warranty program. We further waive any claim against Keller Williams Realty Greater Rochester and/or Real Estate agents associated with Keller Williams Realty Greater Rochester for any future claims or defects that would have been covered under the home warranty.~~

**FOR SELLERS ONLY**

**COMMISSION PAYMENT AUTHORIZATION**

New York State Real Property Law considers the real estate commission due at the time of the meeting of the minds, which would be at the time a Purchase Offer or Lease is accepted. However, most real estate companies, including Keller Williams Rochester, defer the actual collection of this earned commission until the closing of the sale or lease execution. In consideration of this deferred commission collection, we request your authorization for collection of the commission at the closing or lease execution from the proceeds or a certified check.

To: Attorney, Closing Agent or Lender's Attorney:

I (we) hereby authorize and request that the real estate commission for the sale/lease/exchange of the above property, or any portion thereof outstanding, be disbursed from the proceeds of the sale/lease/exchange at the time of closing or lease execution as billed to Keller Williams Rochester, which will indicate direct payment to the applicable real estate companies involved. In the event the proceeds are insufficient, the balance shall be paid by a certified check drawn on or official check issued by any bank, credit union (provided such check is drawn on a New York State bank) or savings and loan association having a banking office in the State of New York.

**CERTIFICATION**

I have read and understood the information in the "Franchise Disclosure Addendum" and the "Equal Opportunity Policy Statement".

\_\_\_\_\_  
SIGNATURE OF BUYER/SELLER/LANDLORD/TENANT

\_\_\_\_\_  
SIGNATURE OF BUYER/SELLER/LANDLORD/TENANT

\_\_\_\_\_  
ADDRESS

\_\_\_\_\_  
PHONE/CELL NUMBER

\_\_\_\_\_  
EMAIL ADDRESS

I certify that I have provided the Prospective Buyer(s)/Seller(s)/Landlord(s)/Tenant(s) named above with a copy of the "Franchise Addendum" and "Equal Opportunity Policy Statement".

Signature of Sale \_\_\_\_\_

Broker/Manager: \_\_\_\_\_

03/22/2021

Phone: \_\_\_\_\_

3/22/2021 3:56:50 PM EDT  
Company Name: Agents First LLC, dba Keller Williams Realty Greater Rochester

Date of Signatures: \_\_\_\_/\_\_\_\_/\_\_\_\_

3/18/2021





Affiliated Business Arrangement Disclosure Statement

Addenda C – KW FRANCHISE DISCLOSURE CONTINUED

Date \_\_\_\_\_ Broker Keller Williams Realty Greater Rochester (Agents First, LLC)  
Buyer/Seller/Landlord/Tenant \_\_\_\_\_  
Property Address \_\_\_\_\_  
June 1, 2024

This is to give you notice that Keller Williams Realty Greater Rochester has a business relationship with:  
Elmwood Agency To Be Determined

The nature of the relationship (and percentage of ownership interest) is:  
Indirect Owner/Member of Elmwood Agency through its affiliate BUFROC LLC (8.64%)

Because of this relationship, this referral may provide Keller Williams Realty Greater Rochester a financial or other benefit.

- ☒ A. Set forth below is the estimated charge or range of charges for the settlement services listed. You are NOT required to use the listed provider(s) as a condition for settlement of your loan, or purchase, sale, or refinance of, the subject property. There are frequently other settlement services providers available with similar services. You are free to shop around to determine that you are receiving the best services and the best rate for these services.

Provider and Settlement Service	Charge or Range of Charges
Elmwood Agency- Insurance	\$500 - \$2,000

- ☐ B. Set forth below is the estimated charge or range of charges for the settlement services of an attorney, credit reporting agency, or real estate appraiser that we, as your lender, will require you to use, as a condition of your loan on this property, to represent our interest in the transaction.

Provider and Settlement Service	Charge or Range of Charges

Acknowledgement

I/We have read this disclosure form, and understand that Keller Williams Realty Greater Rochester is referring me/us to purchase the above described settlement service(s) and may receive a financial or other benefit as the result of this referral.

\_\_\_\_\_  
Buyer/Seller/Landlord/Tenant  
\_\_\_\_\_  
Buyer/Seller/Landlord/Tenant  
\_\_\_\_\_  
Date  
\_\_\_\_\_  
Date



## **R-17 - Food Services**

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 State 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<sup>1</sup> 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.

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<sup>1</sup> USDA, (n.d.). *Community Eligibility Provision*. <https://www.fns.usda.gov/cn/community-eligibility-provision>



## **R-18 - Health Services**

Green Tech Rochester intends to operate as its own health service office, while maintaining alignment with the FTE school nurse mandated requirement 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. This nurse meets all state Registered Nurse licensure requirements.

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

- 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
- Providing services to students per IEP and 504 plans and contributing data and recommendations to those plans, as necessary

### **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.

### **Collection and Storage of Records**

Student medical records will be kept secured, in compliance with all FERPA and HIPPA regulations per Education Department and Health and Human Services guidance<sup>1</sup>. Personally Identifiable Information (PII) from student medical records will only be disclosed to school staff if they have a "legitimate educational interest" in that information or in the event of an emergency, where the information is necessary to protect the health and safety of the student or other individuals.

### **Immunizations**

We will ensure that all students comply with the New York State requirements for immunization<sup>2</sup>:

- Diphtheria, Tetanus, and Pertussis (DTaP/DTP/Tdap/Td)
- Polio (IPV, OPV)

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<sup>1</sup> U.S. Department of Education & U.S. Department of Health and Human Services. (2019, December). Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) And the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

[https://studentprivacy.ed.gov/sites/default/files/resource\\_document/file/2019%20HIPAA%20FERPA%20Joint%20Guidance%20508.pdf](https://studentprivacy.ed.gov/sites/default/files/resource_document/file/2019%20HIPAA%20FERPA%20Joint%20Guidance%20508.pdf)

To Student Health Records

<sup>2</sup> New York State Department of Health. (2023). *2023-2024 School Year New York State Immunization Requirements for School Entrance/Attendance*. <https://www.health.ny.gov/publications/2370.pdf>



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- 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. 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.

### **Provision of Medication**

The nurse will ensure that the school follows NYSED Guidelines for Medication Management in Schools<sup>3</sup>. 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.

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<sup>3</sup> New York State Department of Education. (2022). *Guidelines for Medication Management In Schools*.  
<https://www.p12.nysed.gov/sss/documents/medication-management.pdf>



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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 Executive Director or the Executive Director's designee. Any discrepancies in counts should be reported to the parent/guardian and school administration.



## **R-19 – Transportation**

Green Tech Rochester expects that the vast majority of students will reside in the City of Rochester. City residents are eligible for district-provided transportation, considering all restrictions such as possible age and mileage limits. The RCSD provides daily transportation for all students K-8 under NYS Education Law Section § 3635, including transportation required as an IEP related service.

The Director of Operations will oversee all student transportation logistics with the RCSD transportation office. The Director of Operations will communicate through all available channels (application system, email, text, phone, mail, social media, and in person) to current and prospective families that a written request for transportation is due no later than April 1 to the district transportation office. The school will require copies of the written requests and will track completion, following up with families as necessary. The Director of Operations will work with Good Schools Roc (the organization that operates Rochester's universal charter application system) to ensure that this communication happens throughout the application and April 1 lottery.

Students who do not qualify for district-provided transportation will be required to self-transport. In the event that a significant number of prospective students do not meet criteria for RCSD-provided transportation, and self-transport becomes prohibitive for them to enroll in the school, GTR will explore private transportation options for those students and will either tap available contingency funds or amend the school budget accordingly.

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.

RCSD does not provide transportation for charter school days when the district is not in session. GTR will align its school days with the district calendar wherever possible. On days where this is not possible, GTR will seek a private vendor in the years that budget permits.

Any supplemental vendor will meet all transportation safety requirements.



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**R-20 – Insurance**

Green Tech Rochester Charter School will carry statutory and standard insurance protection for general liability protection of the building, property, and assets 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, and Austin and Co (which insures many charter schools in the area).

Anticipated costs for insurance annual premiums are included in the proposed budget template.





## R-21ad - Fiscal Soundness

### a. Budget Narrative

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

- Historical financial data from the startup of Uncommon Schools Rochester Prep Elementary
- Historical financial data from ReGeneration Schools startup elementary schools in Cincinnati, OH, another mid-sized city
- Financial models from recently approved Rochester charters<sup>1</sup> 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 not 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 Executive Director and Director of Instruction, and adequate funds for purchasing startup materials in Year 1.

In order to ensure sufficient cash flow during the startup year, GTR has secured a commitment from the local KMT foundation to provide a short-term, no-interest loan as a stop-gap until CSP reimbursement comes in.

GTR has also prepared a contingency budget that assumes no CSP funds.

**Revenue Assumptions.** To assess 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.

**Economically Disadvantaged Students.** 90% of students enrolled in the Rochester City School District (RCSD) receive 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. We anticipate having 90% economically disadvantaged students.

**Students with Disabilities.** GTR's enrollment target for students with disabilities is 16%, although only students spending 20% or more of the time receiving IEP services receive additional state funding. We conservatively assume 8% of students will qualify for state special education funding by Year 5. In Year 1 with students in kindergarten and first grade, some students will

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<sup>1</sup> BRICK Buffalo, Rochester Academy of Science, Genesee Community Charter School – Flour City Campus, and Innova Girls Academy Charter School





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enter with IEPs from early intervention, but more students will need to go through the Child Find process in order to be identified for Special Education. Because of this, we anticipate our first-year enrollment having students with disabilities, who spend more than 20% of their time receiving services, represent 4% of the student population. We anticipate this number increasing to 5% in our Year 2, 6% in Year 3, 7% in Year 4, and 8% in Year 5 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 per pupil funding is \$14,316 in the 2022-23 school year. We do not anticipate stimulus funding continuing beyond the fiscal year ending in 2024. For state special education funding, we assume \$5,800 per student with a disability who spends more than 20% receiving IEP services.

For federal funding, we used the NYSED 2020-21 School Year Financial Transparency Report for RCSD<sup>2</sup>. Per pupil, Title I Part A was \$702.20, Title II Part A was \$3.42, IDEA was \$198.56, and all other federal funding (excluding stimulus funding) was \$263.12 per pupil.

To be conservative, we hold recurring public per pupil revenue flat in Years 1-5.

**Other Revenue Assumptions.** The budget includes CSP funding of \$500,000 per the RFP guidelines. We applied to the NewSchools Venture Fund for Innovative Public Schools seeking \$215,000 and will apply to the Charter School Growth Fund Seed General Operating Grant seeking between \$250,000 and \$600,000. Additionally, we will 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 include:

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

**Staffing Model Assumptions.** Each classroom 1<sup>st</sup> grade and above is planned to have a general education and a special educator to be Inclusively Co-Taught (ICT), and each Kindergarten class will have an Associate Teacher in addition to the Lead Teacher. We assume that few K students will enter with IEPs than upper grade students, and the Special Education Coordinator will be responsible for meeting IEP needs in K.

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 will seek to offer competitive salaries. In building our salary projections, we begin by benchmarking against the largest local education employer, the

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<sup>2</sup> New York State Department of Education. (n.d.). *Rochester City SD 2020-21 School Year Financial Transparency Report*. <https://data.nysed.gov/expenditures.php?year=2021&instid=800000050065>



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Rochester City School District (RCSD) and then we compared these figures with high-spending suburban districts, such as Brighton (BCSD) and Pittsford (PCSD).

We have conservatively projected annual cost-of-living adjustments at 3.8%, though this figure might decrease if inflation cools in the years ahead.

For the full methodology and sources behind our salary assumptions, please see Response R-12ac Personnel.

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

If Year 1 facilities costs exceed figures budgeted, GTR will begin a capital fundraising campaign and seek to increase enrollment.

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 budget for an incubation in Years 1 & 2 assumes:

- 240 students at 70 square feet per pupil for 16,800 square feet total
- Total rent and leasehold improvement cost: \$16.95/sq ft
- Total cost of \$284,760 for rent and leasehold improvements in Year 1.
- A total of \$313,236 for rental and leasehold improvements in Year 2 (10% increase from previous year).

The long-term facility budget assumes:

- Maximum enrollment of 540 at 58.33 square feet per pupil, totaling 31,500 square feet
- Total rent and leasehold improvement cost: \$16.95/sq ft
- Total annual cost of \$533,925 in Year 3.

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

**Non-Personnel Spending Related to Startup.** Startup costs were projected on a per-student, per-staff member, or fixed cost basis. Some specific and higher-cost elements of the school model, such as curriculum classroom sets, 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.



## 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

Needs are identified by soliciting input from the Executive Director, Director of Operations, Director of Instruction, and Board of Directors. These needs are then weighed and prioritized according to the school's strategic plan and data-based areas of need.

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

Task	Who?	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
<b>Overall Planning</b>											
Finalize strategic priorities for next fiscal year	Executive Director										
Finalize budgeting process, timeline, and templates	Dir. Finance										
Identify financial health targets to hit for next three fiscal years	Dir. Finance										
<b>Base budget - revenue</b>											
Provide revenue-driving assumptions	DO										
Completed revenue projections	Dir. Finance										
<b>Base Budget - staffing</b>											
Provide staffing needs and projected roster	Executive Director										
Determine staffing expense-driving assumptions	Dir. Finance										
Completed staffing cost projections	Dir. Finance										
<b>Base Budget - non-personnel</b>											
Collect input on non-personnel expenses from Executive	Dir. Finance										



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Task	Who?	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Director, DO, Dir Instruction											
Project costs for each department by location (down to each line item/vendor)	Dir. Finance										
<b>Budget Feedback, Review and Approval</b>											
First round of feedback and revisions	Dir. Inst, DO										
Second round of revisions	Executive Director										
Board input	Board										
Board approval	Board										
Submit budget to authorizer	Dir. Finance										
<b>Federal Grants Budgets</b>											
Complete federal grants planning materials and ensure allowable spending	Dir. Finance										
<b>Budget Revision</b>											
Complete budget revision based on actual staffing and enrollment	Dir. Finance										
Provide input on any budget changes required	Executive Director										
Approve revised budget	Board										

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



### c. Fiscal Audits

As assured in Appendix B of the RFP (Assurances Regarding the Provision of Fiscal Audits and Dissolution), Green Tech Rochester will provide for an annual independent fiscal audit conducted by a certified public accountant or certified public accounting firm licensed in New York State. The school will implement 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, Executive Director, 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 consolidated audited financial statements in accordance with state requirements, including:

- A statement of income and expenditures and a balance sheet for the most recent fiscal year
- A federal single audit report, if applicable.

The auditor will present the audited financials and opinion to the Board, Executive Director, and Director of Finance. The board will approve the statements for submission to the authorizer.

### 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.

The school would follow the SUNY Charter Schools Institute's closing plan template to ensure appropriate stakeholder communication, continuation of learning, and financial stewardship.

**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<sup>3</sup> to the transition team consisting of the Executive Director, 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 Executive Director 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.

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<sup>3</sup> New York State Department of Education. (2020, February). *Closing Procedures Guide and Checklist for New York State Charter Schools Authorized by the Board of Regents*.  
[http://www.nysed.gov/common/nysed/files/programs/charter-schools/closingprocedureschecklist0220\\_0.pdf](http://www.nysed.gov/common/nysed/files/programs/charter-schools/closingprocedureschecklist0220_0.pdf)



**Stakeholder Communication.** Within 24 hours' notice of school closure, the Executive Director 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 Executive Director will distribute a press release of the closure.

During those meetings, the Executive Director 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.

The Director of Operations will create a project plan for communicating the closure to all other stakeholders, such as districts of students' residence, financial services, vendors, and funders.

**School Assets.** The Executive Director will oversee creation of a project plan to ensure the protection of school assets and proper liquidation. This plan will involve the Director of Operations in inventorying and liquidating physical assets and the Director of Finance in protecting financial assets from theft or misappropriation.

**Assisting in the Transfer of Students.** While instruction would continue for the remainder of the year, it is imperative that students begin the next school year at an appropriate school. The Executive Director will provide options for other high-quality schools and invite those schools to present to and meet 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 distributing a 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 with regulation.



**2023 New School Proposal  
Budget(s) & Cash Flow(s) Template**

**Green Tech Rochester Elementary for Boys**

**Contact Name:** Dr. Paul Miller  
**Contact Title:** Founder  
**Contact Email:** [pmiller@charterchampions.org](mailto:pmiller@charterchampions.org)  
**Contact Phone:** [REDACTED]

**First Academic Year:** 2025-26

**Pre-Opening Period:** July 1, 2024 - June 30, 2025

CHARTER ENROLLMENT BY GRADE

GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30	AGE RANGE
Kindergarten	Elementary School	90	90	90	90	90	4-6
1st Grade	Elementary School	60	90	90	90	90	6-7
2nd Grade	Elementary School		60	90	90	90	7-8
3rd Grade	Elementary School			60	90	90	8-9
4th Grade	Elementary School				60	90	9-10
5th Grade	<i>Elementary School</i>					60	10-11
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		150	240	330	420	510	

NUMBER OF CLASSES BY GRADE

GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School	2	3	3	3	3
2nd Grade	Elementary School		2	3	3	3
3rd Grade	Elementary School			2	3	3
4th Grade	Elementary School				2	3
5th Grade	Elementary School					2
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		5	8	11	14	17

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE

GRADES	LEVEL	2025-26	2026-27	2027-28	2028-29	2029-30
Kindergarten	Elementary School	30	30	30	30	30
1st Grade	Elementary School	30	30	30	30	30
2nd Grade	Elementary School	0	30	30	30	30
3rd Grade	Elementary School	0	0	30	30	30
4th Grade	Elementary School	0	0	0	30	30
5th Grade	Elementary School	0	0	0	0	30
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0



## Green Tech Rochester Elementary School for Boys

12th Grade	High Sc	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	150	240	330	420	510
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
<b>Total Enrollment</b>	<b>150</b>	<b>240</b>	<b>330</b>	<b>420</b>	<b>510</b>
Change in Net Enrollment from Prior Year (Count)	150	90	90	90	90
Change in Net Enrollment from Prior Year (Percent)	100.0%	60.0%	37.5%	27.3%	21.4%
Anticipated rate of attrition (Percent)	5.0%	5.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS					

ESTIMATED ENROLLMENT BY DISTRICT					
<b>ANNUAL ENROLLMENT BY DISTRICT TOTALS</b>	150	240	330	420	510
Enrollment by Grade vs Enrollment by District (should =0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	Rochester City School District	2025-26	2026-27	2027-28	2028-29	2029-30
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 983,599,049	\$ 983,599,049	\$ 983,599,049	\$ 983,599,049	\$ 983,599,049
ENROLLMENT (Charter School)		150	240	330	420	510
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	Rochester City School District adopted 2022-23 Budget Book, page 3 (excludes ARP/CRRSA funds, as those will not recur) <a href="https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Proposed%20Budget%202022-">https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Proposed%20Budget%202022-</a>					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2025-26	2026-27	2027-28	2028-29	2029-30
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

GREEN TECH ROCHESTER ELEMENTARY FOR BOYS

STAFFING PLAN FTE	Acad Years	Year 1	Year 2	Year 3	Year 4	Year 5
	Grades	2025-26	2026-27	2027-28	2028-29	2029-30
	Enrollment	K-1	K-2	K-3	K-4	K-5
		150	240	330	420	510

**\*NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

**\*NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	1.0	2.0
Deans, Directors & Coordinators	2.5	2.5	3.0	4.0	5.0
CEO / Director of Finance	0.0	0.0	0.0	1.0	1.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	1.0	1.0	1.0
TOTAL ADMINISTRATIVE STAFF	6.5	6.5	7.0	9.0	11.0

Description of Assumptions
Director of Instruction from Year 1. Academic Coach added in Year 5
Includes Deans, SPED coordinator, & Family Engagement Coordinator, Director of Outsourced until Year 4
Office Manager

INSTRUCTIONAL PERSONNEL FTE	5.0	8.0	11.0	14.0	17.0
Teachers - Regular	5.0	8.0	11.0	14.0	17.0
Teachers - SPED	2.0	4.0	7.0	8.5	11.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	3.0	3.0	3.0	3.0	3.0
Specialty Teachers	3.5	5.0	7.0	8.0	11.0
Aides	0.0	0.0	1.0	1.0	1.0
Therapists & Counselors	0.5	1.0	1.0	1.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	14.0	21.0	30.0	35.5	45.0

1 SPED teacher per General Education classroom
Intend to utilize contracted substitute teacher
Teaching assistants to be employed in each kindergarten class
Include ENL, Gym, Art, Music, teachers
Additional needed paraprofessionals will be offset by additional SPED funding
Social worker in Years 1-5. Add a counselor in Year 5. Some therapy services may be

NON-INSTRUCTIONAL PERSONNEL FTE	0.5	0.5	1.0	1.0	2.0
Nurse	0.5	0.5	1.0	1.0	2.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	1.5	1.5	2.0	3.0	3.5
TOTAL NON-INSTRUCTIONAL	2.0	2.0	3.0	4.0	5.5

Janitorial services to be contracted
Kitchen staff

TOTAL PERSONNEL SERVICE FTE	22.5	29.5	40.0	48.5	61.5
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STAFFING PLAN WAGES	Acad Years	Year 1	Year 2	Year 3	Year 4	Year 5
	Grades	2025-26	2026-27	2027-28	2028-29	2029-30
	Enrollment	K-1	K-2	K-3	K-4	K-5
		150.00	240.00	330.00	420.00	510.00

**\*NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

**\*NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	0.00%	3.80%	3.80%	3.80%	3.80%
Executive Management	\$ 110,000	\$ 110,000	\$ 114,180	\$ 118,519	\$ 123,023	\$ 127,697
Instructional Management	\$ 82,500	\$ 82,500	\$ 85,635	\$ 88,889	\$ 92,267	\$ 95,773
Deans, Directors & Coordinators	\$ 65,000	\$ 162,500	\$ 168,675	\$ 207,585	\$ 280,473	\$ 356,131
CEO / Director of Finance	\$ 85,000	\$ -	\$ -	\$ -	\$ 85,000	\$ 88,230
Operation / Business Manager	\$ 75,000	\$ 75,000	\$ 77,850	\$ 80,808	\$ 83,879	\$ 87,066
Administrative Staff	\$ 45,000	\$ 45,000	\$ 46,710	\$ 48,485	\$ 50,327	\$ 52,240
TOTAL ADMINISTRATIVE STAFF		\$ 475,000	\$ 493,050	\$ 544,286	\$ 714,969	\$ 889,638

Description of Assumptions
RCSD range is \$105-135k
RCSD range is \$75-95k
Dir. Student Support \$75k based on RCSD misc admin range \$70-85k. Dean of
Based on RCSD district accounting/finance management role and on GTH.
RCSD for misc admin is \$70-85k. This is consistent with GTH.
Office Manager \$45,000. Special Projects Coordinator \$60,000, based on ReGen

INSTRUCTIONAL PERSONNEL WAGES	\$ 53,500	\$ 267,500	\$ 438,165	\$ 615,315	\$ 799,197	\$ 990,067
Teachers - Regular	\$ 53,500	\$ 267,500	\$ 438,165	\$ 615,315	\$ 799,197	\$ 990,067
Teachers - SPED	\$ 53,500	\$ 107,000	\$ 218,066	\$ 386,853	\$ 481,803	\$ 633,861
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 38,000	\$ 114,000	\$ 118,332	\$ 122,829	\$ 127,496	\$ 132,341
Specialty Teachers	\$ 53,500	\$ 187,250	\$ 274,616	\$ 392,051	\$ 460,449	\$ 638,446
Aides	\$ 35,000	\$ -	\$ -	\$ 35,000	\$ 36,330	\$ 37,711
Therapists & Counselors	\$ 53,500	\$ 26,750	\$ 54,517	\$ 56,588	\$ 58,738	\$ 114,471
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 702,500	\$ 1,103,695	\$ 1,608,635	\$ 1,964,014	\$ 2,546,896

Based on RCSD salary scale for 2024-2025. Assume average 4th year teacher with BA
Based on RCSD scale
Associate Teachers cover wherever possible. Use daily/per diem subs if needed.
RCSD Teaching Assistant salary scale starts at \$18/hour. GTR offers year-round pay
Based on RCSD scale
RCSD 22-23 starting hourly wage is \$15. Living wage is \$16/hr.
Assume teacher scale. Verified reasonable with Salary.com, Indeed, and Glassdoor

NON-INSTRUCTIONAL PERSONNEL WAGES	\$ 55,000	\$ 27,500	\$ 28,545	\$ 57,130	\$ 59,301	\$ 116,554
Nurse	\$ 55,000	\$ 27,500	\$ 28,545	\$ 57,130	\$ 59,301	\$ 116,554
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 41,600	\$ 62,400	\$ 64,771	\$ 88,033	\$ 132,978	\$ 158,831
TOTAL NON-INSTRUCTIONAL		\$ 89,900	\$ 93,316	\$ 145,162	\$ 192,278	\$ 275,385

Salary.com lists median school nurse salary as \$53,364 for Rochester. Increase to
Custodial contracted out
Kitchen manager - \$20.00/hour paid year-round (\$41,600). Kitchen helpers based

TOTAL PERSONNEL SERVICE WAGES	\$ 1,267,400	\$ 1,690,061	\$ 2,298,084	\$ 2,871,261	\$ 3,711,919
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**GREEN TECH ROCHESTER ELEMENTARY FOR BOYS**  
**PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**  
**July 1, 2024 - June 30, 2025**

***\*NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."  
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS	
Total Revenue	300,000		
Total Expenses	290,504		
Net Income	9,496		
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus	-		
DYCD (Department of Youth and Community Developmt.)	-		
Other	-		
Other	-		
TOTAL REVENUE FROM STATE SOURCES	-		
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation	300,000	Assume CSP approval for \$500,000 total	
Other	-		
Other	-		
TOTAL REVENUE FROM FEDERAL SOURCES	300,000		
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		300,000	
EXPENSES			
		FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	90,000	Y0 is fellowship. Salary benchmarked on Board on Track, Green Tech High (GTH), ReGeneration Schools (ReGen), Rochester CSD (RCSD), Pittsford CSD (PCSD)
Instructional Management	1.00	70,000	Director of Instruction. Y0 is fellowship. Salary benchmarked on GTH, ReGen, RCSD, PCSD
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.34	15,300	Office Manager start date 3/1/25
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	2.34	175,300	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	

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Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>2.34</b>	<b>175,300</b>	
<b>PAYROLL TAXES AND BENEFITS</b>			
Payroll Taxes	30,239	FICA 6.2%, Medicare 1.45%, SUTA 3.9%, Disability 5.7% = 17.25%	
Fringe / Employee Benefits	8,380	Avg employer benefit cost: \$4190/employee	
Retirement / Pension	3,506	403b with 2% match	
TOTAL PAYROLL TAXES AND BENEFITS	<b>42,125</b>		
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>2.34</b>	<b>217,425</b>	
<b>CONTRACTED SERVICES</b>			
Accounting / Audit	-		
Legal	5,000	Start-up legal costs	
Management Company Fee	-		
Nurse Services	-		
Food Service / School Lunch	-		
Payroll Services	632		
Special Ed Services	-		
Titlement Services (i.e. Title I)	-		
Other Purchased / Professional / Consulting	-		
TOTAL CONTRACTED SERVICES	<b>5,632</b>		
<b>SCHOOL OPERATIONS</b>			
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	1,500		
Staff Development	8,747	Leader coaching and development during fellowship year	
Staff Recruitment	20,000	Benchmarked on ReGen elementary startup	
Student Recruitment / Marketing	30,000	Radio \$10k, search/social media \$15k, canvassing/events \$5k (based on ReGen startup)	
School Meals / Lunch	-		
Travel (Staff)	4,000	Leader travel for school learning visits	
Fundraising	-		
Other	200	Bank fees	
TOTAL SCHOOL OPERATIONS	<b>64,447</b>		
<b>FACILITY OPERATION &amp; MAINTENANCE</b>			
Insurance	3,000	Standard business insurance - primarily D&O	
Janitorial	-		
Building and Land Rent / Lease / Facility Finance Interest	-		
Repairs & Maintenance	-		
Equipment / Furniture	-		
Security	-		
Utilities	-		
TOTAL FACILITY OPERATION & MAINTENANCE	<b>3,000</b>		
<b>DEPRECIATION &amp; AMORTIZATION</b>	-		
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-		
<b>TOTAL EXPENSES</b>	<b>290,504</b>		
<b>NET INCOME</b>	<b>9,496</b>		

PRE-OPENING CASH FLOW 1-YEAR		GREEN TECH ROCHESTER ELEMENTARY FOR BOYS												
<b>*NOTE:</b> <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue		300,000	-	-	-	-	-	-	-	-	-	-	-	300,000
Total Expenses		23,022	17,522	19,522	17,522	17,522	19,522	28,355	25,855	30,416	30,416	30,416	30,416	290,504
Net Income		276,978	(17,522)	(19,522)	(17,522)	(17,522)	(19,522)	(28,355)	(25,855)	(30,416)	(30,416)	(30,416)	(30,416)	9,496
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	276,978	259,457	239,935	222,414	204,892	185,371	157,016	131,161	100,744	70,328	39,912	-
Net Income		276,978	259,457	239,935	222,414	204,892	185,371	157,016	131,161	100,744	70,328	39,912	9,496	9,496
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
<b>REVENUE</b>														
<b>REVENUES FROM STATE SOURCES</b>														
<b>Grants</b>														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>														
<b>Grants</b>														
Charter School Program (CSP) Planning & Implementation		300,000	-	-	-	-	-	-	-	-	-	-	-	300,000
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		300,000	-	-	-	-	-	-	-	-	-	-	-	300,000
<b>LOCAL and OTHER REVENUE</b>														
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		-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUE</b>		<b>300,000</b>	-	-	-	-	-	-	-	-	-	-	-	<b>300,000</b>
<b>EXPENSES</b>														
<b>ADMINISTRATIVE PERSONNEL COSTS</b>														
	FTE No. of Positions													
Executive Management	1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Instructional Management	1.00	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	0.34	-	-	-	-	-	-	-	-	3,825	3,825	3,825	3,825	15,300
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	2.34	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	17,158	17,158	17,158	17,158	175,300
<b>INSTRUCTIONAL PERSONNEL COSTS</b>														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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**NON-INSTRUCTIONAL PERSONNEL COSTS**

Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-	-	-	-	-	-	-	-

**SUBTOTAL PERSONNEL SERVICE COSTS**

2.34	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	13,333	17,158	17,158	17,158	17,158	175,300
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**PAYROLL TAXES AND BENEFITS**

Payroll Taxes	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,300	2,960	2,960	2,960	2,960	30,239
Fringe / Employee Benefits	698	698	698	698	698	698	698	698	698	698	698	698	698	8,380
Retirement / Pension	267	267	267	267	267	267	267	267	267	343	343	343	343	3,506
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	3,265	3,265	3,265	3,265	3,265	3,265	3,265	3,265	3,265	4,001	4,001	4,001	4,001	42,125

**TOTAL PERSONNEL SERVICE COSTS**

2.34	16,598	16,598	16,598	16,598	16,598	16,598	16,598	16,598	16,598	21,160	21,160	21,160	21,160	217,425
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**CONTRACTED SERVICES**

Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	2,500	-	-	-	-	-	-	2,500	-	-	-	-	-	5,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	53	53	53	53	53	53	53	53	53	53	53	53	53	632
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL CONTRACTED SERVICES</b>	2,553	53	53	53	53	53	53	2,553	53	53	53	53	53	5,632

**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	125	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Staff Development	729	729	729	729	729	729	729	729	729	729	729	729	729	8,747
Staff Recruitment	-	-	-	-	-	-	-	3,333	3,333	3,333	3,333	3,333	3,333	20,000
Student Recruitment / Marketing	-	-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	5,000	30,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	2,000	-	-	-	2,000	-	-	-	-	-	-	4,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	17	17	17	17	17	17	17	17	17	17	17	17	17	200
<b>TOTAL SCHOOL OPERATIONS</b>	871	871	2,871	871	871	2,871	9,204	9,204	9,204	9,204	9,204	9,204	9,204	64,447

**FACILITY OPERATION & MAINTENANCE**

Insurance	3,000	-	-	-	-	-	-	-	-	-	-	-	-	3,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	3,000	-	-	-	-	-	-	-	-	-	-	-	-	3,000

**DEPRECIATION & AMORTIZATION**

-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
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DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>23,022</b>	<b>17,522</b>	<b>19,522</b>	<b>17,522</b>	<b>17,522</b>	<b>19,522</b>	<b>28,355</b>	<b>25,855</b>	<b>30,416</b>	<b>30,416</b>	<b>30,416</b>	<b>30,416</b>	<b>290,504</b>
<b>NET INCOME</b>	<b>276,978</b>	<b>(17,522)</b>	<b>(19,522)</b>	<b>(17,522)</b>	<b>(17,522)</b>	<b>(19,522)</b>	<b>(28,355)</b>	<b>(25,855)</b>	<b>(30,416)</b>	<b>(30,416)</b>	<b>(30,416)</b>	<b>(30,416)</b>	<b>9,496</b>
<b>CASH FLOW ADJUSTMENTS</b>													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET INCOME</b>	<b>276,978</b>	<b>(17,522)</b>	<b>(19,522)</b>	<b>(17,522)</b>	<b>(17,522)</b>	<b>(19,522)</b>	<b>(28,355)</b>	<b>(25,855)</b>	<b>(30,416)</b>	<b>(30,416)</b>	<b>(30,416)</b>	<b>(30,416)</b>	<b>9,496</b>
<b>Beginning Cash Balance</b>	<b>-</b>	<b>276,978</b>	<b>259,457</b>	<b>239,935</b>	<b>222,414</b>	<b>204,892</b>	<b>185,371</b>	<b>157,016</b>	<b>131,161</b>	<b>100,744</b>	<b>70,328</b>	<b>39,912</b>	<b>-</b>
<b>ENDING CASH BALANCE</b>	<b>276,978</b>	<b>259,457</b>	<b>239,935</b>	<b>222,414</b>	<b>204,892</b>	<b>185,371</b>	<b>157,016</b>	<b>131,161</b>	<b>100,744</b>	<b>70,328</b>	<b>39,912</b>	<b>9,496</b>	<b>9,496</b>

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YEAR 1 BUDGET AND ASSUMPTION			GREEN TECH ROCHESTER ELEMENTARY FOR BOYS						DESCRIPTION OF ASSUMPTIONS
			PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
			JULY 1, 2025 - JUNE 30, 2026						Specialties include Physical Education, Art, Music, and ENL
Total Revenue			2,297,718	37,183	138,802	200,000	-	2,673,703	
Total Expenses			1,457,720	147,718	226,484	-	768,707	2,600,629	
Net Income			839,998	(110,535)	(87,682)	200,000	(768,707)	73,074	
Budgeted Student Enrollment			150	-				150	
			PROGRAM SERVICES			SUPPORT SERVICES			
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue			Basic Tuition (2023-24)						
PRIMARY School District: Rochester City School District			14,316	2,147,400	2,147,400				
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.) 14,316	2,147,400	2,147,400				
Special Education Revenue				34,800	34,800				
NYC DoE Rental Assistance				-	-	-	-	-	
Grants									
Stimulus				-	-	-	-	-	
DYCD (Department of Youth and Community Development)				-	-	-	-	-	
Other				-	-	-	-	-	
Other				-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES				2,147,400	34,800	-	-	-	2,182,200
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs					2,383	-		2,383	\$198.56 per pupil per RCSD 2020-21 Financial Transparency Report. Held flat to be conservative. Based on total SWD estimated enrollment.
Title I				94,797	-	-		94,797	\$702.20 per pupil per RCSD 2020-21 Financial Transparency Report. Held flat to be conservative. Based on FRL estimated enrollment.
Title Funding - Other				35,521	-	-		35,521	\$259.70 per pupil per RCSD 2020-21 Financial Transparency Report. Held flat to be conservative. Based on FRL estimated enrollment.
School Food Service (Free Lunch)				-	-	138,802		138,802	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				-	-	-	200,000	-	200,000
Other				-	-	-	-	-	-
Other				-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES				130,318	2,383	138,802	200,000	-	471,503
LOCAL and OTHER REVENUE									
Contributions and Donations				-	-	-	-	-	-



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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	
<b>TOTAL REVENUE</b>		<b>2,297,718</b>	<b>37,183</b>	<b>138,802</b>	<b>200,000</b>	<b>-</b>	<b>2,673,703</b>	
<b>EXPENSES</b>								
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	FTE No. of Positions							
Executive Management	1.00	-	-	-	-	110,000	110,000	
Instructional Management	1.00	82,500	-	-	-	-	82,500	
Deans, Directors & Coordinators	2.50	162,500	-	-	-	-	162,500	
CFO / Director of Finance	-	-	-	-	-	-	-	Outsourced
Operation / Business Manager	1.00	-	-	-	-	75,000	75,000	Director of Operations
Administrative Staff	1.00	-	-	45,000	-	-	45,000	
TOTAL ADMINISTRATIVE STAFF	6.50	245,000	-	45,000	-	185,000	475,000	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>								
Teachers - Regular	5.00	267,500	-	-	-	-	267,500	
Teachers - SPED	2.00	-	107,000	-	-	-	107,000	
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	3.00	114,000	-	-	-	-	114,000	
Specialty Teachers	3.50	187,250	-	-	-	-	187,250	Specialties include Physical Education, Art, Music, and EL
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	0.50	26,750	-	-	-	-	26,750	Social Worker
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	14.00	595,500	107,000	-	-	-	702,500	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	0.50	27,500	-	-	-	-	27,500	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	1.50	-	-	62,400	-	-	62,400	
TOTAL NON-INSTRUCTIONAL	2.00	27,500	-	62,400	-	-	89,900	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	22.50	868,000.00	107,000	107,400	-	185,000	1,267,400	
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes		149,730	18,458	18,527		31,920	218,635	FICA 6.2%, Medicare 1.45%, SUTA 3.9%, Disability 5.7% = 17.25%
Fringe / Employee Benefits		62,850	12,570	6,285	-	12,570	94,275	Avg employer benefit cost: \$4190/employee
Retirement / Pension		26,040	3,210	3,222	-	5,550	38,022	Avg 403b retirement match/employee: 3%
TOTAL PAYROLL TAXES AND BENEFITS		238,620	34,238	28,034	-	50,040	350,932	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	22.50	1,106,620	141,238	135,434	-	235,040	1,618,332	
<b>CONTRACTED SERVICES</b>								
Accounting / Audit		-	-	-	-	-	-	No audit required first year
Legal		-	-	-	-	5,000	5,000	Based on Green Tech historicals
Management Company Fee		-	-	-	-	-	-	No management company
Nurse Services		-	-	-	-	-	-	Not contracted
Food Service / School Lunch		-	-	-	-	-	-	Not contracted
Payroll Services		-	-	-	-	6,345	6,345	22.50/staff/month
Special Ed Services		-	4,000	-	-	-	4,000	Based on Green Tech historicals
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	60,000	60,000	Outsourced financial services, background screening, tech support, substitute teachers
TOTAL CONTRACTED SERVICES		-	4,000	-	-	71,345	75,345	
<b>SCHOOL OPERATIONS</b>								
Board Expenses		-	-	-	-	1,500	1,500	
Classroom / Teaching Supplies & Materials		9,150	-	-	-	-	9,150	\$61 per pupil
Special Ed Supplies & Materials		-	2,480	-	-	-	2,480	Based on Green Tech historicals
Textbooks / Workbooks		20,200	-	-	-	-	20,200	Startup: classroom libraries \$650/new class, guided reading library \$7.5k/new grade (from ReGen). Ongoing: \$18/pp consumables

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Supplies & Materials other	45,000	-	-	-	-	45,000	Based on Green Tech historicals
Equipment / Furniture	45,600	-	-	-	-	45,600	Startup: \$304p per new pupil. Ongoing: \$30pp.
Telephone	50,000	-	-	-	-	50,000	Includes land lines, cell phones, and internet
Technology	51,750	-	-	-	-	51,750	Startup: \$275 per new pupil Chromebook and software and \$911 per new staff. Ongoing: \$92pp. Not capitalized. Ongoing: 3 year replacement cycle.
Student Testing & Assessment	7,500	-	-	-	-	7,500	NWEA or other nationally normed test, benchmark assessment and data system, mCLASS
Field Trips	3,600	-	-	-	-	3,600	Admission and transport \$24pp, any overage covered by student fees (unless student has fee waiver)
Transportation (student)	10,500	-	-	-	-	10,500	Provided by district. 10 days provided by school, estimated at \$70pp
Student Services - other	5,400	-	-	-	-	5,400	Student uniforms \$12pp, afterschool enrichment \$12pp, student incentives \$12pp.
Office Expense	-	-	-	-	16,050	16,050	Postage \$2pp, printing/copying \$75pp, office supplies \$30pp
Staff Development	5,000	-	-	-	-	5,000	PD consultants, leader coaching
Staff Recruitment	20,000	-	-	-	-	20,000	\$20k/year for search/social, job board promotion, and events. Charter Champions will donate ATS, resume bank, and basic job postings.
Student Recruitment / Marketing	30,000	-	-	-	-	30,000	Based on Green Tech historicals
School Meals / Lunch	-	-	91,050	-	-	91,050	\$607 per pupil based on historicals
Travel (Staff)	1,000	-	-	-	-	1,000	
Fundraising	-	-	-	-	-	-	
Other	800	-	-	-	-	800	Bank fees
TOTAL SCHOOL OPERATIONS	305,500	2,480	91,050	-	17,550	416,580	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	-	-	-	25,000	25,000	Based on historicals, enrollment
Janitorial		-	-	-	40,000	40,000	\$40,000 for initial incubation space, \$60k Y2, \$143k in permanent facility (from GTH and ReGen)
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	284,760	284,760	Based on square footage for projected enrollment and research of local real estate market
Repairs & Maintenance	-	-	-	-	30,362	30,362	Based on GTH and ReGen
Equipment / Furniture	45,600	-	-	-	-	45,600	Startup: \$304p per new pupil. Ongoing: \$30pp.
Security	-	-	-	-	5,000	5,000	
Utilities	-	-	-	-	34,650	34,650	
TOTAL FACILITY OPERATION & MAINTENANCE	45,600	-	-	-	419,772	465,372	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	-	-	-	-	25,000	25,000	
<b>TOTAL EXPENSES</b>	<b>1,457,720</b>	<b>147,718</b>	<b>226,484</b>	<b>-</b>	<b>768,707</b>	<b>2,600,629</b>	
<b>NET INCOME</b>	<b>839,998</b>	<b>(110,535)</b>	<b>(87,682)</b>	<b>200,000</b>	<b>(768,707)</b>	<b>73,074</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>							
PRIMARY School District: Rochester City School District	150					150	
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	-					-	
<b>TOTAL ENROLLMENT</b>	<b>150</b>					<b>150</b>	
<b>REVENUE PER PUPIL</b>	<b>15,318</b>					<b>17,825</b>	
<b>EXPENSES PER PUPIL</b>	<b>9,718</b>					<b>17,338</b>	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)			GREEN TECH ROCHESTER ELEMENTARY FOR BOYS PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 -JUNE 30, 2026												
Total Revenue			394,575	208,455	208,455	208,455	208,455	208,455	208,455	208,455	208,455	208,455	194,575	2,673,703	
Total Expenses			361,975	199,519	199,519	199,519	199,519	208,019	208,519	208,519	208,519	208,519	193,966	2,600,629	
Net Income			32,600	8,937	8,937	8,937	8,937	8,937	437	(63)	(5,063)	(63)	609	73,074	
Cash Flow Adjustments			-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance			9,496	42,096	51,032	59,969	68,905	77,842	86,778	87,215	87,152	82,088	82,025	9,496	
Ending Cash Balance			42,096	51,032	59,969	68,905	77,842	86,778	87,215	87,152	82,088	82,025	81,961	82,570	
			JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE			* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."												
REVENUES FROM STATE SOURCES															
Per Pupil Revenue	Basic Tuition (2023-24)														
PRIMARY School District: Rochester City School District		14,316	178,950	178,950	178,950	178,950	178,950	178,950	178,950	178,950	178,950	178,950	178,950	178,950	2,147,400
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.)	14,316	178,950	178,950	178,950	178,950	178,950	178,950	178,950	178,950	178,950	178,950	178,950	178,950	2,147,400
Special Education Revenue			2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	2,900	34,800
NYC DoE Rental Assistance			-	-	-	-	-	-	-	-	-	-	-	-	-
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			181,850	181,850	181,850	181,850	181,850	181,850	181,850	181,850	181,850	181,850	181,850	181,850	2,182,200
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			199	199	199	199	199	199	199	199	199	199	199	199	2,383
Title I			7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	7,900	94,797
Title Funding - Other			2,960	2,960	2,960	2,960	2,960	2,960	2,960	2,960	2,960	2,960	2,960	2,960	35,521
School Food Service (Free Lunch)			-	13,880	13,880	13,880	13,880	13,880	13,880	13,880	13,880	13,880	13,880	-	138,802
Grants															
Charter School Program (CSP) Planning & Implementation			200,000	-	-	-	-	-	-	-	-	-	-	-	200,000
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			211,058	24,939	24,939	24,939	24,939	24,939	24,939	24,939	24,939	24,939	24,939	11,058	471,503
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
TOTAL REVENUE			394,575	208,455	208,455	208,455	208,455	208,455	208,455	208,455	208,455	208,455	208,455	194,575	2,673,703

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Response 21-20

No. of Positions

Green Tech Rochester Elementary School for Boys  
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Executive Management	1.00	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
Instructional Management	1.00	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	6,875	82,500
Deans, Directors & Coordinators	2.50	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	13,542	162,500
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Administrative Staff	1.00	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
TOTAL ADMINISTRATIVE STAFF	6.50	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	39,583	475,000
<b>INSTRUCTIONAL PERSONNEL COSTS</b>													
Teachers - Regular	5.00	22,292	22,292	22,292	22,292	22,292	22,292	22,292	22,292	22,292	22,292	22,292	267,500
Teachers - SPED	2.00	8,917	8,917	8,917	8,917	8,917	8,917	8,917	8,917	8,917	8,917	8,917	107,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	3.00	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	9,500	114,000
Specialty Teachers	3.50	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	15,604	187,250
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	0.50	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	2,229	26,750
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	14.00	58,542	58,542	58,542	58,542	58,542	58,542	58,542	58,542	58,542	58,542	58,542	702,500
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>													
Nurse	0.50	-	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	2,750	27,500
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1.50	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	5,200	62,400
TOTAL NON-INSTRUCTIONAL	2.00	5,200	7,950	7,950	7,950	7,950	7,950	7,950	7,950	7,950	7,950	7,950	89,900
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	22.50	103,325	106,075	106,075	106,075	106,075	106,075	106,075	106,075	106,075	106,075	106,075	1,267,400
<b>PAYROLL TAXES AND BENEFITS</b>													
Payroll Taxes		18,220	18,220	18,220	18,220	18,220	18,220	18,220	18,220	18,220	18,220	18,220	218,635
Fringe / Employee Benefits		7,856	7,856	7,856	7,856	7,856	7,856	7,856	7,856	7,856	7,856	7,859	94,275
Retirement / Pension		3,169	3,169	3,169	3,169	3,169	3,169	3,169	3,169	3,169	3,169	3,168	38,022
TOTAL PAYROLL TAXES AND BENEFITS		29,245	29,244	29,244	29,244	29,244	29,244	29,244	29,244	29,244	29,244	29,247	350,932
<b>TOTAL PERSONNEL SERVICE COSTS</b>	22.50	132,570	135,319	135,319	135,319	135,319	135,319	135,319	135,319	135,319	135,319	135,319	1,618,332
<b>CONTRACTED SERVICES</b>													
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	5,000	-	-	-	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		529	529	529	529	529	529	529	529	529	529	529	6,345
Special Ed Services		-	400	400	400	400	400	400	400	400	400	-	4,000
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
TOTAL CONTRACTED SERVICES		5,529	5,929	5,929	5,929	5,929	5,929	5,929	5,929	10,929	5,929	5,929	75,345
<b>SCHOOL OPERATIONS</b>													
Board Expenses		125	125	125	125	125	125	125	125	125	125	125	1,500
Classroom / Teaching Supplies & Materials		5,000	377	377	377	377	377	377	377	377	377	377	9,150
Special Ed Supplies & Materials		1,500	89	89	89	89	89	89	89	89	89	89	2,480
Textbooks / Workbooks		20,200	-	-	-	-	-	-	-	-	-	-	20,200
Supplies & Materials other		15,000	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	2,727	45,000
Equipment / Furniture		35,000	964	964	964	964	964	964	964	964	964	964	45,600
Telephone		4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Technology		40,000	1,068	1,068	1,068	1,068	1,068	1,068	1,068	1,068	1,068	1,068	51,750
Student Testing & Assessment		4,000	-	-	-	-	-	3,500	-	-	-	-	7,500
Field Trips		-	360	360	360	360	360	360	360	360	360	-	3,600
Transportation (student)		-	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	-	10,500
Student Services - other		-	540	540	540	540	540	540	540	540	540	-	5,400
Office Expense		1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,338	1,338	16,050
Staff Development		2,500	250	250	250	250	250	250	250	250	250	-	5,000
Staff Recruitment		-	-	-	-	-	-	-	4,000	4,000	4,000	4,000	20,000
Student Recruitment / Marketing		-	-	-	-	-	-	5,000	5,000	5,000	5,000	5,000	30,000
School Meals / Lunch		-	9,105	9,105	9,105	9,105	9,105	9,105	9,105	9,105	9,105	-	91,050
Travel (Staff)		-	100	100	100	100	100	100	100	100	100	-	1,000
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-
Other		67	67	67	67	67	67	67	67	67	67	67	800

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TOTAL SCHOOL OPERATIONS	128,896	22,326	22,326	22,326	22,326	22,326	30,826	31,326	31,326	31,326	31,326	19,921	416,580
<b>FACILITY OPERATION &amp; MAINTENANCE</b>													
Insurance	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Janitorial	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000
Building and Land Rent / Lease/ Facility Finance Interest	23,730	23,730	23,730	23,730	23,730	23,730	23,730	23,730	23,730	23,730	23,730	23,730	284,760
Repairs & Maintenance	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	2,530	30,362
Equipment / Furniture	35,000	964	964	964	964	964	964	964	964	964	964	964	45,600
Security	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Utilities	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	2,888	34,650
TOTAL FACILITY OPERATION & MAINTENANCE	69,981	35,945	35,945	35,945	35,945	35,945	35,945	35,945	35,945	35,945	35,945	35,945	465,372
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	25,000												25,000
<b>TOTAL EXPENSES</b>	<b>361,975</b>	<b>199,519</b>	<b>199,519</b>	<b>199,519</b>	<b>199,519</b>	<b>199,519</b>	<b>208,019</b>	<b>208,519</b>	<b>213,519</b>	<b>208,519</b>	<b>208,519</b>	<b>193,966</b>	<b>2,600,629</b>
<b>NET INCOME</b>	<b>32,600</b>	<b>8,937</b>	<b>8,937</b>	<b>8,937</b>	<b>8,937</b>	<b>8,937</b>	<b>437</b>	<b>(63)</b>	<b>(5,063)</b>	<b>(63)</b>	<b>(63)</b>	<b>609</b>	<b>73,074</b>
<b>CASH FLOW ADJUSTMENTS</b>													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>NET INCOME</b>	<b>32,600</b>	<b>8,937</b>	<b>8,937</b>	<b>8,937</b>	<b>8,937</b>	<b>8,937</b>	<b>437</b>	<b>(63)</b>	<b>(5,063)</b>	<b>(63)</b>	<b>(63)</b>	<b>609</b>	<b>73,074</b>
<b>Beginning Cash Balance</b>	<b>9,496</b>	<b>42,096</b>	<b>51,032</b>	<b>59,969</b>	<b>68,905</b>	<b>77,842</b>	<b>86,778</b>	<b>87,215</b>	<b>87,152</b>	<b>82,088</b>	<b>82,025</b>	<b>81,961</b>	<b>9,496</b>
<b>ENDING CASH BALANCE</b>	<b>42,096</b>	<b>51,032</b>	<b>59,969</b>	<b>68,905</b>	<b>77,842</b>	<b>86,778</b>	<b>87,215</b>	<b>87,152</b>	<b>82,088</b>	<b>82,025</b>	<b>81,961</b>	<b>82,570</b>	<b>82,570</b>

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5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			GREEN TECH ROCHESTER ELEMENTARY FOR BOYS					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.			PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			2,673,703	3,960,798	5,459,048	6,968,453	8,489,013	
Total Expenses			2,600,629	3,369,917	4,687,153	5,590,819	6,890,771	
Net Income (Before Cash Flow Adjustments)			73,074	590,882	771,895	1,377,634	1,598,241	
Budgeted Student Enrollment			150	240	330	420	510	
			Year 1 2025-26	Year 2 2026-27	Year 3 2027-28	Year 4 2028-29	Year 5 2029-30	
REVENUE			Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES			0.0%	0.0%	0.0%	0.0%	0.0%	Held flat to be conservative
Per Pupil Revenue	Basic Tuition (2023-24)							
PRIMARY School District: Rochester City School District	14,316		2,147,400	3,435,840	4,724,280	6,012,720	7,301,160	Based on NYSED rate for RCSD. Held flat to be conservative.
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.)	14,316	2,147,400	3,435,840	4,724,280	6,012,720	7,301,160	
Special Education Revenue			34,800	69,600	114,840	170,520	236,640	Assumes rate of \$5,800 per SWD who spends 20%+ time in specialized instruction. 4% students in this category in year 1 rising to 8% in Year 5. Target enrollment is 16% SPED services 20%+ of the school day.Assumption: half spend 20%+ time in specialized instruction.
NYC DoE Rental Assistance			-	-	-	-	-	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,182,200	3,505,440	4,839,120	6,183,240	7,537,800	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			2,383	4,765	7,863	11,675	16,202	\$198.56 per pupil per RCSD 2020-21 Financial Transparency Report. Held flat to be conservative. Based on total SWD estimated enrollment.
Title I			94,797	151,675	208,553	265,432	322,310	\$702.20 per pupil per RCSD 2020-21 Financial Transparency Report. Held flat to be conservative. Based on FRL estimated enrollment.
Title Funding - Other			35,521	56,834	78,147	99,459	120,772	\$259.70 per pupil per RCSD 2020-21 Financial Transparency Report. Held flat to be conservative. Based on FRL estimated enrollment.
School Food Service (Free Lunch)			138,802	222,084	305,365	388,647	471,928	Assumes \$6.22 per day for FRL breakfast & lunch, 90% FRL students, 95% lunch participation
Grants								
Charter School Program (CSP) Planning & Implementation			200,000	-	-	-	-	Assume \$500,000 CSP total per SUNY guidance, \$300k in Y0, \$200k in Y1
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			471,503	435,358	599,928	765,213	931,213	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			-	-	-	-	-	

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Erate Reimbursement		20,000	20,000	20,000	20,000	20,000	Estimate 90% of monthly \$1850 internet. Held flat to be conservative.
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		20,000	20,000	20,000	20,000	20,000	
<b>TOTAL REVENUE</b>		<b>2,673,703</b>	<b>3,960,798</b>	<b>5,459,048</b>	<b>6,968,453</b>	<b>8,489,013</b>	
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	Year 1 No. of Positions						<b>NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</b>
Executive Management	1.00	110,000	114,180	118,519	123,023	127,697	Exec. Dir. Salary benchmarked on GTH, RCSD, PCSD.
Instructional Management	1.00	82,500	85,635	88,889	92,267	178,273	Dir. Instruction Y1. Academic coach hired in Year 5. Salaries benchmarked on GTH, ReGen, RCSD, PCSD.
Deans, Directors & Coordinators	2.50	162,500	168,675	207,585	280,473	356,131	Includes Deans, SPED coordinator, & Family Engagement Coordinator, Director of Student Support. Salaries benchmarked on GTH, ReGen, RCSD, PCSD.
CFO / Director of Finance	-	-	-	-	85,000	88,230	Director of Finance hired in Year 3. Salaries benchmarked on GTH, ReGen, RCSD, PCSD.
Operation / Business Manager	1.00	75,000	77,850	80,808	83,879	87,066	Director of Operations. Salaries benchmarked on GTH, ReGen, RCSD, PCSD.
Administrative Staff	1.00	45,000	46,710	48,485	50,327	52,240	Office Manager
TOTAL ADMINISTRATIVE STAFF	6.50	475,000	493,050	544,286	714,969	889,638	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	5.00	267,500	438,165	615,315	799,197	990,067	1 per Gen Ed classroom. Salary benchmarked on RCSD.
Teachers - SPED	2.00	107,000	218,066	386,853	481,803	633,861	ICT teachers and resource/intervention teachers. Salary benchmarked on RCSD
Substitute Teachers	-	-	-	-	-	-	Substitute teaching to be contracted
Teaching Assistants	3.00	114,000	118,332	122,829	127,496	132,341	1 per Kindergarten classroom. RCSD starts Tas at \$20/hr, GTR pays year-round.
Specialty Teachers	3.50	187,250	274,616	392,051	460,449	638,446	Include ENL, Gym, Art, Music, teachers. Salary benchmarked on RCSD.
Aides	-	-	-	35,000	36,330	37,711	Additional needed paraprofessionals will be offset by additional SPED funding
Therapists & Counselors	0.50	26,750	54,517	56,588	58,738	114,471	Social worker in Years 1-5, Counselor added in Year 5
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	14.00	702,500	1,103,695	1,608,635	1,964,014	2,546,896	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	0.50	27,500	28,545	57,130	59,301	116,554	Staffing level based on required student ratios. Salary benchmarked on RCSD.
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	Outsourced
Security	-	-	-	-	-	-	
Other	1.50	62,400	64,771	88,033	132,978	158,831	Y1: Kitchen Manager. Y3: Add kitchen helper. Y5: add 2nd kitchen helper. Salaries benchmarked on RCSD and GTH.
TOTAL NON-INSTRUCTIONAL	2.00	89,900	93,316	145,162	192,278	275,385	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	22.50	1,267,400	1,690,061	2,298,084	2,871,261	3,711,919	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		218,635	291,536	396,419	495,292	640,306	FICA 6.2%, Medicare 1.45%, SUTA 3.9%, Disability 5.7% = 17.25%
Fringe / Employee Benefits		94,275	123,605	167,600	203,215	257,685	Avg annual employer benefit cost: \$4190/employee
Retirement / Pension		38,022	50,702	68,943	86,138	111,358	Avg 403b retirement match/employee: 3%
TOTAL PAYROLL TAXES AND BENEFITS		350,932	465,842	632,962	784,645	1,009,349	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	22.50	1,618,332	2,155,904	2,931,045	3,655,906	4,721,267	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		-	20,000	22,000	24,000	26,000	Annual Audit
Legal		5,000	5,000	5,000	5,000	5,000	
Management Company Fee		-	-	-	-	-	No management ccompany
Nurse Services		-	-	-	-	-	Nurse on staff

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Food Service / School Lunch	-	-	-	-	-	
Payroll Services	6,345	7,965	10,800	13,095	16,605	\$22.50/month per staff member
Special Ed Services	4,000	15,000	20,000	25,000	30,000	Outsourced related services
Titlement Services (i.e. Title I)	-	-	-	-	-	
Other Purchased / Professional / Consulting	60,000	72,000	86,400	103,680	124,416	Outsourced financial services, background screening, tech support, substitute teachers
<b>TOTAL CONTRACTED SERVICES</b>	<b>75,345</b>	<b>119,965</b>	<b>144,200</b>	<b>170,775</b>	<b>202,021</b>	
<b>SCHOOL OPERATIONS</b>						
Board Expenses	1,500	1,545	1,591	1,639	1,688	
Classroom / Teaching Supplies & Materials	9,150	15,600	23,100	31,500	40,800	\$80 per pupil in Year 5
Special Ed Supplies & Materials	2,480	3,100	3,875	4,844	6,055	New supplies for new grade each & replacement costs
Textbooks / Workbooks	20,200	25,250	31,563	39,453	49,316	New supplies for new grade each & replacement costs
Supplies & Materials other	45,000	56,250	70,313	87,891	109,863	Startup: Amplify CKLA kits \$4,000/new classroom, Eureka Math manipulatives & books \$2,000/new classroom, handwriting kits \$600/new class K-3, Science kits \$4,000/new class, Social Studies kits \$600/new class = \$11,200 per hew class (from ReGen). Ongoing: Amplify subscription \$30pp
Equipment / Furniture	45,600	57,000	71,250	89,062	111,328	Startup: \$304p per new pupil. Ongoing: \$30pp. (from ReGen)
Telephone	50,000	55,000	60,500	66,550	73,205	Includes land lines, cell phones, and internet (from GTH and ReGen)
Technology	51,750	56,925	62,618	68,879	75,767	Startup: \$275 per new pupil Chromebook and software and \$911 per new staff. Ongoing: \$92pp. Not capitalized. Ongoing: 3-year replacement cycle.
Student Testing & Assessment	7,500	8,250	9,075	9,983	10,981	NWEA or other nationally normed test, benchmark assessment and data system, mCLASS
Field Trips	3,600	5,760	7,920	10,080	12,240	\$24 per pupil
Transportation (student)	10,500	16,800	23,100	29,400	35,700	Provided by district. 10 days provided by school, estimated at \$70pp
Student Services - other	5,400	8,640	11,880	15,120	18,360	Student uniforms \$12pp, afterschool enrichment \$12pp, student incentives \$12pp.
Office Expense	16,050	28,837	39,590	50,130	61,151	Postage \$2pp, printing/copying \$75pp, office supplies \$30pp
Staff Development	5,000	7,000	24,000	12,000	12,240	PD consultants, leader coaching, Relay GSE principal program in Y3 \$19k
Staff Recruitment	20,000	20,000	20,000	20,000	20,000	\$20k/year for search/social, job board promotion, and events
Student Recruitment / Marketing	30,000	30,900	31,827	32,782	33,765	Radio \$10k, search/social media \$15k, canvassing/events \$5k (based on ReGen startup)
School Meals/ Lunch	91,050	145,680	200,310	254,940	309,570	\$6.07pp based on GTH and ReGen. Remaining food service revenue covers food staffing and cafeteria.
Travel (Staff)	1,000	5,000	5,000	5,000	5,000	
Fundraising	-	-	-	-	-	
Other	800	824	849	874	900	Bank Fees
<b>TOTAL SCHOOL OPERATIONS</b>	<b>416,580</b>	<b>548,361</b>	<b>698,360</b>	<b>830,126</b>	<b>987,930</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	25,000	31,250	43,750	54,688	68,359	25% increase per year, 40% in Year 3 due to new facility
Janitorial	40,000	60,000	120,000	132,000	145,200	Increase in Year 3 due to new facility
Building and Land Rent / Lease / Facility Finance Interest	284,760	313,236	533,925	549,943	566,441	\$17/sq ft in Year 1 & 3; rent increase included in other years
Repairs & Maintenance	30,362	30,362	50,000	50,000	50,000	Increase in Year 3 due to new facility
Equipment / Furniture	45,600	20,000	45,600	25,000	25,000	Start Up Costs in Year 1, Year 3
Security	5,000	5,150	5,305	5,464	5,628	
Utilities	34,650	35,690	64,969	66,918	68,925	Based on sq footage
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>465,372</b>	<b>495,688</b>	<b>863,548</b>	<b>884,012</b>	<b>929,553</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	-	-	-	-	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	25,000	50,000	50,000	50,000	50,000	
<b>TOTAL EXPENSES</b>	<b>2,600,629</b>	<b>3,369,917</b>	<b>4,687,153</b>	<b>5,590,819</b>	<b>6,890,771</b>	
<b>NET INCOME</b>	<b>73,074</b>	<b>590,882</b>	<b>771,895</b>	<b>1,377,634</b>	<b>1,598,241</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
PRIMARY School District: Rochester City School District	150	240	330	420	510	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	



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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	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>150</b>	<b>240</b>	<b>330</b>	<b>420</b>	<b>510</b>	
<b>REVENUE PER PUPIL</b>	<b>17,825</b>	<b>16,503</b>	<b>16,543</b>	<b>16,592</b>	<b>16,645</b>	
<b>EXPENSES PER PUPIL</b>	<b>17,338</b>	<b>14,041</b>	<b>14,203</b>	<b>13,311</b>	<b>13,511</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	
<b>NET INCOME</b>	<b>73,074</b>	<b>590,882</b>	<b>771,895</b>	<b>1,377,634</b>	<b>1,598,241</b>	
<b>Beginning Cash Balance</b>	9,496	82,570	673,452	1,445,347	2,822,981	
<b>ENDING CASH BALANCE</b>	<b>82,570</b>	<b>673,452</b>	<b>1,445,347</b>	<b>2,822,981</b>	<b>4,421,222</b>	

## 5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: Rochester City School District							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	*Total General Fund Operating	Projected Impact
Year 1 (2025-26)	150	14,316	2,147,400	34,800	2,182,200	983,599,049	0.222%
Year 2 (2026-27)	240	14,316	3,435,840	69,600	3,505,440	983,599,049	0.356%
Year 3 (2027-28)	330	14,316	4,724,280	114,840	4,839,120	983,599,049	0.492%
Year 4 (2028-29)	420	14,316	6,012,720	170,520	6,183,240	983,599,049	0.629%
Year 5 (2029-30)	510	14,316	7,301,160	236,640	7,537,800	983,599,049	0.766%
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 recur)				
OTHER NOTES:			<a href="https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Proposed%20Budget%202022-">https://www.rcsdk12.org/cms/lib/NY01001156/Centricity/Domain/92/Proposed%20Budget%202022-</a>				

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	*Total General Fund Operating	Projected Impact
Year 1 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 2 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 3 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 4 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 5 (2029-30)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							



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**R-21f – Letters of Commitment**



May 29, 2024

Dr. Fredrick Johnson  
Board Chair, Green Tech Rochester

Dear Dr. Johnson,

I am pleased to continue supporting Green Tech Rochester through the KMT Foundation. This letter serves as an update to the letter of commitment dated March 24, 2023.

To date, KMT has procured the following services towards the planning grant of \$50,000:

- Curriculum consultant Adam Feiler to review Green Tech's proposed curricula and to offer research-based feedback and revisions
- Talent consultant Michelle Kemp of MK Consulting to develop the Founding Executive Director selection process, toolkit, selector training, and communication templates
- Consultants Elana Feinberg and Morgan Ripski to project manage and revise Green Tech's charter application
- Consultant Elissa Klein to develop and deliver board trainings

KMT Foundation further commits to:

- A loan at 0% interest, for up to \$300,000, beginning July 1, 2024, if the Green Tech Rochester Charter and CSP funding are on track for approval and a school leader is hired. This loan will serve as a stop-gap in the event there are CSP funding disbursement delays.

Formal loan terms and the loan agreement will follow, if needed.

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

Sincerely,

Joseph Klein  
CEO  
KMT Foundation

KMT Foundation | 1100 S. Goodman St. Suite 200 | Rochester NY, 14620



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### **R-21g - Non-SUNY Financials**

Request is not applicable.



### R-22 - Action Plan

The following timeline captures our pre-opening plan. Many action items are already complete, as the board has been dedicated to GTR's development since 2021.

Category	Task	Start	Due	Owner
Board	Calendar frequent meetings with potential board members	8/1/21	ongoing	Dr. Miller
Board	Finalize trustees in time for charter application submission	1/1/22	4/1/24	Dr. Miller
Board	Establish bylaws for school and approve at first meeting	9/1/23	10/1/23	Dr. Miller
Board	Calendar monthly board meetings	9/1/23	ongoing	Board Chair
Board	Secure board liability insurance	9/1/24	10/1/24	Executive Director
Board	Create a visitors packet and protocol for tours	5/1/25	6/1/25	Office Manager
Community Engagement	Create community resource map	7/1/25	7/15/25	Executive Director
Community Engagement	Create a 12-month calendar of meetings with identified community resources	7/15/25	8/1/25	Executive Director
Community Engagement	Create a project plan for prospective leads captured throughout the year	8/1/25	9/1/25	Executive Director
Community Engagement	Develop web and social media strategy with marketing firm	9/1/25	9/15/25	Executive Director
Community Engagement	Create and execute canvassing project plan.	9/15/25	11/1/25	Executive Director
Community Engagement	Plan and hold a series of focus groups	10/15/25	12/1/25	Executive Director
C&I: Assessments	Develop plans/calendar for externally- and internally-developed assessments	1/1/25	5/15/25	Office Manager (w/Executive Director and Dir. Inst)
C&I: Assessments	Test incoming students to assess baseline skills levels	8/1/25	8/15/25	Dir. Inst
C&I: Assessments	Revise/finalize interim, end-of-unit- and end-of-year assessments	5/1/25	6/15/25	Dir. Inst
C&I: Assessments	Order Fall exams	7/1/25	7/15/25	Dir. Ops
C&I: Assessments	Refine the template for progress reports and issue progress reports to parents once each month	7/1/25	7/15/25	Dir. Ops



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Category	Task	Start	Due	Owner
C&I: Assessments	Organize classroom assessment crates	8/1/25	8/15/25	Dir. Ops
C&I: August PD	Draft August PD schedule and inform teachers of dates	7/1/25	7/15/25	Dir. Inst
C&I: August PD	Determine swag distribution plan and order swag	4/15/25	5/1/25	Office Manager
C&I: August PD	Create daily survey on orientation	7/1/25	8/1/25	Dir. Inst
C&I: August PD	Finalize August PD schedule, including bonding event, neighborhood walking tour, daily systems walkthrough, CPR training	7/1/25	7/15/25	Dir. Ops
C&I: August PD	Order food for August PD after asking about allergies and dietary restrictions	7/1/25	7/15/25	Dir. Ops
C&I: August PD	Order materials and create PD binders for all staff	6/15/25	7/1/25	Office Manager
C&I: August PD	Check-in with leaders about instructional supply needs	6/1/25	7/15/25	Office Manage
C&I: Classroom systems	Create school calendar	1/1/25	2/1/25	Dir. Inst
C&I: Classroom systems	Create class schedule	6/1/25	6/15/25	Dir. Inst
C&I: Classroom systems	Refine classroom transition plan	6/15/25	7/1/25	Dir. Inst
C&I: Classroom systems	Refine field trip planning process	6/15/25	7/1/25	Dir. Inst
C&I: Classroom systems	Refine homework collection systems	6/15/25	7/1/25	Dir. Inst
C&I: Classroom systems	Refine process for tracking hw demerits/hw detention	6/15/25	7/1/25	Dir. Inst
C&I: Classroom systems	Refine system for early parent pickup	6/15/25	7/1/25	Dir. Inst
C&I: Classroom systems	Refine template for memos sent home and folder for tracking	6/15/25	7/1/25	Dir. Inst
C&I: Classroom systems	Create class lists	8/1/25	8/15/25	Dir. Ops



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Category	Task	Start	Due	Owner
C&I: Classroom systems	Organize and inventory guided reading bins	7/1/25	8/1/25	Dir. Ops
C&I: Classroom systems	Organize classroom library books and put in classrooms	7/1/25	8/1/25	Dir. Ops
C&I: Classroom systems	Organize STEP crates by class	7/1/25	8/1/25	Dir. Ops
C&I: Classroom systems	Organize/label reading mastery teacher books	7/1/25	8/1/25	Dir. Ops
C&I: Classroom systems	Ensure classroom keys are in each classroom	8/1/25	8/15/25	Dir. Ops
C&I: Curriculum	Determine recess materials	5/1/25	6/1/25	Dir. Inst
C&I: Curriculum	Determine classroom library books	5/1/25	6/1/25	Dir. Inst
C&I: Curriculum	Determine guided reading curriculum purchasing needs	5/1/25	6/1/25	Dir. Inst
C&I: Curriculum	Determine math curriculum and manipulatives purchasing needs	5/1/25	6/1/25	Dir. Inst
C&I: Curriculum	Determine performing arts curriculum purchasing needs	5/1/25	6/1/25	Dir. Inst
C&I: Curriculum	Determine read aloud, reading comprehension, and core curriculum purchasing needs	5/1/25	6/1/25	Dir. Inst
C&I: Curriculum	Determine reading mastery purchasing needs	5/1/25	6/1/25	Dir. Inst
C&I: Curriculum	Publish and distribute grade-level standards	5/1/25	6/1/25	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 at what times and what to do	6/1/25	7/1/25	Dir. Inst / Executive Director
C&I: Day 1	Determine volunteer opportunities	7/15/25	8/1/25	Dir. Ops
C&I: Day 1	Hire photographer for 1st day of school photos	7/15/25	8/1/25	Dir. Ops
C&I: Day 1	Check on Day 1 food	8/15/25	8/15/25	Dir. Ops
C&I: Day 1	Create clipboards for teachers with rosters and schedule	8/1/25	8/15/25	Dir. Ops
C&I: Enrichment	Develop plans for after-school hours (tutorial, athletics, arts, etc.)	12/1/24	1/15/25	Dir. Inst



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Category	Task	Start	Due	Owner
C&I: Enrichment	Ensure there is adequate Enrichment staffing	6/15/25	7/1/25	Executive Director
C&I: Enrichment	Ensure Enrichment teachers have detailed plans	7/1/25	8/1/25	Dir. Inst
C&I: Enrichment	Implement an Enrichment program that includes arts and athletics	8/1/25	8/15/25	Dir. Inst
C&I: SPED	Identify internal/external resources for special education services	2/1/25	6/15/25	Dir. Inst
C&I: SPED	Identify students with IEPs and acquire records	5/1/25	6/15/25	Dir. Inst
C&I: SPED	Touch base with families receiving SPED services, complete spreadsheet, and get IEPs	8/1/25	8/15/25	SpED Coordinator
Charter application	Identify neighborhoods with greatest need/demand	8/1/21	3/1/22	Dr. Miller
Charter application	Download charter application as soon as it is available	2/10/23	2/10/24	Elissa
Charter application	Contact SUNY to obtain access to Epicenter for application process	1/1/24	3/7/24	Elissa
Charter application	Submit Intent to Apply	3/8/23	3/14/24	Elissa
Charter application	Name trustees and a chairperson	1/1/23	3/1/23	Dr. Miller
Charter application	Submit charter application	2/10/24	6/3/24	Elissa
Charter application	Create a 501(c)3 organization	4/1/23	6/1/23	Elissa
Charter application	Research food and transportation service options	10/1/24	11/1/24	Executive Director
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	4/1/24	ongoing	Dr. Miller
Development	Develop and initiate comprehensive fundraising plan for local and national sources	4/1/24	6/1/24	Elissa
Development	Secure local philanthropy to support the start-up process	6/1/24	8/1/24	Elissa -> Executive Director
Development	Secure philanthropic commitments for facilities needs	8/1/24	12/1/24	Executive Director





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Category	Task	Start	Due	Owner
Development	Secure philanthropic commitments for start-up operating needs	10/1/24	2/1/25	Executive Director
Finance	Refine school cash collection process	1/1/25	2/1/25	Executive Director
Finance	Open bank, city, state, and any other accounts.	5/1/24	6/1/24	Treasurer
Finance	Set up payroll process	1/1/25	2/1/25	Executive Director (via PEO)
Finance	Refine process for paying bills	1/1/25	2/15/25	Executive Director
Finance	Schedule budget meeting with Executive Director	7/15/25	8/1/25	outsourced CFO
Finance	Finalize the budget	7/1/25	7/15/25	outsourced CFO
Finance	Update budget with new hires	7/1/25	7/30/25	outsourced CFO
Finance	Schedule meeting with school to review PO process and complete 1st finance package	7/15/25	8/1/25	outsourced CFO
Finance: Purchasing	Create furniture order tracking system	7/1/25	7/15/25	Dir. Ops
Finance: Purchasing	Order furniture and equipment	3/15/25	4/1/25	Executive Director / Office Manager
Finance: Purchasing	Develop inventory systems for purchasing and receiving	4/15/25	5/1/25	Office Manager
Finance: Purchasing	Issue RFPs and select vendors for insurance (property, security), maintenance, transportation, legal, nursing, and food	3/1/25	5/15/25	Executive Director
Finance: Purchasing	Order welcome swag: backpack, laptop and charger, PD binder, t-shirt, water bottle	5/15/25	6/1/25	Office Manager
Finance: Purchasing	Set up postal and shipping systems	5/15/25	6/1/25	Office Manager
Finance: Purchasing	Set up vendor accounts: Staples, Amazon, curriculum publishers, etc.	5/15/25	5/15/25	Office Manager
Finance: Purchasing	Order ACs, if necessary	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order additional curriculum materials	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order additional uniform items, changes of clothes	5/15/25	6/15/25	Office Manager



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Category	Task	Start	Due	Owner
Finance: Purchasing	Order choice time materials	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order classroom library books	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order cold laminator and laminate	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order college pennants and classroom swag	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order fabric and ribbon for bulletin boards	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order fire extinguishers	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order first aid kits	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order guided reading books	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order handwriting curriculum	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order student snacks	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order lots of floor tape (1", 2", and 1/2")	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order math manipulatives and curriculum	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order other assorted college pennants	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order performing arts curriculum	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order read aloud, reading comprehension, and core curriculum	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order reading mastery materials	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order replacement shoes	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order SPED curriculum	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order STEP kits	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order walkie talkies	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Order water cooler	5/15/25	6/15/25	Office Manager
Finance: Purchasing	Negotiate and sign contract for copy machines	5/1/25	7/1/25	Office Manager



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Category	Task	Start	Due	Owner
Finance: Purchasing	Order backpack tags (for all students)	6/15/25	7/1/25	Office Manager
Finance: Purchasing	Order family reminder postcard for student registration	6/15/25	7/1/25	Office Manager
Finance: Purchasing	Order headphones for student computers	6/15/25	7/1/25	Office Manager
Finance: Purchasing	Order lanyards for staff for student registration	6/15/25	7/1/25	Office Manager
Finance: Purchasing	Order one button mouse for student computers	6/15/25	7/1/25	Office Manager
Finance: Purchasing	Plan deliveries and inform school staff, security, etc.	6/15/25	7/1/25	Office Manager
Finance: Purchasing	Purchase health related supplies (ice packs, thermometers, etc)	7/1/25	7/15/25	Dir. Ops
Finance: Purchasing	Order ink for all printers	7/15/25	8/1/25	Dir. Ops
HR	Post Executive Director position	3/15/24	4/1/24	Dr. Miller
HR	Run Executive Director selection process and hire Executive Director	4/15/24	7/1/24	Dr. Miller
HR	Start FT fellowship for Executive Director	7/1/24	7/1/24	Dr. Miller
HR	Define compensation packages (salary, 401K, medical, dental/eye, life & disability, workers' comp)	11/1/24	1/15/25	Executive Director
HR	Post all positions	10/1/24	10/15/24	Executive Director
HR	Recruit teachers, administration, staff, and volunteers and conduct background checks	10/15/24	6/15/25	Executive Director
HR	Refine HR onboarding guide	1/15/25	2/15/25	Executive Director
HR	Set up certification and highly qualified tracker and track for each new hire	1/15/25	2/15/25	Dir. Inst
HR	Set up HR files for staff and create a file for each new hire	1/15/25	2/15/25	Executive Director
HR	Set up weekly reminder for checking new hire information	1/15/25	2/15/25	Executive Director
HR	Determine office manager start date and spring training schedule	1/15/25	2/15/25	Executive Director
HR	Calendar staff summer communication blasts	5/1/25	5/15/25	Executive Director
HR	Refine teacher/administrator evaluation system	4/15/25	5/15/25	Executive Director



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Category	Task	Start	Due	Owner
HR	Develop tracking system for new hires completion of paperwork	5/15/25	6/1/25	Office Manager
HR	Hire counselor/social worker	1/1/25	6/1/25	Executive Director
HR	Publish staff handbook	5/1/25	6/15/25	Executive Director
HR	Determine staff culture tracker	6/15/25	7/1/25	Executive Director
HR	Determine teacher certification needs and next steps	6/15/25	7/1/25	Executive Director
HR	Update bios for website	6/15/25	7/1/25	Office Manager
HR	Print fingerprinting clearances	7/15/25	8/1/25	Dir. Ops
Ops: Facilities	Engage local facilities expertise and begin conducting a comprehensive review of facilities options, including a district partnership	4/1/23	ongoing	Dr. Miller
Ops: Facilities	Obtain expert review of plausible prospective sites	9/15/24	10/1/24	Executive Director
Ops: Facilities	Line up financing for facility	9/15/24	1/15/25	Executive Director
Ops: Facilities	Determine process for permits and obtain them as needed	1/15/25	2/15/25	Executive Director
Ops: Facilities	Select a site, negotiate lease or sale agreement, and sign (unless it's possible to do this earlier without an awarded charter)	1/15/25	3/1/25	Executive Director
Ops: Facilities	Open and award bids (architect, renovation, etc.)	2/15/25	3/15/25	Executive Director
Ops: Facilities	Create tracker renovations re: vendor work dates, work, etc	3/15/25	4/1/25	Office Manager
Ops: Facilities	Label rooms with renovation instructions	3/15/25	4/1/25	Office Manager
Ops: Facilities	Visit facility with Executive Director to determine inside school signage and classroom vision	3/15/25	4/1/25	Office Manager
Ops: Facilities	Obtain school zoning and perform code, fire, and safety review	3/1/25	6/1/25	Office Manager
Ops: Facilities	Obtain occupancy certificate	5/15/25	6/15/25	Office Manager
Ops: Facilities	Schedule 1st meeting with custodian once we gain access to the building	6/1/25	6/15/25	Office Manager
Ops: Facilities	Contact custodian to rekey; if no, then hire a locksmith	6/15/25	7/1/25	Office Manager
Ops: Facilities	Secure extra help for assembling furniture	6/15/25	7/1/25	Office Manager



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Category	Task	Start	Due	Owner
Ops: Facilities	Contact local precinct, if crossing guards or school signage are needed	6/15/25	7/15/25	Office Manager
Ops: Facilities	Ensure all ACs work and have outlets	7/1/25	7/15/25	Dir. Ops
Ops: Facilities	Finalize classroom layout	7/1/25	7/15/25	Dir. Instr
Ops: Facilities	Outside school signage	7/1/25	7/15/25	Dir. Ops
Ops: Facilities	Create all bulletin boards	7/15/25	8/1/25	Dir. Ops
Ops: Facilities	Hang all banners and flags in hallways	7/15/25	8/1/25	Dir. Ops
Ops: Facilities	Label student desk and coat hooks	7/15/25	8/1/25	Dir. Ops
Ops: Facilities	Prepare facility for first day readiness walkthrough	7/15/25	8/1/25	Dir. Ops
Ops: Facilities	Set up bells	7/15/25	8/1/25	Dir. Ops
Ops: Facilities	Set up supply closet	7/15/25	8/1/25	Dir. Ops
Ops: Facilities	Tape hallways and cafeteria	7/15/25	8/1/25	Dir. Ops
Ops: Food	Establish food service procedures	5/1/25	5/15/25	Office Manager
Ops: Food	Distribute FRPL forms	6/1/25	6/15/25	Office Manager
Ops: Food	Collect FRPL forms and finalize lunch finances	7/1/25	7/15/25	Dir. Ops
Ops: Food	Attend any required training	5/1/25	8/1/25	Office Manager/Dir. Ops
Ops: Food	Revise weekly lunch forms	7/15/25	8/1/25	Dir. Ops
Ops: Health	Hire nurse	1/1/25	5/15/25	Executive Director
Ops: Health	Revise/finalize medication administration policy and procedures	5/15/25	6/1/25	Office Manager
Ops: Health	Create filing system for medical records	6/1/25	6/15/25	Office Manager
Ops: Health	Secure immunization records from families	6/1/25	7/1/25	Office Manager
Ops: Health	Create allergy lists by class	7/15/25	8/1/25	Dir. Ops
Ops: Health	Create nurse procedures and systems	7/15/25	8/1/25	Dir. Ops
Ops: Health	Ensure PowerSchool is up to date with all student health information	7/15/25	8/1/25	Dir. Ops
Ops: Health	Follow up with families that have missing immunization records	7/15/25	8/1/25	Nurse
Ops: Health	Refine system for handling sick and injured students (sick log)	7/15/25	8/1/25	Nurse



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Category	Task	Start	Due	Owner
Ops: Health	Refine system for student allergy and medication	7/15/25	8/1/25	Nurse
Ops: Marketing	Create school website	8/1/24	10/1/24	Executive Director
Ops: Marketing	Finalize logo and mascot	8/1/24	10/1/24	Executive Director
Ops: Marketing	Order stationary and envelopes	3/15/25	4/1/25	Office Manager
Ops: Marketing	Update website with staff bios	6/1/25	7/1/25	Office Manager
Ops: Safety	Establish fire drill procedures and schedule	6/15/25	7/15/25	Office Manger
Ops: Safety	Establish lockdown plan	6/15/25	7/15/25	Office Manager / Dir. Ops
Ops: Safety	Establish school safety plan	6/15/25	7/15/25	Office Manager / Dir. Ops
Ops: Safety	Conduct CPR Training	8/1/25	8/15/25	Dir. Ops
Ops: Safety	Test lockdown plan	7/1/25	8/1/25	Dir. Ops
Ops: Student Registration	Calendar nightly community events and meetings, and bring applications, brochures, and posters	10/1/24	11/1/24	Executive Director
Ops: Student Registration	Design and print student recruitment applications, brochures, and posters (with translated versions)	10/1/24	11/1/24	Executive Director
Ops: Student Registration	Finalize recruitment presentation	10/1/24	11/1/24	Executive Director
Ops: Student Registration	Post materials throughout the community (libraries, corkboards, barbershops, salons, other businesses, etc.)	10/1/24	11/1/24	Executive Director
Ops: Student Registration	Calendar, staff, and conduct weekly weekend community walks to distribute applications	10/1/24	1/15/25	Executive Director
Ops: Student Registration	Create and promote Facebook page	9/1/24	10/1/24	Executive Director
Ops: Student Registration	Market school and recruit families through schools, social service agencies, churches, community organizations, PSAs, community newspapers, door-to-door	10/1/24	1/15/25	Executive Director
Ops: Student Registration	Post materials to website and build an electronic version of the application	10/1/24	1/15/25	Executive Director



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Category	Task	Start	Due	Owner
Ops: Student Registration	Print and post Student Recruitment Goal Tracker	10/1/24	1/15/25	Executive Director
Ops: Student Registration	Schedule, advertise, and hold informational meetings and distribute applications	10/1/24	1/15/25	Executive Director
Ops: Student Registration	Write and secure radio spots	12/1/24	1/15/25	Executive Director
Ops: Student Registration	Calendar daily appointments with community Pre-Ks, churches, sports leagues, and other orgs, and bring applications, brochures, and posters	1/15/25	2/1/25	Executive Director
Ops: Student Registration	Research whether there is a reliable mailing option, and if so, prepare the mailing	1/1/25	2/1/25	Office Manager
Ops: Student Registration	Hold public lottery at conclusion of enrollment process	2/15/25	3/1/25	Office Manager
Ops: Student Registration	Phone calls for lottery follow up	3/1/25	3/15/25	Office Manager
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	3/15/25	4/1/25	Office Manager
Ops: Student Registration	Complete detailed flow for registration day	4/15/25	5/1/25	Office Manager
Ops: Student Registration	Create registration packets	2/15/25	3/1/25	Office Manager
Ops: Student Registration	Reserve rooms for registration	4/1/25	5/1/25	Office Manager
Ops: Student Registration	Secure help for registration	4/1/25	5/1/25	Office Manager
Ops: Student Registration	Translate registration packets	2/15/25	3/1/25	Office Manager
Ops: Student Registration	Enroll students into city/state systems	5/1/25	6/15/25	Office Manager
Ops: Student Registration	Get registration records from former public school	5/1/25	6/15/25	Office Manager
Ops: Student Registration	Call families on waitlist	5/1/25	7/1/25	Office Manager
Ops: Student Registration	Call all registered families and confirm commitment	7/15/25	8/1/25	Office Manager
Ops: Student Registration	Begin student recruitment efforts - canvassing, advertising, information sessions	9/1/25	10/1/25	Dir. Student Supports





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Category	Task	Start	Due	Owner
Ops: Technology	Decide whether to outsource tech management and, if so, issue an RFP	2/1/25	3/1/25	Office Manager
Ops: Technology	Select any technology outsource provider	3/15/25	4/1/25	Office Manager
Ops: Technology	Attend PowerTeacher training	4/1/25	5/1/25	Office Manager
Ops: Technology	Create PowerSchool profile	4/1/25	5/1/25	Office Manager
Ops: Technology	Create an effective technology plan for computer-supported curricula, hardware, network equipment, system maintenance, and software	4/1/25	5/15/25	Office Manager
Ops: Technology	Set up PowerSchool and enroll students	5/1/25	6/1/25	Office Manager
Ops: Technology	Set up PowerTeacher	5/1/25	6/1/25	Office Manager
Ops: Technology	Create systems for what to save on shared vs. personal drive	6/1/25	7/1/25	Office Manager
Ops: Technology	Creating grading structure in PowerTeacher	6/1/25	7/1/25	Office Manager
Ops: Technology	Enter all student data into PowerSchool	6/1/25	7/1/25	Office Manager
Ops: Technology	Label computers and chargers w/ staff last names	7/1/25	7/15/25	Dir. Ops
Ops: Technology	Set up shared drive	6/1/25	7/1/25	Office Manager
Ops: Technology	Create an autodialer account	7/1/25	7/15/25	Dir. Ops
Ops: Technology	Create auto-attendant voicemail	7/1/25	7/15/25	Dir. Ops
Ops: Technology	Create tech presentation for new staff	7/1/25	7/15/25	Dir. Ops
Ops: Technology	Determine how teachers will access student contact information	7/1/25	7/15/25	Dir. Ops
Ops: Technology	Install technology	6/15/25	7/15/25	Office Manager
Ops: Technology	Place instruction signs by copier, etc	7/1/25	7/15/25	Dir. Ops
Ops: Technology	Set up phones and printers in main office and teacher work room	7/1/25	7/15/25	Dir. Ops
Ops: Technology	Set up staff user names/passwords and email groups	7/1/25	7/15/25	Dir. Ops
Ops: Technology	Update user list on copiers	7/1/25	7/15/25	Dir. Ops





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Category	Task	Start	Due	Owner
Ops: Technology	Create student rosters	7/15/25	8/15/25	Dir. Ops
Ops: Technology	Determine need and usage for Google Drive, if any	7/1/25	8/1/25	Dir. Ops
Ops: Technology	Determine phone line system and routing numbers	7/1/25	8/1/25	Dir. Ops
Ops: Technology	Ensure all computers have a working mouse	7/15/25	8/1/25	Dir. Ops
Ops: Technology	Ensure all computers have working headphones	7/15/25	8/1/25	Dir. Ops
Ops: Technology	Ensure school staff has appropriate access to network drives	7/15/25	8/1/25	Dir. Ops
Ops: Technology	Ensure teachers/staff set up their voicemail	8/1/25	8/1/25	Dir. Ops
Ops: Technology	Inventory and label tech equipment	7/1/25	8/1/25	Dir. Ops
Ops: Technology	Know locations of wireless access points and server and how to reset them	7/1/25	8/1/25	Dir. Ops
Ops: Technology	Load software on all student machines	7/1/25	8/1/25	Dir. Ops
Ops: Technology	Organize tech closet	6/1/25	8/1/25	Office Manager
Ops: Technology	Refine laptop cart checkout systems	7/1/25	8/1/25	Dir. Ops
Ops: Technology	Set bell schedule	7/15/25	8/1/25	Dir. Ops
Ops: Technology	Update PowerSchool Calendar	7/15/25	8/1/25	Dir. Ops
Ops: Transportation	Research transportation options and costs to supplement district-provided transportation	9/1/23	10/1/23	Executive Director
Ops: Transportation	Create, distribute, and collect bus contract for students/families at registration	5/1/25	5/15/25	Office Manager
Ops: Transportation	Refine early arrival and late pickup systems	5/1/25	5/15/25	Office Manager
Ops: Transportation	Create arrival and dismissal plan and traffic management	7/1/25	7/15/25	Dir. Ops
Ops: Transportation	Determine process for busing when district is not in session	7/1/25	7/15/25	Dir. Ops
Ops: Transportation	Attend transportation training	5/1/25	8/1/25	Office Manager
Ops: Transportation	Create dismissal sheet	7/15/25	8/1/25	Dir. Ops



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Category	Task	Start	Due	Owner
Ops: Transportation	Create informational flier for bus drivers	7/15/25	8/1/25	Dir. Ops
Ops: Transportation	Determine bus monitoring process and schedule	7/15/25	8/1/25	Dir. Ops
Ops: Transportation	Ensure bus routes are correct	7/15/25	8/1/25	Dir. Ops
Ops: Transportation	Notify families of bus stops (letter and call)	7/15/25	8/1/25	Dir. Ops
Ops: Transportation	Obtain cell phone numbers of bus drivers	8/1/25	8/15/25	Dir. Ops
Parents	Clearly communicate expectations to parents early and often and have parents sign a contract	10/1/23	1/15/25	Executive Director
Parents	Refine strategies for school to support families and vice-versa	10/1/23	1/15/25	Executive Director
Parents	Refine student/parent handbooks and student code of conduct	4/1/25	5/15/25	Executive Director
Parents	Calendar family summer communication blasts	5/15/25	6/1/25	Office Manager
Parents	Create family calendar	6/15/25	7/1/25	Office Manager
Parents	Refine family call log system (teachers calling parents)	8/1/25	8/15/25	Dir. Ops
Parents	Initiate Parent Involvement Committee	9/1/25	9/15/25	Dir. Student Supports
Student culture	Codify creed values for the school	4/1/25	5/1/25	Executive Director
Student culture	Finalize uniform	4/15/25	5/1/25	Office Manager
Student culture	Chart rituals, ceremonies, and traditions	5/1/25	5/15/25	Executive Director
Student culture	Refine character development advisory curriculum	6/1/25	7/15/25	Executive Director
Student culture	Create forgotten uniform and emergency clothes system	7/15/25	8/1/25	Dir. Ops



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**R-23a - Supplemental Narrative**

As of 2024, Green Tech Rochester is an entirely separate entity than Green Tech Albany. They do share a similar name and some similar aspects of the model. Paul Miller is also on the founding team and will provide consulting and professional development, but will not be CEO or Executive Director of Green Tech Rochester - the board will conduct a search upon approval of the application.

It is possible in the future that Green Tech Niagara Falls (yet to be approved) and Green Tech Rochester will be under the same CMO. Paul Miller is currently consulting and on the founding team for both schools.



R-23b-Supplemental Attachments

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## **Attachment A: Special Education Assurances**

The education corporation provides the following assurances regarding the provision of special education and other services to students to be enrolled in the proposed charter school.

- The education corporation will adhere to all provisions of federal law relating to students with disabilities including IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act ("ADA") which are applicable to it.
- The Education Corporation will, consistent with applicable law, work with Local Educational Agency ("LEA") school districts to ensure that all students with disabilities that qualify under the IDEA:
  - Have available to them a free, appropriate, public education ("FAPE");
  - Are appropriately evaluated;
  - Are provided with an Individualized Education Program ("IEP");
  - Receive an appropriate education in the least restrictive environment ("LRE");
  - Are involved in the development of and decisions regarding the IEP, along with their parents; and,
  - Have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.
- The Education Corporation will employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include coordinating with Committees on Special Education ("CSEs"); providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and, working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The education corporation may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, Section 504, and Title II of the ADA.
- The education corporation will make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE and provide such teachers and personnel with copies of the student's IEP.
- The education corporation will ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
- The education corporation will abide by the applicable provisions and regulations of the IDEA and the Family Educational Rights Privacy Act ("FERPA") as they relate to students with disabilities including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
- The school's special education coordinator will retain such data and prepare such reports as are needed by each disabled student's school district of residence or NYSED in order to permit such entities to comply with federal law and regulations.
- The education corporation will comply with its obligations under the Child Find requirements of IDEA including 34 C.F.R. § 300.111 and will provide appropriate notification to parents in connection therewith as applicable including notifying them prior to providing a child's name to a CSE for potential evaluation.



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- The education corporation will not convene its own CSE, make IDEA evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. The education corporation understands that these responsibilities are left solely to the CSE of the student's district of residence and will implement IEPs as written.
- Appropriate education corporation personnel will attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the SUNY Trustees including those sponsored by the NYSED.



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## Attachment B: School Leader/ED Hiring Process and Rubric



## School Leader Hiring Toolkit

Client: Green Tech Rochester Elementary School

**PREPARED BY**  
**Michelle Kemp, 04.2024**





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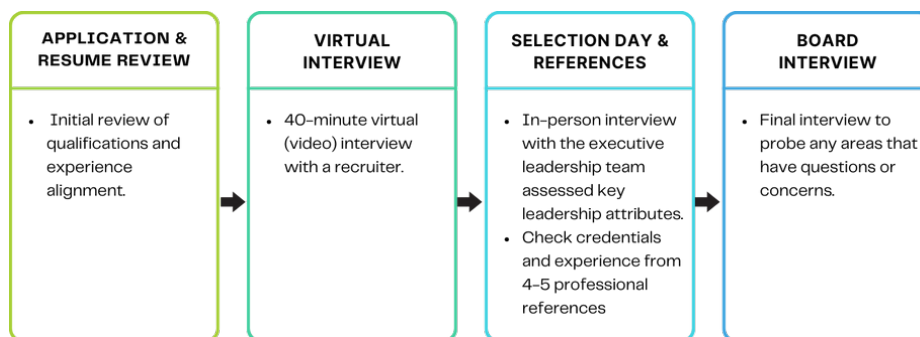
## OVERVIEW

Thank you for joining the Interview Committee for Green Tech Rochester Elementary School. At Green Tech Rochester, we believe all students can develop the skills, motivation, and perseverance required to prepare them for college. Our philosophy becomes a reality by having passionate, knowledgeable, and resourceful educators on our team who are committed to providing an inspiring learning environment that will change the trajectory for our young men in the Rochester community. To lead this life-changing work, we are recruiting for an exceptional Founding Executive Director who leads with empathy and compassion to build authentic relationships, inspires and develops others for high results and impact, is entrepreneurial and solution-oriented, and exemplifies integrity in every initiative for the school community and students' success.

We are excited to have your insight and expertise in interviewing and assessing candidates who will be a great match to lead our work. Using our Founding Pillars and core competencies, you will help identify a leader aligned with our mission, model, and committed to empowering Black and Brown male students to launch our start-up elementary campus. We ask that you use our interview framework, questions, and guides with fidelity to ensure we get the right information that is consistent, unbiased, transparent and demonstrates the behaviors of a successful hire.

### Interview Phases

There are 4 interview phases for the Founding Executive Director / School Leader hiring process: application & resume review, virtual interview, selection day & references, and board interview. Each phase allows candidates to display their leadership experience, beliefs, and impact on student achievement, academically and culturally. It will also give the interview committee context on candidates' proficiency levels and specific areas for development. Candidates will be assessed using our competencies and rubrics, with recommendations on whether a candidate should or should not proceed forward in the interview process. The interview committee will also receive training on hiring practices to ensure an equitable, inclusive, and culturally responsive process.



## FOUNDING PILLARS AND LEADERSHIP COMPETENCY MODEL

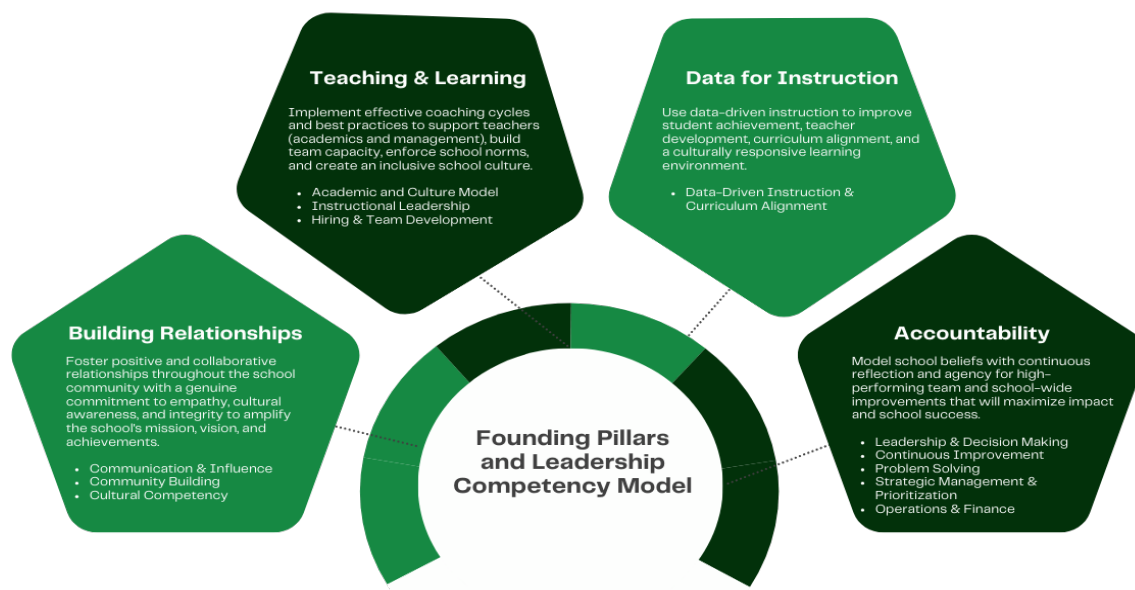
Our School Leadership Competency Model describes essential cross-functional skills, beliefs, and behaviors to lead our school community. Each competency includes behaviors that demonstrate mastery and lays the foundation to enable us to effectively select, assess, and develop a leader who will build a game-changing learning environment for our students and staff. The Leadership Competency Model is built upon 4 Foundational Pillars, from practical experiences, essential for school leaders' success: Building Relationships, Teaching and Learning, Data for Instruction, and Accountability. Interviewers should anchor their feedback and recommendations based on the competencies outlined under these pillars.




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*Important details about candidate experience and competencies: An aspiring or experienced school leader with cultural competence, proven student achievement, strong content knowledge in core subjects (ELA, Math, STEM), and instructional coaching experience is prioritized to effectively step into the Executive Director / School Leader role for teacher development and drive students' academic outcomes.*

 <b>BUILDING RELATIONSHIPS</b>	<b>Communication &amp; Influence</b>	<ul style="list-style-type: none"><li>• Develop and articulate a clear and resonant message regarding the school's vision, mission, and student success, with a specific focus on uplifting and empowering Black students and communities.</li><li>• Listen attentively and adjust communication styles to demonstrate empathy and address the unique needs of teachers, students, families, and the community.</li><li>• Exude confidence, optimism, and approachability, ensuring that students, families, teachers, and the school community feel valued, respected, and included in decision-making processes.</li><li>• Exhibit a high degree of self-awareness regarding one's own biases and privileges, actively working to dismantle systemic barriers that disproportionately affect young Black men.</li><li>• Plan meticulously and demonstrate consistent follow-through on commitments and responsibilities, prioritizing initiatives that promote the school mission and vision from an equity lens.</li></ul>
	<b>Community Building</b>	<ul style="list-style-type: none"><li>• Inspire and mobilize families, the school community, the board, and external partners around a shared vision of equity and achievement for young Black men.</li><li>• Place emphasis on cultivating positive relationships with students, families, and school staff, recognizing and celebrating their unique contributions and perspectives.</li><li>• Foresee challenges related to the school model and proactively devise solutions to meet evolving needs.</li><li>• Provide targeted support and resources to teachers in reflecting on their practices and approaches to enhance learning outcomes and foster intentional relationships.</li><li>• Empower the school community to advocate for students' needs and to implement culturally responsive practices.</li><li>• Cultivate a culture of high achievement within the school community, fostering collective efficacy and a shared commitment to student achievement.</li><li>• Engage the board of directors in actively listening to and considering multiple stakeholders' perspectives and experiences when making decisions, fostering collaboration, inclusivity, and accountability to ensure decisions benefit students.</li></ul>
	<b>Cultural Competency</b>	<ul style="list-style-type: none"><li>• Lead from an asset-based perspective, recognizing and affirming the cultural identities and experiences of the school community.</li><li>• Acknowledge and understand the historical and systemic injustices and biases faced by Black communities, and actively work to build cultural competency to improve student opportunities and outcomes.</li><li>• Foster an environment characterized by empathy, understanding, and respect, creating authentic and safe relationships among teachers, school staff, board, students, and families.</li><li>• Develop and implement academic, cultural, and socio-emotional programs that reflect the experiences and aspirations of Black students, promoting a sense of belonging and empowerment.</li><li>• Work closely with the board of directors to deepen understanding of education ecosystems, effectively managing complex partnerships to achieve positive outcomes for young Black men, and ensuring accountability in partnership endeavors.</li></ul>



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#### TEACHING & LEARNING

##### Academic and Culture Model

- Embrace a structured school model infused with culturally responsive and restorative practices to effectively address students' diverse needs.
- Maintain high academic expectations for all stakeholders (students, teachers, and oneself), balanced with compassion, fostering a collaborative and supportive school environment.
- Cultivate and sustain a culture of respect where students, staff, and the broader school community are treated with dignity.
- Monitor and support the implementation of a comprehensive school-wide discipline plan encompassing a shared discipline vision, behavior rules, instructional supports, positive reinforcements, data-driven analysis, and ongoing professional development.
- Foster a culture that celebrates and reinforces positive student and adult behaviors, contributing to a safe, nurturing, high-performing, and inclusive learning community.
- Ensure that established school norms for staff, students, and parents are consistently enforced to maintain a positive and productive learning environment for collective accountability.

##### Instructional Leadership

- Use effective coaching cycles for teachers and instructional leaders to build practice, capacity, and pedagogy while implementing research-based instructional strategies with fidelity.
- Clearly communicate the connections between curriculum, instruction, and assessments for purposeful planning and alignment with curriculum standards.
- Foster a school culture centered around continuous learning, instructional coherence, and student growth.
- Cultivate collective teacher efficacy, empowering educators to motivate each other towards high performance and impactful results.
- Demonstrate proficiency in coaching teachers to improve instructional practices, including the ability to model effective teaching techniques, provide constructive feedback, and support teachers in implementing new strategies.
- Effectively use a structured coaching model, following it to guide coaching conversations, set goals, develop action plans, and monitor progress toward instructional improvement.
- Act as a model teacher by showcasing exemplary instructional practices, incorporating differentiated instruction, and adapting teaching methods to meet diverse student needs.

##### Hiring & Team Development

- Establish and enforce hiring practices that prioritize diversity and inclusion, ensuring that students see their identities and cultures reflected in the school staff to foster commitment and authentic relationships.
- Anticipate future staffing needs and develop strategic succession plans to maintain a passionate, high-achieving, committed, collaborative, and diverse school team.
- Provide intentional learning opportunities to develop school leadership and instructional teams.
- Offer comprehensive support, resources, and remediation for staff, emphasizing timely and constructive feedback aimed at improving performance and enhancing student learning outcomes.



#### DATA FOR INSTRUCTION

##### Data-Driven Instruction & Curriculum Alignment

- Analyze student performance data to guide decision-making, provide targeted support to teachers, and drive continuous improvement in student achievement.
- Foster a responsive, data-driven instructional culture where teachers and instructional leaders utilize data to inform teaching practices, make real-time adjustments, and prioritize student success.
- Lead or participate in root-cause analysis to identify and address the underlying factors contributing to achievement gaps among students, and develop strategic interventions and solutions.
- Establish and facilitate data-inquiry teams comprised of teachers and instructional leaders, fostering collaboration in analyzing, interpreting, and developing action plans to enhance student learning and outcomes.
- Center teacher perspectives in data deep dives, valuing their insights and experiences to inform targeted interventions and instructional strategies.
- Facilitate and support grade-level collaboration among teachers, fostering opportunities for joint lesson planning, assessment design, and sharing of instructional techniques to internalize curriculum standards and promote consistency in instruction.
- Offer targeted feedback and support to teachers based on data analysis, providing resources, strategies, and coaching to address areas of need and optimize instructional practices.
- Soliciting input, share student outcomes, and collaborate on strategies with families to support student success.
- Celebrate and recognize achievements and growth in student learning and teacher practice resulting from data-driven interventions, reinforcing a culture of continuous improvement and collaboration.



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## ACCOUNTABILITY

### Leadership & Decision Making

- Navigate ambiguity with an opportunity mindset, proactively planning and leading others towards transformative change aligned with the school's mission and vision.
- Anticipate complex challenges and adjust approaches, strategies, and communications to effectively address evolving circumstances.
- Actively listen and consider multiple stakeholders' perspectives and experiences when making decisions that is best for students, fostering collaboration and inclusivity.
- Lead with curiosity and create conducive conditions for transformative change, whether through establishing processes, systems, cultural shifts, or fostering staff and student engagement.
- Possess a deep understanding of K-12 education ecosystems and effectively manage complex partnerships to achieve positive outcomes for young Black men.
- Demonstrate high self-awareness and observe others' actions to understand, build, and leverage relationships effectively for collective impact.
- Make strategic decisions to align resources with areas of highest impact, shaping vision and strategy to drive student outcomes and school staff performance.
- Foster an entrepreneurial mindset to inspire innovative approaches to addressing challenges and maximizing opportunities for improvement and growth that will positively impact student success.
- Collaborate with the board of directors to foster an entrepreneurial mindset, inspiring innovative approaches to addressing challenges and maximizing opportunities for improvement and growth, ensuring accountability for innovative initiatives' impact on student success.

### Continuous Improvement

- Lead by example, modeling expectations for instruction and culture, and demonstrating personal accountability in pursuit of breakthrough results for students and staff.
- Establish and reinforce norms for mutual accountability, fostering a high-achieving, safe, and collaborative school environment.
- Seek and incorporate constructive feedback from multiple stakeholders, fostering a culture of continuous improvement and learning.
- Cultivate an organizational culture focused on consistently improving individual, team, and school performance, fostering optimism and perseverance in the face of challenges.
- Proactively identify and acknowledge mistakes, reflecting meaningfully on causes and using them as opportunities for self-improvement and growth.
- Demonstrate integrity and follow through on commitments and promises, building trust and credibility within the school community.
- Lead with curiosity, creating conducive conditions for transformative change while fostering accountability through establishing processes, systems, cultural shifts, and school staff and student engagement.

### Problem-Solving

- Establish protocols for leading courageous conversations, fostering understanding, shared direction, and unity among staff and the school community.
- Use conflict productively to address root causes of challenges, leading teams through conflict towards resolutions that prioritize student experiences and needs.
- Partner with the board of directors to anticipate complex challenges, adjusting approaches, strategies, and communications to effectively address evolving circumstances while maintaining accountability to the school community and mission.

### Strategic Management and Prioritization

- Set clear priorities that are mission-critical, high-leverage, achievable, and aligned with specific timelines, milestones, resources, and performance outcomes.
- Utilize time efficiently, strategically delegating tasks to staff while providing support and monitoring progress.
- Consider risks and opportunities when making decisions and implementing processes, ensuring delivery on time and within budget.
- Backward map projects to achieve long-term priorities while meeting short-term needs effectively.

### Operations & Finance

- Effectively manage the school's budget, ensuring resources are allocated efficiently to support teaching and learning initiatives while maintaining financial stability.
- Ensure compliance with all relevant regulations and policies related to operations, finance, and safety to create a secure and legally sound learning environment.
- Oversee the maintenance and management of the school building, ensuring it is safe, welcoming, and functional to support an optimal learning environment.
- Develop and implement strategic fundraising initiatives to supplement school funding, leveraging community partnerships, grants, and other resources to support academic programs, extracurricular activities, and facility improvements.

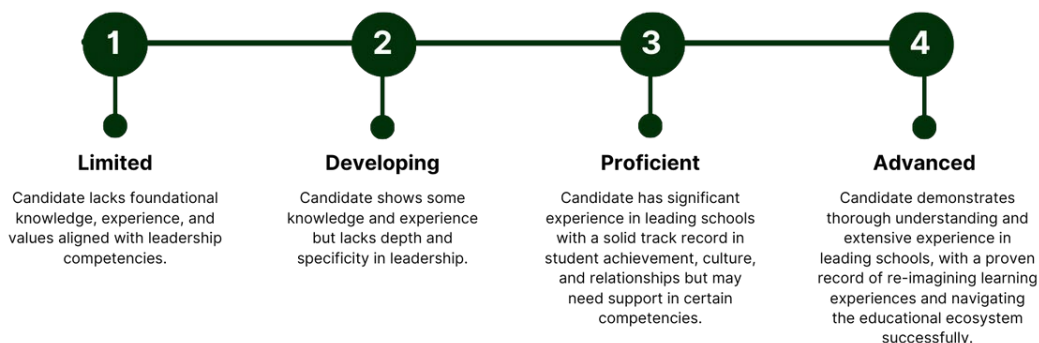




## SCORING INSTRUCTION

Our evaluation process for hiring a school leader utilizes a rubric with four continuums: Limited (1), Developing (2), Proficient (3), and Advanced (4). Ideal candidates exhibit 'proficient' or 'advanced' skills to successfully lead our founding campus to new heights. From identifying areas for improvement to mastering critical competencies, each candidate's unique skillsets and strengths will be carefully assessed using whole numbers, guided by the directives under the score column. Your assessment will also provide insight into coaching and resources needed to support the hired school leader on the leadership journey in our school and school community.

### Competency Continuum



## RESUME REVIEW AND RUBRICS

A resume is more than just a list of past roles and responsibilities; it's a narrative that tells the story of a career journey and the impact that person made along the way. As members of the Interview Committee or recruitment team, we recognize that the purpose of a resume is to provide a glimpse into what candidates have accomplished in various roles and organizations, and identify experiences that resonate with our school mission, vision, philosophy, model, students, and school community.

In our resume assessment, we're interested in uncovering the tangible contributions and outcomes achieved by candidates, encompassing cultural competency, experience and expertise in the classroom, leading staff, professional/social affiliations, and youth investment and educational philosophy. We recognize these facets as assets, crucial for forging meaningful relationships with our school community and fostering a vibrant, game-changing, and inclusive school culture.

As stewards of our school's future, our objective is clear: to identify candidates whose resumes not only showcase a distinguished track record of impact but also exemplify the values and qualities we hold dear in our students and school community. Through our resume review process, we strive to unravel each candidate's unique career narrative, gaining profound insight into how they can contribute to the enduring success of our school community.

[Select here for Resume Rubrics](#)

### Enhanced Bias Awareness Message

In your decision-making, it's essential to acknowledge the influence of unconscious biases. These biases, often unnoticed, can subtly shape our perceptions and impact the outcomes of our decisions. Our goal is to shed light on how these biases can detrimentally affect our judgment and, more importantly, cultivate a heightened sense of self-awareness to refine and diversify our decision-making skills that will elevate our school mission, vision, culture, and school community experience.

Here are the top 4 common biases that may manifest during resume reviews:

1. **Job Hopper Bias:** This bias assumes that individuals who have changed jobs frequently lack commitment to organizations or missions. However, it's crucial to recognize that a resume alone cannot provide the full context behind employment changes, such as organizational culture, leadership misalignment, financial challenges, or personal circumstances. It's imperative not to rush to judgment but rather seek deeper understanding.
2. **Long-Term Employment Bias:** Conversely, there's a tendency to view candidates who have remained with a single employer for an extended period as resistant to change or complacent. However, this steadfast commitment may underscore exceptional performance, significant contributions, and the ability to drive meaningful change within an organization.
3. **Pedigree Favoritism Bias:** This bias assumes that candidates from prestigious educational institutions possess superior intelligence or capability (i.e., predominately white institutions and the 'elite' historically black colleges and universities). However, we recognize that potential should be evaluated based on demonstrated work and impact, not on educational background alone. Excellence knows no bounds and can emerge from diverse educational experiences.
4. **Social Comparison Bias:** This emerges when we assess candidates through the lens of comparison with others, rather than through objective criteria. This may manifest in judgments influenced by physical appearance, social status, affinity groups, or even language similarities or



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differences with ourselves or an idealized "model" leader. Such biases can lead to unfair assessments that overlook the distinctive qualities and achievements of each candidate.

These biases serve as valuable insights but should not overshadow our core evaluation criteria during selection. While they may be explored further during selection days, they should not be used as sole indicators of candidate potential. Instead, we urge you to assess applicants based on their demonstrated qualities, accomplishments, and merits setting aside preconceived notions and biases.

At Green Tech Elementary, we believe in evaluating candidates for who they are—based on the evidence they present—rather than who we perceive them to be. This approach cultivates a culture of diversity, inclusivity, and genuine recognition and appreciation of talent, ensuring we identify the most promising candidates to lead our school community to greatness.

**RESUME SCORE: Choose One (based on the scoring formula): Limited (1) Developing (2) Proficient (3) Advanced (4)**

## VIRTUAL SCREENING & SCRIPT

Below is the Green Tech Rochester script to state before diving into the interview questions. The objective is to provide candidates with general insight about the school model, students, Rochester community, the role and expectations, and benefits of joining our school team. Ask candidates to reserve their questions until the end of the interview.

### SCRIPT

Green Tech Rochester Elementary (GTR) is not just a start-up K-2 school for young Black boys. It's a transformative journey that will provide a culturally responsive, rigorous, safe, structured, and learning environment. This environment will change the trajectory of our students and community, ensuring they have the necessary education, skills, confidence, and perseverance to be successful in middle school, high school, college, and beyond.

At GTR, we believe in the power of collaboration. Our primary co-teaching model, school-wide curriculum, and restorative behavioral practices are all designed to provide individualized support for our students. Building authentic relationships with teachers, staff, students, parents, and the community is not just important; it's essential for our school's success. We operate based on 4 Foundational Pillars, each one a testament to our commitment to collaboration and shared success.

- Building Relationships: Foster positive and collaborative relationships throughout the school and community with a genuine commitment to empathy, cultural awareness, and integrity to amplify the school's mission, vision, and achievements.
- Teaching & Learning: Collective Teacher Efficacy. Implement effective coaching cycles and best practices for collective teacher efficacy that support teachers, build team capacity, enforce school norms, and create an inclusive school culture.
- Data for Instruction: Use data-driven instruction to improve student achievement, teacher development, curriculum alignment, and a culturally responsive learning environment.
- Accountability: Model school beliefs with continuous reflection and agency for high-performing team and school-wide improvements that will maximize impact and school success.

As the Founding Executive Director, you will not just be a leader, but a visionary. You will embrace, exemplify, and enforce our school model, shaping the very foundation of our educational approach. You will also create opportunities, both internally and externally, that will inspire teachers and youth to approach education from a limitless perspective. This role comes with high expectations, but also numerous rewards in paving the way for a brighter future for our young men.

General Student demographics, school model, and role details:

- K-2 All boy schools, primarily African American. We will go up to 6th grade.
- 85%+ free, reduced lunch.
- 12% IEP, not self-contained.
- Year 1 will have # teachers, # instructional leader, dean of students, and director of operations. The Executive Director is responsible for hiring all staff in collaboration with the Executive Leadership Team.
- Curriculum: Amplify Core Knowledge ELA, Eureka Math, Fountas & Pinnell Phonic. We have 2-weeks of summer PD for curriculum internalization, going over behavioral practices.
- The Executive Director will report to the Board. Additional support provided by Dr. Paul Miller. .



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- Based on the job description, 50% will focus on academic programs, 30% on culture, and 20% on executive duties (e.g., financial/budget, HR, student recruitment, community engagement, etc.).
- The school will open in Fall 2025. The first year in this role focuses on operations, hiring, leveraging community partners and funders, building awareness of the school, and creating the infrastructure. Year 1 is a \$90K salary. In Year 2, when the school opens, it is \$110K. We have a \$5K referral bonus. State licensure is not required but preferred.
- OTHER: Include information regarding health benefits, if there is a relocation stipend, PTO days, bonus structure, a performance bonus (if there is one), where the candidate will work from in year one, etc.

Our hiring process consists of this virtual interview, reference check and selection day, and board interview. The process typically takes 4 weeks to complete after this virtual interview.

### Green Tech Rochester: School Leader Virtual Screening

<b>Candidate Name:</b>	
<b>Current Role, Organization, City/State:</b>	
<b>Interviewer Name:</b>	
<b>Screening Date:</b>	
<b>Position of Interest:</b>	Executive Director
<b>Screening Rate:</b> (Formula: # / 9) Scores 2.5 or above are suggested for the selection day.	Advanced
<b>Interviewer Recommendation:</b>	Refer to Selection Day
<b>Screening Summary:</b> (summarize education, years of teaching and leadership experience and school names, social/professional associations)	
<b>Strengths:</b>	
<b>Probes:</b>	
<b>Supporting Materials &amp; Link:</b> (i.e., hyperlink LinkedIn page, searched articles, student data, etc.)	

#### Starter Questions

Walk me through your professional journey.

Tell me more about your leadership/school principal experience at SCHOOL/ NETWORK. What were your responsibilities? What tasks did you own and delegate? What were your results/outcomes (staff and student achievement)?



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Why are you exploring opportunities? Why are you interested in the Executive Director / School Leader position at Green Tech Elementary? Do you have any connections to the Rochester community?	
Do you have founding or turnaround school experience? If yes, please explain.	
<i>Exemplar: Cultural competency and experiences that align with Green Tech's philosophy, mission, vision, and school model. Data, measurable goals, and outcomes show accountability for student and teacher success. Founding or turnaround schools experience and understand the commitment and creativity needed to launch a school successfully.</i>	
Score:	Limited

**Leadership Competency: Communication and Influence**

How will you ensure that Green Tech Elementary's school's vision, mission, and goals are effectively communicated to all stakeholders, including students, families, the board, and school staff? How do you adapt your communication style to resonate and address their specific needs and concerns?	
<i>Exemplar: Building strong relationships to establish trust, actively listening to stakeholders' perspectives, and tailoring messaging accordingly. Emphasize collective goals focused on student success and addressing cultural barriers in education, particularly for Black communities. Empathetic communication affirms student and family identities, fostering a sense of belonging and pride (cultural competency). Share actionable goals that resonate with teachers and instructional teams, leveraging experience and pedagogy expertise. Demonstrate measurable results from communication efforts.</i>	
Score:	Limited

**Leadership Competency: Community Building**

How would you prioritize building a strong sense of community within the school, and what strategies would you employ to engage parents and the community in the educational process? Can you share an example of a successful community engagement initiative you led and how it positively impacted your school community? What was your role and the outcome?	
<i>Exemplar: Demonstrate commitment to establishing genuine connections with stakeholders (paramount to fostering student success and holistic growth). Present and engage in school and community events (prioritize accessibility and visibility). Use diverse strategies to engage parents and community members (solicit feedback and input on school initiatives). Understand and incorporate culturally relevant approaches in school practices and community engagement efforts. Display ownership and investment in the school community to opportunities and foster partnerships.</i>	
Score:	Limited

**Leadership Competency: Academic and Culture Model**

Green Tech Elementary Model emphasizes Relationships, Teaching and Learning, Data for Instruction, and Accountability, which every adult embodies to ensure student success – academically and socially. This includes using our research-based curriculum, instructional practices, and behavioral management	
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strategies consistently and with fidelity. What is your experience using standardized practices? How would you ensure accountability for yourself and the school team to these standards?	
<i>Exemplar: Demonstrated experience implementing research-based curriculum, instructional and behavioral strategies consistently and with fidelity – outlining benefits that improve student performance and achieve school goals. Communicate strategies for ensuring accountability for oneself and the school team to standardized practices (setting and modeling expectations, systems for monitoring progress and identifying improvements, etc.). Commitment to ongoing support and development (coaching, observation and feedback, collaborative learning, etc.) for team buy-in. Emphasis on fostering a culture of collective responsibility and shared accountability within the school community (empower the team to take ownership of school success).</i>	
	Score: Limited
How will you establish and maintain a positive school culture that fosters academic excellence, student well-being, respect, and a sense of belonging for all students, staff, and families?	
<i>Exemplar: Demonstrated commitment to modeling respect, empathy, and inclusivity in all stakeholders' interactions. Clear expectations and standards for behavior and conduct (proactive strategies for conflict resolution and restorative practices). Collaboration and teamwork among staff to ensure alignment and coherence in teaching and learning. Involve families and community members as partners in the educational process through open communication and engagement events. Celebrate small and large accomplishments from students and staff.</i>	
	Score: Limited

**Leadership Competency: Instructional Leadership**

Tell me about your coaching cycle for teachers to improve their instructional practices. Walk me through step by step. Throughout this process, how do you promote collective teacher efficacy to ensure they are aligned with the school's academic goals and standards?	
<i>Exemplar: Evidence of collaborative goal setting with teachers to align instructional practices with school goals. Use classroom observations and student data to provide personalized feedback to teachers. Model instructional practices, preferably in real-time, to ensure expectations are clear, actionable, and aligned with the academic goals and standards. Coaching cycle includes teacher reflection, identify areas of growth, feedback, and guidance. Promote collective teacher efficacy through professional learning, data meetings (share success, challenges, and best practices), and professional development opportunities.</i>	
	Score: Limited

**Leadership Competency: Data-Driven Instruction and Curriculum Alignment**

Our school community is starting at a deficit. STATE ACADEMIC DATA for Rochester/Green Tech Elementary. As the founding school executive and instructional leader, how will you use this data to identify needs, inform instruction, and drive continuous improvement in student learning?	
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*Exemplar: Evidence of conducting comprehensive analysis to identify specific areas of need and patterns of student performance. Collaborate with teachers and instructional staff to develop targeted interventions and instructional strategies from data analysis. Establish a culture of data-informed decision-making through regular data review meetings and ongoing assessments (informal, summative, and formal) aligned with state standards. Prioritize students' performance through targeted interventions and academic support. Provide specific accountability measures for themselves, the instructional leadership team, and teachers.*

Score: Limited

**Leadership Competency: Continuous Improvement**

Tell me about a time you received constructive feedback. What was the issue? What was your response? What was the outcome? What did you learn from that experience? Based on this feedback, what are you now doing differently?

*Exemplar: Acknowledge and own a mistake or error in judgment in its broader impact. Shows vulnerability, self-awareness, and genuine efforts to improve (actions and decisions). Appear to be receptive to feedback to become a better leader. Reflect on lessons learned and personal growth from the experience. Implement strategies to prevent similar issues from occurring in the future (i.e., Ensure that initiatives are grounded in the expertise and input of those directly impacted).*

Score: Limited

**Leadership Competency: Operations and Finance**

Do you have operations or financial management experience? If yes, describe your experience managing school budgets, ensuring financial sustainability, and maximizing resources to support student learning and school operations.

*Exemplar: Experience overseeing school budgets and financial operations. Strategically allocate resources to support student learning and school operations. Implement financial accountability measures to ensure transparency and compliance. Successfully secure additional funding and resources through grants, partnerships, and fundraising to support school initiatives.*

Score: Limited

**OTHER**

Please name your top 3 strengths as a school leader.



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## SELECTION DAY OVERVIEW AND INTERVIEWS

Welcome to the School Leader Selection Day at Green Tech Rochester Elementary School. Your expertise and dedication are essential as we seek to identify the best individual to lead our school and collaborate with community partners to enhance our mission and student opportunities.

The selection day is a crucial step in finding a school leader who embodies our values, mindset, and vision to provide a high-quality education for our students. Through realistic situational interviews, case studies, role plays, and teacher development scenarios, we aim to thoroughly assess each candidate's core leadership competencies. This comprehensive approach will provide us with a clear understanding of each candidate's strengths and areas of development. Utilize your expertise, along with our criteria and competencies with fidelity to objectively evaluate candidates that leads to informed and unbiased recommendations. At the end of each selection day, the interview committee will debrief on each candidate's performance and reach a consensus on the next steps in the hiring process.

Thank you for your unwavering commitment and support in selecting the next leader of Green Tech Rochester Elementary School. Your contribution and dedication to our school community are not only appreciated but invaluable in ensuring the success of our students and school community. Below is an overview of the School Leader Selection Day.

Interview		Description	Due Date	Duration
Academic Data and Teacher Development (Pre-Work)	1:1 Interview	Devise a comprehensive plan to address the academic gap while providing effective coaching and development to your teachers, utilizing data-driven instruction, and fostering collective teacher efficacy.	3-Days before the interview date	30-minutes interview
Role Plays	2:1 Interview	Scenarios relating to people management in the capacity of a School Leader.	-----	40-minutes interview
Financial Management and School Operations	1:1 Interview	Managing school budget and constraints, while ensuring a high-quality educational experience for teachers and students.	-----	30-minute candidate prep 30-minutes interview
Building Relationships	2:1 Interview	Create a plan to build and cultivate strong relationships with students, teachers, parents, and the community to fulfill the school's mission effectively.	-----	30-minute candidate prep 30-minutes interview
Leadership Story: Presence (Pre-Work)	2:1 Interview	Your Story: Share your leadership story, highlighting your journey that has shaped your why to work with students of color and how that attracted you to Green Tech Rochester Elementary's mission and community. Presentation can be PowerPoint or script.	3-Days before the interview date	10-minute Presentation 20-minute interview
Teacher Observation & Feedback	1:1 Interview	Review classroom teaching videos then role-play feedback with the teacher. (10-minute lesson video)	-----	30-minute candidate prep 30-minute interview
General Interview	1:1 Interview	Ask probing questions from resume, virtual screening, and responses to selection day interview questions.	-----	20-minutes interview
Interview Committee Debrief				25-minutes
ESTIMATE SELECTION DAY DURATION (INTERVIEW COMMITTEE)				3hr, 55 min



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**Academic Data and Teacher Development  
(Interviewer 2024)**

You're the instructional school leader at the K-2 start-up Green Tech Elementary School in Rochester, NY. You oversee K-2 teachers utilizing a co-teacher model. Recent student academic data has revealed a significant achievement gap in reading, particularly among 1st-grade students. One lead teacher and one co-teacher responsible for reading instruction are both novices in the two grade-level classrooms. As the instructional leader, the onus falls on you to devise a comprehensive plan to address this gap while providing effective coaching and development to your teachers, utilizing data-driven instruction, and fostering collective teacher efficacy.

**TASK:** Describe how you would approach this situation.

**Exemplar**

- Outlines a strategy for analyzing the academic data to identify specific areas of weakness and potential root causes of the achievement gap in reading. Analysis may include analyzing standardized test scores, formative assessment data, etc., to gain a comprehensive understanding.
- Explain how they would provide targeted coaching and development to the lead teacher and co-teacher, incorporating evidence-based literacy instruction strategies, discuss findings, and collaboratively identify areas for improvement and data-analysis deep dives for remediation.
- Plan shows them utilizing data-driven instruction to monitor student growth, structured literacy interventions, incorporating small group instruction, adjusting instructional strategies, and evaluating the effectiveness of remediation efforts.
- Discuss how they would foster a culture of collective teacher efficacy within the grade-level team through regular observation and feedback, best practices, monitoring and celebrating student progress, and problem-solving together.
- Provide examples of specific actions they would take to support and empower teachers to create a positive learning environment for students.

**Leadership Competency:** *Academic and Culture Model, Instructional Leadership, Data Driven Instruction & Curriculum Alignment, Leadership & Decision Making*

**Interviewer Notes:**

**Score:** Limited



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**Role Plays  
(Interviewer 2024)**

**Directions:** At the start of the interview, give the candidate a role-play overview. The candidate will role-play as the School Leader and lead the discussion, while the interviewer(s) will role-play as the staff member/parent.

Role Play 1:irate Parent (10-min)

An irate parent comes to the main office demanding to talk to you and understand why their child received detention for disruptive behavior in the classroom. The 2nd-grade teacher is a White male who struggles with building rapport with students. The parent insists that their child was unfairly targeted and demands immediate action.

Task: You will play the role of the principal, and I will portray the irate parent.

Exemplar:

- Remain calm and composed while addressing the parent's concerns.
- Listen actively to the parent's perspective and validate their feelings.
- Explain the school's behavioral expectations and consequences in a clear and empathetic manner.
- Offer to investigate the situation further and schedule a follow-up meeting to discuss potential resolutions.
- Provide assurance that the school is committed to ensuring a safe and respectful learning environment for all students.

Role Play 2: Teacher Accountable to Cultural Competency (10-min)

Mrs. Bruno, one of your high-performing teachers, is viewed as a grade-level model teacher for instructional practices. Her work has improved student achievement in math by **INSERT DATA**. However, in a recent classroom observation conducted by the instructional coach, they observed Mrs. Bruno using disciplinary methods that are not aligned with the school's behavioral management practices and are not culturally responsive. Because of this, some students have become disengaged, frustrated, and show decreased confidence. Your instructional coach brought this to your attention to address this issue immediately with Mrs. Bruno before this becomes a bigger problem.

Task: You will play the role of the principal, and I will portray the high-performing teacher.

Exemplar:

- Express appreciation for the teacher's dedication and commitment to academic excellence while acknowledging the concerns raised about her disciplinary practices.
- Approach the situation with empathy, professionalism, and a commitment to fostering a supportive learning environment for Black male students.
- Provide specific examples of observed behaviors and their impact on Black male students addressing cultural awareness, student/family trust, and teachers' role in creating a positive classroom environment where all students feel respected, valued, and supported.
- Engage in a difficult conversation prioritizing cultural sensitivity, the why behind culturally responsive principles and strategies, and what is acceptable and unacceptable teacher behavior.
- Connect cultural competency to the school mission and vision, prioritizing students' needs and fostering a culture of continuous improvement to ensure that all students have access to a high-quality education that prepares them for success in school and beyond.
- Offer support and resources, such as professional development opportunities or peer mentoring, to increase the teacher's cultural competency.
- Follow-up observation + feedback to ensure fidelity of school behavioral management practices.

Role Play 3: Using Curriculum with Fidelity (10-min)

Mr. Wilson, a veteran teacher at our school, has resisted fully embracing and implementing the school's standardized curriculum. Despite several coaching sessions and feedback discussions, his reluctance to adopt the curriculum with fidelity has negatively impacted student growth and achievement. As the principal, you have arranged a meeting with Mr. Wilson to address this issue and emphasize the importance of curriculum buy-in, fidelity, and its direct impact on student success.

Task: You will play the role of the principal, and I will portray Mr. Wilson, the teacher.



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**Exemplar:**

- Clearly articulate the expectations for curriculum adoption and fidelity within the school (i.e., tried and true, created by master teachers, etc.)
- Provide specific examples of how Mr. Wilson's resistance to the curriculum has affected student growth and achievement.
- Engage in a respectful and constructive dialogue to understand Mr. Wilson's concerns and perspectives.
- Collaborate on developing a plan of action to address any barriers or challenges hindering Mr. Wilson's buy-in and fidelity to the curriculum.
- Reinforce the importance of aligning instructional practices with the school's goals and standards to ensure classroom consistency and coherence.
- Emphasize the positive impact of full curriculum implementation on student learning outcomes and overall academic success.
- Establish clear expectations and timelines for follow-up meetings and progress monitoring to track Mr. Wilson's growth and implementation of the curriculum with fidelity.

<b>Leadership Competency:</b> <i>Communication &amp; Influence, Cultural Competency, Community Building, Leadership &amp; Decisions Making, Problem-Solving, Strategic Management and Prioritization</i>	
<b>Interviewer Notes:</b>	
Score:	Limited



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**Financial Management and School Operations  
(Interviewer 2024)**

You are the school principal facing financial constraints due to decreased state funding and unexpected maintenance expenses. Overseeing the school's budget and operations, you must creatively navigate these challenges while ensuring a high-quality educational experience for teachers and students. **NOTE: SHARE ITEMIZED BUDGET AND PROVIDE EXEMPLAR.**

**Tasks:**

1. Analyze the Budget: Identify areas to reduce cost while prioritizing essential educational resources and programs.
2. The school building requires urgent maintenance repairs, but the allocated funds are insufficient to cover the costs. Describe your strategy for addressing these maintenance expenses while minimizing disruption to student learning and ensuring the safety and well-being of staff and students.
3. Describe how you would communicate the school's financial situation to the school board.
4. Develop a long-term financial plan that outlines strategies for enhancing the school's financial stability and sustainability over time. **(POSSIBLY REMOVE DUE TO TIME CONSTRAINTS)**

Be prepared to explain your approach and decision-making process and ensure equitable access to educational opportunities for Black male students.

**Exemplar:**

- Outline an approach to ensuring compliance with relevant financial regulations, including budgetary transparency, procurement procedures, and financial reporting requirements.
- Consider factors such as enrollment projections, fundraising goals, cost-saving measures, and contingency plans for unforeseen financial challenges.
- Effectively manage financial resources, make strategic decisions, communicate with stakeholders, and ensure compliance with financial regulations while focusing on providing students with high-quality education.

**Leadership Competency:** *Leadership & Decision Making, Problem-Solving, Strategic Management and Prioritization, Operations & Finance*

**Interviewer Notes:**

**Score:** **Limited**



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**Building Relationships  
(Interviewer 2024)**

You are the newly appointed School Leader for Green Tech Rochester Elementary School for Boys in Rochester, NY. The school is a start-up K-2 campus that serves Black boys; 85% of students are on free or reduced lunch, the school averages an 87% attendance rate, and just over 20% of students are proficient in reading and math. The community is facing socioeconomic challenges, including high poverty and crime rates, with disinvested community resources and development. Parents struggle with trusting school networks as the system has consistently failed their community and lacks cultural understanding to support Black males. Hence, education has not been prioritized for some students. Our vision is to provide game-changing opportunities for students - in a safe environment with high academic standards and a high level of support. Upon assuming your role, you recognized the importance of building and cultivating strong relationships with students, teachers, parents, and the community to fulfill the school's mission effectively. (Source: <https://issuu.com/artwitholiveri/docs/thehowlerfeb23/s/19204170>)

**Task:**

- Create a plan for how you will establish trust and collaboration with teachers, considering the history of distrust in the community while addressing the needs of our students.
- Explain how you will approach and prioritize opportunities that promote parent and student voices and create a welcoming and supportive learning environment for Black boys while considering the challenges they may face outside of the school.
- Highlight the steps you will take to rebuild trust, establish positive relationships, and ensure the school remains connected and responsive to students/parents/community needs and aspirations.
- Explain how you would establish clear expectations and standards for shared accountability among staff, parents, students, and community members within the Green Tech Rochester community.

**Exemplar:**

- Lead with empathy, humility, and commitment to social justice to ensure practices, policies, behaviors, language, school culture, and engagements reflect our students' and community's needs, values, and aspirations (actively listening and adapting feedback).
- Actively engage with the community, organizations, and leaders (i.e., faith-based institutions, local politicians, community activists, school district leaders, small and large businesses, etc.) and leverage resources to support students and families.
- Empower and recognize students' and parents' voices to contribute and take ownership of school initiatives and progress through consistent, empathic communication that builds trust and motivation.
- Empower teachers to collaborate using culturally relevant pedagogy and build authentic relationships based on mutual respect and understanding to teachers, students, and families for a shared purpose.
- Address the social-emotional needs of our students, specifically Black boys who may face unique challenges, with restorative practices, trauma-informed approaches, and counseling to support students' holistic development.
- Prioritize honest and transparent communication and accountability to the community in the decision-making process to build trusting relationships (i.e., town hall meetings, parent meetings, advisory committees, local school council, etc.)
- Amplify and celebrate students and the community through a culturally responsive lens reflected in curriculum and behavioral practices, school events and environment, and school staff identities and experiences to foster a sense of pride and belonging and strengthen the school community.

**Leadership Competency:** *Communication & Influence, Community Building, Cultural Competency, Leadership & Decision Making, Problem Solving, Continuous Improvement*

**Interviewer Notes:**

**Score:** Limited





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**Leadership Story: Presence  
(Interviewer 2024)**

Welcome to the first day of the all-staff summer professional development at Green Tech Rochester Elementary! As the new Executive Director, this is an opportunity for you to introduce yourself to the school community, share your leadership journey, and align your vision with the mission and values of Green Tech Rochester Elementary.

**Task:**

- Share your leadership story, highlighting your journey that has shaped your why to work with students of color and how that attracted you to Green Tech Rochester Elementary's mission and community. Include your shared commitment to academic excellence, character development, and justice for students and the Rochester community.
- Create an 8-10 minute PowerPoint presentation.
- You will present to the interview committee to gain more context about your leadership presence and approach, communication and persuasiveness, and mission alignment.

**Exemplar:**

Candidates will be assessed by these core competencies: communication and influence, community building, cultural competency, leadership presence and approach, and school mission alignment. Below is a checklist guide to help the interview committee evaluate candidates equitably and effectively to identify a leader best suited for Green Tech Rochester Elementary's success:

1. Communication and Influence:
  - Effectively communicate their ideas, vision, and values.
  - Articulate their thoughts clearly and persuasively.
  - Able to inspire and motivate others through their communication style
2. Community Building:
  - Demonstrate an understanding of the importance of building relationships and collaborating with teachers, staff, students, parents, and the community to achieve school goals through shared accountability.
  - Foster a sense of belonging and inclusivity within the school community.
  - Exhibit empathy and cultural sensitivity.
3. Cultural Competency:
  - Display an understanding of cultural biases and inequities and their impact on education and Black boys.
  - Committed to promoting equity and social justice in education.
4. Leadership Presence and Approach:
  - Exude confidence and authenticity in their leadership style.
  - Adaptability and resilience in navigating challenges and driving change.
  - Able to lead by example and empower others to take ownership of their roles and responsibilities.
5. School Mission Alignment:
  - Demonstrate a clear understanding of the school's mission and values.
  - Articulate how their personal and professional values align with those of the school.
  - Show a genuine commitment to advancing the mission and goals of GTR.

**Leadership Competency:** *Communication and Influence, Community Building, Cultural Competency, Academic and Culture Model*

**Interviewer Notes:**

**Score:** Limited



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**Observation & Feedback  
(Interviewer 2024)**

DR. MILLER: INCLUDE TASK FOR OBSERVATION AND FEEDBACK INTERVIEW, VIDEO LINK, COACHING TEMPLATE FROM GTR, AND EXEMPLAR RESPONSE.

Leadership Competency: <i>Instructional Leadership, Data-Driven Instruction &amp; Curriculum Alignment, Academic and Culture Model</i>	
Interviewer Notes:	
Score:	Limited



## Attachment C: Teacher Rubric (Danielson Framework)

### Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>1a: Demonstrating knowledge of content and pedagogy</b>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<b>1b: Demonstrating knowledge of students</b>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<b>1c: Setting instructional outcomes</b>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<b>1d: Demonstrating knowledge of resources</b>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<b>1e: Designing coherent instruction</b>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<b>1f: Designing student assessment</b>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.



## Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>2a: Creating an environment of respect and rapport</i>	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
<i>2b: Establishing a culture for learning</i>	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
<i>2c: Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<i>2d: Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<i>2e: Organizing physical space</i>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.





### Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.



#### Domain 4: Professional Responsibilities

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Reflecting on Teaching</b>	Teacher's reflection does not accurately assess the lesson's effectiveness, the degree to which outcomes were met and/or has no suggestions for how a lesson could be improved.	Teacher's reflection is a generally accurate impression of a lesson's effectiveness, the degree to which outcomes were met and/or makes general suggestions about how a lesson could be improved.	Teacher's reflection accurately assesses the lesson's effectiveness/degree to which outcomes were met and can cite evidence to support the judgment; makes specific suggestions for lesson improvement	Teacher's reflection accurately, thoughtfully assesses the lesson's effectiveness/degree to which outcomes were met, citing specific examples; offers specific alternative actions drawing on an extensive repertoire of skills
<b>4b: Maintaining Accurate Records</b>	The information management system on student completion of assignments, student progress in learning and/or non-instructional activities are either absent or in disarray.	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is rudimentary, and/or requires frequent monitoring for accuracy.	The information management system for student completion of assignments, student progress in learning and/or non-instructional activities is fully effective	The information management system for student completion of assignments, progress in learning and/or non-instructional activities is fully effective, and students contribute to their maintenance and/or interpretation.
<b>4c: Communicating with Families</b>	The educator provides little/no information to families about the instructional program and/or individual students; communication with families is insensitive or inappropriate to the culture of the families and/or makes no attempt to engage families in the instructional program.	The educator provides minimal and/or occasionally insensitive communication/responses to family concerns; partially successful attempts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families about the instructional program, student progress, and responses to family concerns; frequent, successful efforts to engage families in the instructional program.	The educator provides frequent, culturally-appropriate information to families with student input; successful efforts to engage families in the instructional program to enhance student learning.
<b>4d: Participating in a Professional Community</b>	Professional relationships with colleagues are negative or self-serving; teacher avoids participation in a culture of inquiry and/or avoids becoming involved in school events and/or school and district projects.	Professional relationships are cordial and fulfill required school/district duties; include involvement in a culture of inquiry, school events and/or school/district projects when asked.	Professional relationships are characterized by mutual support and cooperation; include active participation in a culture of professional inquiry, school events and school/district projects, with teacher making substantial contributions.	Professional relationships are characterized by mutual support, cooperation and initiative in assuming leadership in promoting a culture of inquiry and making substantial contributions to school/district projects.
<b>4e: Growing and Developing Professionally</b>	Teacher engages in no professional development activities and/or resists feedback on teaching performance and/or makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher engages in professional activities to a limited extent and/or accepts with some reluctance, feedback on teaching performance and/or finds limited ways to contribute to the profession.	Teacher engages in seeking out professional development opportunities, welcomes feedback on performances and participates actively in assisting other educators.	Teacher engages in seeking out opportunities for professional development and makes a systematic effort to conduct action research, seeks out feedback and initiates important activities to contribute to the profession.
<b>4f: Showing Professionalism</b>	Teachers professional interactions are characterized by questionable integrity, lack of awareness of student needs, and/or decisions that are self-serving, and/or do not comply with school/district regulations	Teacher interactions are characterized by honest, genuine but inconsistent attempts to serve students, decision-making based on limited data, and/or minimal compliance with school/district regulations.	Teacher interactions are characterized by honesty, integrity, confidentiality and/or assurance that all students are fairly served, participation in team or departmental decision-making, and/or full compliance with regulations.	Teacher displays the highest standards of honesty, integrity, confidentiality; assumption of leadership role with colleagues, in serving students, challenging negative attitudes/practices, in ensuring full compliance with regulations.



## Attachment D: Draft ED Evaluation Tool



SUNY Plaza  
353 Broadway  
Albany, New York 12246  
[www.newyorkcharters.org](http://www.newyorkcharters.org)

# SCHOOL LEADERSHIP EVALUATION INSTRUMENT\*

*\*Adapted from Charter Board Partners ([charterboards.org](http://charterboards.org)) – Head of School Evaluation Toolkit Ed. Fuel ([edfuel.org](http://edfuel.org))*

Head of School Name		
Board of Directors (list members)		
Review Period		
Date of Review		
Reviewed by	Self <input type="checkbox"/> Board of Directors <input type="checkbox"/>	
<b>SECTION I. ACHIEVING GOALS</b>		
<i>Directions: Identify your overall goals and corresponding results.</i>		
<b>GOALS</b>	<b>RESULTS</b>	<b>Rating E-M-P-D</b>
<i>Example:</i>		
<b>KEY</b>		
<div style="display: flex; justify-content: space-between;"> <div> <p><b>DOMAIN</b></p> <ol style="list-style-type: none"> <li>1. Student Performance/Academics</li> <li>2. School Climate/Culture</li> <li>3. Human Resources/Personnel</li> <li>4. Financial/Organizational</li> <li>5. Communication/Community Relations</li> <li>6. Professionalism</li> </ol> </div> <div> <p><b>RATING:</b></p> <p><b>E:</b> Exceeds expectations/Highly effective</p> <p><b>M:</b> Meets expectations/Effective</p> <p><b>P:</b> Partially meets expectations/Developing</p> <p><b>D:</b> Does not meet expectations/Ineffective</p> </div> </div>		
<b>SECTION II. DEMONSTRATING COMPETENCIES</b>		



**Directions:** Reflect on your demonstration of the organizational core values and the competencies required in your role.

Core Competencies and Descriptions	To what degree did you/this person demonstrate proficiency in the core competencies?
<INSERT COMPETENCY>	
<INSERT COMPETENCY>	
<INSERT COMPETENCY>	
<INSERT COMPETENCY>	

### SECTION III. SUMMARY ASSESSMENT, NEXT STEPS, AND PROFESSIONAL DEVELOPMENT

**Directions:** Please complete the prompts below.

Overall performance rating:

- |   |   |
|---|---|
| <input type="checkbox"/> Exceeds Expectations         | <input type="checkbox"/> Meets Expectations         |
| <input type="checkbox"/> Partially Meets Expectations | <input type="checkbox"/> Does Not Meet Expectations |

#### Qualitative Comments:

How are you/the Head of School performing overall?

What are the 1-3 most notable areas of strength?

What are the 1-3 areas for growth or improvement?

What are the next steps for growth or improvement in terms of your/the Head of School's professional development?

What do you see as your/the Head of School's future in the organization? Where do you see yourself/the Head of School in the next 3-5 years (inside or outside of the organization)?





#### SECTION IV. BOARD OF DIRECTORS FEEDBACK

**Directions:** Head of Schools: please share feedback for the Board of Directors on their work with you this year.

What is the Board of Directors doing well in their support of your work?

How could the Board of Directors support your work more effectively?

To what extent has the Board of Directors tailored their management approach to your leadership philosophy and background? How could the Board of Directors improve in this area to better personalize their approach to developing you as a leader?



## Attachment E: Board Evaluation Rubric

### ASSESSMENT TOOL FOR CHARTER SCHOOL BOARDS AND THEIR GOVERNANCE EFFECTIVENESS

LEADERSHIP ROLES	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board. Board Members demonstrate awareness of their responsibilities through appropriate actions.	There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board.	The responsibilities of the Board Members have not been addressed by the Board.
	There is a good working relationship with clear understanding of responsibilities between School Leader and Board Chair where communication is open, honest, and regular.	There is a good working relationship between School Leader and Board Chair.	There is confusion/tension about the responsibilities of Board Members in relation to School management.

COMPOSITION	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	9-21 Members	7-8 or 22-25	Less than 7 Members
	No more than 25% staff/Interested persons	No more than 33% staff/Interested persons	More than 40% are staff/Interested persons
	There is a Target Profile of expertise and perspective needed on Board which sets current and future recruitment priorities	Current board recruitment priorities have been determined, but there isn't an overall Target Profile – or a process for determining priorities in the future	Board recruitment is a random process
	Expertise in key fields [e.g. Attorney, Accountant, Educator] is currently on the Board (See attached board composition matrix)	Board has expertise in most fields-needs to recruit additional members with specific qualifications	Significant gaps in expertise
	Board has diversity relevant to community & school population	More community perspective on the Board would be beneficial on the Board	Little or no community representation on the Board
	Defined terms & Board Election Process is open and transparent resulting in diverse, independent candidates, with appropriate skill sets	Defined terms - Board Election Process controlled by leadership	No established procedures for Board recruitment or election
	Defined orientation process	Informal orientation	No specific orientation

COMMITTEES	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	Has functioning committees focused on key issues: Finance, Academic Achievement, Resource Development, Human Resources, Community Relations and Board Development. The existence and role of an Executive Committee and the specific configuration of the committees may vary depending on size and expertise of the board.	Has committee structure-but only some of committees are functioning well  Need to clarify the role of the committees in relation to the Board	No committee structure  Executive Committee makes all major decisions
	Staff responsibilities in relation to each committee are clearly defined and practically implemented	Staff responsibilities in relation to each committee are defined	No designated staff liaison



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MEETINGS	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	At least 10 meetings with schedule planned in advance; additional meetings scheduled when required	Average of 10 meetings-with dates determined periodically	Meeting schedule irregular, less than 10 meetings
	Public given advance notice of meeting schedule in a regular and accessible manner	Public given advance notice before each meeting	Public given "last minute" or less than 72 hour notice
	Meetings held in location convenient to public	Some, but not all meetings held in location convenient to public	Meetings located for Board Members' rather than public convenience
	Agenda & relevant background information provided at least 5 days in advance of meetings	Some information may not be given to Board until meeting	No advance distribution of materials
	Meetings average 90 minutes-but no longer than 2 hours	Meetings average between 2-3 hours	Meetings average 3 or more hours
	Agenda focused on issues to be addressed by board-not just reporting sessions; Board is appropriately deliberative	Tendency for agenda to consist of staff reports with Executive Committee pre-approval	Mostly reporting or Board trying to micro-manage
	Over 50% of board meeting time is focused on school performance	Up to 50% of meetings focused on school performance	Insufficient time/attention focused on school performance
	Minutes and record of attendance are maintained for all meetings, major debates, and clearly record motions and votes	Minutes and record of attendance are maintained for all meetings	Recording of minutes and records of attendance are spotty or incomplete
	Board Members utilize and understand an appropriate system of procedural rules (i.e Robert's Rules of Order) which facilitate deliberation and the taking of appropriate actions	The Board has an informal set of meeting norms and is able to deliberate and take appropriate actions; norms are not necessarily transparent	Procedural rules are unclear or inconsistent, limited open deliberative process
GOVERNANCE EFFECTIVENESS	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	All Board Members have read and fully understand the critical components of the Charter	All Board Members have a general knowledge of critical components of the Charter	Only some of the Board Members are knowledgeable about critical components of the Charter
	Board sets policies to achieve mission & standards in Charter with input from stakeholders	Board reviews and approves policies recommended by staff to achieve mission & standards	The School Leader/Founder makes key decisions, with Board in "rubber stamp" mode
	There is a clear evaluation process with benchmarks and performance measures for School Leader, process is implemented	There is an evaluation process—but clearer benchmarks are needed	No regular evaluation
	There is a formal evaluation process to evaluate partner's (mgt organization/educational partner) performance	Board reviews relationship with partner on an annual basis, assessing the value added by the agreement and its major terms	Board has little understanding of partner agreement and provides little actual oversight or evaluation of its effectiveness
	Board determines personnel policies which include grievance procedures and whistleblower policy	Board reviews personnel policies, which include grievance procedures & whistleblower policy	Personnel policies have not been reviewed or approved by Board
	Board pays attention to test results and considers action to improve when necessary	Board pays attention to test results—but leaves decisions for improvement to staff	Only some Board Members focus on test results
	Board members adhere to the by-laws, which are in accordance with Charter School standards. There is a schedule for the regular review of the by-Laws	Board members adhere to the by-laws, which are in accordance with Charter School standards. There is no scheduled time for review of the by-laws	Board Members are not knowledgeable about the by-laws
	The Board has an annual strategic planning process and is prepared to address critical changes, such as new location or change in student population	The Board engages in strategic planning periodically, but there is no on-going schedule for strategic planning	Board does not focus on strategic planning



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	The Board fully understands its oversight responsibilities, and has procedures and scorecard for accomplishing it	Board understands its oversight responsibilities, but the process tends to be ad hoc	Board does not exercise proper oversight
	Board has adopted a comprehensive set of policies, is aware of their content, and implements them consistently	Board has adopted a comprehensive set of policies, but is generally unaware of their contents	Board has not adopted a comprehensive set of policies or policies are implemented haphazardly
	Board has an appropriate dispute resolution policy that addresses and resolves most disputes with a minimum level of rancor	Board has an appropriate adopted policy, it is consistently implemented	Dispute resolution policy poorly conceived or implemented, disputes not resolved appropriately

FUND RAISING	STRONG	SATISFACTORY Could benefit from guidance to be fully effective	WEAK
	There is a clear statement of the support expected from Board Members	There is a general expectation that Board Members will contribute	Role of Board in giving or getting funds has not been addressed
	All Board Members make personal contribution	Most Board Members give or get resources for the School	A few Board Members are the sole providers of funds for the School
	The Board Resource Development Committee works efficiently with staff in planning fundraising strategy	The Board has a Resource Development Committee	All fund raising activities are planned by staff
	All Board Members participate in Fund Raising activities	Most Board Members participate in fund raising activities	Board Members do not consider fund raising to be part of their responsibilities



**Attachment F: Curriculum and Instruction Attachments**  
**EL ELA Course Overview**

## Grades K-2 Curriculum Plan

		Module 1: Building Literacy in a Collaborative Classroom	Module 2: Learning Through Science and Story	Module 3: Researching to Build Knowledge and Teach Others	Module 4: Contributing to the Community
Kindergarten	Topic	KM1: Toys and Play	KM2: Weather Wonders	KM3: Trees are Alive	KM4: Enjoying and Appreciating Trees
	Writing Tasks*	<ul style="list-style-type: none"> <li>Opinion Writing: My Preferred Classroom Toy (W.1)</li> <li>Informational Writing: My Classmate's Preferred Classroom Toy (W.2)</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Writing: My Weather Story (W.3)</li> <li>Informational Writing: Weather Journal (W.2)</li> </ul>	<ul style="list-style-type: none"> <li>Informational Writing: Living Things Research Notebook (W.K.8, W.1.7)</li> <li>Informational Writing: How Animals Depend On Trees (W.K.2, W.K.7)</li> <li>Informational Writing and Collage: Tree Experts (W.K.2, W.K.5, W.K.7)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing: Where Would You Plant a Tree and Why? (W.K.1)</li> <li>Opinion Writing: Tree Appreciation Post Card (W.K.1, W.1.5, W.K.6)</li> <li>Informational Writing: Enjoying Trees Journal (W.K.8)</li> </ul>
Kindergarten	Required Trade Books**	RL- <i>Llama Llama Time to Share</i> , Anna Dewdney RL- <i>Have Fun Molly Lou Melon</i> , Patty Lovell RI- <i>Toys Galore</i> , Peter Stein RI- <i>Playing with Friends</i> , Rebecca Rissman	RI- <i>Weather Words and What They Mean</i> , Gail Gibbons RI- <i>Weather</i> (National Geographic Readers Series), Kristin Rattini RI- <i>On the Same Day in March</i> , Marilyn Singer RL- <i>Come On, Rain!</i> , Karen Hesse RL- <i>Umbrella</i> , Taro Yashima RL- <i>One Hot Summer Day</i> , Nina Crews RL- <i>Brave Irene</i> , William Steig RL- <i>The Snowy Day</i> , Ezra Jack Keats	RI- <i>What's Alive?</i> Kathleen Weidner Zoehfeld RI- <i>Be a Friend to Trees</i> , Patricia Lauber RL- <i>Are Trees Alive?</i> Debbie Miller RL- <i>The Tree in the Ancient Forest</i> , Carol Reed-Jones	RI- <i>A Tree is Nice</i> , Janice May Udry RI- <i>Mama Miti: Wangari Maathai and the Trees of Kenya</i> , Donna Jo Napoli RI- <i>We Planted a Tree</i> , Diane Muldrow RL- <i>A Tree for Emmy</i> , Mary Ann Rodman RL- <i>Gus is a Tree</i> , Claire Babin RL- <i>Oliver's Tree</i> , Kit Chase

\* This plan shows the main writing tasks per module and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

\*\* This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and number of each specific text needed to purchase (e.g. 1/classroom or 6/classroom).



## Grades K-2 Curriculum Plan

		Module 1: Building Literacy in a Collaborative Classroom	Module 2: Learning Through Science and Story	Module 3: Researching to Build Knowledge and Teach Others	Module 4: Contributing to the Community
GRADE 1	Topic	1M1: Tools and Work	1M2: The Sun, Moon, and Stars	1M3: Birds' Amazing Bodies	1M4: Caring for Birds
	Writing Tasks*	<ul style="list-style-type: none"> <li>• Informational Writing: Writing About Habits of Character (W.2)</li> <li>• Informational Writing: Creating a Magnificent Thing (W.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Writing: The Sun Sees Narrative Poem (W.3)</li> <li>• Informational Writing: Sky Journal (W.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Informational Writing: Birds Research Notebook (W.1.8, W.1.7)</li> <li>• Informative Writing: Birds' Body Parts Help Them Survive (W.1.2, W.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion Writing: Leave the Nest Up (W.1.1, W.1.7, W.1.8)</li> <li>• Informational Writing: Stories of Bird Helpers response journal (W.1.8)</li> <li>• Informational Writing: Feathered Friend Savers (W.1.2, W.1.5, W.1.6)</li> </ul>
	Required Trade Books**	RL- <i>The Most Magnificent Thing</i> , Ashley Spires RL- <i>The Little Red Pen</i> , Janet Stevens and Susan Stevens Crummel RI- <i>My Math Toolbox</i> , Nancy Kelly Allen RI- <i>I Use Science Tools</i> , Kelli L. Hicks RI- <i>Tools</i> , Ann Morris RI- <i>A Chef's Tools</i> , Holden Strauss	RL- <i>Summer Sun Rises</i> , W. Nikola-Lisa RL- <i>Why the Sun and the Moon Live in the Sky</i> , Elphinstone Dayrell RL- <i>Sun and Moon</i> , Lindsey Yankey RL- <i>Papa, Please Get the Moon for Me</i> , Eric Carle RL- <i>Kitten's First Full Moon</i> , Kevin Henkes RL- <i>What the Sun Sees, What the Moon Sees</i> , Nancy Tafuri RI- <i>What Makes Day and Night</i> , Franklyn M. Branley RI- <i>Does the Sun Sleep?: Noticing Sun, Moon, and Star Patterns</i> , Martha E.H. Rustad	RI- <i>Birds</i> , Kevin Henkes RI- <i>Birds</i> (Scholastic Discover More), Penelope Arlon RI- <i>Feathers: Not Just for Flying</i> , Melissa Stewart RI- <i>Beaks!</i> Sneed Collard RI- <i>Little Kids First Big Book of Birds</i> (National Geographic), Catherine Hughes RI- <i>Just Ducks</i> , Nicola Davis RI- <i>Flight School</i> , Lita Judge	RI- <i>A Place for Birds</i> , Melissa Stewart RI- <i>Olivia's Birds: Saving the Gulf</i> , Olivia Boulter RL- <i>City Hawk: The Story of Pale Male</i> , Meghan McCarthy RL- <i>Lost and Found</i> , Oliver Jeffers RL- <i>Pierre the Penguin: A True Story</i> , Jean Marzollo RL- <i>Maggie the One-Eyed Peregrine Falcon: A True Story of Rescue and Rehabilitation</i> , Christie Gove-Berg RL- <i>The Lion and the Bird</i> , Marianne Dubuc

\* This plan shows the main writing tasks per module and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

\*\* This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and number of each specific text needed to purchase (e.g. 1/classroom or 6/classroom).





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Grades K-2 Curriculum Plan

		Module 1: Building Literacy in a Collaborative Classroom	Module 2: Learning Through Science and Story	Module 3: Researching to Build Knowledge and Teach Others	Module 4: Contributing to the Community
GRADE 2	Topic	2M1: Schools and Community	2M2: Fossils Tell of Earth's Changes	2M3: The Secret World of Pollination	2M4: Providing for Pollinators
	Writing Tasks*	<ul style="list-style-type: none"> <li>• Informational Writing: Writing about Schools around the World (W.2)</li> <li>• Informational Writing: The Most Important Think about Schools Book (W.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Writing: The Stories of Paleontologists (W.3)</li> <li>• Informational Writing: Paleontologist Notebook (W.2.8)</li> </ul>	<ul style="list-style-type: none"> <li>• Informational Writing: Plants and Pollinator's Research Notebooks, Parts I and II (W.2.8, W.2.7)</li> <li>• Informative Writing: How Pollinators Help Plants (W.2.2, W.2.5, W.1.7)</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion Writing: My Opinion Writing Booklet (W.2.1)</li> <li>• Opinion Writing: Butterfly Seed Packet (W.2.1, W.2.5, W.2.7, W.2.8)</li> <li>• Informational Writing: Central Message Writing Routine (W.2.2)</li> </ul>
	Required Trade Books**	RL- <i>The Invisible Boy</i> , Trudy Ludwig RL- <i>The Dot</i> , Peter H. Reynolds RI - <i>The Important Book</i> , Margaret Wise Brown RI- <i>Off to Class: Incredible and Unusual Schools around the World</i> , Susan Hughes	RL- <i>Stone Girl, Bone Girl</i> , Laurence Anholt RL- <i>The Dog That Dug for Dinosaurs</i> , Shirley Raye Redmond RI- <i>Paleontology: The Study of Prehistoric Life</i> , Susan Heinrichs Gray RI- <i>Curious about Fossils</i> , Kate Waters RI- <i>Fossils Tell of Long Ago</i> , Alike RI- <i>Fossils</i> , Ann O. Squire	RI- <i>Plant Secrets</i> , Emily Goodman RI- <i>Seed to Plant</i> , Kristin Baird Rattini RI- <i>From Seed to Plant</i> , Gail Gibbons RI- <i>What Is Pollination?</i> , Bobbie Kalman	RI- <i>A Place for Bats</i> , Melissa Stewart RI- <i>A Place for Butterflies</i> , Melissa Stewart RL- <i>Hey Little Ant</i> , Philip & Hannah Hoose RL- <i>The Little Hummingbird</i> , Michael Yahgulanaas RL- <i>The Lizard and the Sun</i> , Alma Flor Ada RL- <i>The Ant and the Grasshopper</i> , Diane Marwood

\* This plan shows the main writing tasks per module and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

\*\* This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and number of each specific text needed to purchase (e.g. 1/classroom or 6/classroom).



## Grades 3–5 Curriculum Plan

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 3	Topic	3M1: Overcoming Learning Challenges Near and Far	3M2: Adaptations and the Wide World of Frogs	3M3: Exploring Literary Classics	3M4: Water Around the World
	Writing Tasks*	<ul style="list-style-type: none"> <li>• Informative Paragraph: The Challenge of Accessing Books (RI.3.1, RI.3.2, W.3.2, W.3.4, W.3.8, W.3.10)</li> <li>• Informative Writing: Reading Strategies Bookmark (W.3.4 and W.3.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Writing: A Pourquoi Tale (W.3.3, W.3.4 W.3.10)</li> <li>• Narrative and Informative Writing: Freaky Frog Book and Trading Card (RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, and L.3.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting a Revised Scene from <i>Peter Pan</i> (RF.3.4b, SL.3.4, and SL.3.6)</li> <li>• Narrative Writing: Revising a Scene from <i>Peter Pan</i> (W.3.3, W.3.4, W.3.6, W.3.10)</li> </ul>	<ul style="list-style-type: none"> <li>• Opinion Essay: Demand for Water and the Importance of Water Conservation (RI.3.1, W.3.1, W.3.4, W.3.10, L.3.1b)</li> <li>• Water Issue PSA Public Launch Presentation (RI.3.1, SL.3.4, SL.3.6, L.3.3b.)</li> </ul>
	Required Trade Books**	RL - <i>More Than Anything Else</i> , Marie Bradby RL - <i>Waiting for the Biblioburro</i> , Monica Brown RL - <i>Thank You, Mr. Falkner</i> , Patricia Polacco RL - <i>Rain School</i> , James Rumford RL - <i>Nasreen's Secret School</i> , Jeanette Winter RI - <i>My Librarian Is a Camel</i> , Margriet Ruurs	RL - <i>Builtfrog at Magnolia Circle</i> , Deborah Dennard RL - <i>Lizards, Frogs, and Potholes</i> , Douglas Florian RI - <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> , DK Publishing	RL - <i>Peter Pan</i> , J.M.Bartle	RI - <i>One Well: The Story of Water on Earth</i> , Rochelle Strauss RL - <i>Water Dance</i> , Thomas Locker RL - <i>The Boy Who Harnessed the Wind</i> , William Kamkwamba

\* This plan shows the two main writing tasks per module (one of the six assessments; then the performance task), and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

\*\* This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and specific number of each text needed to purchase (e.g. 1/classroom or 1/student).





### Grades 3-5 Curriculum Plan

		Module 1: Becoming a Close Reader and Writing to Learn	Module 2: Researching to Build Knowledge and Teach Others	Module 3: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
Grade 4	Topic	4M1: Poetry, Poets and Becoming Writers	4M2: Animal Defense Mechanisms	4M3: The American Revolution	4M4: Responding to Inequality: Ratifying the 19th Amendment
	Writing Tasks*	<ul style="list-style-type: none"> <li>Revising a Literary Essay (W.4.2a, W.4.5, L.4.1f, and L.4.2b)</li> <li>Poetry Presentation+ (SL.4.4 and SL.4.5)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Essay: Pufferfish Defense Mechanisms (RI.4.9, W.4.2, W.4.4, W.4.7, W.4.8, and W.4.10)</li> <li>Narrative Writing: Animal Defenses Choose-Your-Own-Adventure (RI.4.9, W.4.2, W.4.3, and W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Text-Based Discussion: American Revolution (RI.4.9 and SL.4.1)</li> <li>Opinion Writing: Loyalist Broadside (RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Writing: PSA Script (W.4.1, W.4.4, W.4.10)</li> <li>Taking Action Project Press Release (W.4.2, W.4.4, W.4.10)</li> </ul>
	Required Trade Books**	RL - <i>Love That Dog</i> , Sharon Creech RI - <i>A River of Words</i> , Jen Bryant	RI - <i>Can You Survive the Wilderness?</i> , Matt Doeden RI - <i>Venom</i> , Marilyn Singer RI - <i>Animal Behavior: Animal Defenses</i> , Christina Wisdon	RL - <i>Colonial Voices Hear Them Speak</i> , Kay Winters RL - <i>Divided Loyalties: The Barton Family During the American Revolution</i> , Gare Thompson	RL - <i>The Hope Chest</i> , Karen Schwabach
Grade 5	Topic	5M1: Stories of Human Rights	5M2: Biodiversity in the Rainforest	5M3: Athlete Leaders of Social Change	5M4: The Impact of Natural Disasters
	Writing Tasks*	<ul style="list-style-type: none"> <li>Revising an Analytical Essay: Comparing Character Responses to An Event In <i>Esperanza Rising</i> (W.5.4, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6)</li> <li>Monologue Performance and Program (RF.5.4, W.5.4, W.5.5, W.5.8, W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Informative Essay: Literary Analysis of Concrete Language and Sensory Detail In <i>The Most Beautiful Roof in the World</i> (RI.5.1, RF.5.4, W.5.2, W.5.9, and W.5.10)</li> <li>Rainforest Adventures EBook (W.5.3, W.5.4, W.5.6, W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Essay: Factors of Jackie Robinson's Success (RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10)</li> <li>Poster: Personal Qualities to be an Effective Leader of Change (RI.5.1, RI.5.9, W.5.4, W.5.8, W.5.9b, and W.5.10)</li> </ul>	<ul style="list-style-type: none"> <li>Opinion Essay: Personal Items for My Emergency Preparedness Kit (W.5.1, W.5.4, W.5.5, W.5.6, W.5.10, and L.5.2e)</li> <li>Presentation: Preparing for a Natural Disaster (SL.5.4, SL.5.5, SL.5.6)</li> </ul>
	Required Trade Books**	RL - <i>Esperanza Rising</i> , Pam Muñoz Ryan RI - <i>A Life Like Mine</i> , DK Publishing RI - <i>Universal Declaration of Human Rights</i> , United Nations (excerpts; no purchase necessary)	RL - <i>The Great Kapok Tree</i> , Lynne Cherry RL - <i>Seeds of Change</i> , Jen Cullerton Johnson RI - <i>The Most Beautiful Roof in the World</i> , Kathryn Lasky	RI - <i>Promises to Keep: How Jackie Robinson Changed America</i> , Robinson, Sharon	RL - <i>Eight Days: A Story of Haiti</i> , Edwidge Danticat

\* This plan shows the two main writing tasks per module (one of the six assessments; then the performance task), and standards most central to each task. For a full list of standards assessed (including writing process and language standards), see grade level Curriculum Map.

\*\* This plan shows all trade books used in each module. See "Required Trade Books Procurement List" for ISBNs and specific number of each text needed to purchase (e.g. 1/classroom or 1/student).

+ This presentation requires students to write the speech they are going to present.



## Eureka Math Course Overview

### A Story of Units Curriculum Overview

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 100 (10 days) M2: Addition and Subtraction of Length Units (12 days) M3: Place Value, Counting, and Comparison of Numbers to 1,000 (25 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days) M2: Place Value and Problem Solving with Units of Measure (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days) **M2: Unit Conversions (7 days) M3: Multi-Digit Multiplication and Division (43 days)	M1: Place Value and Decimal Fractions (20 days) M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days) M3: Addition and Subtraction of Fractions (22 days)	1st QUARTER
**M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days) M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days) M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M3: Multiplication and Division with Units of 0, 1, 5-9, and Multiples of 10 (25 days) M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days) M5: Addition and Multiplication with Volume and Area (25 days)	2nd QUARTER
M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days) M5: Identifying, Composing, and Partitioning Shapes (15 days)	M6: Foundations of Multiplication and Division (24 days) M7: Problem Solving with Length, Money, and Data (30 days) M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	M5: Fractions as Numbers on the Number Line (35 days) M6: Collecting and Displaying Data (10 days) M7: Geometry and Measurement Word Problems (40 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days) M6: Decimal Fractions (20 days) M7: Exploring Measurement with Multiplication (20 days)		3rd QUARTER
M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)				M6: Problem Solving with the Coordinate Plane (40 days)	4th QUARTER
M5: Numbers 10-20 and Counting to 100 (30 days) M6: Analyzing, Comparing, and Composing Shapes (10 days)						

Key:			
Number	Geometry	Number and Geometry, Measurement	Fractions



## Achievement First Story Problem Protocol

### K-2 Representation and Solution Agendas at a Glance

K-2 Representation	K-2 Solution
<b>Visualize – 2 minutes</b> WG – Read the problem Ss – Visualize	<b>Visualize – 2 minutes</b> WG – Read the problem Ss – Visualize
<b>Represent &amp; Retell – 12 minutes</b>  (2-3) Ss – Represent on whiteboard  (1-2) TT – Share your representation (first I ___ b/c in the story...)  (4-5) WG – Decision (2-3 Share, Introduce a New Representation or Misconception Protocol- all have variations on the sequence below) <ul style="list-style-type: none"><li>• 2 or 3 Ss share representations</li><li>• T - asks discussion question</li><li>• TT - respond to discussion question</li><li>• WG - <u>Ss share</u> strong responses</li><li>• T - stamps the key point</li></ul> (1) TT – Retell using your representation (1)WG – 1-2 Ss share retell	<b>Represent, Retell, &amp; Solve – 18 minutes</b> (3) Ss – Represent on white board and solve using your representation  (2) TT – Share your representation through a retell and how you solved the problem  (12) WG – Decision (2-3 Share, <u>Introduce</u> a New Calculation or Misconception Protocol- all have variations on the sequence below) <ul style="list-style-type: none"><li>• 2 or 3 Ss share solve strategies</li><li>• T - asks discussion question</li><li>• TT - respond to discussion question</li><li>• WG - Ss share strong responses</li><li>• T - stamps the key point</li></ul> (1) TT – Finish the Story (1) WG – 1-2 students share their Finish the Story
<b>Solve – 6 minutes</b> (2-3) S – Solve using your representation (fix representation if needed)  (1-2) WG – 1 student shares how they solved (may include rep as needed)  (1) TT – Finish the Story  (1) WG – 1 student shares their Finish the Story	

#### Notes:

- T = teacher, WG = whole group, S = student independently, TT = turn and talk

- Share your representation/solution turn-and-talk: After one person shares, the partner should say, "I agree with you because..." or "I disagree with you because..." and the partner should fix their representation/solution



## 3-4 Representation and Solution Agendas at a Glance

### 3-4 Representation

### 3-4 Solution

**Visualize – 2 minutes**

WG – Read the problem  
Ss – Visualize

**Represent & Retell – 8 to 13 minutes**

(3-5) Ss – Represent on whiteboard/paper

(2-3) TT – Share your representation and retell the problem/name what is being solved for

(5-8) WG – Decision (2-3 Share, Introduce a New Representation or Misconception Protocol- all have variations on the sequence below)

- 2 or 3 students share representations
- T - asks discussion question
- TT - respond to discussion question
- WG - Ss share strong responses
- T - stamps the key point
- S - fix their representations if needed before solve

**Solve – 5 minutes**

(3) S – Solve using your representation

(1) WG – 1 student shares how they solved

(1) WG – 1 student shares their answer in a complete sentence

**Visualize – 2 minutes**

WG – Read the problem  
Ss – Visualize

**Represent, Retell, & Solve – 18 minutes**

(5) Ss – Represent on whiteboard/paper and solve using your representation

(2) TT – Share your representation through a retell and your calculation

(10) WG – Decision (2-3 Share, Introduce a New Calculation or Misconception Protocol- all have variations on the sequence below)

- 2 or 3 students share solve strategies
- T - asks discussion question
- TT - respond to discussion question
- WG - 1 student shares strong responses
- T - stamps the key point

(1) WG – 1 student shares their answer in a complete sentence

**Notes:**

- T = teacher, WG = whole group, S = student independently, TT = turn and talk

- Share your representation/solution turn-and-talk: After one person shares, the partner should say, "I agree with you because..." or "I disagree with you because..." and the partner should fix their representation/solution; partner may also ask – "explain it more; what did you do?"; for multi-step problems, it may appropriate to pause in the partner conversation after each part/step



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## Amplify Science Course Overview

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<div>INVESTIGATION</div> <div>Needs of Plants and Animals</div> <div>20 lessons 2 assessment days 45 minutes each</div>	<div>MODELING</div> <div>Animal and Plant Defenses</div> <div>20 lessons 2 assessment days 45 minutes each</div>	<div>INVESTIGATION</div> <div>Plant and Animal Relationships</div> <div>20 lessons 2 assessment days 60 minutes each</div>	<div>MODELING</div> <div>Balancing Forces</div> <div>20 lessons 2 assessment days 60 minutes each</div>	<div>ENGINEERING DESIGN</div> <div>Energy Conversions</div> <div>20 lessons 2 assessment days 60 minutes each</div>	<div>INVESTIGATION</div> <div>Patterns of Earth and Sky</div> <div>20 lessons 2 assessment days 60 minutes each</div>
<div>ENGINEERING DESIGN</div> <div>Pushes and Pulls</div> <div>20 lessons 2 assessment days 45 minutes each</div>	<div>ENGINEERING DESIGN</div> <div>Light and Sound</div> <div>20 lessons 2 assessment days 45 minutes each</div>	<div>ENGINEERING DESIGN</div> <div>Properties of Materials</div> <div>20 lessons 2 assessment days 60 minutes each</div>	<div>INVESTIGATION</div> <div>Inheritance and Traits</div> <div>20 lessons 2 assessment days 60 minutes each</div>	<div>INVESTIGATION</div> <div>Vision and Light</div> <div>20 lessons 2 assessment days 45 minutes each</div>	<div>MODELING</div> <div>Modeling Matter</div> <div>20 lessons 2 assessment days 60 minutes each</div>
<div>MODELING</div> <div>Sunlight and Weather</div> <div>20 lessons 2 assessment days 45 minutes each</div>	<div>INVESTIGATION</div> <div>Spinning Earth</div> <div>20 lessons 2 assessment days 45 minutes each</div>	<div>MODELING</div> <div>Changing Landforms</div> <div>20 lessons 2 assessment days 60 minutes each</div>	<div>ENGINEERING DESIGN</div> <div>Environments and Survival</div> <div>20 lessons 2 assessment days 60 minutes each</div>	<div>ARGUMENTATION</div> <div>Earth's Features</div> <div>20 lessons 2 assessment days 60 minutes each</div>	<div>ENGINEERING DESIGN</div> <div>The Earth System</div> <div>24 lessons 2 assessment days 60 minutes each</div>
			<div>ARGUMENTATION</div> <div>Weather and Climate</div> <div>20 lessons 2 assessment days 60 minutes each</div>	<div>MODELING</div> <div>Waves, Energy, and Information</div> <div>20 lessons 2 assessment days 60 minutes each</div>	<div>ARGUMENTATION</div> <div>Ecosystem Restoration</div> <div>20 lessons 2 assessment days 60 minutes each</div>



***InquirEd Inquiry Journeys Curriculum Overview, Grades 3-5***

Grade Level	Unit 1	Unit 2	Unit 3
3	Global Connections	Migration & Movement	The 20th Century Civil Rights Movement
4	Natural Resources of the US	Our State's History	Economic Choices
5	The Colonial Era	The American Revolution	Rights & Responsibilities



### ***ArtsEd Washington Curriculum Overview***

<b>Grade</b>	<b>Overview</b>	<b>Lessons</b>
K	This creative start introduces concepts of line variety, geometric shape, actual texture, primary color, and pattern through exploratory drawing, painting, collage, and stamping. In literacy infused lessons, students make decorative letters, identify word sequence, analyze visual clues, and develop pictures by linking words and images.	<ol style="list-style-type: none"><li>1. Straight and Curved Lines in Paint</li><li>2. Straight and Curved Lines in Letters</li><li>3. Line Stations</li><li>4. From Shapes to Animals</li><li>5. Straight-Sided Shapes in Collage</li><li>6. Textures All Around You</li><li>7. Textures in Clay</li><li>8. Primary Colors</li><li>9. Making My Own Colors</li><li>10. Making My Own Colors</li></ol>
1	These active process-oriented lessons focus on concepts of line direction and type, organic shape, 3-D form, real and implied texture, secondary color, and principles of composition. Literacy-infused lessons explore text direction/spacing, observation, description, and story elements through drawing, painting, collage, clay modeling and printmaking.	<ol style="list-style-type: none"><li>1. Lines in Buildings</li><li>2. Lines in Balance</li><li>3. Observing and Describing Shapes</li><li>4. Shapes within Shapes</li><li>5. Character in Three-Dimensions</li><li>6. Rubbed Textures in Process-Folio</li><li>7. Painted Textures in Process-Folio</li><li>8. Making a Place - Look Here First!</li><li>9. Our Family</li><li>10. Lines in Radial Balance</li></ol>
2	A broad range of art is created using concepts of contour and line type, abstraction, color palette, 3-D form, and positive and negative space. Students make both realistic and abstract drawings, relief prints, paintings, and paper sculptures. Literacy-infused lessons include making sketch/journal entries, inventing clay characters and illustrating stories and poems in collage.	<ol style="list-style-type: none"><li>1. Lines for Interiors – A Series of Views</li><li>2. Students make relief prints based on patterns observed in the environment.</li><li>3. Shapes to Represent Objects</li><li>4. Abstract Objects</li><li>5. Forms for Characters</li><li>6. Cool and Warm Colors</li><li>7. Selecting a Palette</li><li>8. Shapes in Space</li><li>9. Rhythm and Repetition</li><li>10. Rhythm and Repetition</li></ol>





3	Fundamental concepts and skills are applied in new ways. Line is used to invent characters in monotype prints and show figures in action within drawings and wire sculptures. Elements of scale, horizon, overlapping, shape and texture in painting and printmaking reference specific time and place for settings. Students also visualize and write in response to art.	<ol style="list-style-type: none"><li>1. Types of Line</li><li>2. Balancing Shapes and Making Them Pop with Color!</li><li>3. Exaggerated Textures for Still Life</li><li>4. Gathering Information About People</li><li>5. Figures in Action</li><li>6. Elaborating On an Idea to Develop a Character</li><li>7. Creating Attention with Scale and Size</li><li>8. Setting the Scene</li><li>9. Walking in the Artist's Shoes</li><li>10. Creating a Time and Place</li></ol>
4	Building traditional skills in drawing and painting is emphasized through study of proportion, value, color mixing, and space. Principles of balance and unity in 2-D and 3-D are explored through constructing tactile collages and paper sculptures. In literacy infused lessons, students connect word choice, detail, narrative and figurative language with images.	<ol style="list-style-type: none"><li>1. Line Character</li><li>2. Modeling with Color</li><li>3. Levels of Space</li><li>4. A Symbol of Yourself</li><li>5. Making a Range of Values for Setting</li><li>6. Figures in a Setting</li><li>7. Line Direction in Assemblage</li><li>8. Multiple Viewpoints for Sculpture</li><li>9. Collaboration: Printing Multiples</li><li>10. Narrative Response to Art</li></ol>
5	Skills are refined through making pen and ink drawings, watercolor paintings, and sculptures focusing on proportion, value, and scale. Translating words into pictures and pictures into words is investigated through depicting setting, combining shapes for meaning, using color for mood and responding to art. Students also create prints and then explain the printmaking procedure in writing.	<ol style="list-style-type: none"><li>1. Converging Lines</li><li>2. Geometric and Organic Shapes</li><li>3. Color Dominance in Still Life</li><li>4. Color and Line for Mood</li><li>5. Creating Deep Space</li><li>6. Atmospheric Texture</li><li>7. Crosshatching for Value</li><li>8. Ratio and Proportion in the Human Figure</li><li>9. Recording the Printmaking Process</li><li>10. Responding to Art: Art Criticism</li></ol>





## Open PhysEd Curriculum Modules

TOOLS FOR TEACHING PHYSICAL EDUCATION K-2 MODULE LISTING			
 <u>BALL HANDLING &amp; DRIBBLING SKILLS</u>	 <u>DANCE</u>	 <u>ELEMENTARY GYMNASTICS</u>	 <u>OPEN NATIONAL FIELD DAY</u>
 <u>FLAG TAG GAMES</u>	 <u>FOOT SKILLS</u>	 <u>FUN ROUTINES</u>	 <u>GRATITUDE GAMES</u>
 <u>INSTANT ACTIVITIES</u>	 <u>LINED EQUIPMENT</u>	 <u>LOCOMOTOR &amp; MANIPULATIVE SKILLS</u>	 <u>NEXTGEN SCIENCE CONNECTIONS</u>
 <u>PARACHUTE GAMES</u>	 <u>PERSONAL &amp; SOCIAL RESPONSIBILITY</u>	 <u>PLAY INSTANT ACTIVITIES</u>	 <u>PLAY AND PLAY CLASSROOM MANAGEMENT</u>
 <u>PUMPKIN PATCH GAMES</u>	 <u>RHYTHM FIT</u>	 <u>SPIN BOX FUN</u>	 <u>VOLLEYING &amp; STRIKING SKILLS</u>
 <u>WINTER WONDERLAND INSTANT ACTIVITIES</u>	 <u>YOGA &amp; MINDFULNESS</u>		



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TOOLS FOR TEACHING  
PHYSICAL EDUCATION  
3-5 MODULE LISTING



BASKETBALL SKILLS



BAT & BALL GAMES



DANCE



EDUCATIONAL  
GYMNASTICS



FIELD DAY



FITNESS KNOWLEDGE



GAME DAY



GRATITUDE GAMES



INVASION BASICS



INSTANT ACTIVITIES



JUMP ROPE



LACROSSE



LOWER EQUIPMENT



MINUTES TO WIN  
CHALLENGES



NEXTGEN SCIENCE  
CONNECTIONS



NINJA WARRIOR SKILLS



OLYMPICS GAMES



PARALYMPICS GAMES



PERSONAL & SOCIAL  
RESPONSIBILITY



PI DAY INSTANT  
ACTIVITIES



PICKLEBALL



PLUG AND PLAY  
CLASSROOM  
MANAGEMENT



PLUG & PLAY FITNESS



PUMPKIN PATCH GAMES



## MusicPlay Sample Curriculum Map

# Kindergarten Music Curriculum

	MOVING	SPEAKING SINGING	PLAYING	LISTENING	READING NOTATING	CREATING
R H Y T H M	* Beat - experience, label * short-long patterns, rest experience * accent	* Sing songs with a steady beat in 2/4 4/4 6/8  * Patterns ♪ ♪	* Beat - experience and label when playing unpitched instruments	* Beat - experience and label when listening	* Experience and label beat. Tap a beat on a beat chart. * label patterns ♪ ♪	* Play a beat on a variety of instruments * create patterns on unpitched instruments
M E L O D Y	* experience and label melodic direction * experience and begin to label high-low	* develop voice * melodic direction * high-middle-low * tone match: songs with limited range * repertoire songs	* melodic direction * play high or low notes on pitched instruments	* melodic direction * high-low * size of sound source = pitch	* show high-low with arm motions (so-mi) * respond to so-mi hand signals	* create answers to teacher questions * create new verses alone or within the group
H A R M O N Y	* move to music that is major/minor and ask how it makes them feel	* major/minor experience * sing a song with teacher accompanied ostinato	* play a rhythm with teacher accompanied ostinato	* listen to major/minor and ask how it makes them feel or what it makes them think of		* experience moving and creating to minor "October is Here" "Halloween Looby Loo"
F O R M	* experience phrase through movement, teacher labels with shapes	* sing songs with sections that may be repeated (same) or different. (AB)	* recognize that a section can be repeated or different when playing instruments	* recognize that a section can be repeated or different when listening	* teacher labels and shows form with shapes	* As a class, decide on the final form of performances
E X P R E S S I O N	* move to show fast-slow, loud-soft, different moods e.g. create movement to "Spaceworms"	* sing music that is loud - soft, fast - slow * sing songs with expression to show the meaning of the song	* play the beat on instruments to show fast - slow, loud-soft	* recognize that music may express our feelings * loud - soft * fast - slow * timbre - instruments u/p classify by sound * timbre - voices	* Teacher can label songs as fast-slow, loud-soft	* create movements that show fast-slow, loud-soft e.g. Take My Little Car for fast-slow, Grumpy Grizzly for loud-soft
C U L T U R E	* perform singing games and simple dances from a variety of cultures e.g. Ame Ame, Arroz con leche, Kumbayah, Tingalayo, Sambalele	* sing songs from a variety of cultures * sing simple songs in languages other than English	* play instruments representative of many cultures	* listen to music from a variety of historical periods and a variety of cultures e.g. Connaughtman's Rambles - Irish Tambourin - Bach	* Teacher should show the location of the country or culture on a world map or on a globe	* create movements to songs from other cultures e.g. Firefly, Japan Little Airplane, China

### RELATE MUSIC TO OTHER ARTS AND OTHER SUBJECT AREAS

- Learn songs that reinforce or relate to topics, skills and subjects that are learned in kindergarten.
- Have students draw pictures that show the way music makes them feel, or what it makes them think of.
- Have students dramatize songs.
- Create dances and movements to music.
- Learn many poems and chants.